

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

August 12-13, 2004

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284**

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS OFFICES, THE GATEWAY
AGENDA

Thursday, August 12, 2004

12:00 p.m. - EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS
1:15 p.m. Board Room

1:15 p.m. - OPENING GENERAL SESSION (COMMITTEE OF THE WHOLE)
1:30 p.m. Board Room

- Welcome and Overview of Meeting
- Election of Chair and Vice Chair

1:30 p.m. - MEETINGS OF BOARD COMMITTEES
3:30 p.m.

Academic, Applied Technology and Student Success Committee
5th Floor Board Room

ACTION:

1. Weber State University – Welding Technology Emphasis within the B.S. in Manufacturing Engineering Technology (MfET) Degree Tab A
2. Utah College of Applied Technology – New Directions 2004 Tab B

CONSENT:

3. Consent Calendar Tab C
 - A. Utah Valley State College – Progress Report on BS/BA Degrees in Behavioral Science
 - B. Utah College of Applied Technology – Paralegal Certificate

INFORMATION:

4. Information Calendar Tab D
 - A. University of Utah – Interdisciplinary Minor in Peace and Conflict Studies
 - B. Utah State University – Name Change: BS and MS Degrees from Department of Industrial Technology and Education to Department of Engineering and Technology Education
 - C. Weber State University – 2003-2004 Program Reviews
 - D. Utah Valley State College –
 - i. Name Change: Department of Business Computer Information Systems to the Department of Computer Information Technology and Education (CITE)
 - ii. Name Change: BS Degree in Fire Services Administration to the BS Degree In Public Emergency Services Management
 - E. Utah System of Higher Education – Change “Applied Technology Education (ATE)” to “Career and Technical Education (CTE)”
5. Writing Portfolio Assessment Report Tab E

Finance, Facilities and Accountability Committee

4th Floor Executive Conference Room

ACTION:

1. USHE – Long-term Enrollment Projections Tab F
2. USHE – Proposed Revisions to the Capital Facilities Qualification and Prioritization Process Tab G
3. USHE – Proposed Revisions to Policy R854, *Regents Professorships* Tab H
4. University of Utah – 2004-2005 Budget for University Hospitals and Clinics Tab I
5. University of Utah – Authorizing Resolution, Replacement of Funds in Debt Service Reserve Fund with a Debt Service Reserve Fund Surety Bond Tab J
6. College of Eastern Utah – Property Purchase Tab K
7. Salt Lake Community College – Property Purchase Tab L

CONSENT:

8. Consent Calendar Tab M
 - A. USHE – 2004-2005 Budget Implementation Reports
 - B. USHE – 2004-2005 Appropriated Operating Budgets
 - C. USHE – Spring Semester and End-of-Term Enrollment Reports
 - D. USHE – Amendments to Policy R928, *Leaves of Absence with Payment*
 - E. University of Utah – Sale of Property and Granting of Easement to UDOT
 - F. University of Utah and Utah State University – Facilities Delegation Reports

INFORMATION/DISCUSSION:

9. USHE – Quarterly Report on Administrative Collaboration and Consolidation: Financial Aid Tab N
10. USHE – 2005-2006 State-funded Capital Development Projects Tab O
11. USHE – Informational Report: Usage of Fuel Cards/Vehicle Assignments Tab P
12. USHE – Bond-debt Summary and Bonding Overview Tab Q
13. USHE – Update on 2004-2005 Health Plans Tab R
14. USHE – Preliminary Discussion of Proposed Revisions to Policy R851, *Guidelines for Retirement Programs* Tab S

3:30 p.m. -

REGULAR BUSINESS MEETING OF THE BOARD

4:30 p.m.

Board Room

1. Report of the Chair
2. Report of the Commissioner
3. General Consent Calendar Tab T
4. Reports of Board Committees
 - Academic Committee – Tabs A - E
 - Finance Committee – Tabs F - S

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

REGENTS' AND PRESIDENTS' RETREAT
UNIVERSITY PARK MARRIOTT HOTEL
(Ballrooms 2 & 3, First Floor)

Friday, August 13, 2004

8:00 a.m. -
8:30 a.m.

Opening Plenary Session

8:30 a.m. -
12:00 noon

Meetings of Regents, Presidents and Commissioner

12:00 noon -
1:00 p.m.

Lunch – Atrium, 1st floor

1:00 p.m. -
2:30 p.m.

Summary Session – Regents, Presidents and Commissioner

The agenda and supporting materials for the retreat will be mailed separately. Topics will include strategies for accommodating future enrollment growth, funding for higher education, tuition policy, financial aid for students, processes for approving new programs (R-401), and the legislative program for 2005-2006.

MEMORANDUM

July 28, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: *Weber State University request to establish a new Welding Technology Emphasis within the established B.S. in Manufacturing Engineering Technology (MfET) Degree – Action Item*

Issue

Weber State University (WSU) seeks approval to add a Welding Technology Emphasis to its existing Manufacturing Engineering Technology (MfET) Degree Program, Fall Semester 2004. The proposal was approved by the WSU Board of Trustees on March 9, 2004. In April, WSU requested an exception to the moratorium based on “Cost Savings or Efficiencies” and “Compelling Need.” The Regent’s Program Review Committee approved the request on April 4, 2004.

Background

This request to add a Welding Technology Emphasis to the WSU MfET curriculum is in tandem with a recent action by Utah State University (USU) to suspend enrollment in its B.S. in Welding Engineering Technology program effective June 2004. Because of the USU decision, this proposal has three overarching purposes:

1. To provide an alternative program completion option for existing USU students, if they wish to transfer from USU
2. To provide a welding option for WSU MfET students
3. To meet current and future industry employment needs for welding engineering technologists

WSU has intentionally added this Welding Technology Emphasis to their existing MfET degree as opposed to creating a stand-alone welding technology degree for two important reasons. First, this degree configuration will increase job opportunities for WSU students because it will produce graduates with both welding technology expertise and manufacturing knowledge and skills. Second, it will enable WSU to accredit the welding technology emphasis, since WSU MfET program is currently accredited by TAC of ABET. Designing and implementing an emphasis within an already nationally accredited degree program will help maintain program quality.

Policy Issues

The institutional Board of Trustees has approved this proposal. No USHE institution expressed opposition to this proposal. Utah State University (USU) supports the proposal in light of their decision to discontinue the Welding Technology Program.

Options Considered

After Regents have reviewed the proposal from the Weber State University, they may raise issues, request additional information, deny the request, or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the Request from Weber State University to add a Welding Technology Emphasis within the established B.S. in Manufacturing Engineering Technology (MfET) Degree, effective Fall Semester, 2004.

Richard E. Kendell, Commissioner

REK/GW
Attachment

ACADEMIC, APPLIED TECHNOLOGY AND STUDENT SUCCESS COMMITTEE

ACTION ITEM

**Request to add a Welding Technology Emphasis within the established
B.S. in Manufacturing Engineering Technology (MfET) Degree
Effective Fall Semester, 2004**

Weber State University

Prepared for
Richard E. Kendell
by
Gary Wixom

July 28, 2004

SECTION I: THE REQUEST

Officials at WSU seek approval to add a Welding Technology Emphasis to its existing Manufacturing Engineering Technology (MfET) degree program, Fall Semester 2004. The proposal was approved by the WSU Board of Trustees on March 9, 2004.

SECTION II: PROGRAM DESCRIPTION

Complete Program Description

The Welding Technology Emphasis within the B.S. in MfET will produce manufacturing engineering technologists with the knowledge of the latest processes and methods of welding. This Emphasis is offered within the Manufacturing and Mechanical Engineering Technology (MMET) Department. The MfET program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET).

The B.S. in MfET with a Welding Technology Emphasis will prepare students for professional employment in industry by teaching fundamental knowledge and skills in a broad range of manufacturing disciplines. The knowledge and skills include process planning, tool and machine design, material selection and treatment, process automation, manufacturing resource planning, Six Sigma methods and tools in manufacturing, and lean manufacturing. State-of-the-art laboratories give students hands-on experiences with CNC machine tools, robotics, programmable logic controllers, systems integration, and the latest in a variety of CAD/CAM systems. Year-long, required senior projects have included satellites, hybrid electric vehicles, computer integrated manufacturing cells, and others that help students gain confidence in their abilities while gaining additional insight and skills in both teamwork and human relations.

Purpose of Degree

The proposal to add a Welding Technology Emphasis to the WSU MfET curriculum is in tandem with a recent action by Utah State University (USU) to suspend enrollment in its B.S. in Welding Engineering Technology program effective June 2004. Because of the USU decision, this proposal has three purposes:

1. To provide an alternative program completion option for existing USU students, if they wish to transfer
2. To provide a welding option for WSU MfET students
3. To meet current and future industry employment needs for welding engineering technologists

WSU intentionally seeks to add a Welding Technology Emphasis to its existing MfET degree as opposed to creating a stand-alone degree for two reasons. First, this degree configuration will increase job prospects for students because it will produce graduates with both welding technology expertise and manufacturing knowledge and skills. Second, it will enable WSU to accredit the Welding Technology Emphasis, since WSU's MfET program is currently accredited by TAC of ABET. Designing and implementing an emphasis within an already nationally accredited degree program will help maintain program quality.

To complete a B.S. in MfET with a Welding Technology Emphasis, students must complete 126 credits, including 45 credits of required MfET courses. Of these 45 credits, 26 will deal with welding technology and electrical circuits (see Appendix A). Welding Technology Emphasis graduates will be knowledgeable about

the latest processes and methods of welding. Because these graduates are part of the MfET program, they will be able to demonstrate the following outcomes as prescribed by TAC of ABET for MfET programs:

1. Mastery of knowledge and technical skills gained in the major
2. Skills in quality assurance, process planning, scheduling, cost estimating, and project management using commercial computer applications
3. The ability to function as a member of a project team with good problem solving skills
4. Technical competency in manufacturing engineering activities
5. Effective technical communication skills, both written and oral

Admission Requirements

There are no admission requirements for this emphasis beyond the WSU admission requirements.

Student Advisement

If students have not declared a major, they will be advised by the WSU central Academic Advisement Office. Once students declare a major, they are advised by faculty advisors within that department. Students who are pursuing a Welding Technology Emphasis within the B.S. in MfET will be advised by one of the MfET faculty at least once each year.

Justification for Number of Credits

The B.S. in MfET requires 126 credits; this is within the Board of Regents' required range of credits for a B.S. degree (120 to 126 credits).

External Review and Accreditation

Aside from the discussions between WSU and USU faculty, there were no external consultants involved in the development of this proposed emphasis. WSU officials believe the proposed curriculum content is similar to USU existing course content, though the course configuration may not be the same.

With the USU program suspension, only three four-year welding programs in the United States remain: Ferris State University (MI), Ohio State University (OH), and LeTourneau University (TX). The design of the WSU Welding Technology Emphasis curriculum is similar to Ferris State's or LeTourneau University's.¹

Ferris State offers a B.S. in Welding Engineering Technology degree with approximately 20 graduates per year. Its curriculum includes courses in welding metallurgy, non-destructive testing, and quality control (courses also found in the proposed Welding Technology Emphasis). The LeTourneau University curriculum also includes courses in welding methods, and AC and DC circuits (courses also included in the proposed emphasis). It is important to note that the LeTourneau University program is designed as a welding concentration within its B.S. in Engineering Technology; this approach is similar to the proposed Welding Technology Emphasis within the proposed WSU B.S. in MfET.

¹ The Ohio State program is a welding engineering program - not a Welding Technology program - and is designed in part to prepare students for graduate school.

The proposal to add the Welding Technology Emphasis was reviewed by the MfET Program Industrial Advisory Committee. These individuals, noted below, unanimously approved the addition of this emphasis.

Ken Jensen, chair – <i>Fresenius Medical</i>	Dave Mills – <i>Autoliv</i>
Bill Fitzgerald – <i>GSC</i>	Randy Stanger – <i>Autoliv</i>
Marcell Korach – <i>Barnes Group</i>	Bud Garcia – <i>Honeywell</i>
Rich Ranstrom – <i>Rolls Royce</i>	Ed Vannimwegen – <i>Lifetime Products</i>
George Smedley – <i>Iomega</i>	Ned Blackett – <i>Chromalox</i>
Jim Truett – <i>Miller Electric</i>	Todd McBride – <i>Parker Hannifin</i>
Craig Trewet – <i>Boeing</i>	

The MfET program is currently accredited by the TAC of ABET. Because this emphasis will be part of an already accredited degree program, WSU will notify ABET regarding the addition of this emphasis, once it is approved. The next MfET ABET review is scheduled for 2009-2010. There is no extra cost involved to accredit the welding emphasis separate and apart from the costs for accrediting the MfET program. Further, there are no separate welding accreditation standards within TAC of ABET. Accredited engineering technology programs are required to meet the same criteria with regard to program objectives, outcomes and assessment; faculty; facilities; and institutional support. Both the chair of the MMET Department and the dean of the College of Applied Science and Technology (COAST) serve as TAC of ABET reviewers. They have designed the Welding Technology Emphasis to be in compliance with ABET accreditation standards.

Projected Enrollment

Enrollments in the existing WSU MfET program for the past five years are shown below.

WSU MfET Majors				
1999	2000	2001	2002	2003
101	102	145	139	140

With the addition of the welding emphasis and natural growth in the program as show above, it is anticipated that total MfET enrollments for the next five years will be as noted below. These numbers include an anticipated enrollment of 40 to 50 Welding Technology Emphasis students per year.

WSU MfET Anticipated Majors (including Welding Technology Emphasis students)				
2004	2005	2006	2007	2008
185	195	205	210	210

Faculty

There are currently six full-time faculty teaching in the WSU MfET program. Two of these faculty have significant welding background and will teach some of the welding courses. To implement this proposed emphasis, WSU has hired a seventh faculty member on a tenure track appointment who has appropriate welding expertise (see Appendix C). For a tenure track appointment in COAST, faculty must have a minimum of a master’s degree and five years of relevant work experience. These 3 faculty are sufficient to teach the 26 credits of welding courses because WSU faculty are required to teach 24 credits per year.

With the addition of this faculty member, WSU has adequate staffing for the anticipated enrollment in the welding option for the first five years of the program. WSU will not hire adjunct, part-time, or non-tenure track faculty to teach welding technology courses. At WSU, faculty development is supported through several different types of activities including sabbaticals in local industry, attendance at workshops and conferences, seminars through the Forum for Teaching & Learning, and for the faculty who teach the welding technology courses through the Miller Welding training center.

Staff

The MMET Department currently has 1 FTE technician and 1.5 FTE clerical support staff. This adequately supports the new emphasis area for the first five years; additional support staff will not be needed.

Library and Information Resources

The WSU Miller Center provides access to a broad array of welding technology learning resources. Students also have access to online or paper copies of learning resources via the WSU Stewart Library. Thirdly, there is a small library and study room in the Engineering Technology (ET) building with a subset of these materials. Through the Miller Center, the Stewart Library, and ET library, students can access the needed technical journals, trade magazines, and manufacturing related reference materials. The MMET Department has a library representative that helps assure the reference materials are current. Additionally, the department has an approximate annual budget of \$4,000 for the purchase of new materials.

Institutional Readiness

WSU is well prepared to implement this Welding Technology Emphasis within its existing MfET B.S. degree program for the following reasons.

Budget. WSU will use an existing vacant MfET faculty position to hire one additional MfET faculty member to teach the welding technology emphasis courses. This new hire will work with two existing MfET faculty who have welding backgrounds (see Appendix C). WSU has sufficient program support monies (current expense, travel) to support this emphasis.

Faculty and Curriculum. Two of the WSU existing MfET faculty have welding backgrounds and WSU has recently hired a new faculty member with welding expertise to teach the 26 credits of required Welding Technology Emphasis courses that have already been approved by the WSU Faculty Senate.

Staff. WSU has 2.5 FTE staff currently within the MfET Department; this number is sufficient to handle the additional needs of Welding Technology Emphasis students.

Equipment and Learning Resources. Through donations and purchases, WSU has the necessary equipment to offer this emphasis. Miller Electric, the premier producer of welding equipment in the U.S., moved its Intermountain Training Center from USU to WSU in September 2003. By having this training center at WSU, WSU has access to the latest in welding equipment and the training on the use of that equipment, including four Metal Inert Gas welders, four Tungsten Inert Gas welders, three arc welders, five plasma cutters, and two engine driven welders, valued near \$250,000. Additionally, USU agreed to send WSU any surplus equipment that was used solely for its Welding Engineering Technology program.

WSU faculty traveled to USU to consult on curriculum and to talk to USU students and faculty to facilitate transferring USU welding students to WSU. USU faculty visited WSU to talk to the faculty and tour the facilities. WSU is now prepared to provide a seamless transfer of USU students into this emphasis.

SECTION III: NEED

Program Need

WSU had a Welding Engineering Technology program with a solid enrollment for many years, as noted by its recent five-year enrollment data shown below. WSU intends to build upon this demonstrated need. If this emphasis is approved, some existing USU Welding Technology students may transfer to WSU to complete their degree. Beyond those students, WSU will recruit students internally and externally of its existing pool of MfET students. It is anticipated that the enrollment in the proposed WSU Welding Technology Emphasis will start at the level that has existed at USU over the past five years and grow as it recruits specifically for this option.

USU Welding Engineering Technology Majors				
1999	2000	2001	2002	2003
40	37	44	50	35

Labor Market Demand

Indications from Utah industries show that this type of degree is in demand. The WSU MfET Industrial Advisory Committee members feel strongly that there is a solid market demand for such a program and have fully endorsed it. Welding is a fundamental manufacturing process used in Utah companies. A significant advantage in having a welding emphasis as part of manufacturing degree program is that students not only learn about the various types and kinds of welding processes and procedures, they learn about these in the larger context of manufacturing as a whole. It should also be noted that this program will produce graduates with expertise in the technologies needed by Hill Air Force Base and this could be a positive factor in future BRAC evaluations. WSU notes that USU's welding graduates have been hired by other Utah companies, including Varian, Vulcraft, Hercules, Icon/Proform, Nucor, ATC Thiokol, and Boeing.

Student Demand

Immediate demand for the Welding Technology Emphasis will come from current USU students. WSU officials are confident that by including a welding emphasis within their accredited MfET degree and by implementing a strong recruitment program, WSU student enrollments in the Welding Technology Emphasis courses will equal or exceed the recent USU five-year enrollment data as shown above.

Similar Programs

Several of the Utah College of Applied Technology (UCAT) campuses offer certificates in welding and several of the community colleges have welding programs. The main thrust of these programs is to produce welders, rather than welding technologists. A welder is one who physically does welding, either in the shop or in the field. The welding technologist is one who determines what kind of welding processes should be used within an overall manufacturing option, often in an assembly line setting. With the decision of USU to

suspend enrollment in its program, there is no four-year welding emphasis or welding major within USHE; moreover, no USHE institution offers a bachelor's degree in manufacturing or in welding.

Collaboration with and Impact on Other USHE Institutions

WSU has had ongoing discussions with USU subsequent to its decision to suspend enrollment in its Welding Engineering Technology. Because of these discussions, WSU has USU's support for this emphasis. WSU believes its collaborative efforts with USU will provide a smooth transition for any USU students who wish to transfer to WSU to complete a welding emphasis option.

WSU officials are aware that UCAT faculty and administrators are considering an A.A.T. degree in welding sometime in the future (2005-2007). The proposed MfET baccalaureate degree with a welding emphasis could complement a future UCAT A.A.T. degree in welding and provide an advanced degree path for those A.A.T. graduates. If the Welding Technology Emphasis is approved, WSU officials will collaborate with UCAT officials in designing the A.A.T. welding degree to enhance course articulation and student transfer.

Benefits

By including a Welding Technology Emphasis within the existing B.S. in MfET, WSU provides an additional degree completion option for WSU MfET students. WSU officials believe this option increases students' career options and provides them with a competitive employability edge in a relatively unique job market both locally and nationally. A possible short-term benefit to USU is that this emphasis provides an alternative degree completion path for the welding students at USU. This Welding Technology Emphasis also helps meet employment needs of Utah and Intermountain West manufacturers, which benefits USHE.

Consistency with Institutional Mission

The proposed emphasis in Welding Technology in the B.S. in MfET degree complements the WSU mission that states students must "...meet the educational needs of Utah through roles assigned by the State Board of Regents in the liberal arts and sciences and a variety of vocations and professions." Additionally WSU provides programs that "...are designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world."

The WSU COAST mission supports this insofar as COAST programs serve the citizens of Utah by preparing students for employment upon graduation and ensuring that they are productive, accountable, and responsible individuals able to function effectively in today's workplace. The proposed B.S. in MfET with a Welding Technology Emphasis fits very well with both the university and college mission.

SECTION IV: PROGRAM AND STUDENT ASSESSMENT

Program Assessment

NOTE: Because this Welding Technology Emphasis is embedded within an existing degree program, the goals, standards of performance, and assessment processes for the Welding Technology Emphasis and students are those that are already in place for the B.S. in MfET program and students.

The mission of the WSU MfET program is to educate, prepare, and graduate students with a broad technical foundation along with communication and interpersonal skills, which will enable them to

demonstrate professional competence within the discipline. Additionally, the MfET program strives to provide students, through a blend of theory and hands-on applications, with the knowledge and skills that will satisfy the needs of local and national industries. The MfET program has the following goals:

1. Strive to improve the program relative to its stated mission.
2. Promote excellence in teaching within the program.
3. Strive to increase program enrollments by supporting the recruitment and retention activities of the department and college.
4. Strive to strengthen the relationship between the program and local industries by promoting a strong industrial advisory committee.
5. Support faculty activities such as consulting, sabbaticals, and technical seminars that will keep the faculty technically current.

Program goals #1 through #4 are measured in several ways, including: graduate and employer surveys, exit interviews, and industrial advisory committee focus group feedback. Goal #5 is measured through a faculty process as students develop and achieve specific goals that help them maintain technical currency.

Expected Standards of Performance

The student competencies outcomes listed here are expected for all MfET graduates, including those who complete the Welding Technology Emphasis. These outcomes are prescribed by TAC of ABET for the accreditation of MfET programs.

At the time of graduation, MfET students will be able to demonstrate:

1. Mastery of knowledge and technical skills gained in the major.
2. Skills in quality assurance, process planning, scheduling, cost estimating, and project management using commercial computer applications.
3. The ability to function as a member of a project team with good problem solving skills
4. Students will master the technical competency in each of the MfET activities.
5. Students will master effective technical communication skills, both written and oral.

Student Assessment

WSU uses several assessment methods to measure the outcomes listed above. Formative assessment measures include assignments, exams, and term projects as well as a capstone senior design project. Summative assessment methods include graduate surveys, employer surveys, and exit interviews. In addition, all MfET students are required to take the Society of Manufacturing Engineers Certification Exam. The results from this exam are used to assess whether there are weaknesses in the WSU program.

Continued Quality Improvement

The B.S. in MfET program has been TAC of ABET accredited for more than 20 years; as an accredited program, WSU must demonstrate that it uses the assessment results to further develop and improve the program. Through its ongoing outcomes assessment processes and regular accreditation reviews, WSU has made many MfET program improvements over the years. Recent examples include the addition of a three-course quality series to the curriculum and modification of its senior project process. In addition to the

outcomes and accreditation-related data, WSU gathers student course evaluation data on all MfET faculty (tenured, tenure-track and term). These student data have often resulted in course improvements.

SECTION V: FINANCE

Budget

The following table summarizes the projected five-year budget for the MfET program and includes the recent hire of the faculty member with welding expertise. WSU has hired a seventh MfET faculty member with funds attached to a vacant MfET faculty position. WSU officials believe the E&G funds that support the MfET current expense, library, and travel funds are adequate to support this new faculty hire and the anticipated 40-50 new MfET Welding Technology Emphasis students.

Private donations are initially adequate for the equipment needed in the first five years for this proposed emphasis. As described in Budget Table Note #5 and earlier in this proposal, Miller Electric, a major manufacturer of welding equipment, recently relocated its Training Center for the Intermountain West from USU to WSU. As a result, WSU has access to the latest welding equipment including four Metal Inert Gas welders, four Tungsten Inert Gas welders, three arc welders, five plasma cutters, and two engine driven welders, valued near \$250,000. With the strong support of its Industrial Advisory Committee for this proposed emphasis, WSU anticipates it will receive future donations of equipment or funds for equipment.

	2004-05	2005-06	2006-07	2007-08	2008-09
Salaries/Wages ⁽¹⁾	\$396,788	\$404,724	\$412,818	\$421,075	\$429,496
Benefits ⁽²⁾	\$160,699	\$163,913	\$167,191	\$170,535	\$173,946
Current Expense ⁽³⁾	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Library ⁽⁴⁾	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Equipment ⁽⁵⁾	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Travel ⁽⁶⁾					
TOTAL	\$651,487	\$662,637	\$674,009	\$685,610	\$697,442

Budget Table Notes:

1. *Salary.* Salary figures include a 2% increase each year.
2. *Benefits.* Benefits are calculated at 40.5% of salaries.
3. *Current Expense.* This operating budget supports 7 full-time faculty and existing MfET majors; it will be adequate to support the projected 40-50 additional Welding Technology Emphasis students.
4. *Library.* This reflects the MfET annual library budget; additional resources are spent by the Stewart Library to support the MfET program.
5. *Equipment.* Funds for equipment come from gifts and donations (vs. E&G). As noted earlier in this proposal, Miller Electric relocated its Training Center from USU to WSU in September 2003, and this Center provides WSU with access to a wide array of welding equipment and instructional materials.
6. *Travel.* Travel for all faculty and staff is supported centrally from the dean's office, and the MfET allocation is adequate for the recent hire, since this position already existed within MMET

Funding Sources

Funds to support the Welding Technology Emphasis include E&G monies for salaries, benefits, current expenses, and library. The current level of MfET E&G funds is adequate to support the Welding Technology Emphasis students and the one additional faculty WSU hired to teach the emphasis courses. As noted above, donations and gifts have provided the equipment needed for the first five years of this

proposed emphasis. WSU anticipates that future donations/gifts, as well as grants, will support future equipment needs.

Reallocation

Because a vacant MMET faculty position was filled by an MfET hire with welding expertise, this could be construed as a reallocation of salary dollars, although this position was and remains in the MMET Department. There will be no reallocation of funds outside MMET to support this proposed emphasis.

Impact on Existing Budgets

The relocation of the Miller Center from USU to WSU could be considered a net gain in WSU budget because of the donated equipment and materials. The MfET E&G budget is adequate to support any additional costs accruing from the addition of the Welding Technology Emphasis.

APPENDIX A: CURRICULUM

New Courses to be Added in the Next Five Years

Students who pursue the Welding Technology Emphasis will take the courses in the *right half* of the following table, instead of courses found on the *left half* of the table. The MfET Welding Technology Emphasis courses have been approved by the WSU Faculty Senate.

EXISTING MfET AND NEW MfET COURSES FOR THE WELDING TECHNOLOGY EMPHASIS			
Existing MfET Courses	Cr hrs	New MfET Welding Technology Courses	Cr hrs
MfET 1150: Pre-professional Seminar	1	MfET 2670: Gas Metal Arc, FluxCore Arc, & Gas Tungsten Arc Welding	3
MfET 2440/L: CNC in Manufacturing	3	MfET 3060: Codes, Welding Inspection, & Quality Assurance	3
MfET 3010: Tool Design	3	MfET 3630: Fusion Joining & Brazing	3
MfET 3310/L: Material Selection/Heat Treatment	3	MfET 3750/L: Welding Metallurgy I	3
MfET 3320: Machine Design	2	MfET 3760/L: Welding Metallurgy II	3
MfET 3340/L: Applied Fluid Power	3	MfET 3820: Nondestructive Testing	3
MfET 3350/L: Plastic and Composite Manufacturing	4	MfET 4090: Power Sources	2
MfET 3610/L: Machining Principles II	3	MfET 4310: Corrosion	2
MfET 3710/L: Computer-Aided Manufacturing and Rapid Prototyping	3	CEET 1140: AC and DC circuits	4
Total non-Welding Credits	25	Total Welding Credits	26

All Program Courses - by General Education, Core, and Elective

General Education

Course Number	Title	Cr hrs
EN1010	Introduction to Writing	3
EN2010	Intermediate Writing	3
QL1080	Pre-calculus	5
SI1210	Calculus	4
	Computer & Information Literacy Exam/Courses	2
SS1010	Economics as a Social Science	3
HU1050	Interpersonal and Small Group Communication	3
PS/SI2010 or 2210	General Physics	5
PS/SI1110	Elementary Chemistry	5
CA/HU	Creative Arts or Humanities/Diversity	3
AI	American Institutions	3
LS	Life Science/Diversity	3
SS	Social Science/Diversity	3
CA/HU	Creative Arts or Humanities/Diversity	3
	Total General Education Credits	48

Core Courses

Course Number	Title	Cr hrs
MFET 1150	Pre-professional Seminar	1
MFET 1210/L	Machining Processes 1	3

Course Number	Title	Cr hrs
MFET 2150/L	Metal Forming, Casting & Welding	4
MFET SI2300	Statistics and Strength of Materials	5
MFET 2410	Quality Concept & Statistical Applications	3
MFET 2440/L	CNC in Manufacturing	3
MFET 2899	Associate Degree Assessment	0
CDGT 1250	Computer Aided Drafting	3
CDGT 1260	Advanced Computer Aided Drafting	3
CDGT 2450	Geometric Dimensioning & Tolerancing	2
CEET 1110	Basic Electronics	2
MFET 3320	Machine Design	2
MFET 3340/L	Applied Fluid Power	3
MFET 3350/L	Plastics & Composite Manufacturing	4
MFET 3010	Tool Design	3
MFET 3810	Statistical Process control & Reliability	3
MFET SI3310/L	Material Selection & Heat Treat	3
MFET 3910	Six Sigma Methods & Tools in Manufacturing	5
MFET 3710/L	Computer Aided Manufacturing & Rapid Prototype	3
MFET 3550	Manufacturing Supervision	3
MFET 3610/L	Machining Principles 2	3
MFET 4580/L	Process Automation	3
MFET 4610	Senior Project Planning & Estimating	5
MFET 4610L	Senior Project Lab	2
MFET 4620L	Senior Project Lab	2
MFET 4995	CMfg Exam Review	1
	Total Core Credits	74

Elective Courses

MFET	Technical Elective	3
	Total Elective Credits	3

Total hours for the B.S. in MfET with a Welding Technology Emphasis = 126

APPENDIX B: PROGRAM SCHEDULE

The following is the four-year suggested schedule of courses for the B.S. in MfET with a Welding Technology Emphasis (126 credits):

COURSE	NAME	Cr hrs	COURSE	NAME	Cr hrs
MfET 1210/L	Machining Principles I	3	CEET 1110	Basic Electronics	2
CDGT 1250	Computer Aided Drafting	3	CDGT 1260	Advanced Computer Aided Design	3
TBE 1700 series	Computer and Information Literacy exams/courses	2	ENGL EN 2010	Intermediate Writing	3
ENGL EN1010	Introduction to Writing	3	MATH SI 1210	Calculus	4
MATH QL1080	Pre-calculus	5	CHEM PS/SI 1110	Elementary Chemistry	5
TOTAL FALL SEMESTER - FIRST YEAR		16	TOTAL SPRING SEMESTER - FIRST YEAR		17
MfET 2150/L	Metal Forming, Casting and Welding	4	MfET SI 2300	Statics and Strength of Materials	5
CDGT 2450	Geometric Dimensioning & Tolerancing	2	MfET SI 2410	Quality Concepts and Statistical Applications	3
COMM HU1050	Intro to Interpersonal Communication	3	CEET 1140	AC and DC Circuits	4
ECON SS1010	Economics as a Social Science	3	HU	Creative Arts or Humanities Elective	3
PHSX PS/SI 2010 or 2210	General Physics	5			
TOTAL FALL SEMESTER - SECOND YEAR		17	TOTAL SPRING SEMESTER - SECOND YEAR		15
MfET 2670	Gas Metal Arc, Flux Core Arc, & Gas Tungsten Arc Welding	3	MfET 3630/L	Fusion Joining & Brazing	3
MfET 3060	Codes, Weld Inspection & Quality Assurance	3	MfET 3910	Six Sigma Methods and Tools in Manufacturing	5
MfET 3750/L	Welding Metallurgy I	3	MfET 3820	Nondestructive Testing	3
MfET 3810	Statistical Process Control and Reliability	3	MfET 3550	Manufacturing Supervision	3
MfET Elective	Technical Elective	3	MfET 3760/L	Welding Metallurgy II	3
TOTAL FALL SEMESTER - THIRD YEAR		15	TOTAL SPRING SEMESTER - THIRD YEAR		17
MfET 4580/L	Process Automation	3	MfET 4620L	Senior Project Lab	2
MfET 4610	Senior Project Production Planning and Estimating	5	MfET 4090	Power Sources	2
MfET 4610L	Senior Project Lab	2	MfET 4310	Corrosion	2
HIST 1700	American Institutions	3	DV	Diversity Elective	3
LS	Life Science Elective (Suggested - Botany 1400)	3	CA/HU	Creative Arts or Humanities Elective	3
			MfET 4595	Certified Manufacturing Technologist (CMfgT) Exam Review	1
TOTAL FALL SEMESTER - FOURTH YEAR		16	TOTAL SPRING SEMESTER - FOURTH YEAR		13

APPENDIX C: FACULTY

Below is a list of the current full-time MfET faculty; the three faculty with welding expertise, are noted with an asterisk.

Faculty	Degree	Yrs. Teaching Exp.	Yrs. Industry Exp.
Mark Baugh *	B.S. Economics M.S. Industrial Technology	5	5
George Comber *	A.S. Manufacturing Engineering Technology B.S. Manufacturing Engineering Technology M.S. Computer-Integrated Manufacturing	22	15
Andrew Drake	B.S. Manufacturing Engineering Technology M.S. Systems Management	13	24
Kelly Harward	B.S. Design Engineering Technology MS. Manufacturing Engineering Technology	16	25
Robert Milner	A.A.S. Manufacturing Engineering Technology A.A.S. Design Graphics B.S. Integrated Studies M.S. Industrial Technology	23	30
Rick Orr	B.S. Mechanical Engineering M.S. Engineering Administration M.S. Management Technology	8	26
Kerry Tobin *	B.S. Manufacturing Engineering Technology M.S. Computer Integrated Manufacturing	22	29

July 30, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Utah College of Applied Technology – New Directions 2004

Issue

The creation of the Utah College of Applied Technology has created a need for greater coordination of programs, particularly in communities where there is an existing institution of higher education that traditionally has offered shorter term non-credit programs directly related to workforce preparation. The new law has also raised questions about accreditation and financial aid and how these issues might be addressed within the governance structure outlined for UCAT. The report enclosed, "UCAT: New Directions 2004," addresses those and related issues, and outlines a plan for UCAT for the foreseeable future.

Background

In early April 2004 the Commissioner of Higher Education, the president of UCAT, UCAT campus presidents and officials with UHEAA met to discuss the UCAT organization plan and to solve some of the nagging problems that were not addressed by UCAT legislation. The goals of this meeting are summarized on page one of the report. Over the last several months several meetings have been held with the original group and the executive committees of the UCAT Trustees and the State Board of Regents. The current report has been revised over the course of these meetings and represents a consensus view of UCAT's role and mission and how the College and the respective branch campuses can best be governed. The report was considered and unanimously approved by the executive committees of UCAT and the Regents.

Recommendation

It is recommended that the plan as presented be approved and forwarded to the UCAT President, UCAT Trustees, branch campus presidents, and branch campus Boards of Directors for implementation.

Richard E. Kendell, Commissioner

Attachment

UCAT: New Directions 2004 August 12, 2004

Introduction

On April 5, 2004, the Commissioner of Higher Education, UCAT President, UCAT Campus Presidents, and representatives from the Utah Higher Education Assistance Authority (UHEAA) met to discuss the UCAT organizational structure.

This issue has been a matter of ongoing concern since UCAT was founded in September of 2001. The law as currently structured requires that UCAT operate as one college with nine campuses. However, the operational realities associated with accreditation and financial aid, and the issues associated with choosing a main campus upon which to house the UCAT President and his staff make such an organizational structure problematic. The fact that UCAT currently has nine campuses at levels of maturity ranging from fully developed institutions with complete administrative and financial aid capability to campuses just beginning to address the process for developing these capabilities, is more consistent with an organizational structure that allows campuses to move forward, at least for accreditation and financial aid purposes, independently.

The goals of the April 5 meeting were to:

- Clarify the mission of the Utah College of Applied Technology
- Identify an organizational structure that meets the needs of fully developed campuses to move forward for accreditation and financial aid purposes and the need of less developed campuses to mature at an appropriate pace
- Obtain the support of all campus presidents for the identified model
- Clarify, with the help of the UHEAA representatives, the financial aid implications associated with the current structure, the one college/multicampus model; and the corporate model
- Identify the most appropriate approach to accreditation for the model selected and supported by the campus presidents
- Identify the steps necessary to move forward with a new model while preserving the integrity of the law

Mission

The mission for UCAT must be distinctive in nature to eliminate many problems that currently exist and to accentuate UCAT's unique role in the USHE. UCAT cannot be everything to everybody. Each USHE institution needs a strategy to thrive, and UCAT can be the "technical college" with minimal articulation which will allow the most flexibility and least amount of required Regent oversight.

The current requirement in the law that UCAT offer a degree that is transferable to other USHE institutions has resulted in an unintended focus upon transferability rather than workforce preparation. The April 5 discussion resulted in a reaffirmation of UCAT's mission as a technical college with a commitment to workforce preparation programs. The following items were determined to be critical components of this focus:

- 1) The purpose of the Utah College of Applied Technology is to provide competency-based training programs, in an open-entry/open-exit environment, that are developed in quick response to employers' needs (market driven versus student driven). Students may complete individual courses, certificate programs, and/or AAT degree programs.
- 2) Transferability of UCAT course work to other USHE institutions should not be a primary focus. Make the AAT a terminal degree for employment purposes and communicate this up front to students to eliminate misperceptions of mandated transferability. Transferability of course work is important for some programs (e.g., Nursing) and students. In these instances, formal articulation agreements should be developed.
- 3) The AAT Degree should be restructured to eliminate the traditional "general education" component and to incorporate "related instruction" that is consistent with the requirements of the Northwest Commission on Colleges and Universities and that can be offered by UCAT campuses/institutions in a non-credit environment.
- 4) UCAT campuses/institutions should be allowed to operate with a high degree of flexibility and regional responsiveness within their role and mission assignment, without centralized processes that restrict this flexibility.

UCAT was founded for the purpose of delivering competency-based job training programs in an open-entry/open-exit environment, consistent with the mission of the former applied technology centers and services regions. The key to this training is flexibility to develop and deliver these programs in rapid response to the requests of employers. This flexibility will be allowed within the Utah System of Higher Education to the extent that UCAT programs remain focused on shorter term training programs driven by employer needs. Those programs that result in certificates or AAT degrees will follow the review process outlined in the Program Effort section, pages 4-5.

UCAT Structure

There are several structural models that have been under consideration for several months, but only two models maintain the primary thrust and integrity of the enabling legislation.

One College (multicampus) Model

The "one college with multiple campuses" model, requires the identification of a main campus, the location of the UCAT President and his staff on that campus, and increased centralization of processes related to accreditation, financial aid, human resources, data collection and supervision.

Corporate Model

The second model, the "corporate" model maintains the plan of a single college with several campuses, each of which could be recognized individually by the U.S. Department of Education for financial aid purposes. Several of the campuses are at a stage of development and maturity that

each can be accredited. Those campuses that are not at a level of development that will allow them to proceed in this fashion may choose to 1) affiliate with one of the more established UCAT institutions as campuses or through partnership agreements for needed services, 2) affiliate or partner with another USHE institution, or 3) maintain their current status and not affiliate further at this time.

The Utah College of Applied Technology would operate in a manner similar to that of other systems in the United States that provide a balance of some institutional autonomy and the centralization of some functions such as budgeting, auditing, program approval (under Regents' Policy), MIS/data coordination, general policy and procedure, and legislative program presentations for budgets and capital facilities.

The corporate model is the preferred and recommended model.

Organizational Plan for Corporate Model

- The organization plan will allow the legislature and Board of Regents to function as intended in the enabling legislation.
- The Regents may need to create a third standing committee to deal with ATE training that is non-credit, competency based offered in an open-entry, open-exit environment within the USHE. Initially, this oversight would be provided by the Academic, Applied Technology and Student Success Committee.
- The UCAT Board of Trustees will direct and oversee UCAT institutions as per State statute.
- The local campus Board of Directors will serve their local institutions as per State statute.
- The campuses that will not be able to meet accreditation requirements and choose to affiliate or partner with another ATC or USHE institution will contract for essential services until such time the services can be done independently. The composition of all boards remains the same under law.
- The Office of the President of UCAT adopts a coordinating and oversight function for a single institution with multiple technical college campuses. Duties of the UCAT president and staff will include: coordinating budgets and facilities, approving instructional programs for submission to the appropriate body, auditing, reporting, and developing and presenting the legislative program in coordination with the State Board of Regents.
- In seeking institutional accreditation, campus presidents are the chief executive officers of their respective campuses with authority provided by law and delegated to them by the UCAT President and UCAT Board of Trustees.
- Under the proposed model, UCAT institutions will have authority to proceed individually with 1) application and renewal of accreditation; 2) application and administration of student financial aid; and 3) appropriate regional modification to UCAT instructional programs, as long as adherence to the instructional core is maintained.

(See Attached Organizational Model)

Accreditation

Move forward in the creation of UCAT policy and procedure in line with the restructuring and changes.

COE

Continue with COE to ensure candidacy status and student financial aid. Have COE do another self-study workshop due to UCAT's changing structure.

Northwest

Ultimately have those campuses that are ready, seek accreditation with Northwest. Start this process as soon as possible.

Financial Aid

UCAT doesn't fit neatly into any of the existing boxes for financial aid authorized by the Department of Education (DOE). The DOE's existing financial aid evaluation process lags behind the new institutional structures, like UCAT, that are competency based. DOE can deal with institutional structures where the campuses are individually accredited or a main campus with multiple campuses. The problems lies in the fact that the DOE evaluates based on credit or seat time, which does not coincide with UCAT's competency based mission and its non-credit effort. These issues will require ongoing evaluation and effort to comply with DOE.

Two major issues that the DOE focuses on when evaluating an institution for financial aid:

- 1) Institutional eligibility (what kind of institution are you? Title IV concern)
- 2) Capability to administer financial aid on campus.

Determination of a model and the standardization of financial aid policies across the campuses would aid in the DOE's perception of UCAT and how it addresses the two major issues. Administration will also depend on the model chosen. Based on the corporate model, this could be addressed if:

- 1) Each campus would need to track information (could share a representative between campuses, if need be)
- 2) The accounting (draw downs) would need to be consolidated (single point of service) on each campus or partnership center
- 3) Each campus would have a separate ID number

UCAT campuses will continue to work with State financial aid resources to build a model of financial aid acceptable to the U.S. Department of Education.

Program Effort

The flexibility to respond to the immediate and ever changing employee training needs of business and industry is the key to the state's economic development. Traditional procedures and decision making often limit UCAT's ability to respond as intended by mission and role designations. In an effort to address this challenge and meet a new structural service design, the following is a college recommendation for program approval and certificate/degree issuance:

- Programs of up to 900 clock hours will be approved by the local Board of Directors. As appropriate, the regional campus will award a local "Certificate of Proficiency" designed to reflect the campus, area of competency, and its UCAT affiliation. If financial aid is provided for programs of 600 to 900 clock hours, the CAO will submit a Letter of Intent, with appropriated supporting documentation, to the Commissioner of Higher Education for approval through the Fast Track Process (R401-7) and subsequent inclusion on the Information Calendar of the next Regents meeting agenda. This procedure complies with the U.S. Department of Education requirement for program approval through the state's approval process.
- Programs greater than 900 clock hours that result in a "Certificate of Completion" are subject to the review process described in Regents' Policy R-401.* The approval process includes the following steps:
 - 1) The UCAT Campus must submit a program request to a Regional Review Committee comprised of the relevant UCAT campus chief instructional officers and the chief academic officers from each of the USHE institutions in the region.
 - 2) The proposed program must be approved by the UCAT Campus Board of Directors, and will then be submitted to the UCAT President for approval and submission to the UCAT Board of Trustees for approval.
 - 3) The proposal will then be submitted by the UCAT President or his designee, to the Commissioner of Higher Education for approval and subsequent inclusion on the Information Calendar of the next Regents' agenda.
- Associate of Applied Technology (AAT) Degrees will follow the regular approval process outlined in Regents' Policy R-401.
- The proposed process will provide increased flexibility to meet the particular training needs of a region by moving the level of responsibility for curriculum/program development and program submission to the campus level. The current process, which requires consensus from all UCAT campuses in the development and subsequent revision of certificate and degree programs, is replaced by the policy and plan described above.
- Certificates of Completion and AAT Degree programs are awarded as UCAT certificates and degrees, authorized by the UCAT Trustees, and shall include a campus designation.

* The proposed process will require a change in the current Regents' Policy R-410 *Approval of New Programs, Program Changes, and Discontinued Programs*

Process

- Take the plan, as outlined, to the Joint Executive Committees of the Board of Regents and UCAT Board of Trustees
- Seek formal endorsement from the Board of Regents and the UCAT Board of Trustees
- Present plan to local Campus Board of Directors for support and eventual implementation
- Seek legislature leadership support
- Amend existing law to accommodate change

(Accreditation efforts will continue and contacts with the accrediting bodies will be made throughout the process)

MEMORANDUM

July 29, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Applied Technology, and Student Success Committee

The following requests have been submitted by the Utah Valley State College and the Utah College of Applied Technology for consideration by the Regents on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

A. Utah Valley State College

Request: Utah Valley State College (UVSC) requests approval for a progress report of the Bachelor of Science/Bachelor of Arts Degree Programs in Behavioral Science. The Regents approved the degree program on April 23, 1999, and requested that a progress report be submitted that would address the issues of curriculum depth, interdisciplinary structure, and the ratio of full-time to part-time faculty. After reviewing a preliminary progress report in August 2003, the Commissioner's staff requested additional information on faculty preparation, enrollment and graduation data, and placement of students. Subsequently, UVSC provided the requested information.

Curriculum: Changes to the curriculum include introductory courses as prerequisites and the addition to the core of behavioral science models. Also, the threshold GPA to enter the program was raised to 3.0. Depth of the curriculum has been strengthened with an upper-division intensive writing course in contemporary Sociology, upper-division coursework in Psychology, and research courses which lead to an original research project.

Interdisciplinary Structure: Students are required to take an orientation course that introduces the integrated nature of the program followed by introductory courses in Anthropology, Psychology, and Sociology and upper-division allied courses. The statistics and methods courses employ an integrated perspective. All students must satisfy a diversity requirement as well.

Ratio of Full-time and Part-time Faculty and Faculty Preparation: In the Fall semester, 2003, the Behavioral Science Department employed 14.5 full-time contract faculty who taught 55 sections (47.8%) of the courses, including 70 percent of the upper-division courses. Forty (40) adjunct faculty taught 60 sections (52.2%) of the courses. While UVSC officials state that the Department has made great strides to hire appropriate faculty, program growth has encouraged the

Department to seek additional funding. Of the 14.5 full-time contract faculty, 12.5 hold the Ph.D. Of the 40 adjunct faculty, eight hold the Ph.D.

Enrollment: Growth in both Psychology and Sociology has been steady. In the Fall, 1999, enrollment in Psychology totaled 2107 while in the same time period in 2002, enrollment jumped to 2986. In Sociology, the Fall, 1999, enrollment was 864 while the Fall enrollment, 2002, was 1566.

Graduation Data: Graduation numbers for both Psychology and Sociology rose steadily. In 2000, the first year there would have been graduates, 14 students in Psychology and one in Sociology graduated. In 2004, 157 students graduated in Psychology and 24 graduated in Sociology.

Placement of Students: Officials admit that their methods of collecting placement information need to be improved. They have used telephone surveys, word of mouth, and reports from the academic advisor and asked seniors to use the institutional website to update their information. The Department is working with the Institutional Effectiveness Director to improve a tracking system. However, a 2002 survey of 101 graduates who responded indicated that 73.3 percent were employed with an average salary of \$26,600, while 5.1 percent were seeking employment and 24.8 percent were continuing their education. These 25 graduates were enrolled in master's degree and other programs in-state, out-of-state, and in one foreign country.

B. Utah College of Applied Technology

Request: The Utah College of Applied Technology is requesting approval, under the "Fast Track Approval Process," to offer a Paralegal Certificate of Proficiency. Upon approval of the program, the certificate will be submitted to the Department of Education for federal financial aid eligibility and will be offered at the Davis Campus. The Commissioner's staff has reviewed the proposed program and determined that it meets the standards and criteria for short-term ATE programs.

Program Description: The Paralegal Certificate is an 870 hour program designed to provide students with the skills to obtain employment as paralegals for lawyers, law offices, corporations, governmental agencies or other entities. Paralegals perform substantive legal work under an attorney's supervision; the supervising lawyer retains ultimate responsibility for a paralegal's work.

The courses for this certificate have been created based upon standards from the American Bar Association, Standing Committee on Paralegals. These standards are set by national paralegal organizations, including the American Association for Paralegal Education, the National Association for Legal Assistants, and the National Federation for Paralegal Associations.

Market Demand: According to the U.S. Department of Labor, Bureau of Labor Statistics, employment for Paralegals and legal assistants is projected to increase 21 to 35 percent through 2012. Labor Market information published by the Utah Department of Workforce Services lists "Paralegal/legal assistant" as one of the Top Ten Fastest Growing Jobs in the U.S. from 1998 to 2008, and identifies "paralegal/legal assistant" as one of the Top 50 Fastest Growing Occupations in Utah 2000 – 2005, with a projected growth rate of 6.2 percent (compared to an average projected growth rate of 2.4 percent). In Utah, the starting wage for paralegals averages \$13.40 an hour; the average hourly wage is \$18.40; the median wage is \$18.70; the middle range for all

hourly wages is \$15 to 21.60. All wages are slightly higher for the Wasatch front, including Davis-Morgan counties.

In addition to opening the door to a career as a paralegal, the proposed program teaches skills, including written and verbal communication skills, problem solving and analytical skills, computer skills, leadership skills, and presentation skills, to identify just a few. These skills will prepare completers for many careers and are among the skills most in demand for today’s job market. Finally, this program would allow high school students who aspire to a law-related career, such as lawyer, police officer or probation officer, to gain some knowledge of (and experience in) the legal field prior to making a career commitment.

Similar Programs at Other USHE Institutions: Three USHE institutions offer some type of paralegal program: Utah Valley State College (UVSC) in Orem offers both an Associate and a Bachelor’s Degree; Salt Lake Community College (SLCC) offers an Associate Degree; and Weber State University offers a one-course certificate. UVSC has the only ABA-approved program in Utah.

UVSC’s and SLCC’s programs are offered in a traditional, semester-based format. Weber State’s program consists of one 84-hour course. Although the traditional format may meet the needs of many students, the self-paced training [open-entry/open-exit] model permits flexible scheduling that can be tailored to a student’s individual needs. The proposed program is focused on skills-based training and directed at the “generalist” paralegal who will work in a variety of legal settings. The proposed program offers a viable approach to raising students’ professional skills.

Finance: Resources for this certificate are already in place as it was previously approved by the Davis Applied Technology College’s (DATC) Board. Existing funds have been used to prepare facilities, hire faculty, and provide equipment. No additional resources are required; the certificate will not impact current operations in any way. Budgets are currently in place for this program, as the campus certificate had been previously approved and offered. No additional financial resources are required.

Course List:

Foundation	240
Computer Literacy	90
Workplace Relations	60
Job Seeking Skills	30
Math I	60
Legal Specialty	630
Introduction to Law	45
Civil Procedure & the Paralegal’s Role in Civil Litigation	120
Interviewing & Investigating	60
Cases, Codes and Compilations: Research and Writing for Paralegals	60
Professionalism and Ethics for Paralegals	45
Family Law: the Paralegal’s Role in a Divorce Practice	90
Criminal Law & Procedure for Paralegals	60

Law Office Management: Policies and Procedures for Paralegals	30
Paralegal Internship	120
Total	870

Course Descriptions are on file in the Commissioners Office. DATC anticipates offering electives for specialization in the future.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the progress report on the Bachelor of Science/Bachelor of Arts Degrees in Behavioral Science from Utah Valley State College and the request from the Utah College of Applied Technology to offer the Paralegal Certificate Program as they appear on the Consent Calendar of the Academic, Applied Technology, and Student Success Committee.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

July 30, 2004
MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: **Information Calendar: Academic, Applied Technology, and Student Success Committee**

The following academic and administrative program changes and reviews have been submitted to the Regents on the Information Calendar of the Academic, Applied Technology, and Student Success Committee. These changes have been previously approved by the respective Boards of Trustees, and no action is required by the Regents.

A. University of Utah

1. Interdisciplinary Minor in Peace and Conflict Studies

This proposed minor will take advantage of existing resources from faculty in 15 different departments representing five colleges that have collaborated to introduce students to peace and conflict studies from an interdisciplinary perspective. Students will take a total of 18 credits (no more than nine in a single department) according to guidelines developed by a 7-10 member Faculty Advisory Committee appointed by the Dean of the College of Humanities. Primary advising will occur in the Department of Communication.

The Peace and Conflict Studies Minor will prepare students to understand the dynamics of peace and conflict and to contribute to the creation of more just and peaceable conditions in the world. Need for the minor is self evident. Our daily lives are increasingly implicated with violence in small and large ways. Domestic violence, school violence, and national and international violence call for greater understanding of the reasons for conflict and ways to engage in or avoid war and struggle.

Since this minor involves no new courses and no new program development, it requires no new funds. It will be created through the organization of existing resources and the collaboration of units currently on the campus. Since the new minor is unique, timely, and important, it is believed that it could increase student credit hours and attract some new students to the University.

B. Utah State University

1. Name Change: Department of Industrial Technology and Education to the Department of Engineering and Technology Education. BS in Technology and Industrial Education would change to BS in Engineering and Technology Education, and MS in Industrial Technology would change to MS in Engineering and Technology Education.

These name changes represent a new direction in the College of Engineering. Degree programs in Welding Engineering Technology and Computer Electronics Technology are being phased out, and Industrial Technology degrees will no longer be offered. Aviation programs are being reorganized, and engineering education will become the focus of the technology teacher education program.

USU has prepared teachers for Technology Education and Trade and Technical Education for many years at public school grade levels 6-12, applied technology centers, and colleges and universities. Recently, the focus and content has changed, and engineering education is emerging as an emphasis area at the grade 6-12 levels. The Utah State Office of Education has included engineering with Technology Education, and USU plans to prepare teachers with engineering and technology skills and techniques.

These name changes will not require additional faculty or operating support, and no new funding is requested. Some faculty assignments and operation money will be redirected to engineering education and teacher education as a result of eliminating the industrial technology programs.

C. Weber State University

1. 2003-2004 Program Reviews

Weber State University conducted 16 program reviews as specified in Regents Policy R411, Review of Existing Programs. The policy requires the institution to conduct periodic program reviews (universities on a seven year cycle and community and state colleges on a five year cycle) and provide a summary of the findings to the Commissioner's Office.

Weber State University has provided the Commissioner's Office with the following program reviews: Automotive Technology and Automotive Service Technology; Computer and Design Graphics Technology; Computer Science; Interior Design Technology; Technical Sales and Sales and Merchandising; Telecommunications and Business Education; Computer Engineering Technology; Electronics Engineering Technology; Manufacturing Engineering Technology; Mechanical Engineering Technology; Family Studies and Early Childhood; Health Promotion and Human Performance Management; Dental Hygiene; Health Information Management; Nursing; and the Honors Program.

Each review gave the requisite information including a table demonstrating five years of student credit hours, FTE, degrees obtained, demographic profile, faculty status, and student/faculty ratios. Program strengths, challenges, and recommendations were included along with an institutional response to the program review teams.

The program strengths included well-prepared faculty and adjuncts, strong curricula, good facilities, and competent advising. Program challenges included preparation of faculty who teach upper-division courses, the need for more faculty and better facilities, better mentoring for adjunct faculty, and large classes. Institutional responses recognized progress that had been made on the recommendations, faculty responsibility in the face of growing enrollments, assessment plans, and excellent capstone courses. Overall, the program reviews demonstrated institutional support for improvement in how students are served.

The program reviews are on file in the Commissioner's Office.

D. Utah Valley State College

1. Name and Location Change: Department of Business Computer Information Systems to the Department of Computer Information Technology and Education. The CITE Department will move from the School of Business to the School of Computer Science and Engineering Technology.

An institutional review of the mission and future of information technology education at UVSC and an evaluation of the School of Computer Science and Engineering Technology have resulted in a recommendation that the Department of Business Computer Information Systems be changed to the Department of Computer Information Technology and Education and that the department be relocated from the School of Business to the School of Computer Science and Engineering Technology.

This centralization of educational programs in computer career areas is designed to eliminate redundancy, optimize curricular offerings, improve laboratory utilization, and provide better academic and career advising for students. The name change is a more accurate description of the department's program offerings.

The proposed name change and departmental transfer will have minimal institutional impact with respect to faculty and budget. Resource efficiencies may be realized through the consolidation of course work, improved laboratory utilization, and more effective student advisement. Minimal one-time costs are anticipated to print new letterheads, business cards, etc, but these costs plus the costs of physical relocation of the department will be absorbed through

departmental and school budgets.

2. Name Change: Bachelor of Science in Fire Services Administration to Bachelor of Science in Public Emergency Services Management.

A survey of students in the Fire Services Administration program at UVSC indicates that many are concerned that the name of the current BS degree is too narrow and specific for their long range career plans. In addition, many students in the paramedic specialization of the Fire Science program seek a baccalaureate degree that meets their needs without requiring a complete lower division component of fire officer courses beyond their own set of lower division paramedic courses. Thus, under a renamed degree, students would be able to select 21 credit hours from either Fire Science Officer (FSO) courses currently in the program, or from Fire Science Emergency Technician (FSE) paramedic courses also available in the Fire Science curriculum. Responding to these combined concerns, UVSC proposes that the name of the current BS degree in Fire Services Administration be changed to a BS degree in Public Emergency Services Management. It is believed that this change in degree title is a more accurate description of the curriculum offered and that it better serves the interests and needs of both fire service students and paramedic and emergency rescue students.

By altering seven course prefixes and three course titles in the Fire Science Department, as well as adjusting some pre-requisite courses, this change in degree title can be made with no impact on the department's budget, facilities, equipment, faculty or administrative structure. No new courses or faculty will be required. Any additional students that may be attracted by the name change can be accommodated in existing courses and facilities.

E. Utah System of Higher Education

1. Name Change: Applied Technology Education (ATE) to Career and Technical Education (CTE).

During the last ten years, the term "Applied Technology Education" (ATE) has been used to refer to programs that are geared to preparing individuals for the immediate workforce. That terminology is being changed on a national level to "Career and Technical Education" (CTE).

After comprehensive research conducted with students, parents, and business and industry partners, the national professional association has changed its name from the American Vocational Association (AVA) to the Association for Career and Technical Education (ACTE). The term "CTE" is now being used in nearly all 50

states. The decision to make the change was based in part on the following factors:

- Need to align with national organizations, the U.S. Department of Education, and Congress
- “Career and Technical Education” is a more accurate term
- “Technical” is more modern and progressive terminology
- Parent recognition of “Technical Education”
- “Applied” is often seen as a negative term
- “Career” is a broader, more descriptive term

In harmony with the national trend to use “Career and Technical Education” and “CTE” to designate this category of education and training, a decision has been made in Utah (public and higher education) to begin using this new terminology.

In March 2004, ATE Directors in both public and higher education voted to change the name, effective July 2004. As happened previously when the term ATE replaced the term “vocational,” there will be an expected gradual transition in use of the new designation.

The Utah professional association has changed its name to the Utah Association of Career and Technical Education (UACTE). Student leadership organizations will change their name to Career and Technical Student Organizations (CTSOs).

This item is for information purposes to alert Regents that they will begin to see the new terminology as this transition takes place over the next year.

Commissioner's Recommendation

It is the Commissioner's recommendation that the Regents review the Information Calendar and raise any issues for clarification. No action is required by the Board.

Richard E. Kendell, Commissioner

REK:DAC

WEBER STATE UNIVERSITY
2003 – 2004 PROGRAM REVIEWS

The results of the 2003-2004 reviews were discussed with the WSU Program Review Standing Committee on October 6, 2003, February 2, 2004, February 9, 2004, and February 23, 2004. The committee recommendations are embedded within the Institutional Responses and can be found at the conclusion of each program’s review.

COLLEGE OF APPLIED SCIENCE & TECHNOLOGY

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AUTOMOTIVE SERVICE TECHNOLOGY AND AUTOMOTIVE TECHNOLOGY

In October 2003, the following individuals conducted an evaluation of the Automotive Service Technology (A.A.S.) and Automotive Technology (B.S.) Programs:

- Paul Pate, Applied Technologies, Community College of Southern Nevada, Las Vegas, NV
- Bill Van Beek, Technical Services and Training Manager, Toyota Motor Sales, Denver Region, Denver, CO
- Dr. Jeffery Livingston, Business Administration, Weber State University
- Dr. Forrest Crawford, Teacher Education, Weber State University

Automotive Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	3,659	3,363	3,110	3,631	4,520
Student FTE	122.0	112.1	103.7	121.0	150.7
Student Majors					
Associate Degree	109	92	94	115	146
Bachelor Degree	<u>44</u>	<u>61</u>	<u>63</u>	<u>59</u>	<u>56</u>
TOTAL	153	153	157	174	202
Program Graduates					
Associate Degree	29	35	25	13	32
Bachelor Degree	<u>9</u>	<u>19</u>	<u>22</u>	<u>22</u>	<u>12</u>
TOTAL	38	54	47	35	44
Student Demographic Profile					
Female	12	10	12	10	9
Male	141	143	145	164	193
Faculty					
Adjunct FTE	1.3	1.4	1.5	1.5	2.7
Contract FTE	<u>6.3</u>	<u>6.1</u>	<u>6.3</u>	<u>6.3</u>	<u>4.4</u>
TOTAL FTE	7.6	7.5	7.8	7.8	7.1
Student/Faculty Ratio	16.2	14.9	13.2	15.5	21.1

Program Strengths:

1. Strong relationship between the program and the industry, as evidenced by effective advisory committees, three manufacturing centers on campus, and donated funds
2. Faculty are ASE-certified and maintain technical expertise
3. Achieving and maintaining National Automotive Technicians Education Foundation accreditation
4. Strong advising program for students

Program Challenges:

1. May be a disconnect with communication with the dean's office
2. Program lacks clearly defined continuous improvement plan
3. Class sizes are compromising safety and quality of instruction
4. Budget shortfalls are supplemented with cash donations from industry
5. Disparity between faculty and institution's scholarship expectations

6. Insufficient number of computer work stations

Recommendations:

1. Create a separate department for these programs
2. Implement a clearly defined learning outcomes assessment plan
3. Increase legislative funding for the programs

Institutional Response to Program Review Team Report:

The program is commended for achieving and maintaining NATEF accreditation, for their strong industry connections, and their 100% placement of graduates. The program is encouraged to develop an ongoing assessment process, and to encourage and support faculty scholarship. Developing a strategic plan may assist with the decision of whether this program becomes a stand alone department.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Automotive Technology Programs are acceptable and should be reviewed again in 2008-2009.

COMPUTER AND DESIGN GRAPHICS TECHNOLOGY

In October 2003, the following individuals conducted an evaluation of the Computer and Design Graphics Technology Program:

- Dr. Bob Walker, Radiologic Sciences, Weber State University
- Mr. Richard Cozzens, Applied Technology Education, Southern Utah University
- Mr. Larry Hunsaker, Autoliv ASP, Module Facility, Ogden

Computer and Design Graphics Technology Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	2,293	2,461	2,425	2,900	3,320
Student FTE	76.4	82.0	80.8	96.7	110.7
Student Majors					
Associate Degree	49	107	122	122	126
Bachelor Degree	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>32</u>
TOTAL	49	107	122	125	158
Program Graduates					
Associate Degree	14	12	19	19	16
Bachelor Degree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>14</u>
TOTAL	14	12	19	19	30
Student Demographic Profile					
Female	14	28	33	33	36
Male	35	79	89	92	122
Faculty *					
Adjunct FTE	1.2	2.1	1.2	1.2	3.5
Contract FTE	<u>6.1</u>	<u>4.5</u>	<u>4.4</u>	<u>4.4</u>	<u>4.5</u>
TOTAL FTE	<u>7.3</u>	<u>6.6</u>	<u>5.6</u>	<u>5.6</u>	<u>8.0</u>
Student/Faculty Ratio	NA	NA	NA	NA	NA

* This includes all faculty in the Manufacturing and Mechanical Engineering Tech Department where the Computer and Design Graphics Technology Program is housed.

Program Strengths:

4. Faculty well-qualified and technically current
5. There is an active industrial advisory board
6. The design of the bachelor's program was based on best practices of 17 other programs

Program Challenges:

1. Continuation of graduating student data collection to determine their preparation for the work force and graduate school
2. Need to pursue ABET accreditation

Program Recommendations:

1. Hire an additional faculty member to meet increasing enrollment

2. Provide continual training for faculty to keep current with technology
3. Outcomes data should be used to improve the program

Institutional Response to Program Review Team Report:

The program is commended for seeking national accreditation, as well as for the quality of their faculty, excellent laboratory and classroom facilities, and appropriate support staff. The program is encouraged to develop written goals and student learning outcomes specific, and to regularly assess these outcomes and use the data for program improvement. This program could become a leading graphics program in the Intermountain West.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Computer and Graphics Technology Program is acceptable and should be reviewed again in 2008-2009.

COMPUTER SCIENCE

In October 2003, the following individuals conducted an evaluation of the Computer Science Program:

- Dr. Kent Kidman, Mathematics, Weber State University
- Mr. Bruce Davis, Center for Business and Economic Development, Weber State University
- Dr. Susumu Kasai, Computer Information Systems, Salt Lake Community College
- Ms. Betty Tucker, Information Systems and Technology, Weber State University

Computer Science Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	14,518	14,889	13,539	14,210	12,980
Student FTE	483.9	496.3	451.3	473.7	432.7
Student Majors					
Associate Degree	190	308	352	657	623
Bachelor Degree	<u>444</u>	<u>466</u>	<u>401</u>	<u>180</u>	<u>178</u>
TOTAL	634	774	753	837	801
Program Graduates					
Associate Degree	42	47	38	41	25
Bachelor Degree	<u>111</u>	<u>115</u>	<u>104</u>	<u>125</u>	<u>128</u>
TOTAL	153	162	142	166	153
Student Demographic Profile					
Female	105	113	105	132	98
Male	529	661	648	705	703
Faculty					
Adjunct FTE	10.7	7.9	7.9	7.8	9.8
Contract FTE	<u>7.5</u>	<u>9.4</u>	<u>9.5</u>	<u>9.5</u>	<u>9.0</u>
TOTAL FTE	18.2	17.3	17.4	17.3	18.8
Student/Faculty Ratio	26.7	28.8	26.0	27.4	23.1

Program Strengths:

1. Faculty have industry experience, and recent hires have added new perspectives to curriculum and assessment
2. Up-to-date equipment
3. Exceptional academic advising
4. New faculty are mentored
5. Active advisory committee with members from several local companies

Program Challenges:

1. Communication concerning laboratory management
2. Academic qualifications of faculty teaching upper division classes
3. Courses primarily offered M-Th with limited faculty availability on Friday
4. Need for more mathematics and science for the majors, especially in the Systems Integration Area
5. Lack of focus on preparing students for graduate school
6. Hiring and evaluation of adjunct faculty needs improvement

Program Recommendations:

1. Develop a system of communication between University Information Technology Division, lab managers and the faculty
2. Continue to use the Advisory Council for developing ways to improve programs
3. Hire more qualified faculty
4. Keep course work up-to-date
5. Expand the opportunities for faculty to obtain additional educational credentials
6. Require more mathematics for the Systems Integration emphasis or more mathematics and science for the Software Engineering emphasis that will better meet ABET accreditation standards

Institutional Response to Program Review Team Report:

The program is commended on the progress that has been made since the review, including inviting lab staff to department meetings, the use of an online forum for faculty to post problems and concerns, and the hiring of an additional lab manager. The addition of a full-time staff person at Salt Lake Community College has created consistency with course scheduling and student advising. Baccalaureate-prepared faculty are pursuing their master's degrees.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Department of Computer Sciences is acceptable and should be reviewed again in 2008-2009.

INTERIOR DESIGN TECHNOLOGY

In October 2003, the following individuals conducted an evaluation of the Interior Design Technology Program:

- Dr. Chloe Merrill, Child and Family Studies, Weber State University
- Dr. Yasmen Simonian, Clinical Laboratory Sciences, Weber State University
- Ms. Wendy Harris, Interior Design, Brigham Young University-Idaho, Rexburg, ID
- Ms. Karen Cahoon, Professional Designer, Ogden

Interior Design Technology Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	2,113	2,366	2,013	2091	2,106
Student FTE	70.4	78.9	67.1	69.7	70.2
Student Majors	62	72	70	74	72
Program Graduates	11	21	14	9	10
Student Demographic Profile					
Female	70	76	72	73	60
Male	2	4	0	4	2
Faculty					
Adjunct FTE	0.0	0.0	0.0	0.0	1.0
Contract FTE	1.0	1.0	1.0	1.5	1.5
TOTAL FTE	1.0	1.0	1.0	1.5	2.5
Student/Faculty Ratio	70.4	78.9	67.1	46.5	28.0

Program Strengths:

1. Committed, highly qualified faculty
2. Strong diverse group of industry professionals serving as the Advisory Board
3. Motivated and successful students
4. An A.A.S. degree in Interior design Technology which transitions with ease to the BS in Technical Sales
5. Concurrent enrollment in 14 area high schools
6. Flexibility in transfer evaluation and acceptance of courses
7. Support for professional development and travel
8. Adequate facilities and technology labs

Program Challenges:

1. Need for a core of full time faculty to add balance and diversity to the program
2. Need for gender diversity among student population
3. Need for better sequencing of lower and upper division courses
4. Poor lighting in drafting labs and lecture rooms

Program Recommendations:

1. Advance current half-time faculty to full-time status and hire additional faculty
2. Provide a student technology assistant and a lab assistant in the resource library

3. Provide better course sequencing, add prerequisites, and number courses appropriately with year of study
4. Increase collaboration with other departments, especially with arts and theater
5. Provide more visible areas for displays of student work
6. Increase technology to support areas of interior design

Institutional Response to Program Review Team Report:

The program is commended for their efforts to serve an increasing number of students with very limited faculty in an effective way. It appears that this is a strong major as reflected by the number of majors, graduate satisfaction and employer satisfaction with graduates. It benefits students to be able to move from a two-year A.A.S. program into a four-year degree program (e.g., Technical Sales, Integrated Studies). The program is encouraged to pursue the steps to become nationally accredited.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Interior Design Technology Program is acceptable and should be reviewed again in 2008-2009.

TECHNICAL SALES AND SALES AND MERCHANDISING

In September 2003, the following individuals conducted an evaluation of the Sales and Merchandising (A.A.S.) And Technical Sales (B.S.) Programs:

- Ms. Erika Daines, Foreign Languages, Weber Sate University
- Mr. Lynn Corbridge, Health Promotion and Human Performance, Weber State University
- Mr. Curtis Youngman, Marketing, Salt Lake Community College

Technical Sales and Sales and Merchandising Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	11,878	12,382	14,514	15,514	16,417
Student FTE	395.9	412.7	483.7	517.1	547.2
Student Majors					
Associate Degree	20	47	50	33	40
Bachelor Degree	<u>278</u>	<u>292</u>	<u>357</u>	<u>403</u>	<u>375</u>
TOTAL	298	339	407	436	415
Program Graduates					
Associate Degree	10	18	8	5	5
Bachelor Degree	<u>120</u>	<u>129</u>	<u>158</u>	<u>169</u>	<u>178</u>
TOTAL	130	147	166	174	183
Student Demographic Profile					
Female	93	89	122	127	113
Male	205	245	283	313	300
Faculty					
Adjunct FTE	3.9	1.8	2.6	2.6	1.6
Contract FTE	<u>6.5</u>	<u>5.5</u>	<u>5.7</u>	<u>5.2</u>	<u>6.7</u>
TOTAL FTE	10.4	7.3	8.3	7.9	8.3
Student/Faculty Ratio	38.2	56.7	57.8	65.7	65.6

Program Strengths:

1. Course content is consistent with the mission statement
2. Curriculum is offered online and in area high schools
3. Accessible and caring full-time and adjunct faculty
4. Well-organized advising system
5. Effective advisory committee that provides input to the program
6. Well-prepared full- and part-time faculty
7. Strong support for classroom equipment

Program Challenges:

1. Concern for the lack of English and business math skills of the students
2. Too few sections of on-campus offering for some classes
3. Adjunct faculty have inadequate mentoring
4. Advising is the responsibility of one faculty member and the chair
5. Labs are too small and open too few hours

Program Recommendations:

1. Require the course in retail merchandising and buying methods in the Technical Sales program to boost English and business math skills
2. Offer additional on-campus sections of courses with high enrollments
3. Review concurrent enrollment program with area high schools to examine its usefulness
4. Establish an adjunct faculty mentoring system and assign them to full-time faculty
5. Involve more faculty in student advising
6. Continue close cooperation with local businesses
7. Separate the Automotive programs from this department
8. Work with the university development office to secure outside funding

Institutional Response to Program Review Team Report:

The program is commended for the changes that have been made as a result of ongoing outcomes assessment (e.g., adding courses, changing the senior project, and a move toward undergraduate research). Progress has been made with several of the recommendations noted above, and the program is encouraged to continue to make progress on these recommendations.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Sales and Service Technology Program is acceptable and should be reviewed again in 2008-2009.

TELECOMMUNICATIONS AND BUSINESS EDUCATION

In October 2003, the following individuals conducted an evaluation of the Telecommunications and Business Education Programs:

Telecommunications Program

- Dr. Dennis LaBonty, Business Information Systems, Utah State University
- Dr. Tony Spanos, Foreign Language, Weber State University
- Dr. Lauren Fowler, Psychology, Weber State University
- Mr. Randy Swalberg, Qwest, Bountiful, UT

Business Education Program

- Dr. Colleen Vawdrey, Business Management, Utah Valley State College
- Dr. Michael E. Cena, Teacher Education, Weber State University
- Dr. Alma F. Harris, Business Administration, Weber State University
- Ms. Janet James, ATE Specialist, Davis School District, Farmington, UT

Telecommunications and Business Education Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	6,903	7,525	9,534	11,919	13,834
Student FTE	230.1	250.8	317.8	397.3	461.1
Student Majors					
Associate Degree					
Telecomm	0	0	3	35	40
Bus Ed	19	22	22	23	29
Bachelor Degree					
Telecomm	50	58	58	49	57
Bus Ed	<u>49</u>	<u>42</u>	<u>42</u>	<u>37</u>	<u>33</u>
TOTAL	118	123	125	144	159
Program Graduates					
Associate Degree	15	14	13	5	16
Bachelor Degree	<u>26</u>	<u>37</u>	<u>26</u>	<u>31</u>	<u>26</u>
TOTAL	41	51	39	36	42
Student Demographic Profile					
Female	71	71	49	73	71
Male	47	52	55	71	88
Faculty					
Adjunct FTE	2.4	2.9	3.4	3.4	6.5
Contract FTE	<u>5.5</u>	<u>5.6</u>	<u>6.0</u>	<u>6.0</u>	<u>6.5</u>
TOTAL FTE	7.9	8.5	9.4	9.4	13.0
Student/Faculty Ratio	29.1	29.6	33.7	42.2	35.4

Program Strengths:

1. Four of six full-time faculty have terminal degrees
2. Students in all majors are involved in practicum experiences

3. Curriculum is carefully monitored by faculty, the advisory board, and graduates
4. Active student organization
5. Trained faculty academic advisor

Program Challenges:

1. Need for additional tenure-track faculty
2. Cost of equipment and facilities to remain current
3. Faculty must go through constant retraining and updating to stay current
4. High number of adjunct faculty teach within the programs
5. Large class sizes decrease instructors' ability to give individualized help to students

Program Recommendations - Telecommunication:

1. Seek a national telecommunications or related curriculum model
2. Create internship/practicum coordinator within the program
3. Review the schedule for class offerings
4. Use the advisory committee for program planning and improvement
5. Hire one additional faculty member
6. Provide additional office and classroom space

Program Recommendations - Business Education:

1. Add a personal finance class to meet the new state requirement in the public schools
2. Review scheduling of faculty into related courses
3. Hire a full time advisor
4. Hire additional faculty to meet increased student demand

Institutional Response to Program Review Team Report:

These programs have faced considerable pressure due to rapidly growing enrollments in the TBE 1700 course (Computer Literacy graduation requirement). The enrollment demands for this course may be alleviated as more students take the challenge exams or enroll at WSU with concurrent enrollment credits that meet this university requirement. The WSU Davis facility, opened in the fall of 2003, has helped with the space problems. We encourage the Telecommunications Program to pursue accreditation. The Business Education Program has made progress with several of the recommendations including, adding a personal finance course and reviewing faculty advising.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that Telecommunication and Business Education Programs are acceptable and should be reviewed again in 2008-2009.

COMPUTER ENGINEERING TECHNOLOGY
ELECTRONICS ENGINEERING TECHNOLOGY
MANUFACTURING ENGINEERING TECHNOLOGY
MECHANICAL ENGINEERING TECHNOLOGY

As part of a specialized accreditation review in October 2003 the following individuals, representing the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology, Inc. (TAC of ABET), conducted an evaluation of the Computer Engineering Technology, Electronics Engineering Technology, Manufacturing Engineering Technology and Mechanical Engineering Technology Programs:

- Dave Meredith, Pennsylvania State University (Fayette Campus), Fayette, PA
- Amit Bandyopadhyay, State University of New York - Farmingdale, NY
- Tim Skvarenina, Purdue University, West Lafayette, IN
- Panos Hadjimitsos, DeVry, Chicago, IL
- Bob English, New Jersey Institute of Technology, Newark, NJ
- Niaz Latif, Purdue University, West Lafayette, IN
- Curtis Vickery, American Society of Mechanical Engineers, New York City, NY
- Ken Rennels, Society of Manufacturing Engineers, Dearborn, MI

The ABET Review Team provided findings that applied to all of the programs, as well as individual program findings.

Overall Strengths:

1. Excellent faculty members in all programs
2. Laboratory and classroom facilities are outstanding
3. Positive support from the university administration

Overall Concerns:

1. Outcomes assessment process is not refined and systematized to the point that results of assessment are used to further the development and improvement of the programs

Overall Recommendations:

1. Develop an alternative approach to recover the cost associated with the job placement process
2. Delete the prerequisite of HU 1120 in an effort to allow students more flexibility in selecting other liberal arts courses
3. Organize student work by courses for the purpose of ABET evaluation

Computer and Electronics Engineering Technology Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	2,100	2,716	3,259	4,017	4,593
Student FTE	70	90.5	108.6	133.9	153.1
Student Majors					
Associate Degree	18	34	99	199	234
Bachelor Degree	<u>149</u>	<u>139</u>	<u>117</u>	<u>41</u>	<u>71</u>
TOTAL	<u>167</u>	<u>173</u>	<u>216</u>	<u>240</u>	<u>305</u>

Program Graduates					
Associate Degree	15	20	21	23	15
Bachelor Degree	<u>29</u>	<u>24</u>	<u>26</u>	<u>17</u>	<u>39</u>
TOTAL	44	44	47	40	54
Student Demographic Profile					
Female	15	18	18	22	31
Male	152	155	198	218	274
Faculty					
Adjunct FTE	1.2	2.1	1.2	1.2	3.5
Contract FTE	<u>6.1</u>	<u>4.5</u>	<u>4.4</u>	<u>4.4</u>	<u>4.5</u>
TOTAL FTE	7.3	6.6	5.6	5.6	8.0
Student/Faculty Ratio	9.6	13.8	19.5	24.0	19.0

Computer Engineering Technology Program Strengths:

1. Required internship experience contributes to the employability of the graduates
2. An active Industrial Advisory Boards contributes to the curriculum development and to maintaining strong ties with local employers

Computer Engineering Technology Program Challenges:

1. Promotional materials are not consistent

Computer Engineering Technology Program Recommendations:

1. Define appropriate program objectives, review upper-division curriculum, and revise course content and program direction accordingly
2. Develop course outlines based upon ABET guidelines and make this information available to students
3. Implement a fully functional assessment plan use it to evaluate the program
4. Identify program educational objectives, and compile and interpret appropriate assessment data to determine if objectives are being met

Electronics Engineering Technology Program Strengths:

1. A strong curriculum that covers a wide variety of topics in depth
2. Student projects have earned national recognition
3. Required internship experience
4. An active Industrial Advisory Board

Electronics Engineering Technology Program Challenges:

1. The program's course objectives and course outlines do not follow ABET guidelines

Electronics Engineering Technology Program Recommendations:

1. Implement a process for conducting and documenting formal assessment of student learning prior to graduation, a process for evaluating these assessments, and a means of applying them to the development and improvement of the program
2. Identify program objectives, and compile and interpret appropriate assessment data to determine if the objectives are being met

Institutional Response to Program Review Report:

Program strengths include strong faculty credentials particularly in terms of their industrial experience, excellent classrooms and laboratory facilities with up-to-date equipment, the internships which adds to the employability of the students, and the very active advisory boards. Both the Computer Engineering Technology and the Electronics Engineering Technology Programs are encouraged to review and improve the assessment measures used to evaluate their students, as well as their programs.

The Office of Academic Affairs notes the recommendations of the reviewers and the responses of the program. Computer Engineering Technology and the Electronics Engineering Technology are accredited by TAC of ABET, and their final accreditation status will be reported in July 2004. We anticipate these programs will be reviewed again in 2009-2010.

Manufacturing Engineering Technology Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	3,150	3,147	3,294	5,561	3,403
Student FTE	105.0	104.9	109.8	118.7	113.4
Student Majors					
Associate Degree	4	8	5	35	35
Bachelor Degree	<u>95</u>	<u>115</u>	<u>135</u>	<u>112</u>	<u>91</u>
TOTAL	99	123	140	147	126
Program Graduates					
Associate Degree	0	4	2	3	10
Bachelor Degree	<u>11</u>	<u>21</u>	<u>15</u>	<u>25</u>	<u>17</u>
TOTAL	12	25	17	28	27
Student Demographic Profile					
Female	6	8	6	6	5
Male	93	115	134	141	121
Faculty *					
Adjunct FTE	1.2	2.1	1.2	1.2	3.5
Contract FTE	<u>6.1</u>	<u>4.5</u>	<u>4.4</u>	<u>4.4</u>	<u>4.5</u>
TOTAL FTE	7.3	6.6	5.6	5.6	8.0
Student/Faculty Ratio	NA	NA	NA	NA	NA

* This includes all faculty in the Manufacturing and Mechanical Engineering Tech Department, including the Computer and Design Graphics Technology faculty.

Program Strengths:

1. National registration examination data provide the program with nationally normed results compiled by subject area.

Program Recommendations:

1. Increase the number and rigor of written and oral communication assignments used in the technical course work
2. Modify course content to focus on the applied aspects of science and engineering

3. Improve the quantitative measures and data analysis to evaluate student progress toward achieving the learning objectives

Institutional Response to Program Review Report:

The program is commended for their faculty credentials, especially their appropriate industrial experience. The program has excellent classroom, laboratory facilities and up-to-date equipment. The program is encouraged to make progress on the recommendations noted above.

The Office of Academic Affairs notes the recommendations of the reviewers and the responses of the program. Manufacturing Engineering Technology is accredited by TAC of ABET, and their final accreditation status will be reported in July 2004. We anticipate this program will be reviewed again in 2009-2010.

Mechanical Engineering Technology Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	617	537	569	454	459
Student FTE	20.6	17.9	19.0	15.1	15.3
Student Majors					
Associate Degree	10	4	4	47	52
Bachelor Degree	<u>111</u>	<u>122</u>	<u>128</u>	<u>66</u>	<u>75</u>
TOTAL	121	126	132	113	127
Program Graduates					
Associate Degree	2	1	1	1	1
Bachelor Degree	<u>8</u>	<u>9</u>	<u>17</u>	<u>11</u>	<u>9</u>
TOTAL	10	10	18	12	10
Student Demographic Profile					
Female	12	7	9	6	3
Male	109	119	123	107	124
Faculty *					
Adjunct FTE	1.2	2.1	1.2	1.2	3.5
Contract FTE	<u>6.1</u>	<u>4.5</u>	<u>4.4</u>	<u>4.4</u>	<u>4.5</u>
TOTAL FTE	7.3	6.6	6.6	5.6	8.0
Student/Faculty Ratio	NA	NA	NA	NA	NA

* This includes all faculty in the Manufacturing and Mechanical Engineering Tech Department, including the Computer and Design Graphics Technology faculty.

Program Strengths:

1. Exemplary assessment plan for student learning and program outcomes
2. Excellent two-semester capstone sequence

Program Challenges:

1. There are inadequate number of faculty and this can contribute to burnout, lack of program continuity, improper sequencing of courses and lack of appropriate breadth across academic

- disciplines
2. The Advisory Board appears to lack of participation with respect to program and student development
 3. Low enrollment numbers and low graduation rates might be affected by the discontinuity of the program

Program Recommendations:

1. Refocus the multiple leadership roles of the program coordinator to allow sufficient time commitment to provide effective and focused leadership for the Mechanical Engineering Technology program

Institutional Response to Program Review Report:

The program is commended for its exemplary assessment plan and excellent capstone course. The greatest threat facing this program is the low number of students and graduates. A committee has been organized to address these issues and will present a report in the spring.

The Office of Academic Affairs notes the recommendations of the reviewers and the responses of the program. Mechanical Engineering Technology is accredited by TAC of ABET, and their final accreditation status will be reported in July 2004. We anticipate this program will be reviewed again in 2009-2010.

FAMILY STUDIES AND EARLY CHILDHOOD

In October 2003, the following individuals conducted an evaluation of the Family Studies and Early Childhood Programs:

- Dr. Julianne Arbuckle, Psychology, Weber State University
- Ms. Diane Pugmire, Mathematics, Weber State University
- Ms. Jill Oberndorfer, Program manager of Ogden-Weber CAP Head Start, Ogden, UT
- Dr. Cheryl Wright, Child and Family Development Center, University of Utah

Family Studies and Early Childhood Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	9,916	10,546	10,948	10,684	10,637
Student FTE	330.5	351.5	364.9	356.1	354.6
Student Majors					
Family Studies	194	190	226	227	231
Early Childhood	<u>106</u>	<u>113</u>	<u>153</u>	<u>159</u>	<u>147</u>
TOTAL	300	303	379	386	378
Program Graduates					
Family Studies	30	49	31	70	41
Early Childhood	<u>31</u>	<u>21</u>	<u>26</u>	<u>45</u>	<u>42</u>
TOTAL	61	70	57	115	83
Student Demographic Profile					
Female	283	279	350	355	358
Male	17	24	29	31	20
Faculty					
Adjunct FTE	8.1	9.2	9.0	10.2	9.7
Contract FTE	<u>7.4</u>	<u>7.4</u>	<u>6.5</u>	<u>7.5</u>	<u>8.4</u>
TOTAL FTE	15.5	16.6	15.5	17.7	18.1
Student/Faculty Ratio	21.4	21.1	23.5	20.2	19.6

Family Studies Program Strengths:

1. Faculty who use a variety of effective teaching techniques
2. Development of the "Adjunct Faculty Handbook"
3. Strong student organization
4. Effective advising through a professional academic advisor
5. Strong advisory board consisting of nine professionals from the community
6. Strong outreach programs that reach the broader community
7. Curriculum is aligned with national standards that were developed by WSU faculty
8. Recently renovated facilities

Family Studies Program Challenges:

1. Faculty involvement in teaching has negatively impacted their scholarship
2. Lack of diversity of the faculty
3. Dependence on external grant monies for operating budgets

Family Studies Program Recommendations:

1. Support faculty scholarship efforts
2. Increase the department budget
3. Add to the diversity of the faculty when making new hires
4. Employ a full-time faculty member at the WSU Davis campus
5. Offer more evening and online courses
6. Promote the department within the university
7. Track seniors after graduation and offer continued support for professional growth

Early Childhood Major Program Strengths:

1. Competent and knowledgeable faculty
2. Comprehensive curriculum based on National Association for the Education of Young Children Standards
3. Positive relationship with the Teacher Education Department
4. Exit portfolios and outcome measures
5. Well prepared graduates
6. Children's School is an excellent resource
7. Child Care Referral & Resource Center is an excellent community resource
8. Strong relationships with community agencies

Early Childhood Program Challenges:

1. Small budget
2. Many faculty are nearing retirement and the department should implement long range plans for the retirement transition period
3. Lack of faculty diversity
4. Many faculty are teaching beyond normal course loads
5. Need for a statistics course

Early Childhood Program Recommendations:

1. Recruit minority faculty
2. Improve the curriculum's anti-bias, diversity component
3. Offer more evening and on line courses
4. Offer earlier teaching experiences in diverse settings

Institutional Response to the Review Team Report:

The Family Studies Program is commended for proactively designing the national curriculum guidelines for the National Council on Child and Family Relations which have become the standards for all major colleges and universities in the United States. Family Studies also has a very active advisory board and student organization. The Early Childhood Program has had a strong connection to the community through the Children's School and Child Care Center.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Family Studies and Early Childhood Programs are acceptable and should be reviewed again in 2008-2009.

HEALTH PROMOTION AND HUMAN PERFORMANCE MANAGEMENT

In October 2003, the following individuals conducted an evaluation of the Health Promotion Program:

- Dr. Yasmen Simonian, Clinical Laboratory Science, Weber State University
- Dr. Mark Bigler, Social Work, Weber State University
- Mr. Kevin D. Thompson, Weber-Morgan District Health Department, Ogden, UT
- Ms. Delphine Rossi Haberstick, Health, Physical Education and Recreation, Utah State University

In November 2003, the following individuals conducted an evaluation of the Human Performance Management Program:

- Dr. Craig Oberg, Microbiology, Weber State University
- Mr. Kraig Chugg, Health Sciences, Weber State University
- Dr. Edward Heath, Health, Physical Education and Recreation, Utah State University
- Ms. Kim Parker, Health Promotion and Human Performance, Weber State University

Health Promotion and Human Performance Management
Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	5,946	5,799	6,115	6,360	6,042
Student FTE	211.6	202.7	203.8	212.0	201.4
Student Majors					
Health Promotion	83	147	162	184	179
Human Perf Mgmt	<u>86</u>	<u>58</u>	<u>61</u>	<u>56</u>	<u>62</u>
TOTAL	169	205	223	240	241
Program Graduates					
Health Promotion	20	16	35	28	44
Human Perf Mgmt	<u>18</u>	<u>16</u>	<u>13</u>	<u>19</u>	<u>14</u>
TOTAL	38	32	48	47	58
Student Demographic Profile					
Female	115	132	147	150	143
Male	54	73	76	90	98
Faculty					
Adjunct FTE	14.5	12.6	9.0	10.2	9.7
Contract FTE	<u>13.5</u>	<u>16.0</u>	<u>14.1</u>	<u>14.0</u>	<u>14.2</u>
TOTAL FTE	28.0	28.6	23.1	24.2	23.9
Student/Faculty Ratio	7.5	7.1	8.8	8.8	8.4

Health Promotion Program Strengths:

1. Faculty quality and dedication
2. Innovations in teaching
3. Course offerings both on campus and online
4. Collaboration with the Health Professions Programs and Teacher Education

Health Promotion Program Challenges:

1. Understaffed
2. High numbers of adjunct faculty
3. Reliance on outside agencies
4. Changes in course content to meet state requirements

Health Promotion Program Recommendations:

1. Clarify Professional Health Education tracks within the major
2. Design curriculum patterns with core courses, sub-core courses and electives courses to provide clear directions for students
3. Seek out new internship placements
4. Design assessment and evaluation methods for online courses

Institutional Response to Review Team Report:

The program is commended on their collaboration with Health Administrative Services in the College of Health Professions, for its service to teacher education through providing the elementary and secondary health methods courses for teacher education majors. The Health Promotion Program has grown in enrollment due to popular elective courses and more online courses for both the major and minor. The changes in curriculum that were proposed and are being addressed.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, concluding that the Health Promotion Program is acceptable and should be reviewed again in 2008-2009.

Human Performance Management Program Strengths:

1. Program assessment with resulting curriculum modifications designed to meet the needs of students and the workforce
2. A clear set of goals with a plan for continuous improvement
3. Dedicated faculty who demonstrate genuine concerns for the students
4. The curriculum provides for flexibility in a students education emphasis and interest areas

Human Performance Management Program Challenges:

1. Development of student portfolios needs earlier and additional direction
2. Student internships need to be better structured and supervised

Human Performance Management Program Recommendations:

1. Revise the paperwork required for the internships
2. Re-evaluate the requirements for the senior project
3. Evaluate the program, with community contacts expanded, to raise the department's graduate placement rate
4. Develop a well-established internship program
5. Improve the utilization of the department advisor and website to enhance communication with students
6. Develop a comprehensive exit process to provide data on target employment opportunities and graduate school acceptance

Institutional Response to Review Team Report:

The program (formerly the Lifestyle Management Program) has a proven track record and with the recent changes in curriculum it is expected to better prepare students for careers in a job market that is just

beginning to define its needs and opportunities. It is recognized that the new departmental advising position has the potential to greatly improve advisement and career counseling within this program. The reduced number of emphasis areas will provide greater assurance that graduates will be able to perform successfully in the their area of career choice.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Health Promotion Management Program is acceptable and should be reviewed again in 2008-2009.

DENTAL HYGIENE

As part of a specialized accreditation review in March 2003 the following individuals, representing the Commission on Dental Accreditation, conducted an evaluation of the Dental Hygiene Program:

- Dr. Shirley Beaver, Dental Hygiene, Kennedy-King College, Chicago, IL
- Ms. Susan Bailey, Dental Hygiene, University of Louisville, Louisville, KY

Dental Hygiene Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	1,437	1,524	1,528	1,551	1,567
Student FTE	47.9	50.8	50.9	51.7	52.2
Student Majors	197	210	191	177	213
Program Graduates					
Associate Degree	30	30	27	7	13
Bachelor Degree	18	15	30	36	32
Student Demographic Profile					
Male	8	12	7	10	9
Female	189	198	184	173	204
Faculty					
Adjunct FTE	2.0	1.0	1.3	.8	.1
Contract FTE	5.1	4.9	4.6	5.1	5.1
TOTAL FTE	7.1	5.9	5.9	5.9	5.2
Student/Faculty Ratio	6.7	8.7	8.6	8.7	10.0

Program Strengths:

1. The program is effective in using a formal and ongoing outcomes assessment process to include measures of dental hygiene student achievement. The Dental Hygiene Advisory Committee is an active liaison between the dental hygiene program and allied dental professions in the community.
2. The curriculum is defined in terms of program goals, instructional objectives and student learning outcomes. The program does provide for curriculum review and evaluation through competency evaluations, faculty meetings, student evaluations of course instruction, and outcomes assessment methods.
3. The Program is comprised of a dedicated, enthusiastic, and innovative administration, faculty and staff that foster a student-centered learning environment.
4. The Program provides adequate facilities and support services for the academic, clinical and laboratory purposes.
5. The policies regarding individuals with blood borne infectious diseases have been developed and are provided to all listed groups with the exception of applicants for admissions.
6. The Program provides policies that educate patients about their treatment needs, assurance of quality of patient care and rights of patient confidentiality.

Program Challenges:

1. The Program should review and revise the curriculum to provide specific instructional objectives for student learning in the course syllabi. The department needs to develop a formal written curriculum management plan for on going curriculum review and revision.

2. The policies on blood borne and infectious diseases must be made available to all students, faculty, staff, patients, and applicants for admissions.

Program Recommendations:

1. Standardize course syllabi/modules outlines.
2. Make available the policies on blood borne and infectious diseases to applicants for admissions.

Institutional Response to the Review Team Report:

The program is commended on their alliance with the Midtown Clinic in providing dental care to low-income families and the substantial services provided to the surrounding community. It is a program goal to review and implement better ways to use the dental clinic space in the summer. The advisory committee is one of the strengths of the program allowing for active communication with the community.

The Office of Academic Affairs notes the recommendations of the reviewers and the response of the program. Dental Hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements". The Dental Hygiene Program will be reviewed again in 2009-2010.

HEALTH INFORMATION MANAGEMENT

As part of a specialized accreditation review in March 2003 the following individuals, representing the American Health Information Management Association Council on Accreditation (AHIMA), reviewed the Health Information Management Program:

- Ms. Loretta A. Horton, Hutchinson Community College, Hutchinson, KS
- Mr. George Payan, Accreditation Specialist, American Health Information Management Association, Chicago, IL

Health Information Management Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	373	409	710	996	1,281
Student FTE	12.4	13.6	23.7	33.2	42.7
Student Majors	10	6	5	22	21
Bachelor Degree Graduates	2	2	2	2	1
Student Demographic Profile					
Female	10	5	4	20	19
Male	0	1	1	2	2
Faculty					
Adjunct FTE	1.1	1.0	.3	.6	.2
Contract FTE	3.7	4.7	4.5	3.6	3.6
TOTAL FTE	4.8	5.7	4.8	4.2	3.8
Student/Faculty Ratio	2.6	2.4	5.0	7.9	11.2

Program Strengths:

1. The Director of the program is responsible for the organization, administration, continuous review, planning, development and general effectiveness of the program. The program director is qualified through education and experience. Instructors demonstrate current knowledge. There are sufficient faculty to meet student needs. Professional development opportunities are available to faculty and staff.
2. Financial resources are adequate to support enrolled students.
3. Curriculum includes appropriate learning experiences and curriculum sequencing necessary to develop student competencies. Professional course content is appropriate in 12 of 13 content areas. Professional practicum experiences provide students with the opportunity to apply knowledge of technical procedures in HIM and to develop professional attitudes for interacting with other professionals in the field.

Program Challenges:

1. Computer hardware and software, records and related reference materials and AV resources are not in sufficient numbers and quality to meet program goals and standards. There is not sufficient student access to HIM software applications on campus. Inpatient records in the lab were not up to date.
2. The curriculum must be based on written goals and standards and must provide professional course content at the appropriate level. The standards were very brief and described processes rather than measurable outcomes. Pharmacology is not covered at the appropriate level of the

curriculum

3. Programs shall secure sufficient qualitative and quantitative data regarding program graduates to demonstrate an ongoing evaluation of outcomes. Program evaluation is incomplete. The evaluation plan needs standards, timelines, and an action plan when program does not meet goals. Changes need to be a result of the assessment.
4. Activities in the professional practicum setting need to be consistent with program goals. The program lacks communication between faculty and practicum supervisors.

Program Recommendations:

1. Ensure that students have adequate didactic instruction, exposure and access to HIM software functions prior to going on the PPE.
2. Develop an evaluation plan based upon program goals.
3. Review and revise goals such that they cover all required areas.
4. Include a goal that assures student competency in their revision of goals.
5. Review and revise courses in medical science such as pharmacology at the appropriate level.
6. Develop a method of communication between program faculty and practicum supervisors.

Institutional Response to the Review Team Report:

It is recognized that the transition from one director to another, faculty vacancy, incomplete evaluation process and a decline in program enrollment has contributed to the list of challenges that need to be addressed in the Health Information Management Program. Several of the challenges noted in the review have been addressed (obtaining PC work stations, hiring a consultant to help develop an assessment plan, proposing a new pharmacology course, increasing communication between faculty and practicum supervisors). The efficiency with what one person has been able to do in terms of directing, managing, and administering the entire program is commendable. It is note worthy to mention that as a response to a request by the Governor, the Health Care Coding Program has been developed and has proven successful in terms of enrollment.

The Office of Academic Affairs notes the recommendations of the reviewers and the response of the program. Health Information Management is accredited by the American Health Information Management Association Council on Accreditation (AHIMA) and has been granted continuing accreditation status, with a progress report on the cited standard deficiencies and concerns to be submitted to AHIMA in April 2004. The Health Information Management Program will be reviewed again in 2006-2007.

NURSING

As part of its specialized accreditation review in February 2003, the following individuals, representing the National League for Nursing Accrediting Commission conducted an evaluation of the Licensed Practical Nursing Certificate, Associate Degree Nursing, and Bachelor in Nursing programs:

- Dr. Elizabeth Stokes, Nursing and Health Professions, Arkansas State University, AR
- Dr. Christine Markut, Villa Julie College/Union Memorial Hospital Nursing Program, Stevenson, MD
- Ms. Carmen Adams, Nursing, Boise State University, Boise, ID
- Dr. Karolyn R. Hanna, Santa Barbara City College, Santa Barbara, CA

Nursing Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	7,712	8,723	7,756	8,092	9,049
Student FTE	257.1	290.8	258.5	269.7	301.6
Student Majors					
Certificate	79	44	34	75	40
Associate Degree	646	733	780	818	958
Bachelor Degree	<u>151</u>	<u>84</u>	<u>129</u>	<u>121</u>	<u>116</u>
TOTAL	876	861	943	1,014	1,114
Program Graduates					
Certificate	59	63	33	33	64
Associate Degree	228	197	263	198	277
Bachelor Degree	<u>51</u>	<u>113</u>	<u>66</u>	<u>58</u>	<u>84</u>
TOTAL	338	373	362	289	425
Student Demographic Profile					
Female	768	755	825	904	993
Male	108	106	118	110	121
Faculty					
Adjunct FTE	2.1	1.0	1.9	.8	1.0
Contract FTE	<u>20.7</u>	<u>19.1</u>	<u>21.9</u>	<u>20.6</u>	<u>21.0</u>
TOTAL FTE	22.8	20.1	23.8	21.4	22.0
Student/Faculty Ratio	11.3	14.5	10.9	12.6	13.7

Program Strengths:

1. The Nursing administrator is highly effective in administering this unique program. There is effective collaboration of the nursing administration team providing leadership for both students and faculty. Strong administrative support is apparent at all levels within the institution.
2. Faculty are excellent role models as evidenced by multiple professional development activities, summer and weekly employment in nursing service, and, all theoretical faculty possessing a master's degree in nursing. Faculty support students and the delivery of support services to students at remote sites as well as on the main campus.
3. The program is effectively meeting the educational needs of the students throughout the state as well as addressing the healthcare needs of the citizens of Utah and some parts of Alaska. The curriculum format is well organized and logical.

4. Fiscal and physical resources, as well as other learning resources, are adequate to meet program needs. Program support services are outstanding.
5. Integrity is evident in the practices and relationships of the nursing department.
6. The faculty review and revise program components by using a well-developed and systematic evaluation plan. Data driven decision-making was apparent.

Program Challenges:

1. Faculty salaries, especially the salary of the program director, are below median levels described for comparable programs.
2. Lack of clarity in the uniformity of the general education requirements regarding credits needed for graduation from the PN program.

Program Recommendations:

1. Work with the University Administration for support for increased salaries for the Nursing Program Administrator and Faculty.
2. Clarify the variability of credits in general education needed to graduate based on the fact that the Practical Nursing program is offered on multiple geographic campuses.

Institutional Response to the Review Team Report:

The career-ladder approach (2+2) includes practical nursing, associate degree registered nursing and baccalaureate nursing completion options, and it provides students with flexible employment options. The program is to be commended for their outreach activities, at 13 different sites including Alaska, taking nursing education programs to rural communities. The program was the first accredited program to offer online delivery in the nation.

The Office of Academic Affairs notes the recommendations of the reviewers and the response of the program. Nursing is accredited by the National League for Nursing Accrediting Commission and has been granted continuing accreditation status. The Nursing Department will be reviewed again in 2010-2011.

HONORS

In September 2003, the following individuals conducted an evaluation of the Honors Program:

- Dr. Larae Larkin, Social Science Education Center, Weber State University
- Dr. Jeff Livingston, Business Administration, Weber State University
- Dr. George Mariz, Honors Program, Western Washington University, Bellingham, WA

Honors Student and Faculty Statistical Summary

	1998-99	1999-2000	2000-01	2001-02	2002-03
Student Credit Hours	1,105	1,050	1,131	812	679
Student FTE	36.8	35.0	37.7	27.4	22.6
Student Majors *	199	183	204	157	132
Program Graduates *	NA	NA	NA	NA	NA
Student Demographic Profile					
Female	129	106	107	82	75
Male	70	77	97	75	57
Faculty *	NA	NA	NA	NA	NA
Student/Faculty Ratio *	NA	NA	NA	NA	NA

* The Honors Program does not have majors in the typical sense of the word. Honors students take Honors Program classes, but they major in and graduate from existing academic departments. There are no faculty, aside from the .5FTE Director of Honors, who are permanently assigned to the Honors Program.

Program Strengths:

1. The director has established excellent working relationships with faculty, staff and students
2. The advisory board provides guidance and serves as an advocate for the program
3. Academic and practical experiences provided to students
4. The program is housed in excellent facilities within the Library
5. The program has a full-time academic advisor
6. A well-developed assessment plan

Program Challenges:

1. Lack of campus visibility for faculty
2. Difficult to bring the program to the attention of the overall student body
3. Funding constraints impact both students and faculty

Program Recommendations:

1. Increase efforts to recruit students by working with other campus offices and programs
2. Strengthen relationships with academic departments
3. Identify ways to have faculty teach Honors classes as part of their regular load
4. Create an alternative Honors track for students who are late in their academic careers
5. Make the director's term longer than 3 years, pending successful reviews
6. Support the director in attending the National Collegiate Honors Council meetings

Institutional Response to the Review Team Report:

The Honors Program director and support staff have created a strong foundation for the program. They have made and will continue to make improvements in the program. It is suggested that the director continue efforts to attract students and departmental faculty into the program. We anticipate that the Honors Program will continue to grow and improve.

The Office of Academic Affairs notes the recommendations of the reviewers and the faculty responses, and concludes that the Honors Program is acceptable and should be reviewed again in 2008-2009.

MEMORANDUM

July 29, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Statewide Writing Portfolio Assessment 2002-2003 - Report

Issue

In the Spring of 2000, as part of the assessment of general education, the Writing Subcommittee of the General Education Taskforce conducted a pilot project, the Writing Portfolio Assessment, to assess the composition skills of beginning first-year students, Writing 1010, compared to those of students at the end of their second semester, Writing 2010.

Background

The purpose of the Writing Portfolio Assessment project was to ascertain the educational value gained through Writing 1010 and 2010 courses at nine System institutions. The project was conducted in two phases. In the first phase, or pilot phase, in 2000-2001, four institutions were assessed: the University of Utah, Utah State University, Dixie State College, and Salt Lake Community College. The results showed a 15.37 point gain in average scores (108 total points available) from beginning-of-semester Writing 1010 essays to end-of-semester Writing 2010 essays. In the second phase, the remaining five institutions were assessed: Weber State University, Southern Utah University, Snow College, College of Eastern Utah, and Utah Valley State College. Assessment results indicated a 12.12 point gain.

Policy Issues

Utah Valley State College (UVSC) officials contested the scores of their students. Citing internal issues related to the organization of writing on their campus, UVSC faculty were permitted to conduct a subsequent Portfolio Assessment which was overseen by the assessment consultant, Dr. Kathryn Fitzgerald, nationally recognized writing expert, Associate Professor and Director of Undergraduate Studies, Utah State University, to assure integrity. The consultant and the writing department reassessed Writing 1010 and 2010 classes. The same methods and some of the same graders were used. Higher scores were obtained in the second assessment. The report on UVSC is included as Appendix C on page 11.

The project consultant and participants from the Writing Program Administrators, heads of writing from each USHE institution, made several recommendations. They suggested that if the Portfolio Assessment is to be repeated, funding will be needed for professional data entry and a statistician to conduct statistical

analyses. They believe that institutional results are not likely to change if the writing programs remain consistent in regard to class size, delivery methods, course content, and training of faculty. The consultant suggested that it may not be necessary to repeat the assessment more than every seven years, again, if the programs remain relatively stable. Even though the Portfolio Assessment was costly to implement, the project fostered important discussions among the Writing Program Administrators so that goals could be shared and equivalent achievement in writing courses across the State could be assured.

Options Considered

After the Regents review the report on the Statewide Writing Portfolio Assessment for 2002-2003, they may raise issues, request additional information, or accept it during the August meeting.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents accept this report on the Statewide Writing Portfolio Assessment.

REK/PCS
Attachment

Richard E. Kendell, Commissioner

REPORT: STATEWIDE WRITING ASSESSMENT FOR 2002-2003¹

Introduction

The Writing Portfolio Assessment, whose purpose was to assess the educational value gained through Writing 1010 and 2010 courses, was conducted in two phases. The first phase (2000-2001), or pilot phase, included four participating institutions: the University of Utah, Utah State University, Dixie State College, and Salt Lake Community College. The results showed a 15.37 point gain in average scores (108 total points available) from beginning-of-semester Writing 1010 essays to end-of-semester 2010 essays. The findings reported below are from the second phase (2002-2003) which included the scores of Writing 1010 and 2010 students from Weber State University, Southern Utah University, Snow College, College of Eastern Utah, and Utah Valley State College. The assessment which was directed by Dr. Kathryn Fitzgerald, nationally recognized writing expert and Associate Professor and Director of Undergraduate Studies, USU.

Methods

Tenets of the Assessment: The methods used for the second phase were built upon the experience and findings of the pilot phase. The guiding philosophy of the assessment and its basic methods remained the same for both. The basic tenets of the assessment process were:

1. The assessment will be designed and administered at the state level in order to maintain the integrity of locally developed goals and standards for writing courses.
2. Direct assessment of student writing samples will be used rather than a multiple-choice testing format.
3. A pre- and post-test will be administered: one test essay assigned at the beginning of Writing 1010 and the second at the end of Writing 2010.
4. To achieve validity, the test assignment will be integrated as far as possible into the coursework of Writing 1010 and 2010, and will be designed to mimic the content and goals of standard course assignments.
5. The conditions of administering the test will be standardized across classes and institutions to the extent possible.
6. Essays will be rated blindly, all student and institutional information having been coded and removed from the papers before being read by raters.
7. Essay raters will be drawn from the colleges being evaluated.

Validity and Reliability: Any assessment must show that its findings are both valid and reliable. Face validity is the measure of how well the assessment actually measures the features under review. In the case of this assessment, validity is assured by tenets 1, 2, and 4 above. Research has repeatedly shown that well-designed assessments of student writing itself are more valid indicators of writing accomplishment than standardized multiple-choice assessment tools. Utah Writing Program Administrators (WPAs) designed the assessment standards. The WPAs of the nine Utah public colleges and universities had discussed, agreed upon, and developed course objectives prior to the pilot phase of the assessment. The

¹ This report was delivered to Stephen Ruffus, Writing Subcommittee of the Regents' Task Force on General Education; Ann Leffler, Regents Task Force on General Education; and Teddi Saffman, Assistant Commissioner for Academic Affairs, Utah State Board of Regents. It was created by Kathryn Fitzgerald, Assessment Consultant, Associate Professor, and Director of Undergraduate Studies at USU

WPAs of the five second phase colleges reaffirmed their commitment to those objectives in multi-campus electronic meetings in the spring of 2002. The second phase WPAs also reviewed and approved the rating criteria developed based on the stated objectives. These criteria were essentially the same as those used during the pilot phase, though reworded somewhat because of pilot phase raters' input to specify more accurately the writing traits being judged.

Sample Size: Determining a valid sample size for assessment is a complicated process. The statistician who reviewed the results of the pilot phase concluded that, though the sample size was large enough to draw valid conclusions about composition courses in aggregate across the assessed institutions, there were too few samples from each institution to draw valid conclusions about individual writing programs. Therefore, we increased the sample size from fewer than 100 essays per school to over 150 per school except for CEU, for which 126 essays were rated. However, this sample size was 26 percent of the target population, a sample size large enough to support a high confidence level for the results.

Inter-Rater Reliability: A major concern of the pilot phase was inter-rater reliability: how likely is it two different readers rating the same essay will give it the same score? Consistency is achieved through training raters on which writing traits to observe and how to score differences in levels of performance. The report of the pilot phase results covers this topic in detail, showing a high level of inter-rater reliability. Because these proven procedures were repeated for the second phase, the consultant did not analyze the results in equal detail, but close monitoring during the rating and spot checks of the results showed an even closer correspondence between the ratings of first and second readers of the same essay.

The same essay prompt was used for the second phase as for the first, and raters were trained on exactly the same sample student essays as they had been for the pilot phase. This assured not only that inter-rater reliability between second phase raters was high, but also that reliability was high between second and pilot phase raters.

Procedures

The following was the calendar for the second phase.

Academic Year 2001-2001

- Utah Writing Program Administrators (WPAs) met via Ednet to review the pilot phase procedures, discuss and reaffirm course objectives, and review and approve rating criteria with modifications resulting from the Pilot Phase outcomes.

Fall Semester 2002

- September: Participating schools assigned the assessment essay to beginning 1010 students at the five institutions being assessed.
- December: Schools assigned the assessment essay to finishing 2010 students.

Spring Semester 2003

- WPAs sent the collected essays to the chair of the Writing Subcommittee, Stephen Ruffus.
- Volunteers entered demographic data and coded essays for rating.

May 2003

- Nine readers drawn from the schools being assessed plus three from the Salt Lake Community College faculty received training and rated the essays May 9–12.

Each essay was read independently by two raters. The raters assigned points on a 1–6 scale for each of 9 different writing traits for 54 possible points per reading or 108 points per essay (see Appendix B for the rater’s scoring sheet). The total of scores for all 1010 essays was averaged, as was the total for all 2010 essays. The difference between the average 1010 score and the average 2010 scores indicates the educational valued added by the two courses. Results were also figured for each college.

Numerical Results

All Second Phase Institutions

Total essays: 1000
 546 from 1010 classes
 454 from 2010 classes
 Average 1010 score: 50.34
 Average 2010 score: 62.46
 Value added: 12.12 points

Utah Valley State College²

Average 1010 score: 49.24
 Average 2010 score: 67.95
 Value added: 18.71
 Sample size: 10.4%

Weber State University

Average 1010 score: 51.38
 Average 2010 score: 67.24
 Value added: 15.86
 Sample size: 9.4%

Southern Utah University

Average 1010 score: 51.67
 Average 2010 score: 60.02
 Value added: 8.95
 Sample Size 26%

Snow College

Average 1010 score: 48.88
 Average 2010 score: 67.67
 Value added: 18.79 points
 Sample Size: 27%

College of Eastern Utah

Average 1010 score: 50.34
 Average 2010 score: 58.40
 Value added: 8.06 points
 Sample Size: 26%

² Note that UVSC did a reassessment because the original scores were determined to be inaccurate reflections of the actual UVSC program. Please refer to Appendix C on page 11. The original numbers are:

Average 1010 score: 50.78
 Average 2010 score: 53.70
 Value added: 2.92
 Sample size: 3.9%

Note: The fact that the mean score for 1010 at any single institution deviates less than two points from the average of all schools totaled together, while the average for 2010 deviates from the average for all schools by more than ± 8 points, speaks well for the reliability of ratings. One would anticipate that the incoming population of 1010 classes across the state would have similar writing abilities on average, while the mean 2010 exit score may deviate to a larger extent.

Discussion

Educational Value Added by Writing 1010 and 2010 Courses: Although the pilot phase used too few essays per school to provide statistically significant individual school data, the total number for all four schools was high enough to support conclusions about the success of writing programs aggregately. For the pilot phase, the average difference between 2010 and 1010 scores was 15.37 points. If the results are averaged for all nine colleges and universities from both the first and second phases, the mean increase in score of 2010 papers over 1010 papers is 13.75 points. According to the figures of the pilot phase statistician, after regression analysis to account for the influence of outside variables, this increase in points demonstrates statistically significant value added by 1010 and 2010 courses.

All schools in the second phase assessment showed improvement. Though statisticians are reluctant to make any blanket statements about valid sample size for a given population, they all agree that the confidence level with which we can state conclusions increases with the size of the sample. Thus, we can be highly confident that Snow College's results, based on a sample size of 27 percent of the enrolled composition students, accurately represents the composition population as a whole, while Utah Valley State College's original results,³ based on 3.9 percent of the population, must be stated with a lower level of confidence. This does not mean that the results for UVSC are inaccurate⁴; there is simply more chance that a larger sample size might show some differences.

Independent Variables: An examination of the results per school shows that neither the size of the school nor the level of writing achievement of incoming freshmen affected the achievement of 2010 students. Especially notable in this regard are the results for Snow College, whose incoming freshmen averaged the lowest of any of the schools, but whose outgoing 2010 students averaged the highest. The raw data are available for any interested party to run statistical analyses of independent variables such as the student's age and number of college credits previously taken. The writing scores can also be broken into the rating categories, which can be analyzed independently from the totals.

Professional Development: One of the major benefits of essay rating by course instructors is the professional development that occurs for instructors. To a person, each rater commented in their anonymous evaluations of the assessment process that the training had helped them understand and articulate both the aims of their courses and the areas where students need more instruction. They felt they would be better instructors because of their participation in the process.

³ UVSC actually did a reassessment using a higher percentage of its composition population. The results from the reassessment are included in the body of this text. The original results are included in appropriate footnotes.

⁴ UVSC contends that the results are inaccurate. This is the reason a reassessment was done on the 1010 and 2010 courses.

Budget: Raters were paid \$40 per hour from the assessment budget plus support from their own institutions for travel, room, and board. It is essential to compensate raters well enough to attract well-qualified candidates. This level of compensation is the minimum adequate for achieving this end.

The weakest aspect of the second phase assessment was data entry. Both pilot and second phase projects relied on volunteer labor of people who were not trained in data entry. The number of second phase essays quadrupled over first phase (approximately 1200 essays as opposed to 300 in the first phase) putting unrealistic demand on the volunteers who were working over and above their full-time jobs. Unfortunately, 15 percent of the demographic data were lost.

Recommendations

The pilot and second phase of the Statewide Writing Assessment provide a model of feasible, valid, and reliable procedures that can be repeated in future writing assessments. Specific features that must be continued for the assessment to remain valid and reliable include the seven tenets listed above under "Methods," plus the following budgetary considerations:

- Funds for professional data entry must be provided.
- If statistical analysis of the data is desired, funds to hire a statistician must be included.

The composition courses of all nine institutions of the Utah System of Higher Education have now been assessed. A major decision ahead for the General Education Taskforce and the Writing Subcommittee is how frequently and how extensively to repeat the assessment. Conditions to consider in making the decision include the following:

1. Results for any institution are unlikely to change as long as its writing program remains consistent in such features as class size, delivery methods, course content, and training of instructors.
2. The sample size for any institution being assessed must be large enough to be statistically valid.
3. Any assessment is costly.

These conditions suggest a variety of options. It might not be necessary to repeat assessments yearly or bi-yearly. The decision might be to repeat the assessment statewide every seven years, following the model of the NAEP (National Assessment of Educational Progress), or even every ten years. However, local conditions may cause some institutions to desire an earlier assessment. For instance, writing programs that are dissatisfied with the current results may want to conduct an earlier local assessment to track improvement.

One option for individual institutions would be to conduct their own program assessment, training local faculty to rate 1010 and 2010 essays according to the statewide assessment tenets and criteria. A major benefit of this option would be the faculty development that would result as part of the training and rating process. A slightly more extensive option would be to team up with another college or two to do a limited cross-campus assessment. These are suggested as more feasible and less costly alternatives to frequent full-scale statewide writing assessments.

An excellent basis for communication among Writing Program Administrators and their faculty has been created through the statewide writing assessment. Clearly, continuing the discussions would facilitate sharing aims and methods and ensuring equivalent achievement in courses across the state.

APPENDIX A

COURSE ENROLLMENTS AND SAMPLE SIZES

Course enrollments and assessment sample size for the five institutions assessed in the Second Phase of the statewide writing assessment:

Weber State University

English 1010: 1258 students
 English 2010: 1820
 3076 total
 N=291
 Sample size: 9.4%

Utah Valley State College⁵

English 1010: 1963
 English 2010: 1347
 English 2020: 480
 3790 total
 N = 396
 Sample Size: 10.4%

SUU (est.)

English 1010: 575
 English 2010: 391
 966 total
 N=242
 Sample Size: 25%

Snow College

English 1010: 520 students
 English 2010: 338 students
 858 total
 N =235
 Sample Size: 27%

CEU

English 1010: 368
 English 2010: 115
 483 total
 N=126
 Sample Size: 26%

⁵ Note that these are the numbers from the second assessment done by UVSC. Please refer to Appendix C on page 11. The original numbers are:

English 1010- 2,384 students
 English 2010- 1,425 students
 English 2020- 437 students
 4246 total composition students
 N (essays rated) =167
 Sample size: 3.9%

APPENDIX B
STATE WRITING ASSESSMENT RATING FORM
2003

Essay #: _____
 Rater: _____

Category	6 High	5	4	3	2	1 Low	
1i. Purpose: Writer precisely identifies the concepts at issue and states his/her own position							Writer misses the concepts at issue or fails to indicate his/her position.
1ii. Audience: Register and tone are appropriate to college discourse.							Register and tone are inappropriate to college discourse.
2. Multiple/Oppositional views are logically presented.							Little to no consideration of alternative views.
3. Organization and flow (transitions) provide a logical progression of thought.							No apparent organizational principle, no signposts to guide reader.
4. Appropriateness/Quality of Generalizations/Concepts: Student elaborates concepts actively, thoughtfully and fully.							The concepts expressed are irrelevant to issue at hand, trivial, hackneyed, or unelaborated.
5. Evidence: Evidence is pertinent, specific and extends beyond anecdote.							Little attempt to develop ideas with supporting evidence.
6. Evidence cited according to academic standards.							Outside sources not used or not credited.
7. Style: Sentences varied; complex grammatical structures used appropriately.							Sentences simple in grammatical structure and not varied; numerous frags and run-ons.
8. Surface mechanics: few errors							Surface errors interfere with message.

Total points for this essay: _____

APPENDIX C

UTAH VALLEY STATE COLLEGE⁶

DEPARTMENT OF ENGLISH & LITERATURE

This appendix tries to justify why the UVSC score from the Second Phase was invalid and why the reassessment score should be considered as valid instead. Following are the justifications:

Why the Second Phase Assessment Was Invalid

1. The UVSC sample size (3.9 percent) was not sufficiently large to be able to provide an accurate and reliable rating.
2. Due to miscommunication, the UVSC Department of English and Literature did not take the assessment as seriously as the program deserved.

Explanations of 1

- With approximately 4000 students enrolled in composition classes, UVSC has one of the largest composition programs of the schools assessed. However, as only 167 essays were rated, UVSC's sample size (3.9 percent) was much smaller than that of the other schools, which ranged from 9.4 percent to 27 percent of their students being represented. In her June 2003 report to the Regents' General Education Taskforce, Kathryn Fitzgerald reflected concern about this small sample size when she wrote, "Utah Valley State College's results, based on 3.9 percent of the population, must be stated with a lower level of confidence. This does not mean that the results for UVSC are inaccurate; there is simply more chance that a larger sample size might show some differences."

Explanation of 2

- During 2001, our former Writing Program Administrator (WPA) was replaced by a committee of four Writing Program Coordinators (WPCs). The WPA had begun working as a statewide assessment committee member, and continued in that role at the request of UVSC's then-Academic Vice President. However, the WPA no longer had the same position of authority, and communication problems with new WPCs and the rest of the faculty members ensued.
- The immediate result was that the WPCs and the UVSC instructors were unaware of the assessment's significance, and did not take it seriously. When the former WPA sent out an email asking for volunteers, almost no one responded. Many instructors believed the assessment was just a pilot program. Others felt they were too busy to become involved. As most participating instructors did not understand the importance of the assessment, they did not make the essays an integral part of their classes. Several 2010 instructors neglected to include time in their syllabus to give students the required week to complete the essay. Some instructors offered the essay as a chance for extra credit (which could mean that in some sections, the students most worried about their grades were the chief

⁶ This is an abridged version of UVSC's reassessment report. It was submitted by Jeniveve J. Wahlquist, Associate Professor in the UVSC Department of English and Literature, and Kathryn Fitzgerald, Associate Professor and Director of Undergraduate Studies at USU.

respondents); others added it as a last-minute assignment on top of other assignments, thus generating student resentment.

- The gathered 2010 essays did not represent a true “random sample.” Because the assessment was not viewed as being important or as a statewide program, the classes of only a handful of 2010 instructors were involved; most of UVSC’s strongest composition instructors did not participate.
- The 2010 essays were gathered in a haphazard fashion at the last minute. UVSC students were unlikely to have had time to follow all the steps indicated in the prompt, especially with reference to revising or polishing their writing.

Reasons Why the UVSC Reassessment Should Be Considered Valid

- A The sample size was more representational.
- B Kathryn Fitzgerald supervised the reassessment.
- C The UVSC instructors and students were serious this time.

Explanation of A

- We received essays from all 2010 sections, and then made a random selection of 200 papers, as we did with the 1010 essays. All composition instructors had the chance to be represented rather than just a few.
- The reassessment sample size, 396 (196 essays from 1010 and 200 essays from 2010) at 10.4 percent of our total composition students for fall 2003 semester, is closer to Weber State’s 9.4 percent, although it is far short of Snow College’s 27 percent. However, Kathryn Fitzgerald felt we did not need to sample 25 percent, which would have required us to rate approximately 1000 essays.

Explanation of B

- The Department of English and Literature worked closely with Kathryn Fitzgerald, who administered the first assessment, to ensure the reassessment repeated the original conditions exactly. Kathryn Fitzgerald supervised all of our work. She provided the necessary demographics forms and the essay prompt, approved our raters (coming from the UU, SLCC, WSU, and UVSC), instructed us on how to randomize our selected essays, conducted the norming sessions, was present during the rating sessions on Friday and Saturday, and showed us how to use the computer to generate the value-added score after rating.

Explanation of C

- UVSC instructors informed students they would be involved in a statewide evaluation. They provided the necessary week in their syllabi to give students sufficient time to write, and for some, even to revise their essays. Some instructors used the essay as their final examination, thus providing motivation for the students to expend effort. This approach allowed the UVSC students to have equal opportunities to those of students from other schools.
- Logic would indicate that an assessment of this sort, if done correctly, could not create outcomes higher than deserved. During the original assessment, the UVSC composition instructors and students

did not follow the guidelines correctly or completely, but were careful to do so during the reassessment process, which resulted in a more representational and therefore more accurate rating.

MEMORANDUM

July 28, 2004

TO: Utah State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE -- Long-term Enrollment Projections

Issue

At the August 12 meeting, Regents will be asked to adopt the 2004 USHE 20-year enrollment projections. These projections are updated each year to assist Regents and other state-level policy-makers in mid- to long-range planning for the USHE. The projections are also used as input to the Regents' capital facilities prioritization process. Enrollment figures that drive the operating budget request are based on actual enrollments and not projections.

At the time of mailing for the agenda, the projections are still being reviewed in the Commissioner's Office and with the institutions. The revised 20-year projections will be hand-carried to the meeting on August 12. A summary of the 2003 USHE 20-year enrollment projections from last year is shown in Attachment 1.

Richard E. Kendell, Commissioner

REK/MHS/BLM
Attachment

UTAH SYSTEM OF HIGHER EDUCATION System Total Projection

20-YEAR ACTUAL HISTORY						20-YEAR PROJECTION					
Year	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % change	Cummulative Ann. FTE % change	Year	Fall Headcount	Fall FTE	Annualized FTE	Average Annual. FTE % change	Cummulative Ann. FTE % change
83-84	69,583	55,337	56,477	n/a	n/a	03-04					
84-85	69,216	54,474	55,666	-1.4%	-1.4%	04-05					
85-86	70,989	54,132	55,500	-0.3%	-1.7%	05-06					
86-87	73,088	55,355	56,972	2.7%	0.9%	06-07					
87-88	74,929	56,298	57,634	1.2%	2.0%	07-08	157,626	110,220	130,540	2.6%	13.9%
88-89	74,884	56,640	58,606	1.7%	3.8%	08-09					
89-90	80,430	60,028	62,368	6.4%	10.4%	09-10					
90-91	86,843	63,545	66,468	6.6%	17.7%	10-11					
91-92	94,923	69,651	73,009	9.8%	29.3%	11-12					
92-93	99,163	73,224	76,957	5.4%	36.3%	12-13	174,331	120,650	144,880	2.1%	26.4%
93-94	103,633	75,805	79,479	3.3%	40.7%	13-14					
94-95	110,594	79,364	81,978	3.1%	45.2%	14-15					
95-96	112,666	81,713	84,068	2.5%	48.9%	15-16					
96-97	116,047	83,375	87,383	3.9%	54.7%	16-17					
97-98	121,053	87,077	91,103	4.3%	61.3%	17-18	192,672	131,860	160,580	2.1%	40.1%
98-99	113,704	79,393	90,453	-0.7%	60.2%	18-19					
99-00	122,417	84,929	96,585	6.8%	71.0%	19-20					
00-01	126,377	88,002	101,307	4.9%	79.4%	20-21					
01-02	134,939	94,698	109,302	7.9%	93.5%	21-22					
02-03	138,625	98,090	114,610	4.9%	102.9%	22-23	216,766	146,700	181,120	2.4%	58.0%
<i>Average Annual Increases</i>			3,060	3.8%		<i>Average Annual Increases</i>			3,326	2.3%	

Institution Projection Summary

20-YEAR ACTUAL HISTORY						20-YEAR PROJECTION					
Institution	1983-84 Annualized FTE	2002-03 Annualized FTE	20-year Annualized FTE growth	Average Annual % change	Cummulative FTE % change	Institution	2022-23 Annualized FTE	20-year Annualized FTE growth	Average Annual. FTE Growth	Average Annual. FTE % change	Cummulative FTE % change
UU	19,897	27,850	7,953	1.8%	40.0%	UU	32,340	4,490	225	0.8%	16.1%
USU	10,989	19,426	8,437	3.1%	76.8%	USU	27,810	8,384	419	1.8%	43.2%
WSU	8,822	15,724	6,902	3.2%	78.2%	WSU	23,540	7,816	391	2.0%	49.7%
SUU	2,315	5,911	3,596	5.2%	155.3%	SUU	9,550	3,639	182	2.4%	61.6%
Snow	1,146	2,910	1,764	5.3%	153.9%	Snow	4,820	1,910	96	2.6%	65.6%
DSC	1,449	4,389	2,940	6.1%	202.9%	DSC	8,380	3,991	200	3.3%	90.9%
CEU	1,065	2,135	1,070	3.9%	100.5%	CEU	3,200	1,065	53	2.1%	49.9%
UVSC	5,272	18,464	13,192	7.0%	250.2%	UVSC	38,810	20,346	1,017	3.8%	110.2%
SLCC	5,522	17,801	12,279	6.5%	222.4%	SLCC	32,670	14,869	743	3.1%	83.5%
USHE	56,477	114,610	58,133	3.8%	102.9%	USHE	181,120	66,510	3,326	2.3%	58.0%

MEMORANDUM

July 28, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed Revisions to the Capital Facilities Qualification and Prioritization Process

Issue

As Regents considered priorities for USHE capital development requests for 2004-05 in September 2003, a number of questions were asked concerning the scoring process used to determine USHE priorities. After discussion with USHE officials over the last year, Regents are now being asked to endorse refinements to this process which will be implemented when USHE priorities are determined for 2005-06 capital development funding.

Background

Regent Policy R741, *Capital Facilities Qualification and Prioritization (Q&P) Process*, outlines a nine-step point-scoring formula intended to help Regents weigh the relative need for various capital development projects. The formula attempts to balance two competing interests – the need to accommodate growth and the need to care for existing facilities. This is done through consideration of the following factors: (1) space needs based on current inventories and projected enrollment levels, (2) institutional priorities, (3) outside funding, (4) life-safety issues, and (5) infrastructure needs.

For a number of years, the Q&P process functioned as a “black box” which derived scores through calculations that were kept secretive and therefore difficult to question. Over the last three years, the process has been made more transparent. A result of this demystification is that institutions and other outside parties have been able to raise a number of legitimate issues. Four areas of concern have been discussed over the last year. These four concerns and suggested refinements are below.

1. Accuracy of existing inventories – Because the Q & P process evaluates the need for future projects based on current inventories, ensuring the consistency of current inventories across institutions is imperative to a fair scoring of system. Inventory reporting improvements for the 2005-06 cycle include: (a) correcting the double and triple counting of some space at the University of Utah, (b) adjusting the reporting of some space categories at Southern Utah University to be consistent with the practices of other institutions, (c) beginning to create a comprehensive USHE facilities data dictionary with definitions and reporting methodologies, and (d) convening the facility

inventory staff from each institution to improve consistent understanding of definitions and reporting practices.

2. Life safety scoring – Policy R741 designates that 25 priority points are available to a project based on life safety concerns. After reviewing alternative practices for scoring life-safety points, including a new methodology that will be used by the Building Board this fall, institutional officials decided to recommend maintaining the existing matrix for the Q&P process which ranks a building's life safety hazards in terms of four categories (a) structural and seismic (weighting of 1.5), (b) mechanical (weighting of 1.0), (c) electrical (weighting of 1.0), and (d) other life safety issues, e.g. fire suppression, egress, etc. (weighting of 1.0). A project would have to merit the highest score in all four categories to receive the full 25 points. In addition, a project's life safety score is also diminished if the proposed project includes expansion space in addition to replacing existing space with life safety issues.
3. Data drivers and input standards – Policy R741 specifies space standards with data drivers for different categories of space, i.e. square feet of classroom space per FTE student. In some cases, however, the space standard is outdated or the data driver is difficult to measure. As an example of the latter, policy specifies that 130 square feet of office space and 40 square feet of service and conference space should be provided per FTE staff. Determining the number of FTE staff to apply to this standard is viewed as problematic, particularly at the research universities. This is because of the blurred distinction and lack of correlation between how staff are funded (state-funded or non-state funded) and the type of space they occupy (Q&P space or auxiliary/hospital/institutional unique space). The most glaring example of out-dated standards is the standard for different categories of research lab space, which was developed in the mid-1980s and no longer reflects appropriate research lab space standards to attract the best and brightest researchers. Potential resolutions to these issues are being explored, but no consensus has yet been reached. If resolutions can be identified prior to August 12, they will be hand-carried to the meeting. If no resolutions for these issues are determined, staff recommend that the office space and research space calculations be "turned-off" for the 2005-06 cycle, so that no institution's score is adversely affected.
4. Consideration of non-quantifiable elements – The introductory language to policy R741 emphasizes that the formulaic scores "do not replace Regental deliberations which take into account other factors which are not quantifiable but nevertheless important..." In recent years, however, an abbreviated process has been used to determine capital development priorities, with brief presentations of institution projects and Q&P results followed by the final determination of priorities all in one afternoon. This shortened decision-making cycle has hampered consideration of non-quantifiable elements. To address this issue, two years ago the addition of points for mission-centrality and program criticality was suggested by staff but not adopted by Regents. For this year, staff recommends two steps to improve the Regents' ability to deliberate the unique

elements of each capital development project. First, a subsequent tab in this agenda will include descriptions of each institution's highest priority capital development project. This will give the Regents a full month to review the nature of the projects prior to determining priorities. Second, it is recommended that a subgroup of at least three Regents visit the nine USHE institutions who submit projects to the Regents for prioritization to learn more about each proposed facility. (By law, UCAT projects are submitted directly by the UCAT Board of Trustees to the Building Board and Legislature.) This concept was presented to the Council of Presidents and received unanimous endorsement. Other state-level groups which prioritize and determine capital development funding, i.e. the Building Board and Capital Facilities Appropriations Subcommittee, regularly visit proposed projects to help enhance their decision-making.

While additional Q&P refinements will continue to be needed in the future, these suggestions should improve the outcomes of the prioritization process for 2005-06.

Commissioner's Recommendation

It is the recommendation of the Commissioner that Regents:

1. Support the changes made in improving the accuracy of existing facility inventories;
2. Endorse the process for evaluating life safety issues and awarding life safety points;
3. Review the complexities related to data drivers for office space calculations and outdated standards for research space; and
4. Organize a subgroup of at least three Regents to visit USHE institutions and review the top campus priority with institutional officials prior to the September board meeting.

Richard E. Kendell, Commissioner

REK/MHS/BLM

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Proposed Revisions to R854, *Regents Professorships*

Issue

It is proposed that several clarifying revisions be made to Regents' policy R854, *Regents Professorships*. In the attached version of R854, deletions are shown as strikeouts, and additions are shown as underlines.

Discussion

The proposed revision to section 3.2, *Appointment and Term of Service*, is intended to clarify that the designated funding period for a Regents Professor is three years. The deleted language carried an implication that a Regents Professorship might be renewed with a continuation of funding from the "sending" institution. Even without the deleted language, the option remains for a former president or commissioner, after completion of the three-year Regents Professorship, to negotiate for and be awarded a faculty position which is funded by the host institution.

Existing language in section 3.2.2, *Budget*, stipulates that salary and benefits shall be borne by USHE "institutions." This plural reference has led to some confusion. In actual practice, the costs associated with a Regents Professor are borne by one institution – the institution where the Regents Professor served as president (for a commissioner, the Office of the Commissioner).

Finally, section 3.2.3, *Salary*, has led to some confusion with regard to setting the salary for a Regents Professor where faculty salaries in the receiving institution do not match the seniority and career achievements of the former president or commissioner. The added parenthetical language is intended to establish a guideline of 70% of previous salary for those instances.

Recommendation

It is the recommendation of the Commissioner that the Board approve the suggested revisions to R854, *Regents Professorships* to be effective September 1, 2004.

REK/MHS
Attachment

Richard E. Kendell, Commissioner

R854, Regents Professorships

R854-1. Purpose

To establish and provide guidelines for the administration of Regents Professorships for outgoing presidents and Commissioners of the Utah System of Higher Education.

R854-2. References

- 2.1. Utah Code [§53B-1-105](#) (Appointment of Commissioner of Higher Education)
- 2.2. Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)
- 2.3. Policy and Procedures [R209](#), Appraisal of Chief Executive Officers
- 2.4. Policy and Procedures [R481](#), Academic Freedom, Professional Responsibility and Tenure
- 2.5. Policy and Procedures [R851](#), Guidelines for Retirement Programs
- 2.6. Policy and Procedures [R853](#), Transition and Retirement Provisions for Chief Executive Officers

R854-3. Policy

- 3.1. **Eligibility** - The Board may award the title of Regents Professor to a president or commissioner who elects to assume or resume a faculty position after serving as president or Commissioner for a period of at least seven years.
- 3.2. **Appointment and Term of Service** - With the agreement of the Board, the receiving institution, and the receiving department, an eligible individual may be appointed a Regents Professor by the Board for a period of three years, ~~with renewal subject to institutional post-tenure review policies and procedures, consistent with Regents policy [R481](#).~~
- 3.2.1. **Terms** - The Regents Professorship provides an office, telephone, personal computer, allowances for supplies and travel, and other privileges of an active faculty member. Regents Professors shall provide an annual report of their activities to appropriate campus officers, the Commissioner's office, and the Board of Regents.

3.2.2. Budget - The salary and benefits of Regents Professorships shall be borne by the Utah System of Higher Education institutions where the individual served as president or as Commissioner. ~~and Funding~~ shall be transferred to the receiving institution for the term of service of the Regents Professor. Support and office costs of the Regents Professorship shall be borne by the institution receiving service.

3.2.3. Salary - A Regents Professor shall receive an academic year salary, not to exceed the level of a ~~leading senior~~ academic faculty member in the ~~field or discipline~~ department or college to which the outgoing president/~~C~~ommissioner will be assigned. In cases where there are no academic faculty members in the unit to which the outgoing president/Commissioner will be reassigned the Commissioner may be required to estimate the salary, based upon information from other Utah System of Higher Education institutions including the academic year salaries of senior faculty in disciplines related to the president's/Commissioner's field of expertise. In no instance would this salary amount exceed 70% of the president's/Commissioner's salary for the year prior to the effective date of the Regents Professorship, or a leading faculty salary on the institutional salary schedule, for the university or community college of assignment, respectively. ~~The Commissioner may be required to estimate, based upon information from other Utah System of Higher Education institutions, what the salary level should be in cases where there are no academic faculty members in the unit to which the outgoing president/commissioner will be reassigned, whose seniority and career accomplishments match those of the outgoing president/commissioner.~~

3.3. Transition - An outgoing president/~~C~~ommissioner preparing to assume a Regents Professorship may request a period of professional development in which to prepare to return to the duties of a full time academic faculty member as provided in R853, Transition and Retirement Provisions for Chief Executive Officers. In addition to the provisions of R853, the outgoing president/commissioner is subject to the following:

3.3.1. Activity Plan and Agreement to Perform - The president/commissioner shall submit a proposal for the Board's review and approval describing a plan of activity during the leave, together with a written commitment agreeing to the performance of academic duties in the academic faculty position for at least one (1) year after completion of the professional development period.

3.3.2. Terms of Transition Leave - Perquisites associated with the office of president/commissioner, including, but not limited to automobile, housing and host allowances, shall not be continued during the period of professional development. The costs, salary and benefits payable to the outgoing president/commissioner during the transition leave shall be borne by the outgoing president's/ ~~C~~ommissioner's budgetary unit.

MEMORANDUM
July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: University of Utah – 2004-2005 Budget for University Hospitals and Clinics

Issue

Long-standing Legislative intent language instructs the Board of Regents to approve the operating budget of the University Hospital and Clinics as a condition for the retention of patient fee revenues outside the state's appropriated budget. Summary materials of these budgets are attached. The complete budget documents are available for review upon request.

Senior Vice President Lorris Betz and Gordon Crabtree, Hospital Chief Financial Officer, will be available at the August 12 Board of Regents meeting to respond to questions.

Recommendation

It is the recommendation of the Commissioner that Regents approve the 2004-2005 operating budget for the University Hospital and Clinics.

Richard E. Kendell, Commissioner

REK/MHS
Attachments

MEMORANDUM

July 28, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Authorizing Resolution, Replacement of Funds in Debt Service Reserve Fund with a Debt Service Reserve Surety Bond

Issue

University of Utah officials request that the Regents approve the attached bonds resolution authorizing the replacement of funds in the debt service reserve fund for the University of Utah Research Facilities Revenue Bonds, Series 1996A (Biology Research Building Project), with a debt service reserve fund surety bond.

Background

Pursuant to the General Indenture of Trust, dated April 1, 1996, and the First Supplemental Indenture of Trust dated April 1, 1996, collectively referred to as the “Indenture,” between the Board of Regents and Wells Fargo Bank Northwest, as trustee, the Board of Regents acting for and in behalf of the University issued Research Facilities Revenue Bonds, Series 1996A. The Debt Service Reserve Requirement with respect to the Series 1996A Bonds has been funded with certain cash proceeds of the Bonds. The Indenture allows for the funding of the Debt Service Reserve Requirement with cash, a Reserve Instrument, or a combination of the foregoing.

The University proposes to release the DSR Funds by replacing the DSR Funds with a Reserve Instrument in order to reduce negative arbitrage on the investment of the DSR Funds. The University desires to deposit a debt service reserve fund surety bond (the “Series 1996A Reserve Instrument”) issued by MBIA Insurance Corporation into the Debt Service Reserve Fund sufficient to satisfy the Debt Service Reserve Requirement with respect to the Series 1996A Bonds. Upon deposit of the new Reserve Instrument in the Debt Service Reserve Fund, the University desires that the DSR Funds be released and deposited into the Bond Fund. The University also proposes authorization of the execution and delivery of a Second Supplemental Indenture of Trust between the Board and the Trustee and a Financial Guaranty Agreement – both dated August 1, 2004.

A draft Authorizing Resolution is attached.

State Board of Regents

July 28, 2004
Page 2

. Representatives of the University, Bond Counsel, and Financial Advisor will be available to answer questions.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the attached bonds resolution authorizing the replacement of funds in the debt service reserve fund for the University of Utah Research Facilities Revenue Bonds, Series 1996A (Biology Research Building Project), with a debt service reserve fund surety bond, and approve the execution and delivery of a Second Supplemental Indenture of Trust and a Financial Guaranty Agreement dated August 1, 2004..

Richard E. Kendell, Commissioner

REK/MHS
Attachments

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: College of Eastern Utah - Proposed Property Purchase

Issue

CEU officials seek Board authorization to purchase a 28-acre tract of land from the San Juan Foundation. Policy R710 requires the Board of Regents to review and approve all requests for property acquisition that commit institutional funds in excess of \$25,000.

Background

The College of Eastern Utah proposes to purchase the above-listed property, which is contiguous to the San Juan Campus on the east. The initial property acquisition (32 acres) will be handled through the San Juan Foundation. Thereafter, the Foundation will sell 28 acres to CEU at the appraised value of \$140,000. The remaining acres will be sold to the City of Blanding. The College intends to use this property in support of a joint development of future recreational facilities (playing fields, basketball courts, exercise space, and an indoor swimming pool). This purchase agreement has been structured to meet the needs of both the campus and the surrounding community.

The CEU Board of Trustees considered this matter in their June meeting, and voted unanimously to approve the purchase. The accompanying letter from President Ryan L. Thomas provides the full text of this request.

Recommendation

It is the recommendation of the Commissioner that the Board approve the purchase of this property for the appraised value of \$140,000.

Richard E. Kendell, Commissioner

REK/MHS/BRF
Attachments

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Salt Lake Community College – Proposed Property Purchase

Issue

SLCC officials seek Board authorization to purchase real property located at 1760 Bowling Green Avenue, Lot #4, Bowling Green #1 Subdivision, Taylorsville, Utah. Policy R710 requires the Board of Regents to review and approve all requests for property acquisition that commit institutional funds in excess of \$25,000.

Background

Salt Lake Community College proposes to purchase the above-listed property, which is immediately adjacent to the west side of the Eccles Early Childhood Development Lab School. The purchase of this site will allow SLCC to begin developing plans for the expansion of their Lab School program. The College has made a conditional offer to purchase the property for the appraised value of \$130,500 (pending Regent approval). In addition, the seller has agreed to demolish the existing structures on the land so that the site will be immediately useful to the campus.

The SLCC Board of Trustees considered this matter in their May meeting, and voted unanimously to approve the purchase. The accompanying letter from Vice President Donald L. Porter provides the full text of this request, and the attached aerial diagram identifies the subject property and its proximity to the campus.

Recommendation

It is the recommendation of the Commissioner that the Board approve the purchase of this property for the appraised value of \$130,500.

Richard E. Kendell, Commissioner

REK/MHS/BRF
Attachments



July 19, 2004

Commissioner Richard E. Kendell
Utah System of Higher Education
Board of Regents Building; The Gateway
60 South 400 West
Salt Lake City, Utah 84010-1284

RE: Proposed Purchase of Property
1760 Bowling Green Avenue, Lot #4, Bowling Green #1 Subdivision, Taylorsville, Utah

Dear Commissioner Kendell:

Late in May, the current owners of the above-listed property contacted Salt Lake Community College in writing to advise the College that the long-time resident-owners of the property were both now deceased and that the persons now responsible for the owners' estate were interested in selling the property. They hoped that SLCC would be interested, since the property is adjacent to SLCC property on one side. They offered SLCC the first opportunity to purchase the property.

SLCC's interest in the property is significant. It is immediately adjacent to the west side of the SLCC Eccles Early Childhood Development Lab School. There have been many plans for the expansion of this component of SLCC's Lab School program, but all plans have been impossible because of geographical space limitations. The acquisition of this property will at least enable these possibilities to now be developed. Another positive aspect of this purchase is that the seller has agreed to perform the site demolition so that the site will become readily useful to SLCC's future needs.

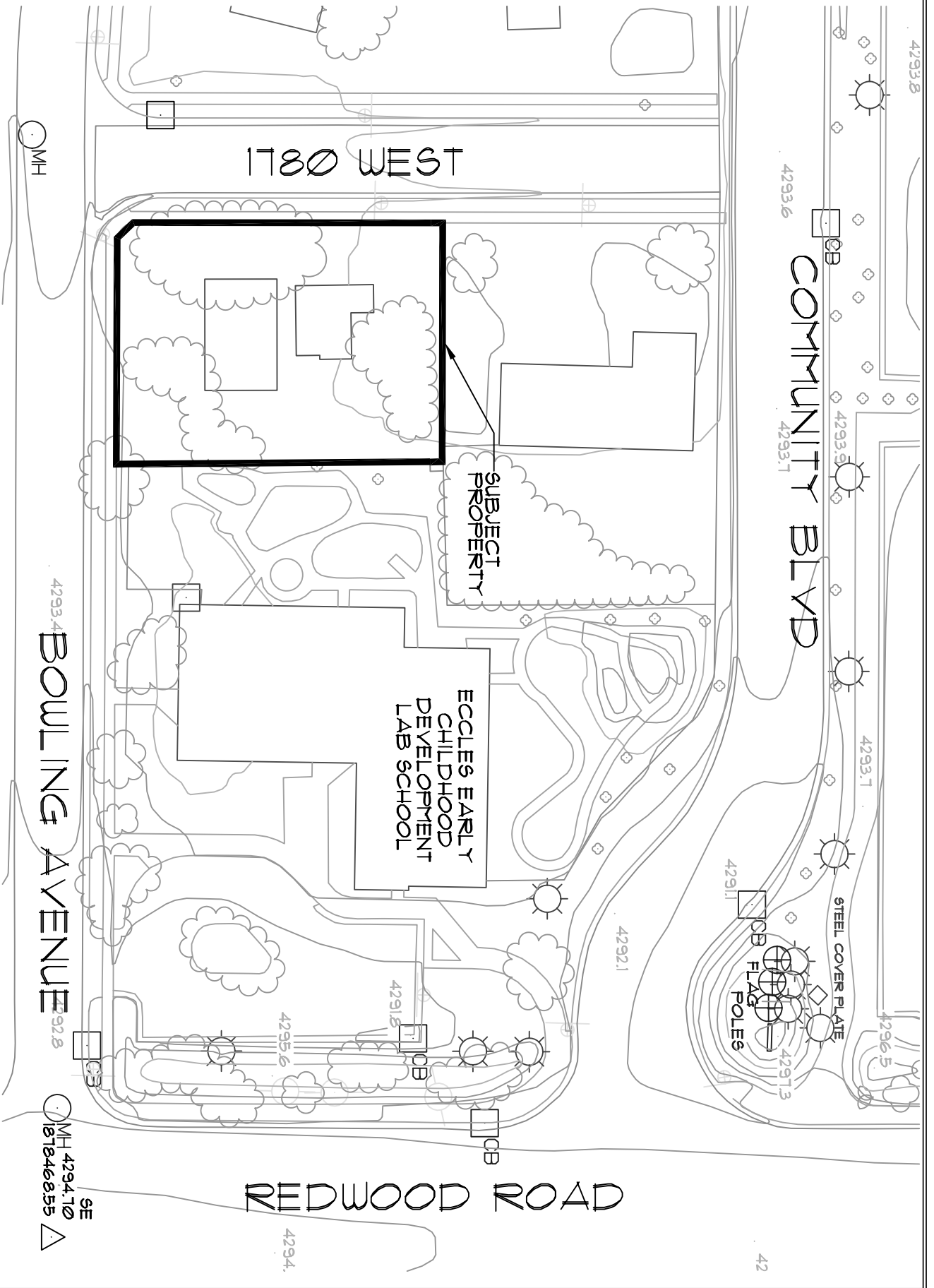
The appraisal was completed by Bodell-Van Drimmelen Residential Appraisers, Inc., on April 20, 2004. Afterward, SLCC made a conditional Offer to Purchase (see attached) the property at the appraised value of \$130,500, pending required approvals of the SLCC Board of Trustees and the USHE Board of Regents.

In the May 14, 2004 meeting of the SLCC Board of Trustees, the Board considered this matter in depth and voted unanimously to support this proposal and recommend its presentation for approval to the USHE Board of Regents. SLCC therefore requests Board of Regents to authorize the administrators of Salt Lake Community College to complete the proposed purchase of the property located at 1760 Bowling Green Avenue, Lot #4, Bowling Green #1 Subdivision, Taylorsville, Utah.

Sincerely,

Donald L. Porter

(Attachment)



S^LCC REDWOOD CAMPUS SITE

SCALE: 1" = 50'-0"

<p>SALT LAKE COMMUNITY COLLEGE <small>P.O. Box 30808 4600 South Redwood Road, Salt Lake City, Utah 84130 Bob Askerford, Facilities Manager (801) 957-4101</small></p>	<p>REDWOOD CAMPUS</p>		<p>CDL EXPANSION SITE</p>	<p>A-1</p> <p>DATE: 20 JULY 2004 JOB NO. XXXX DRAWN BY: FARRIS BRIDGEMAN LAST REVISION: 07/20/04 DWG FILE NO. 0187346855 SHEET NO.</p>
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MEMORANDUM
July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

It is the recommendation of the Commissioner that the Regents approve the following items on the Finance Facilities, and Accountability Committee Consent Calendar:

A. USHE – 2004-2005 Budget Implementation Reports. Each year USHE institutions submit reports to show how new funds are administered across campuses. For 2004-05, the reports provide a summary on administration of compensation increases, second-tier tuition, and the implementation and sources of matching for the nursing initiative and the engineering and computer science initiative. As of the mailing date, not all institutions had submitted these reports. Supplemental information will be hand-carried to the Regents meeting containing complete information.

B. USHE – 2004-2005 Appropriated Operating Budgets. Regents are asked to review and approve the appropriated operating budgets for USHE institutions for the 2004-05 fiscal year. These budgets are based on legislative appropriations and work program revisions approved by the Regents. For comparison, initial 2003-04 budgets are also included. Similar to the operating budget reports, not all institutions had submitted these reports prior to mailing the meeting agenda packet. Supplemental information will be hand-carried to the Regents meeting containing complete information.

C. USHE – Spring Semester and End-of-Year Enrollment Reports (Attachment 1). The attached report analyzes the 2004 Spring Semester enrollment figures, recounts actual 2003-2004 headcount and FTE (Full-Time-Equivalent) enrollments by semester, and computes actual annualized and academic-year FTE's for both self-supporting and budget-related enrollments. This is the second of two enrollment reports which are presented to the Board of Regents each academic year. Both reports contain headcount and FTE information consistent with USHE enrollment definitions and standards. The first report included enrollment data for Summer and Fall Semesters. This second report includes Spring Semester and provides end-of-year enrollment figures.

D. USHE – Amendments to Policy R928, *Leaves of Absence with Payment*. Regents are asked to approve the proposed revisions to Policy R928, *Leaves of Absence with Payment*. This policy change is suggested in order to permit Office of the Commissioner employees to use sick leave to care for parents or parents-in-law. Currently, sick leave may be used when the employee is ill or when the employee needs to care for a spouse or dependent child. The change is necessary because the federal Family Medical Leave Act protects an employee's job status and benefits for up to 12 weeks over a 12-month period to care for

family members, including parents and parents-in-law. Allowing employees to use sick leave for these types of absences becomes an equity and fairness issue that most employers, including other USHE institutions, have already adopted or are in the process of adopting.

E. **UofU - Sale of Donated Property (Attachment 2).** The University of Utah has been working with the Utah Department of Transportation (UDOT) to facilitate traffic flow at several points on or near campus. In order to facilitate these adjustments, the University requests approval to: 1) sell to UDOT at appraised value a small parcel of land at the corner of Foothill Drive and Sunnyside Avenue, 2) grant an easement to UDOT on property at the intersection of North Campus Drive and Central Campus Drive, and 3) grant an easement to UDOT on property at the intersection of Guardsman Way and 500 South.

F. **UofU and USU – Capital Facilities Delegation Reports (Attachment 3).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

Richard E. Kendell, Commissioner

CHF/MHS/JV
Attachments

Table 1

USHE 2003-04 End-of-Year Enrollment Report

Total Budget-Related and Self-Supporting FTE Enrollments

2003-04 Annualized Year Compared to the 2002-03 Annualized Year

Institution and Line Item	Annualized Year 2002-03 Budget-Related & Self Support FTE			Annualized Year 2003-04 Budget-Related & Self Support FTE			Difference Between Annualized Year 2003-04 and 2002-03			Percent Change Between Annualized Year 2003-04 and 2002-03		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	22,849.33	4,051.57	26,900.90	22,148.75	4,162.11	26,310.86	-700.58	110.54	-590.04	-3.1%	2.7%	-2.2%
School of Medicine - MD	351.50	66.00	417.50	352.50	60.00	412.50	1.00	-6.00	-5.00	0.3%	-9.1%	-1.2%
School of Medicine - Non-MD	250.68	173.14	423.82	279.44	204.99	484.43	28.76	31.85	60.61	11.5%	18.4%	14.3%
School of Medicine - Physician Assistant	86.00	22.00	108.00	84.00	24.50	108.50	-2.00	2.50	0.50	-2.3%	11.4%	0.5%
Subtotal - UU	23,537.51	4,312.71	27,850.22	22,864.69	4,451.60	27,316.29	-672.82	138.89	-533.93	-2.9%	3.2%	-1.9%
Utah State University												
Education and General	14,157.91	2,425.43	16,583.34	14,066.09	2,437.17	16,503.26	-91.82	11.74	-80.08	-0.6%	0.5%	-0.5%
Uintah Basin Continuing Ed. Center	1,026.88	0.50	1,027.38	1,136.82	0.00	1,136.82	109.94	-0.50	109.44	10.7%	0.0%	10.7%
Southeast Utah Continuing Ed. Center	138.70	0.35	139.05	166.00	0.00	166.00	27.30	-0.35	26.95	19.7%	-100.0%	19.4%
Brigham City Continuing Ed. Center	513.84	6.21	520.05	561.51	8.60	570.11	47.67	2.39	50.06	9.3%	38.5%	9.6%
Tooele/Wasatch Continuing Ed. Center	1,149.77	6.87	1,156.64	1,136.25	1.22	1,137.47	-13.52	-5.65	-19.17	-1.2%	-82.2%	-1.7%
Subtotal - USU	16,987.10	2,439.36	19,426.46	17,066.67	2,446.99	19,513.66	79.57	7.63	87.20	0.5%	0.3%	0.4%
Weber State University												
Education and General	14,526.60	1,197.27	15,723.87	14,743.09	1,394.24	16,137.33	216.49	196.97	413.46	1.5%	16.5%	2.6%
Southern Utah University												
Education and General	5,372.43	538.49	5,910.92	5,217.00	542.36	5,759.36	-155.43	3.87	-151.56	-2.9%	0.7%	-2.6%
Snow College												
Education and General	2,389.39	248.43	2,637.82	2,569.72	263.95	2,833.67	180.33	15.52	195.85	7.5%	6.2%	7.4%
Applied Technology Education (1)	270.66	1.24	271.90	181.49	0.17	181.66	-89.17	-1.07	-90.24	-32.9%	-86.3%	-33.2%
Subtotal - Snow	2,660.05	249.67	2,909.72	2,751.21	264.12	3,015.33	91.16	14.45	105.61	3.4%	5.8%	3.6%
Dixie State College of Utah												
Education and General	3,991.53	397.93	4,389.46	4,138.35	444.20	4,582.55	146.82	46.27	193.09	3.7%	11.6%	4.4%
College of Eastern Utah												
Education and General	1,653.32	69.45	1,722.77	1,572.05	59.95	1,632.00	-81.27	-9.50	-90.77	-4.9%	-13.7%	-5.3%
San Juan Center	409.73	2.38	412.11	459.54	2.44	461.98	49.81	0.06	49.87	12.2%	2.5%	12.1%
Subtotal - CEU	2,063.05	71.83	2,134.88	2,031.59	62.39	2,093.98	-31.46	-9.44	-40.90	-1.5%	-13.1%	-1.9%
Utah Valley State College												
Education and General	15,867.19	2,596.55	18,463.74	15,646.97	2,733.65	18,380.62	-220.22	137.10	-83.12	-1.4%	5.3%	-0.5%
Salt Lake Community College												
Education and General	17,180.88	685.05	17,865.93	17,493.66	919.04	18,412.70	312.78	233.99	546.77	1.8%	34.2%	3.1%
TOTAL - USHE	102,186.34	12,488.86	114,675.20	101,953.23	13,258.59	115,211.82	-234.11	775.73	541.62	-0.2%	6.2%	0.5%
TOTAL - USHE (without UU SOM MD)	101,834.84	12,422.86	114,257.70	101,600.73	13,198.59	114,799.32	-233.11	769.73	536.62	-0.2%	6.2%	0.5%

Table 2

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related FTE Enrollments

2003-04 Annualized Year Compared with the 2002-03 Annualized Year

Institution and Line Item	Annualized Year 2002-03 Budget-Related FTE Enrollment			Annualized Year 2003-04 Budget-Related FTE			Difference Between Annualized Year 2003-04 and 2002-03			Percent Change Between Annualized Year 2003-04 and 2002-03		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	21,458.82	3,770.72	25,229.54	21,559.80	3,839.60	25,399.40	100.98	68.88	169.86	0.5%	1.8%	0.7%
School of Medicine - MD	351.50	66.00	417.50	352.50	60.00	412.50	1.00	-6.00	-5.00	0.3%	-9.1%	-1.2%
School of Medicine - Non-MD	249.88	173.14	423.02	272.69	202.44	475.13	22.81	29.30	52.11	9.1%	16.9%	12.3%
School of Medicine - Physician Assistant	86.00	22.00	108.00	84.00	24.50	108.50	-2.00	2.50	0.50	-2.3%	11.4%	0.5%
Subtotal - UU	22,146.20	4,031.86	26,178.06	22,268.99	4,126.54	26,395.53	122.79	94.68	217.47	0.6%	2.3%	0.8%
Utah State University												
Education and General	12,612.09	2,398.26	15,010.35	12,618.51	2,403.10	15,021.61	6.42	4.84	11.26	0.1%	0.2%	0.1%
Uintah Basin Continuing Ed. Center	1,005.12	0.50	1,005.62	1,125.63	0.00	1,125.63	120.51	-0.50	120.01	12.0%	0.0%	11.9%
Southeast Utah Continuing Ed. Center	136.12	0.30	136.42	158.20	0.00	158.20	22.08	-0.30	21.78	16.2%	-100.0%	16.0%
Brigham City Continuing Ed. Center	395.40	6.01	401.41	457.00	8.20	465.20	61.60	2.19	63.79	15.6%	36.4%	15.9%
Tooele/Wasatch Continuing Ed. Center	1,025.13	4.24	1,029.37	1,057.79	1.15	1,058.94	32.66	-3.09	29.57	3.2%	-72.9%	2.9%
Subtotal - USU	15,173.86	2,409.31	17,583.17	15,417.13	2,412.45	17,829.58	243.27	3.14	246.41	1.6%	0.1%	1.4%
Weber State University												
Education and General	13,195.54	769.58	13,965.12	13,026.47	761.81	13,788.28	-169.07	-7.77	-176.84	-1.3%	-1.0%	-1.3%
Southern Utah University												
Education and General	4,691.77	527.07	5,218.84	4,601.23	533.87	5,135.10	-90.54	6.80	-83.74	-1.9%	1.3%	-1.6%
Snow College												
Education and General	2,195.99	248.27	2,444.26	2,362.50	263.49	2,625.99	166.51	15.22	181.73	7.6%	6.1%	7.4%
Applied Technology Education (1)	248.59	1.24	249.83	181.49	0.17	181.66	-67.10	-1.07	-68.17	-27.0%	-86.3%	-27.3%
Subtotal - Snow	2,444.58	249.51	2,694.09	2,543.99	263.66	2,807.65	99.41	14.15	113.56	4.1%	5.7%	4.2%
Dixie State College of Utah												
Education and General	3,862.95	388.01	4,250.96	3,980.84	430.36	4,411.20	117.89	42.35	160.24	3.1%	10.9%	3.8%
College of Eastern Utah												
Education and General	1,604.29	69.45	1,673.74	1,439.09	57.18	1,496.27	-165.20	-12.27	-177.47	-10.3%	-17.7%	-10.6%
San Juan Center	382.27	2.38	384.65	427.57	2.44	430.01	45.30	0.06	45.36	11.9%	2.5%	11.8%
Subtotal - CEU	1,986.56	71.83	2,058.39	1,866.66	59.62	1,926.28	-119.90	-12.21	-132.11	-6.0%	-17.0%	-6.4%
Utah Valley State College												
Education and General	14,872.62	2,017.65	16,890.27	14,623.16	2,055.78	16,678.94	-249.46	38.13	-211.33	-1.7%	1.9%	-1.3%
Salt Lake Community College												
Education and General	15,618.25	613.91	16,232.16	15,843.48	727.28	16,570.76	225.23	113.37	338.60	1.4%	18.5%	2.1%
TOTAL - USHE	93,992.33	11,078.73	105,071.06	94,171.95	11,371.37	105,543.32	179.62	292.64	472.26	0.2%	2.6%	0.4%
TOTAL - USHE (without UU SOM MD)	93,640.83	11,012.73	104,653.56	93,819.45	11,311.37	105,130.82	178.62	298.64	477.26	0.2%	2.7%	0.5%

Table 3

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related FTE Enrollments by Term

2003-04 Academic Year FTE Actuals and 2003-04 Annualized Year FTE Actuals

Institution and Line Item	Summer Term 2003-04 Budget-Related FTE (End-of-Term)			Fall Term 2003-04 Budget-Related FTE (Composite)			Spring Term 2003-04 Budget-Related FTE (Composite)			Academic Year 2003-04			Annualized Year 2003-04		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah															
Education and General	5,807.71	1,194.83	7,002.54	18,956.98	3,338.35	22,295.33	18,354.91	3,146.02	21,500.93	18,655.95	3,242.19	21,898.14	21,559.80	3,839.60	25,399.40
School of Medicine - MD	5.00	3.00	8.00	352.00	59.00	411.00	348.00	58.00	406.00	350.00	58.50	408.50	352.50	60.00	412.50
School of Medicine - Non-MD	63.93	59.43	123.36	265.97	175.60	441.57	215.48	169.85	385.33	240.73	172.73	413.46	272.69	202.44	475.13
School of Medicine - Physician Assistant	63.00	9.00	72.00	53.00	20.00	73.00	52.00	20.00	72.00	52.50	20.00	72.50	84.00	24.50	108.50
Subtotal - UU	5,939.64	1,266.26	7,205.90	19,627.95	3,592.95	23,220.90	18,970.39	3,393.87	22,364.26	19,299.18	3,493.42	22,792.60	22,268.99	4,126.54	26,395.53
Utah State University															
Education and General	1,835.50	594.17	2,429.67	11,991.86	2,182.80	14,174.66	11,409.65	2,029.22	13,438.87	11,700.76	2,106.01	13,806.77	12,618.51	2,403.10	15,021.61
Uintah Basin Continuing Ed. Center	340.90	0.00	340.90	816.13	0.00	816.13	1,094.23	0.00	1,094.23	955.18	0.00	955.18	1,125.63	0.00	1,125.63
Southeast Utah Continuing Ed. Center	59.33	0.00	59.33	125.80	0.00	125.80	131.27	0.00	131.27	128.54	0.00	128.54	158.20	0.00	158.20
Brigham City Continuing Ed. Center	151.43	3.00	154.43	369.53	5.77	375.30	393.04	7.63	400.67	381.29	6.70	387.99	457.00	8.20	465.20
Tooele/Wasatch Continuing Ed. Center	402.80	1.70	404.50	846.60	0.20	846.80	866.17	0.40	866.57	856.39	0.30	856.69	1,057.79	1.15	1,058.94
Subtotal - USU	2,789.96	598.87	3,388.83	14,149.92	2,188.77	16,338.69	13,894.36	2,037.25	15,931.61	14,022.16	2,113.01	16,135.17	15,417.13	2,412.45	17,829.58
Weber State University															
Education and General	2,861.84	173.54	3,035.38	11,936.42	706.13	12,642.55	11,254.67	643.94	11,898.61	11,595.55	675.04	12,270.59	13,026.47	761.81	13,788.28
Southern Utah University															
Education and General	841.51	126.49	968.00	4,272.05	495.06	4,767.11	4,088.89	446.18	4,535.07	4,180.47	470.62	4,651.09	4,601.23	533.87	5,135.10
Snow College															
Education and General	179.76	29.10	208.86	2,356.33	269.54	2,625.87	2,188.91	228.33	2,417.24	2,272.62	248.94	2,521.56	2,362.50	263.49	2,625.99
Applied Technology Education (1)	46.16	0.00	46.16	149.39	0.00	149.39	167.42	0.34	167.76	158.41	0.17	158.58	181.49	0.17	181.66
Subtotal - Snow	225.92	29.10	255.02	2,505.72	269.54	2,775.26	2,356.33	228.67	2,585.00	2,431.03	249.11	2,680.14	2,543.99	263.66	2,807.65
Dixie State College of Utah															
Education and General	500.44	57.64	558.08	3,940.85	432.18	4,373.03	3,520.39	370.89	3,891.28	3,730.62	401.54	4,132.16	3,980.84	430.36	4,411.20
College of Eastern Utah															
Education and General	219.86	6.40	226.26	1,383.34	55.43	1,438.77	1,274.97	52.53	1,327.50	1,329.16	53.98	1,383.14	1,439.09	57.18	1,496.27
San Juan Center	168.27	1.27	169.54	365.63	2.00	367.63	321.23	1.60	322.83	343.43	1.80	345.23	427.57	2.44	430.01
Subtotal - CEU	388.13	7.67	395.80	1,748.97	57.43	1,806.40	1,596.20	54.13	1,650.33	1,672.59	55.78	1,728.37	1,866.66	59.62	1,926.28
Utah Valley State College															
Education and General	3,248.74	724.95	3,973.69	13,234.91	1,779.65	15,014.56	12,762.67	1,606.96	14,369.63	12,998.79	1,693.31	14,692.10	14,623.16	2,055.78	16,678.94
Salt Lake Community College															
Education and General	4,490.05	276.34	4,766.39	13,766.73	552.60	14,319.33	13,430.18	625.62	14,055.80	13,598.46	589.11	14,187.57	15,843.48	727.28	16,570.76
TOTAL - USHE	21,286.23	3,260.86	24,547.09	85,183.52	10,074.31	95,257.83	81,874.08	9,407.51	91,281.59	83,528.85	9,740.94	93,269.79	94,171.95	11,371.37	105,543.32
TOTAL - USHE (without UU SOM MD)	21,281.23	3,257.86	24,539.09	84,831.52	10,015.31	94,846.83	81,526.08	9,349.51	90,875.59	83,178.85	9,682.44	92,861.29	93,819.45	11,311.37	105,130.82

Table 4

USHE 2003-04 End-of-Year Enrollment Report

Self-Support FTE Enrollments by Term

2003-04 Academic Year Actuals and 2003-04 Annualized Year Actuals

Institution and Line Item	Summer Term 2003-04 Self-Support FTE (End-of-Term)			Fall Term 2003-04 Self-Support FTE (Composite)			Spring Term 2003-04 Self-Support FTE (Composite)			Academic Year 2003-04			Annualized Year 2003-04		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah															
Education and General	495.91	174.43	670.34	378.34	129.37	507.71	303.65	341.22	644.87	340.99	235.29	576.28	588.95	322.51	911.46
School of Medicine - MD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School of Medicine - Non-MD	6.80	4.00	10.80	6.10	0.90	7.00	0.60	0.20	0.80	3.35	0.55	3.90	6.75	2.55	9.30
School of Medicine - Physician Assistant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal - UU	502.71	178.43	681.14	384.44	130.27	514.71	304.25	341.42	645.67	344.34	235.84	580.18	595.70	325.06	920.76
Utah State University															
Education and General	760.77	22.70	783.47	1,009.69	20.47	1,030.16	1,124.70	24.97	1,149.67	1,067.19	22.72	1,089.91	1,447.58	34.07	1,481.65
Uintah Basin Continuing Ed. Center	17.10	0.00	17.10	1.47	0.00	1.47	3.80	0.00	3.80	2.64	0.00	2.64	11.19	0.00	11.19
Southeast Utah Continuing Ed. Center	6.40	0.00	6.40	6.87	0.00	6.87	2.33	0.00	2.33	4.60	0.00	4.60	7.80	0.00	7.80
Brigham City Continuing Ed. Center	8.67	0.00	8.67	83.34	0.80	84.14	117.00	0.00	117.00	100.17	0.40	100.57	104.51	0.40	104.91
Tooele/Wasatch Continuing Ed. Center	77.80	0.13	77.93	45.40	0.00	45.40	33.73	0.00	33.73	39.56	0.00	39.56	78.46	0.07	78.53
Subtotal - USU	870.74	22.83	893.57	1,146.77	21.27	1,168.04	1,281.56	24.97	1,306.53	1,214.16	23.12	1,237.28	1,649.54	34.54	1,684.08
Weber State University															
Education and General	507.47	260.35	767.82	1,231.53	505.86	1,737.39	1,694.24	498.65	2,192.89	1,462.88	502.25	1,965.13	1,716.62	632.43	2,349.05
Southern Utah University															
Education and General	515.87	4.43	520.30	327.98	4.88	332.86	387.69	7.67	395.36	357.84	6.28	364.12	615.77	8.49	624.26
Snow College															
Education and General	3.54	0.53	4.07	307.37	-0.01	307.36	103.53	0.40	103.93	205.45	0.19	205.64	207.22	0.46	207.68
Applied Technology Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal - Snow	3.54	0.53	4.07	307.37	-0.01	307.36	103.53	0.40	103.93	205.45	0.19	205.64	207.22	0.46	207.68
Dixie State College of Utah															
Education and General	30.56	0.54	31.10	197.09	20.89	217.98	87.36	6.25	93.61	142.23	13.57	155.80	157.51	13.84	171.35
College of Eastern Utah															
Education and General	52.47	2.53	55.00	134.73	0.60	135.33	78.73	2.40	81.13	106.73	1.50	108.23	132.96	2.77	135.73
San Juan Center	0.00	0.00	0.00	27.40	0.00	27.40	36.54	0.00	36.54	31.97	0.00	31.97	31.97	0.00	31.97
Subtotal - CEU	52.47	2.53	55.00	162.13	0.60	162.73	115.27	2.40	117.67	138.70	1.50	140.20	164.93	2.77	167.70
Utah Valley State College															
Education and General	187.41	225.77	413.18	1,158.95	537.40	1,696.35	701.25	592.57	1,293.82	930.10	564.98	1,495.08	1,023.81	677.87	1,701.68
Salt Lake Community College															
Education and General	115.81	3.47	119.28	1,409.46	116.44	1,525.90	1,775.08	263.60	2,038.68	1,592.27	190.02	1,782.29	1,650.18	191.76	1,841.94
TOTAL - USHE	<u>2,786.58</u>	<u>698.88</u>	<u>3,485.46</u>	<u>6,325.72</u>	<u>1,337.60</u>	<u>7,663.32</u>	<u>6,450.23</u>	<u>1,737.93</u>	<u>8,188.16</u>	<u>6,387.97</u>	<u>1,537.75</u>	<u>7,925.72</u>	<u>7,781.28</u>	<u>1,887.22</u>	<u>9,668.50</u>
TOTAL - USHE (without UU SOM MD)	<u>2,786.58</u>	<u>698.88</u>	<u>3,485.46</u>	<u>6,325.72</u>	<u>1,337.60</u>	<u>7,663.32</u>	<u>6,450.23</u>	<u>1,737.93</u>	<u>8,188.16</u>	<u>6,387.97</u>	<u>1,537.75</u>	<u>7,925.72</u>	<u>7,781.28</u>	<u>1,887.22</u>	<u>9,668.50</u>

Table 5

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related and Self-Support FTE Enrollments by Term

2003-04 Academic Year Actuals and 2003-04 Annualized Year Actuals

Institution and Line Item	Summer Term 2003-04 Budget-Related & Self Support FTE (End-of-Term)			Fall Term 2003-04 Budget-Related & Self Support FTE (Composite)			Spring Term 2003-04 Budget-Related & Self Support FTE (Composite)			Academic Year 2003-04			Annualized Year 2003-04		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
	University of Utah														
Education and General	6,303.62	1,369.26	7,672.88	19,335.32	3,467.72	22,803.04	18,658.56	3,487.24	22,145.80	18,996.94	3,477.48	22,474.42	22,148.75	4,162.11	26,310.86
School of Medicine - MD	5.00	3.00	8.00	352.00	59.00	411.00	348.00	58.00	406.00	350.00	58.50	408.50	352.50	60.00	412.50
School of Medicine - Non-MD	70.73	63.43	134.16	272.07	176.50	448.57	216.08	170.05	386.13	244.08	173.28	417.36	279.44	204.99	484.43
School of Medicine - Physician Assistant	63.00	9.00	72.00	53.00	20.00	73.00	52.00	20.00	72.00	52.50	20.00	72.50	84.00	24.50	108.50
Subtotal - UU	6,442.35	1,444.69	7,887.04	20,012.39	3,723.22	23,735.61	19,274.64	3,735.29	23,009.93	19,643.52	3,729.26	23,372.78	22,864.69	4,451.60	27,316.29
Utah State University															
Education and General	2,596.27	616.87	3,213.14	13,001.55	2,203.27	15,204.82	12,534.35	2,054.19	14,588.54	12,767.95	2,128.73	14,896.68	14,066.09	2,437.17	16,503.26
Uintah Basin Continuing Ed. Center	358.00	0.00	358.00	817.60	0.00	817.60	1,098.03	0.00	1,098.03	957.82	0.00	957.82	1,136.82	0.00	1,136.82
Southeast Utah Continuing Ed. Center	65.73	0.00	65.73	132.67	0.00	132.67	133.60	0.00	133.60	133.14	0.00	133.14	166.00	0.00	166.00
Brigham City Continuing Ed. Center	160.10	3.00	163.10	452.87	6.57	459.44	510.04	7.63	517.67	481.46	7.10	488.56	561.51	8.60	570.11
Tooele/Wasatch Continuing Ed. Center	480.60	1.83	482.43	892.00	0.20	892.20	899.90	0.40	900.30	895.95	0.30	896.25	1,136.25	1.22	1,137.47
Subtotal - USU	3,660.70	621.70	4,282.40	15,296.69	2,210.04	17,506.73	15,175.92	2,062.22	17,238.14	15,236.32	2,136.13	17,372.45	17,066.67	2,446.99	19,513.66
Weber State University															
Education and General	3,369.31	433.89	3,803.20	13,167.95	1,211.99	14,379.94	12,948.91	1,142.59	14,091.50	13,058.43	1,177.29	14,235.72	14,743.09	1,394.24	16,137.33
Southern Utah University															
Education and General	1,357.38	130.92	1,488.30	4,600.03	499.94	5,099.97	4,476.58	453.85	4,930.43	4,538.31	476.90	5,015.21	5,217.00	542.36	5,759.36
Snow College															
Education and General	183.30	29.63	212.93	2,663.70	269.53	2,933.23	2,292.44	228.73	2,521.17	2,478.07	249.13	2,727.20	2,569.72	263.95	2,833.67
Applied Technology Education	46.16	0.00	46.16	149.39	0.00	149.39	167.42	0.34	167.76	158.41	0.17	158.58	181.49	0.17	181.66
Subtotal - Snow	229.46	29.63	259.09	2,813.09	269.53	3,082.62	2,459.86	229.07	2,688.93	2,636.48	249.30	2,885.78	2,751.21	264.12	3,015.33
Dixie State College of Utah															
Education and General	531.00	58.18	589.18	4,137.94	453.07	4,591.01	3,607.75	377.14	3,984.89	3,872.85	415.11	4,287.96	4,138.35	444.20	4,582.55
College of Eastern Utah															
Education and General	272.33	8.93	281.26	1,518.07	56.03	1,574.10	1,353.70	54.93	1,408.63	1,435.89	55.48	1,491.37	1,572.05	59.95	1,632.00
San Juan Center	168.27	1.27	169.54	393.03	2.00	395.03	357.77	1.60	359.37	375.40	1.80	377.20	459.54	2.44	461.98
Subtotal - CEU	440.60	10.20	450.80	1,911.10	58.03	1,969.13	1,711.47	56.53	1,768.00	1,811.29	57.28	1,868.57	2,031.59	62.39	2,093.98
Utah Valley State College															
Education and General	3,436.15	950.72	4,386.87	14,393.86	2,317.05	16,710.91	13,463.92	2,199.53	15,663.45	13,928.89	2,258.29	16,187.18	15,646.97	2,733.65	18,380.62
Salt Lake Community College															
Education and General	4,605.86	279.81	4,885.67	15,176.19	669.04	15,845.23	15,205.26	889.22	16,094.48	15,190.73	779.13	15,969.86	17,493.66	919.04	18,412.70
TOTAL - USHE	24,072.81	3,959.74	28,032.55	91,509.24	11,411.91	102,921.15	88,324.31	11,145.44	99,469.75	89,916.82	11,278.69	101,195.51	101,953.23	13,258.59	115,211.82
TOTAL - USHE (without UU SOM MD)	24,067.81	3,956.74	28,024.55	91,157.24	11,352.91	102,510.15	87,976.31	11,087.44	99,063.75	89,566.82	11,220.19	100,787.01	101,600.73	13,198.59	114,799.32

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Table 6

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related and Self-Support Headcount Enrollments

2003-04 by Term

Institution and Line Item	Summer Term 2003-04 Budget Related & Self Support Headcount (End-of-Term)			Fall Term 2003-04 Budget Related & Self Support Headcount (Composite)			Spring Term 2003-04 Budget Related & Self Support Headcount (Composite)		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah									
Education and General	14,610	2,382	16,992	26,145	4,773	30,918	24,210	5,772	29,982
School of Medicine - MD	5	3	8	352	59	411	348	58	406
School of Medicine - Non-MD	129	95	224	608	232	840	438	219	657
School of Medicine - Physician Assistant	63	9	72	53	20	73	52	20	72
Less Duplicates ⁽¹⁾	-21	-1	-22	-434	-79	-513	-400	-108	-508
Subtotal - UU	14,786	2,488	17,274	26,724	5,005	31,729	24,648	5,961	30,609
Utah State University									
Education and General	6,987	1,045	8,032	17,374	2,444	19,818	16,817	2,268	19,085
Uintah Basin Continuing Ed. Center	963	0	963	1,887	0	1,887	2,411	0	2,411
Southeast Utah Continuing Ed. Center	173	0	173	223	0	223	229	0	229
Brigham City Continuing Ed. Center	516	11	527	1,253	26	1,279	1,433	33	1,466
Tooele/Wasatch Continuing Ed. Center	1,454	5	1,459	1,852	1	1,853	1,954	2	1,956
Less Duplicates	-353	-16	-369	-581	-27	-608	-691	-35	-726
Subtotal - USU	9,740	1,045	10,785	22,008	2,444	24,452	22,153	2,268	24,421
Weber State University									
Education and General	8,050	927	8,977	20,076	1,648	21,724	21,060	1,530	22,590
Southern Utah University									
Education and General	4,436	247	4,683	6,893	541	7,434	7,173	476	7,649
Snow College									
Education and General	488	70	558	3,398	282	3,680	2,816	240	3,056
Applied Technology Education	132	0	132	557	0	557	611	1	612
Less Duplicates	-18	0	-18	-94	0	-94	-73	0	-73
Subtotal - Snow	602	70	672	3,861	282	4,143	3,354	241	3,595
Dixie State College of Utah									
Education and General	1,737	196	1,933	8,263	808	9,071	6,304	503	6,807
Less Duplicates	0	0	0	0	0	0	-1	0	-1
Subtotal - DSC	1,737	196	1,933	8,263	808	9,071	6,303	503	6,806
College of Eastern Utah									
Education and General	595	23	618	2,141	54	2,195	1,896	55	1,951
San Juan Center	322	3	325	660	3	663	615	3	618
Less Duplicates	-18	0	-18	-39	0	-39	-39	0	-39
Subtotal - CEU	899	26	925	2,762	57	2,819	2,472	58	2,530
Utah Valley State College									
Education and General	9,247	1,495	10,742	23,135	2,843	25,978	22,320	2,711	25,031
Less Duplicates	0	-2	-2	-1	-2	-3	-2	-1	-3
Subtotal - UVSC	9,247	1,493	10,740	23,134	2,841	25,975	22,318	2,710	25,028
Salt Lake Community College									
Education and General	10,688	566	11,254	27,638	1,221	28,859	29,517	3,962	33,479
Less Duplicates	0	0	0	0	0	0	0	0	0
Subtotal - SLCC	10,688	566	11,254	27,638	1,221	28,859	29,517	3,962	33,479
TOTAL - USHE	60,185	7,058	67,243	141,359	14,847	156,206	138,998	17,709	156,707
TOTAL - USHE (without UU SOM MD)	60,180	7,055	67,235	141,007	14,788	155,795	138,650	17,651	156,301

⁽¹⁾ Duplicated headcounts between line items are subtracted to give an unduplicated total.

Table 7

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related & Self-Supporting FTE Enrollments

2003-04 Spring Term Compared to 2002-03 Spring Term

Institution and Line Item	Spring Term 2002-03 Budget-Related & Self Support FTE (Composite)			Spring Term 2003-04 Budget-Related & Self Support FTE (Composite)			Difference Between Spring Term 2002-03 and 2003-04			% Change Between Spring Term 2002-03 and 2003-04		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
	University of Utah											
Education and General	18,881.57	3,337.59	22,219.16	18,658.56	3,487.24	22,145.80	-223.01	149.65	-73.36	-1.2%	4.5%	-0.3%
School of Medicine - MD	349.00	62.00	411.00	348.00	58.00	406.00	-1.00	-4.00	-5.00	-0.3%	-6.5%	-1.2%
School of Medicine - Non-MD	208.26	136.50	344.76	216.08	170.05	386.13	7.82	33.55	41.37	3.8%	24.6%	12.0%
School of Medicine - Physician Assistant	58.00	13.00	71.00	52.00	20.00	72.00	-6.00	7.00	1.00	-10.3%	53.8%	1.4%
Subtotal - UU	19,496.83	3,549.09	23,045.92	19,274.64	3,735.29	23,009.93	-222.19	186.20	-35.99	-1.1%	5.2%	-0.2%
Utah State University												
Education and General	12,607.18	2,027.49	14,634.67	12,534.35	2,054.19	14,588.54	-72.83	26.70	-46.13	-0.6%	1.3%	-0.3%
Uintah Basin Continuing Ed. Center	1,007.63	0.00	1,007.63	1,098.03	0.00	1,098.03	90.40	0.00	90.40	9.0%	0.0%	9.0%
Southeast Utah Continuing Ed. Center	110.20	0.00	110.20	133.60	0.00	133.60	23.40	0.00	23.40	21.2%	0.0%	21.2%
Brigham City Continuing Ed. Center	479.50	6.97	486.47	510.04	7.63	517.67	30.54	0.66	31.20	6.4%	9.5%	6.4%
Tooele/Wasatch Continuing Ed. Center	825.67	0.60	826.27	899.90	0.40	900.30	74.23	-0.20	74.03	9.0%	-33.3%	9.0%
Subtotal - USU	15,030.18	2,035.06	17,065.24	15,175.92	2,062.22	17,238.14	145.74	27.16	172.90	1.0%	1.3%	1.0%
Weber State University												
Education and General	13,005.82	997.58	14,003.40	12,948.91	1,142.59	14,091.50	-56.91	145.01	88.10	-0.4%	14.5%	0.6%
Southern Utah University												
Education and General	4,454.56	451.36	4,905.92	4,476.58	453.85	4,930.43	22.02	2.49	24.51	0.5%	0.6%	0.5%
Snow College												
Education and General	2,131.53	213.90	2,345.43	2,292.44	228.73	2,521.17	160.91	14.83	175.74	7.5%	6.9%	7.5%
Applied Technology Education (1)	262.48	1.07	263.55	167.42	0.34	167.76	-95.06	-0.73	-95.79	-36.2%	-68.2%	-36.3%
Subtotal - Snow	2,394.01	214.97	2,608.98	2,459.86	229.07	2,688.93	65.85	14.10	79.95	2.8%	6.6%	3.1%
Dixie State College of Utah												
Education and General	3,531.08	321.19	3,852.27	3,607.75	377.14	3,984.89	76.67	55.95	132.62	2.2%	17.4%	3.4%
College of Eastern Utah												
Education and General	1,450.23	62.87	1,513.10	1,353.70	54.93	1,408.63	-96.53	-7.94	-104.47	-6.7%	-12.6%	-6.9%
San Juan Center	363.50	2.23	365.73	357.77	1.60	359.37	-5.73	-0.63	-6.36	-1.6%	-28.3%	-1.7%
Subtotal - CEU	1,813.73	65.10	1,878.83	1,711.47	56.53	1,768.00	-102.26	-8.57	-110.83	-5.6%	-13.2%	-5.9%
Utah Valley State College												
Education and General	13,509.86	2,096.91	15,606.77	13,463.92	2,199.53	15,663.45	-45.94	102.62	56.68	-0.3%	4.9%	0.4%
Salt Lake Community College												
Education and General	14,983.29	621.63	15,604.92	15,205.26	889.22	16,094.48	221.97	267.59	489.56	1.5%	43.0%	3.1%
TOTAL - USHE	88,219.36	10,352.89	98,572.25	88,324.31	11,145.44	99,469.75	104.95	792.55	897.50	0.1%	7.7%	0.9%
TOTAL - USHE (without UU SOM MD)	87,870.36	10,290.89	98,161.25	87,976.31	11,087.44	99,063.75	105.95	796.55	902.50	0.1%	7.7%	0.9%

USHE 2003-04 End-of-Year Enrollment Report

Budget-Related & Self-Supporting Unduplicated Headcount Enrollments

2003-03 Spring Term Compared to 2002-03 Spring Term

Institution and Line Item	Spring Term 2002-03 Unduplicated Headcounts (Composite)			Spring Term 2003-04 Unduplicated Headcounts (Composite)			Difference Between Annualized Year 2003-04 and 2002-03			% Change Between Annualized Year 2003-04 and 2002-03		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	26,469	3,885	30,354	24,210	5,772	29,982	-2,259	1,887	-372	-8.5%	48.6%	-1.2%
School of Medicine - MD	349	62	411	348	58	406	-1	-4	-5	-0.3%	-6.5%	-1.2%
School of Medicine - Non-MD	409	188	597	438	219	657	29	31	60	7.1%	16.5%	10.1%
School of Medicine - Physician Assistant	58	13	71	52	20	72	-6	7	1	-10.3%	53.8%	1.4%
Less Duplicates ⁽¹⁾	-382	-110	-492	-400	-108	-508	-18	2	-16	4.7%	-1.8%	3.3%
Subtotal - UU	26,903	4,038	30,941	24,648	5,961	30,609	-2,255	1,923	-332	-8.4%	47.6%	-1.1%
Utah State University												
Education and General	16,892	2,281	19,173	16,817	2,268	19,085	-75	-13	-88	-0.4%	-0.6%	-0.5%
Uintah Basin Continuing Ed. Center	2,223	0	2,223	2,411	0	2,411	188	0	188	8.5%	0.0%	8.5%
Southeast Utah Continuing Ed. Center	201	0	201	229	0	229	28	0	28	13.9%	0.0%	13.9%
Brigham City Continuing Ed. Center	1,336	24	1,360	1,433	33	1,466	97	9	106	7.3%	37.5%	7.8%
Tooele/Wasatch Continuing Ed. Center	1,856	2	1,858	1,954	2	1,956	98	0	98	5.3%	0.0%	5.3%
Less Duplicates	-644	-26	-670	-691	-35	-726	-47	-9	-56	7.3%	34.6%	8.4%
Subtotal - USU	21,864	2,281	24,145	22,153	2,268	24,421	289	-13	276	1.3%	-0.6%	1.1%
Weber State University												
Education and General	21,113	1,391	22,504	21,060	1,530	22,590	-53	139	86	-0.3%	10.0%	0.4%
Southern Utah University												
Education and General	6,793	469	7,262	7,173	476	7,649	380	7	387	5.6%	1.5%	5.3%
Snow College												
Education and General	2,711	225	2,936	2,816	240	3,056	105	15	120	3.9%	6.7%	4.1%
Applied Technology Education (1)	388	1	389	611	1	612	223	0	223	57.5%	0.0%	57.3%
Less Duplicates	-147	0	-147	-73	0	-73	74	0	74	-50.3%	0.0%	-50.3%
Subtotal - Snow	2,952	226	3,178	3,354	241	3,595	402	15	417	13.6%	6.6%	13.1%
Dixie State College of Utah												
Education and General	5,882	412	6,294	6,304	503	6,807	422	91	513	7.2%	22.1%	8.2%
Less Duplicates	0	0	0	-1	0	-1	-1	0	-1	0.0%	0.0%	0.0%
Subtotal - DSC	5,882	412	6,294	6,303	503	6,806	421	91	512	7.2%	22.1%	8.1%
College of Eastern Utah												
Education and General	2,334	59	2,393	1,896	55	1,951	-438	-4	-442	-18.8%	-6.8%	-18.5%
San Juan Center	587	3	590	615	3	618	28	0	28	4.8%	0.0%	4.7%
Less Duplicates	-59	0	-59	-39	0	-39	20	0	20	-33.9%	0.0%	-33.9%
Subtotal - CEU	2,862	62	2,924	2,472	58	2,530	-390	-4	-394	-13.6%	-6.5%	-13.5%
Utah Valley State College												
Education and General	23,392	2,664	26,056	22,320	2,711	25,031	-1,072	47	-1,025	-4.6%	1.8%	-3.9%
Less Duplicates	-1	-7	-8	-2	-1	-3	-1	6	5	100.0%	-85.7%	-62.5%
Subtotal - UVSC	23,391	2,657	26,048	22,318	2,710	25,028	-1,073	53	-1,020	-4.6%	2.0%	-3.9%
Salt Lake Community College												
Education and General	31,043	1,131	32,174	29,517	3,962	33,479	-1,526	2,831	1,305	-4.9%	250.3%	4.1%
Less Duplicates	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%
Subtotal - SLCC	31,043	1,131	32,174	29,517	3,962	33,479	-1,526	2,831	1,305	-4.9%	250.3%	4.1%
TOTAL - USHE	142,803	12,667	155,470	138,998	17,709	156,707	-3,805	5,042	1,237	-2.7%	39.8%	0.8%
TOTAL - USHE (without UU SOM MD)	142,454	12,605	155,059	138,650	17,651	156,301	-3,804	5,046	1,242	-2.7%	40.0%	0.8%

⁽¹⁾ Duplicated headcounts between line items are subtracted to give an unduplicated total.

USHE 2003-04 End-of-Year Enrollment Report

Comparisons Between Funded Enrollment Targets and Annualized Year Actual Budget-Related FTE Enrollments for 2003-04

Institution and Line Item	Funded Enrollment Targets 2003-04	Budget-Related Annualized Actuals 2003-04	Differences From Targets	Percent Change
University of Utah				
Education and General	22,377	25,399	3,022	13.5%
School of Medicine - MD ⁽¹⁾	400	413	13	3.1%
School of Medicine - Non-MD	365	475	110	30.2%
School of Medicine - Physician Assistant	68	109	41	59.6%
Subtotal - UU	<u>23,210</u>	<u>26,396</u>	<u>3,186</u>	<u>13.7%</u>
Utah State University				
Education and General	14,758	15,022	264	1.8%
Uintah Basin Continuing Ed. Center	705	1,126	421	59.7%
Southeast Utah Continuing Ed. Center	147	158	11	7.6%
Brigham City Continuing Ed. Center	330	465	135	41.0%
Tooele/Wasatch Continuing Ed. Center	912	1,059	147	16.1%
Subtotal - USU	<u>16,852</u>	<u>17,830</u>	<u>978</u>	<u>5.8%</u>
Weber State University				
Education and General	12,275	13,788	1,513	12.3%
Southern Utah University				
Education and General	5,450	5,135	-315	-5.8%
Snow College				
Education and General	2,722	2,626	-96	-3.5%
Applied Technology Education	203	182	-21	-10.5%
Subtotal - Snow	<u>2,925</u>	<u>2,808</u>	<u>-117</u>	<u>-4.0%</u>
Dixie State College of Utah				
Education and General	4,021	4,411	390	9.7%
College of Eastern Utah				
Education and General	1,614	1,496	-118	-7.3%
San Juan Center	370	430	60	16.2%
Subtotal - CEU	<u>1,984</u>	<u>1,926</u>	<u>-58</u>	<u>-2.9%</u>
Utah Valley State College				
Education and General	14,396	16,679	2,283	15.9%
Salt Lake Community College				
Education and General	14,349	16,571	2,222	15.5%
TOTAL - USHE	<u>95,462</u>	<u>105,543</u>	<u>10,081</u>	<u>10.6%</u>
TOTAL - USHE (without UU SOM MD)	<u>95,062</u>	<u>105,131</u>	<u>10,069</u>	<u>10.6%</u>

⁽¹⁾ The U of U's School of Medicine funded target is set at 400.

R928, Leaves of Absence with Payment

R928-1. Purpose

To outline the Commissioner's Office policy toward leaves of absence with payment, including sick leave, death in family, jury and witness duty and military leave.

...

R928-3. Sick Leave

3.1. Illness Defined - As used with reference to sick leave, illness means temporary inability to discharge the duties of employment as the result of the mental or physical injury, sickness, or incapacity of the employee, or the employee's [~~spouse or dependent child~~] spouse, dependent child, parent or parent-in-law, and includes pregnancy, false pregnancy, childbirth, termination of pregnancy and recovery therefrom.

3.2. Sick Leave Defined - Sick leave is a fringe benefit program which the Commissioner's Office maintains to provide compensation to personnel during periods of personal illness or illness of a spouse or dependent child.

3.2.1. Personal sick leave may be taken for illness experienced by the OCHE employee.

3.2.2. Sick leave may be taken by an OCHE employee to care for a spouse with an illness. Spouse is defined as the employee's legally married wife or husband sharing the same residence.

3.2.3. Sick leave may be taken to care for a dependent child with an illness. Dependent children are those living in the same residence as the employee and whose primary means of support is that employee, and includes legally adopted children and stepchildren.

3.2.4. Sick leave may be taken to care for a parent or parent-in-law with an illness. Parent is defined as a biological parent or an individual who performed all parental duties in lieu of a biological parent.

3.2.5. In general, employees are encouraged to arrange dental and medical appointments during non working hours; however, in cases where these appointments must take place during regular working hours, the time used for those appointments may be charged to sick leave. Whenever possible supervisors shall be notified of such appointments at least 48 hours in advance.

...

MEMORANDUM

July 23, 2004

TO: State Board of Regents
 FROM: Richard E. Kendell
 SUBJECT: Quarterly Report on Administrative Collaboration and Consolidation: Financial Aid

Issue

Regents have periodically received progress reports on collaborative efficiencies among institutions. This report will focus on the cooperative efforts between Utah Higher Education Assistance Authority (UHEAA) and its partner institutions for financial aid processing.

Background

Twice during 2003, the Board discussed its interest in pursuing opportunities for administrative efficiencies which could be achieved through increased collaboration among institutions. The Board directed the commissioner and institutional presidents to report periodically on their progress in six areas of collaboration as follows:

<u>Topic Area</u>	<u>Working Group</u>
Administrative Data Processing	CIOs (Chief Information Officers)
Facilities Management	UAPPA (Higher Education Facilities Administrators)
Purchasing	UPAC (Utah Procurement Council, including State Purchase Director)
Human Resources	UHEPAC (Utah Higher Education Personnel Advisory Committee)
Financial Aid	UHEAA with institutional financial aid directors
Academic Program Partnerships	CAOs (Chief Academic Officers)

This memorandum is intended as an overview and progress report on collaborative efforts related to financial aid processing between UHEAA and the institutional financial aid offices.

Financial Aid Processing

UHEAA and the institutional financial aid directors have worked cooperatively to develop and implement several electronic processes and streamlined services. These efforts have greatly reduced

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paperwork burdens both at UHEAA and the campus financial aid offices resulting in labor and postage cost savings, improved services for students, and more time for financial aid staff to concentrate on counseling students about financial aid options and financial management. Examples of UHEAA's collaborative efforts with the institutions include the following:

1. **Electronic Application Processing.** In close consultation with the institutions, UHEAA has adopted a standard file format for the electronic transmission of student loan application data. Adopting a common standard for electronic data transmission of student loan data has streamlined and eliminated redundant programming efforts at the institutions. Nine of the ten Utah System of Higher Education (USHE) institutions now transmit data electronically to UHEAA. An estimated 90 percent of UHEAA's total student loan volume is sent and received electronically resulting in shorter loan processing times, improved data accuracy and integrity, and substantial reductions in postage costs. These electronic processes coupled with electronic funds transfer and electronic signature innovations (see items 2 and 3 below) allow UHEAA to deliver loan funds to the campus within 24 hours from the time a loan is certified by the institution.
2. **Electronic Funds Transfer (EFT).** In cooperation with its partner lenders and the institutions, UHEAA has developed a single-point-of-service loan disbursement operation. Student loan disbursements are sent to the campuses from UHEAA by a single, daily EFT, thereby eliminating individual check production and handling and reducing postage costs. Using automated accounting processes, institutions credit individual student accounts with the funds received by EFT. Eight of the ten USHE institutions currently participate with UHEAA's EFT process.
3. **Electronic Signature and Master Promissory Note Innovations.** In cooperation with the institutions, UHEAA has developed electronic signature (e-sign) processes using secure, state-of-the-art web technology. Students can complete their student loan applications online and sign the promissory note electronically via the Internet. On July 1, 2004, UHEAA expanded its e-sign capability to allow parents to sign promissory notes for the Parent Loans for Undergraduate Students (PLUS) program. In addition, the institutions and UHEAA have cooperated to adopt master promissory notes (MPNs), which require a signature from the borrower only one time and allow multiple loans to be obtained over as much as a ten-year period using a single MPN. These innovations have resulted in significantly improved service to borrowers, elimination of mail-time delays, and postage cost reductions.

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4. **New Web Technology Implemented July 1, 2004.** After extensive consultation with the institutions and a lengthy collaborative development and testing period, UHEAA implemented new technology for institutions and students on July 1, 2004. The new technology provides not only enhanced e-sign capability for parent borrowers as mentioned above, but also allows parent credit checks to be performed online via the Internet with near instantaneous results for improved service and elimination of delays for faxed or mailed credit inquiries. In addition, UHEAA's school and borrower portal technology allows for streamlined processes, improved navigation, and enhanced lookup capability within UHEAA's web-based product called UHEAA OneLink. UHEAA OneLink reduces borrower inquiries to the campus financial aid offices since students can view the status of their loans, report address changes, and find answers to their questions online.
5. **Borrower Benefits, Student Counseling, and Future Collaboration.** UHEAA's loan program reserves are used to fund a nation-leading borrower benefit program in the form of interest rate reductions for borrowers. UHEAA and the institutions work cooperatively with borrowers to encourage on-time repayment and to take advantage of the savings from the borrower benefits. In addition, UHEAA and the institutions have developed a UHEAA Grant program for needy students which is funded for the 2004-2005 year at \$2.3 million, all from UHEAA loan program reserves.

UHEAA and the institutions have also cooperated in the implementation of state-of-the-art, web-based loan counseling and outreach programs which are used extensively by students. The loan counseling program helps institutions meet federal loan counseling requirements and is flexible enough that each institution can customize it for local campus needs. UHEAA regularly convenes focus and training sessions to implement new technologies and determine future needs. Future collaborative efforts under consideration include online payment capability, web-based school refund functionality, and an online loan consolidation application and e-sign process.

Recommendation

This progress report is provided as information. No action is requested.

REK/MHS/DAF

Richard E. Kendell, Commissioner

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – 2005-06 State-funded Capital Development Projects

Issue

As alluded to in an earlier agenda item (USHE – Revisions to the Capital Facilities Qualification and Prioritization Process), descriptions for each institution's 2005-06 top priority capital development project are being provided as part of the August meeting agenda. This is done with the objective to give Regents additional time to become familiar with projects and deliberate system priorities, particularly with regard to non-quantifiable factors that can not be considered as part of the Qualification and Prioritization (Q&P) formulaic scores.

Because the agenda is being mailed earlier than originally scheduled, project descriptions have not yet been received from the institutions. These descriptions are due to the Commissioner's Office on July 30, and will be summarized and hand-carried to the meeting on August 12.

Commissioner's Recommendation

This is an information item only. No action is required.

Richard E. Kendell, Commissioner

REK/MHS/BLM

MEMORANDUM
July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Information: Usage of Fuel Cards/Vehicle Assignments

Issue

At the last Regents meeting, the Commissioner's Office received a request to collect information concerning usage of state fuel cards and statistics on employees allowed to commute using institutional vehicles. While some institutions continue their review of fuel card usage, the Commissioner's Office has prepared the attached summary "Scope and Observations" from the information received.

Commissioner's Recommendation

This is an information item only. No action is necessary.

Richard E. Kendell, Commissioner

REK/MHS/GTF
Attachment

SCOPE

Upon receipt of the assignment, the Commissioner's Office sent a request to each institution as follows:

1. All campuses review their fuel card usage to search for possible misuse of fuel cards by investigating any vehicle's monthly miles per gallon (mpg) average which varied more than 10% from a benchmark average. Data used for the comparison was from either a campus or a State Division of Fleet Operations (DFO) data base.
2. All campuses submit their responses to the Governors Budget Office questionnaire "Re: Vehicle Use." This contained 14 questions addressing how each institution monitors fleet usage, tracks fuel purchases, assigns a vehicle to an employee for commuting or other personal use, and describes procedures for reporting personal versus business use to the appropriate authorities.
3. All campuses respond to a supplemental questionnaire seeking additional information as follows:
 - a. A listing of employees by position receiving a car allowance/travel allowance in lieu of a fleet vehicle assignment and procedures for reporting such allowances as compensation.
 - b. A listing of employees by position who use an institutional vehicle to commute, why such commute is allowed and which IRS approved method is used for reporting such commute as compensation.
 - c. A listing of any institutional vehicles not included on the DFO 'reconciled' list and why such vehicles are not on the list.
 - d. A listing of to whom (employee by position) fuel cards are provided.

OBSERVATIONS:

1. No institution reported any state fuel card transaction used to fuel vehicles other than institutional vehicles. One UCAT campus reported use of a state fuel card to fuel an electrical generator to temporarily provide power for a home building project of its building construction program.
2. Institutions reported 32 employees receiving a vehicle allowance. The annual amount of these allowances ranged from \$1,050 to \$9,600. Those receiving allowances included UCAT Campus Presidents, institutional general officers, and intercollegiate athletics department personnel.
3. Institutions reported 104 employees which have vehicles assigned to them. This number includes intercollegiate athletics personnel; institutional officers who are allowed commute privileges; public safety and maintenance personnel who are required to return to campus

- at any time called; and those who are provided vehicles for use during the work day only (i.e., day use). Three campuses noted others in this fourth category, but didn't report specific numbers:
- a. Utah State University noted some county agents also have vehicles for day use within their county. Some departments may have assigned day use vehicles which are not included in the reported number.
 - b. Weber State University noted some others have vehicles assigned but not for commute or personal use.
 - c. Bridgerland ATC notes its Building Trades and Farm/Ranch Management Program instructors also have vehicles available for day use.
4. Institutions reported 83 individuals who have commute privileges. These include presidents, a UCAT campus president, institutional general officers, and intercollegiate athletics department personnel having use of courtesy cars.
 5. Institutions reported the following as possible causes of the variances noted in their benchmark comparisons:
 - a. Drivers failing to report the correct mileage at fill up.
 - b. Drivers failing to report when they added fuel paid for by means other than the assigned fuel card.
 - c. Long vehicle idle times and winter warm up periods for security and maintenance vehicles which contributed to steep average mpg declines during winter months.
 - d. Snow removal and other specialized use of vehicles during certain periods of the year which would lower the monthly average mpg.
 - e. Fuel card transactions which were not correctly entered into the DFO data base, i.e., "data corruption" and "timing errors."
 6. Institutions reported the following vehicles which were not included in the DFO listing of state vehicles:
 - a. Courtesy cars provided by local dealerships to Intercollegiate Athletics Department personnel which are rotated frequently. These vehicles may be insured by the institution.
 - b. Vehicles used for instruction in automotive technology programs which aren't licensed for on road use
 - c. Licensed motorcycles used for safety instruction
 - d. Two licensed Semi-Tractors used for instruction in a Professional Truck Driving program
 - e. An "older model truck" used to transport Building Construction Programs tools and materials to jobsites.
 - f. Riding lawnmowers and similar equipment used in maintaining the campuses
 - g. Forklifts and similar equipment used in material handling

7. Though allowing commute or personal usage privileges, some institutions have not followed IRS methodology in reported these benefits as employee compensation. (OCHE - Commissioner, UCAT President; SLCC - Director, Institute for Public Safety)

regentsreport.doc

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Bonding Overview and Bond Summary

Issue

Board members have requested general information about the process of revenue bonding, and a summary of outstanding bonds within the System. The attached presentation slides and spreadsheets are intended to respond to this request.

Background

Utah Code (Title 53B, Chapter 21) authorizes the Board of Regents to “issue negotiable bonds...in an amount as the board determines is necessary...in order to pay all or part of the cost of the acquisition, purchase, construction, improvement, remodeling, addition to, extension, equipment, and furnishing of any project or building, including the acquisition of all necessary land.” Recent bond issues have raised questions about the bonding process and the current level of bond debt. The attachments will be used to provide an overview of the financing process for revenue bonds, as well as to communicate the status of all outstanding bonds.

This revenue bond report is intended as part one of a two-part report. Part two will provide a summary of the bonding capacity of each institution, and will be presented at the Board’s October meeting. The October report will also include information on UCAT.

Recommendation

This is an information item only. No action is required by the Board.

Richard E. Kendell, Commissioner

REK/MHS/BRF
Attachments



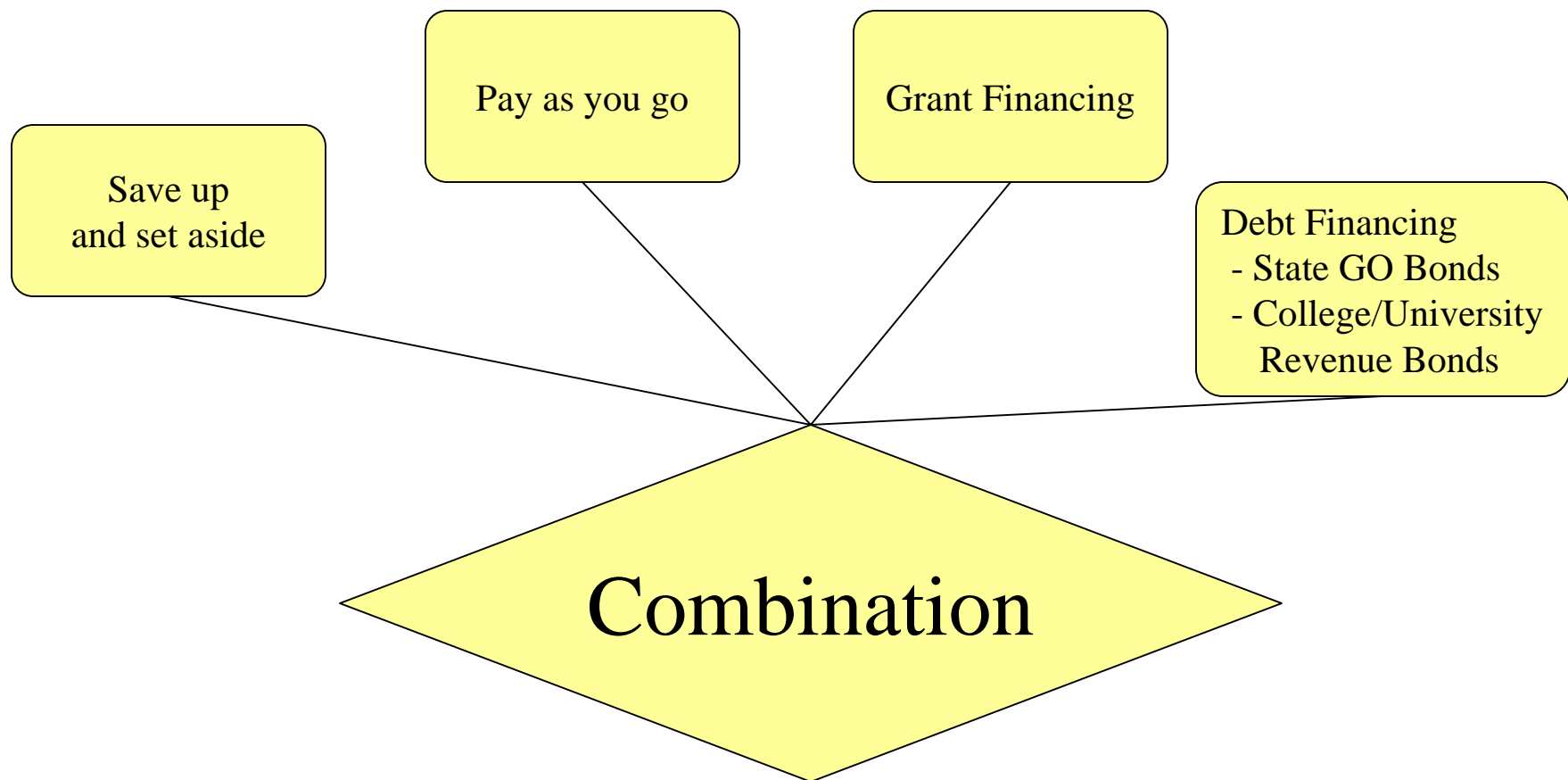
USHE REVENUE BONDING

A Presentation to the State Board of Regents

July 28, 2004



Ways to Finance Capital Projects





Advantages & Disadvantages

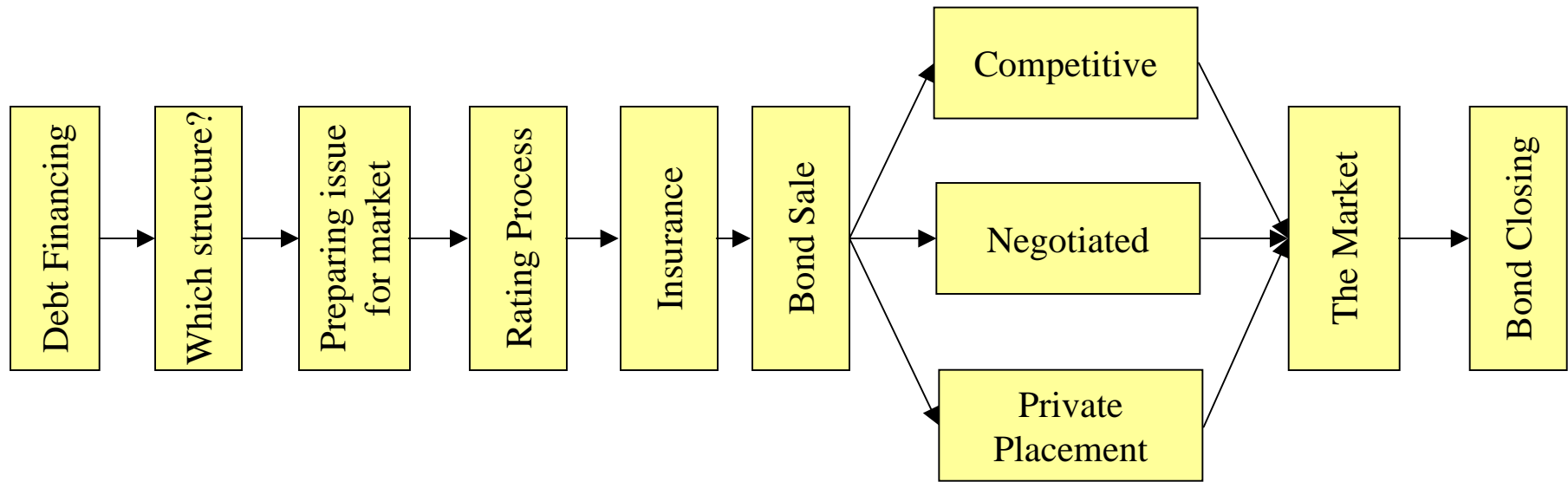
- Save up and set aside
 - No interest costs, you actually earn interest
 - Long wait time to build and use project, inflation costs
- Pay as you go
 - No interest costs, build project one phase at a time as you collect money
 - Long wait time to complete project, inflation can increase construction cost
- Grant Financing
 - Free money
 - May have conditions for use, process to qualify may be burdensome
- Debt Financing (Title 53B, Chapter 21, and Title 11, Chapter 17)
 - Complete project immediately, users pay for the project
 - State typically finances instructional facilities with appropriations (pay as you go) or with general obligation bonds
 - Colleges and universities can finance student centers, housing/recreation centers with revenue bonds
 - Pay interest costs and origination costs



Tax-Exempt Financing

- Bonds are long-term “IOUs” that governments issue to borrow money
- The federal government cannot tax states and individual states do not tax themselves
- Investors who buy tax-exempt bonds do not pay taxes on interest they earn, so they are willing to accept lower interest rates

Debt Financing Process





Types of Bonds

<u>Type of Bond</u>	<u>Security</u>	<u>Repayment</u>
General Obligation	Tax Revenue	Tax Revenue
General Revenue	Building/Unified System Fees	User Fees
Lease Revenue	Appropriations	User Fees, General Fund



Financing Team Members

- Issuer
- Financial Advisor
- Bond Counsel
- Disclosure Counsel
- Local Counsel
- Underwriter
- Underwriter's Counsel
- Paying Agent/Trustee
- Rating Agency
- Bond Insurer



Bond Ratings

Moody's, Standard & Poor's, & Fitch

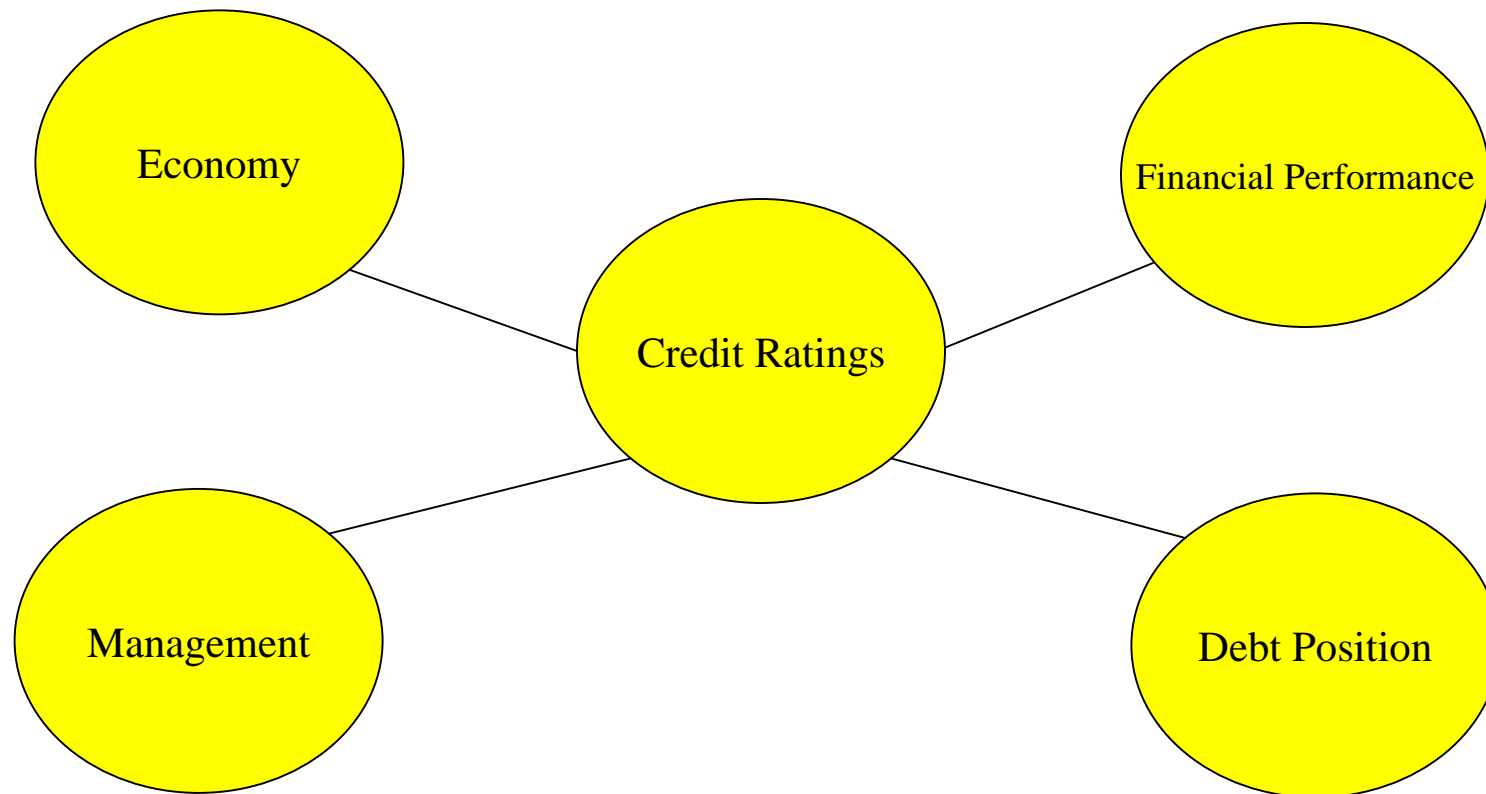
"Investment Grade" Ratings



- **Aaa** Highest quality
- **Aa 1,2,3** High quality
- **A 1,2,3** Upper medium quality
- **Baa 1,2,3** Medium quality
- **Ba 1,2,3** Speculative elements
- **B 1,2,3** Speculative elements
- **Caa 1,2,3** Danger of being in default



Criteria for Ratings



USHE REVENUE BONDS

Details and Status of Outstanding Bonds

BOND ISSUE	AUTHORITY	PROJECT FINANCED	ISSUED	MATURITY	INTEREST RATE	ORIGINAL AMT	06/30/2004 AMT	REVENUE SOURCE
University of Utah								
Auxiliary and Campus Facilities	SBR	Refunding Revenue Bonds	1987	2014	3.75% to 6.75%	\$11,140,000	\$1,875,000	Auxiliary/Campus Facility Revenues (including student fees)
Research Facilities	SBR	Biology Research Building	1996	2011	4.20% to 6.50%	\$21,050,000	\$11,965,924	Reimbursed overhead
Auxiliary and Campus Facilities	SBR	Rice Stadium Expansion/Renovation	1997	2027	Variable	\$52,590,000	\$15,500,000	Auxiliary/Campus Facility Revenues (including student fees)
Hospital Revenue Refunding	Refund	Hospital Equipment, Debt Payment	1997	2006	4.75% to 5.55%	\$24,615,000	\$9,873,521	Hospital net revenues
Hospital Revenue	SBR	Acquisition and improvement of hospital facilities	1998	2013	5.25% to 5.38%	\$25,020,000	\$25,633,816	Hospital net revenues
Auxiliary and Campus Facilities Revenue and Refunding	SBR & Refund	Residence Halls, refunding of Rice-Eccles bond	1998	2016	4.10% to 5.25%	\$120,240,000	\$118,963,277	Auxiliary/Campus Facility Revenues (including student fees)
Auxiliary and Campus Facilities	SBR	Health Sciences Parking	1999	2014	4.00% to 4.80%	\$5,975,000	\$4,577,419	Auxiliary/Campus Facility Revenues (including student fees)
Research Facilities Revenue	SBR	Huntsman Cancer Institute	2000	2020	5.00% to 5.75%	\$17,585,000	\$15,074,580	Reimbursed overhead
Auxiliary and Campus Facilities	Industrial Dvlp	Helipad/Parking Structure	2001	2021	3.50% to 5.13%	\$2,755,000	\$2,527,569	Auxiliary/Campus Facility Revenues (including student fees)
Hospital Revenue	SBR	Hospital Expansion	2001	2022	5.00% to 5.50%	\$26,670,000	\$27,036,410	Hospital net revenues
Utah State University								
Student Housing System Revenue - Series 1994B	SBR & Refund	Housing and Taggart Student Center Expansion	1994	2004	3.25% to 6.15%	\$20,515,000	\$970,000	Net revenue of housing/auxiliaries, student building fees
Student Housing System Revenue - Series 1999A	Refund	Refund of 1988 Housing	1999	2014	3.80% to 4.75%	\$15,010,000	\$14,790,000	Net revenue of housing/auxiliaries, student building fees
Research and Refunding Revenue - Series 1995A	Industrial Dvlp & Refund	Human Resources Research Center	1995	2010	3.60% to 5.75%	\$8,555,000	\$1,160,000	Research revenues (indirect cost recovery)
Roosevelt Campus Construction - Series 1999	CIB - Private Placement	Roosevelt Building	1999	2010	2.50%	\$500,000	\$439,000	Uintah Basin student fees
Research and Refunding Revenue - Series 2002A	SBR & Refund	Research Park - 3 buildings	2002	2018	2.50% to 5.25%	\$23,735,000	\$23,655,000	Research revenues (indirect cost recovery)
Research Revenue - Series 2003A	Industrial Dvlp	550 acres of farmland for Ag. Exp.	2003	2016	1.90% to 4.40%	\$705,000	\$661,000	Research revenues (indirect cost recovery)
Stadium Spectrum Wellness - Series 2004A	SBR & Refund	Stadium, Wellness, Refunding of 1993A refunding bonds	2004	2026	4.93%	\$11,065,000	\$11,065,000	Student building fees
Stadium Spectrum Wellness - Series 2004B	SBR	Stadium, Wellness	2004	2007	3.41%	\$805,000	\$805,000	Student building fees
Student Housing System Revenue - Series 2004	SBR	Living Learning Center, Parking	2004	2035	5.10%	\$40,470,000	N/A	Net revenue of housing/auxiliaries, student building fees
Weber State University								
Student Facilities System - Series 2001A	SBR	Student Housing Development	2001	2031	4.00% to 5.25%	\$12,280,000	\$11,860,000	Student housing system revenue
Student Facilities System Refunding - Series 1998A	Refund	Refund of 1992 Bonds	1998	2010	3.85% to 4.80%	\$5,050,000	\$3,530,000	Student facility revenue, student fees, auxiliary revenue
Student Facilities System Refunding - Series 1997A	Refund	Refund of 1988 Bonds	1997	2007	4.15% to 4.95%	\$3,665,000	\$1,260,000	Student facility revenue, student fees, auxiliary revenue
Southern Utah University								
Auxiliary System - Series 1995A	SBR	University Center expansion	1995	2005	5.00% to 6.55%	\$4,475,000	\$40,000	Student building fees, auxiliary revenue, investment income
Pavilion/Stadium - Series 1995A	SBR	Stadium Expansion - West Pavilion	1995	2015	4.60% to 6.50%	\$900,000	\$670,000	Student fees
Pavilion/Stadium - Series 1996A	SBR	Stadium Expansion	1996	2016	4.85% to 6.30%	\$570,000	\$440,000	Student fees
Auxiliary System - Series 2002A	Refund	Refunding of 1995A student center bonds (partial refunding)	2002	2014	3.00% to 5.25%	\$4,540,000	\$4,400,000	Student building fees, auxiliary revenue, investment income

USHE REVENUE BONDS

Details and Status of Outstanding Bonds

BOND ISSUE	AUTHORITY	PROJECT FINANCED	ISSUED	MATURITY	INTEREST RATE	ORIGINAL AMT	06/30/2004 AMT	REVENUE SOURCE
Auxiliary System - Series 2003A	SBR	Living Learning Center	2003	2023	2.00% to 5.25%	\$10,060,000	\$9,644,900	Student building fees, auxiliary revenue, investment income
Snow College								
Richfield Events Center Revenue - Series 2002	SBR	Multi-events center in Richfield	2002	2024	2.50%	\$2,500,000	\$1,432,013	Net event revenues, student building fees, donations
Dixie State College								
Student Activity Center Refunding	SBR	Gardner Student Center	1998	2010	5.90% to 6.80%	\$2,815,000	\$1,575,000	Auxiliary revenue, student fees
Student Activity Center Refunding	SBR	Gardner Student Center	2002	2021	4.35% to 5.10%	\$1,500,000	\$1,500,000	Auxiliary revenue, student fees
Avenna Center	SBR	Avenna Center Purchase	1999	2003	3.50% to 5.50%	\$6,475,000	\$5,585,000	General Obligation Bond
College of Eastern Utah								
Student Dormitory Revenue	Refund	Refunding of 1990 Dormitory Bonds	1996	2022	5.10% to 6.10%	\$1,250,000	\$1,035,000	Student building fees, dorm net revenues, auxiliary revenues
Utah Building Ownership Authority	UT BOA	Student Center	1998	2015	3.80% to 5.50%	\$1,875,000	\$1,495,885	Student fees
Foundation - Farmers Home Admin	Foundation	Dormitory	1980	2010	5.00%	\$523,000	\$156,441	College pays lease purchase to the Foundation
Foundation - Farmers Home Admin	Foundation	Dormitory	1981	2011	5.00%	\$60,000	\$23,080	College pays lease purchase to the Foundation
Foundation - Farmers Home Admin	Foundation	Dormitory	1994	2024	5.13%	\$616,700	\$497,604	College pays lease purchase to the Foundation
Foundation - Farmers Home Admin	Foundation	Dormitory	1995	2025	5.00%	\$654,200	\$546,599	College pays lease purchase to the Foundation
Foundation - Farmers Home Admin	Foundation	Dormitory	1998	2028	4.88%	\$877,330	\$777,001	College pays lease purchase to the Foundation
Foundation - Farmers Home Admin	Foundation	Dormitory	1998	2018	4.88%	\$514,101	\$402,216	College pays lease purchase to the Foundation
Utah Valley State College								
Student Center Building Fee Refunding - Series 2004A	Refund	Refunding of 2000 student center bonds	2004	2020	3.79%	\$11,020,000	N/A	Unified system - Auxiliary, Student Fee Revenues
Student Center Building Fee Refunding - Series 2004B	Refund	Refunding of 1995A refunding bonds	2004	2011	4.15%	\$4,035,000	N/A	Unified system - Auxiliary, Student Fee Revenues
UVSC Lease Revenue - Series 2004A	Municipal	Baseball Stadium	2004	2019	5.59%	\$3,860,000	N/A	Unified system - Auxiliary, Student Fee Revenues
UVSC Lease Revenue - Series 2004B	Municipal & Refund	Refunding of 1999 Journal Building bonds	2004	2014	3.65%	\$2,665,000	N/A	Unified system - Auxiliary, Student Fee Revenues
Salt Lake Community College								
Auxiliary System and Student Fee Refunding - Series 1992A	Refund	Refunding of 19xx bonds	1992	2005	3.00%-6.00%	\$5,565,000	\$605,000	Auxiliary, student fee revenue
Union Pacific Railroad Lease Revenue - Series 1995A	SBR	Science/Industry Building	1995	2005	8.49%	\$5,150,000	\$1,410,000	Lease paid by Union Pacific Railroad
Auxiliary System and Student Fee Refunding - Series 1998	Refund	Refunding of 19xx bonds	1998	2012	3.70%-4.75%	\$6,600,000	\$6,020,000	Auxiliary, student fee revenue
Auxiliary System and Student Fee Refunding - Series 2001	SBR & Refund	Student center expansion	2001	2016	2.50%-5.50%	\$5,890,000	\$5,725,000	Auxiliary, student fee revenue

MEMORANDUM

July 28, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Update on Institutional Health Plan Changes for 2004-05

Issue

In order to update Regents on how institutions are managing health insurance cost increases, implementing common and best practices in insurance plans, and achieving a Health Benefits and Premium Index equal to or less than 1.0, this agenda item reports on institutional health plan changes for 2004-05. Also attached is a report outlining the updated common practices and benchmarks identified by the Kaiser Family Foundation through their annual Employer Benefits Survey for 2003.

Background

During their May 2003 meeting, Regents adopted a list of best practices to guide USHE institutions in ensuring cost-effectiveness and comparability in health benefit plans within the context of total employee compensation. In addition, the Regents directed institutions to continue implementing best practices with the objective of having a Health Benefits and Premium Index equal to or less than 1.0 when compared to the State of Utah PEHP Preferred Care plan by 2006-07. Attachment 1 displays the Health Benefits and Premium Index from 2002-03.

As USHE colleges and universities implemented their health plans for 2003-04, and now for 2004-05, they have incorporated a number of elements to reduce their Health Benefits and Premium Index and follow the outlined best practices. Attachments 2 and 3 summarize the current health benefits plans and plan changes at each USHE institution and UCAT campus, respectively. Each attachment is composed of four tables. Table one shows historical percentage increases for health benefits at each institution. Table two describes the major plan and coverage provisions for the current year. Table three shows the changes that the institutions made to their plans for 2004-05 in order to more closely align their individual health plans to the premium index adopted by the Regents. Table four presents basic information regarding each institution's 2004-05 dental plan. To provide an updated benchmark on institutional progress, the Commissioner's Office plans to contract with an external consultant to revise the Health Benefits and Premium Index based on 2004-05 health insurance plans.

One of the notable changes made this year by several of the institutions was to begin requiring that employees pay a percentage of the health insurance premiums. The institutions that implemented this

change were Weber State University, Southern Utah University, Snow College, Dixie State College, College of Eastern Utah, Salt Lake Community College, Dixie ATC, and Southeast ATC. The University of Utah, Utah State University, and five UCAT campuses previously required that employees pay a portion of the premium. The percentage of the insurance premiums these employees now pay ranges from one to twenty-two percent. Utah Valley State College, BATC, and MATC still require no employee premium sharing in 2004-05.

Additional changes made this year were to the prescription benefits of many of the institutional health plans. Some of these changes included the University of Utah's implementation of new out-of-pocket maximums and coinsurances for its prescription benefits across all four health plans; Utah State University's implementation of a flat co-payment for prescriptions rather than a percentage-based co-pay; increased employee cost sharing percentages at both Dixie State College and the College of Eastern Utah; and the implementation of a new annual prescription deductible at Salt Lake Community College.

Attachment 4 is an updated report summarizing the most recent health benefits common practices and benchmarks, which are primarily identified from the results of the Kaiser Family Foundation's *Employer Health Benefits 2003 Annual Survey*.

Regents should note the concern of institutional officials regarding the relationship between redesigning health benefit plans and the current state of faculty and staff salaries. Requiring greater employee contributions through premiums, co-payments, or cost-sharing at a time when salaries are also behind comparable positions in the marketplace creates concern over employee morale and retention. To document this concern, the Commissioner's Office will be working with institutions during the coming weeks to update a comprehensive salary equity survey that compares USHE employee salaries to appropriate benchmarks. This information will provide justification for a potential salary and compensation budget request.

Commissioner's Recommendation

This is a discussion item only; no action is needed.

Richard E. Kendell, Commissioner

REK/MHS/KLH
Attachments

Utah System of Higher Education

March 13, 2003

Health Insurance Relativities, 2002-2003

Red = Highest Relativity

Green = Lowest Relativity

University of Utah				USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC	State of Utah
BCBS Indemnity	VC Basic	VC Preferred	UUHP									

I. Benefit Plan Relativities - Value of Net Employer Paid Benefits ⁽¹⁾

Hospital In-Patient	0.904	0.906	1.006	1.010	0.950	0.950	1.057	1.000	1.000	1.000	1.061	0.912	1.000
Hospital Out-Patient	0.913	0.915	0.981	0.984	0.940	0.938	1.091	1.000	1.000	1.000	1.023	0.925	1.000
Physician/Professional	0.996	1.001	1.090	1.092	1.051	1.006	1.107	1.000	1.000	1.000	1.082	0.996	1.000
Pharmacy	1.087	1.090	1.017	1.017	1.000	1.078	1.008	0.847	1.000	1.000	1.018	0.922	1.000
All Employer Paid Benefits	0.977	0.978	1.032	1.037	0.995	1.002	1.068	0.972	1.000	1.000	1.061	0.949	1.000

II. Premium Contributions

Employer Contribution	81%				93%	100%	100%	100%	100%	100%	100%	100%	93%
Employee Contribution	19%				7%	0%	0%	0%	0%	0%	0%	0%	7%
Employer Premium Relativity Index	0.871				1.000	1.075	1.075	1.075	1.075	1.075	1.075	1.075	1.000

III. Average Benefit and Premium Index

Employer Benefit/Premium Index	0.924	0.924	0.951	0.954	0.998	1.039	1.072	1.024	1.038	1.038	1.068	1.012	1.000
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IV. Demographic Relativity Factors ⁽²⁾

Per Covered Person Relative Cost Factor	0.977				1.022	1.110	0.924	0.975	1.063	0.973	1.026	1.038	1.038
Per Covered Employee Relative Cost Factor	0.924				1.013	1.285	1.092	1.357	1.362	1.223	1.071	1.152	1.152

Notes:

(1) Assumes a constant demographic mix and provider network. The PEHP plan at DSC and CEU is used as the standard 1.0 plan, since it is nearly identical to the PEHP plan offered to state employees. Source: Milliman USA, *Utah System of Higher Education Benefit Relativity and Demographic Study*, January 2003.

(2) Assumes a constant plan benefit (DSC/CEU plan) and provider network. Source: Milliman USA, *Utah System of Higher Education Benefit Relativity and Demographic Study*, January 2003.

Table 1
SUMMARY OF USHE HEALTH INSURANCE INCREASES
SINCE 1994-95

	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	Average ⁽¹⁾
UU	2.0%	-2.0%	0.0%	5.0%	4.0%	0.0%	14.0%	35.0%	12.4%	9.5%	10.1%	8.2%
USU	2.0%	0.0%	0.0%	7.6%	1.9%	2.5%	8.2%	13.3%	13.9%	7.0%	5.5%	5.6%
WSU	0.0%	-2.8%	-10.0%	3.0%	3.0%	20.8%	9.1%	0.0%	13.1%	12.0%	14.4%	5.7%
SUU	10.0%	-9.0%	0.0%	12.1%	12.0%	10.5%	12.5%	6.0%	2.0%	8.0%	5.5%	6.3%
Snow	2.0%	0.0%	0.0%	5.0%	7.7%	3.0%	17.0%	14.0%	11.0%	6.4%	11.5%	7.1%
DSC	2.0%	0.0%	0.0%	5.0%	4.3%	18.5%	15.0%	11.5%	7.5%	-8.3%	17.0%	6.6%
CEU	0.0%	0.0%	5.0%	7.0%	2.9%	37.0%	15.0%	8.4%	13.0%	6.2%	11.5%	9.6%
UVSC	-9.0%	0.0%	2.0%	5.0%	9.2%	12.9%	23.0%	13.3%	1.4%	10.6%	9.7%	7.1%
SLCC	2.0%	0.0%	5.0%	5.0%	5.0%	24.8%	8.2%	11.0%	10.5%	18.7%	6.1%	8.8%
Average ⁽¹⁾	1.2%	-1.5%	0.2%	6.1%	5.6%	14.4%	13.6%	12.5%	9.4%	7.8%	10.1%	7.2%

Notes:

(1) Simple averages

USHE Health Insurance Costs and Coverage
Effective July 2004

Insurance Provider	UofU				USU (1)		WSU	
	Regence BCBS Indemnity	Regence BCBS Value Care Preferred	Regence BCBS Value Care Basic	UUHP	Regence BCBS "White Plan"	Regence BCBS "Blue Plan"	EMIA	Altius
Length of Contract (Years)	1	1	1	1	1	1	1	1
2004-05 Total Premium Increase (Percent)	10.1%	10.1%	10.1%	10.1%	5.5%	5.5%	14.4%	n/a
Annual Premium Cost to Institution								
Single	\$3,520	\$3,520	\$3,520	\$3,520	\$2,939	\$2,939	\$2,796	\$2,691
Employee + 1 dependent	\$5,866	\$5,866	\$5,866	\$5,866	\$6,634	\$6,634	\$6,486	\$6,243
Family	\$7,864	\$7,864	\$7,864	\$7,864	\$9,574	\$9,574	\$9,370	\$9,020
Annual Premium Cost to Employee								
Single	\$479	\$550	\$0	\$422	<\$30k: \$45 \$30k - \$50k: \$63 >\$50k: \$84	<\$30k: \$151.20 \$30k - \$50k: \$216.00 >\$50k: \$280.80	\$144	\$144
Employee + 1 dependent	\$1,059	\$964	\$0	\$881	<\$30k: \$99 \$30k - \$50k: \$141 >\$50k: \$180	<\$30k: \$334.80 \$30k - \$50k: \$475.20 >\$50k: \$612.00	\$336	\$336
Family	\$1,527	\$1,382	\$0	\$1,282	<\$30k: \$144 \$30k - \$50k: \$204 >\$50k: \$261	<\$30k: \$489.60 \$30k - \$50k: \$687.60 >\$50k: \$889.20	\$485	\$485
Key Coverage Provisions								
<i>Annual Deductible</i>								
Individual	\$200	In Network \$0 Out of Network \$100	\$250	In Network \$0 Out of Network \$100	\$250	\$150	\$0	\$0
Family	\$600	In Network \$0 Out of Network \$300	\$750	In Network \$0 Out of Network \$300	\$500	\$450	\$0	\$0
<i>Yearly Out of Pocket Max</i>								
Individual	\$1,000	In Network \$1000 Out of Network \$3000	In Network \$1500 Out of Network \$4500	In Network \$1000 Out of Network \$3000	\$2,000	\$1,500	\$1,200	\$1,200
Family	\$3,000	In Network \$3000 Out of Network \$6000	In Network \$3000 Out of Network \$6000	In Network \$3000 Out of Network \$6000	\$4,000	\$3,000	\$2,400	\$2,400
<i>Hospitalization (1st day)</i>								
Deductible	\$200	In Network \$0 Out of Network \$100	\$250	In Network \$0 Out of Network \$100	\$125	\$100	\$400	\$400
Co-pay	20%	In Network 10% Out of Network 30%	In Network 30% Out of Network 50%	In Network 10% Out of Network 40%	0%	0%	0%	0%
Coverage after deductible/co-pay	80%	In Network 90% Out of Network 70%	In Network 70% Out of Network 50%	In Network 90% Out of Network 60%	70%	80%	95%	95%
<i>Emergency Room</i>								
Deductible	\$200	\$0	\$250 (ER specific)	\$0	\$0	\$0	\$0	\$0
Co-pay	20%	\$75	30%	\$75	\$50	\$50	\$65	\$65
Coverage after deductible/co-pay	80%	100%	70%	100%	70%	80%	95%	95%
Office Visit Co-pay	\$20	In Network \$15 Out of Network 30%	30%	In Network \$15 Out of Network 40%	\$25	\$20	\$15/\$25	\$15/\$25
Prescription Benefits								
<i>Yearly Out of Pocket Max</i>								
Individual	UUHC - \$1,000 Non-UUHC - \$2,154	UUHC - \$1,000 Non-UUHC - \$2,154	UUHC - \$1,000 Non-UUHC - \$2,154	UUHC - \$1,000 Non-UUHC - \$2,154	\$0	\$0	\$0	\$0
Family	UUHC - \$3,000 Non-UUHC - \$6462	UUHC - \$3,000 Non-UUHC - \$6462	UUHC - \$3,000 Non-UUHC - \$6462	UUHC - \$3,000 Non-UUHC - \$6462	\$0	\$0	\$0	\$0
Deductible	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Generic	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	\$7	\$7	20%	\$5
Brand Name - Preferred	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	UUHC -20% Non-UUHC - 25%	\$25	\$25	20%	\$15
Brand Name - Non -Preferred	UUHC -20% Non-UUHC - 35%	UUHC -20% Non-UUHC - 35%	UUHC -20% Non-UUHC - 35%	UUHC -20% Non-UUHC - 35%	\$35	\$35	20%	\$35

Notes:
(1) USU Employee Premium is based on salary level.

USHE Health Insurance Costs and Coverage

Effective July 2004

	<u>SUU</u>	<u>Snow</u>		<u>DSC</u>	<u>CEU</u>	<u>UVSC</u>	<u>SLCC</u>
<i>Insurance Provider</i>	Regence BCBS	PHEP Advantage	PHEP Preferred	PHEP Advantage	PEHP	EMIA	Regence BCBS
<i>Length of Contract (Years)</i>	1	1	1	1	1	1	1
<i>2004-05 Total Premium Increase (Percent)</i>	5.5%	11.5%	11.5%	17.0%	11.5%	9.7%	6.1%
Annual Premium Cost to Institution							
Single	\$3,048	\$3,528	\$3,528	\$3,360	\$4,173	\$3,346	\$3,609
Employee + 1 dependent	\$6,890	\$7,304	\$7,304	\$6,964	\$8,645	\$7,731	\$8,164
Family	\$9,907	\$9,879	\$9,879	\$9,444	\$11,684	\$11,165	\$11,389
Annual Premium Cost to Employee							
Single	\$229	\$128	\$773	\$120	\$236	\$0	\$18
Employee + 1 dependent	\$518	\$265	\$1,601	\$240	\$481	\$0	\$40
Family	\$745	\$358	\$2,165	\$300	\$662	\$0	\$57
Key Coverage Provisions							
<i>Annual Deductible</i>							
Individual	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Family	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<i>Yearly Out of Pocket Max</i>							
Individual	\$1,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,000	\$1,500
Family	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000	\$2,000	\$3,000
<i>Hospitalization (1st day)</i>							
Deductible	\$100	\$0	\$0	\$0	\$0	\$0	\$0
Co-pay	0%	10%	10%	10%	10%	\$100	\$175
Coverage after deductible/co-pay	80%	90%	90%	90%	90%	Days 2-4 75% Day 5+ 100%	80%
<i>Emergency Room</i>							
Deductible	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Co-pay	\$75	\$75	\$50	\$75	\$50	\$100	\$125
Coverage after deductible/co-pay	100%	100%	100%	100%	100%	100%	100%
Office Visit Co-pay	\$20	\$15	\$20	\$15/\$20	\$20	\$20	\$20
Prescription Benefits							
<i>Yearly Out of Pocket Max</i>							
Individual	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Family	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<i>Deductible</i>							
Generic	\$0	\$0	\$0	\$0	\$0	\$0	\$50
	\$5	20%	\$10	20%	20%	20%	\$7
Brand Name - Preferred	30%	20%	\$25	25%	\$5 min. 25%	\$7 min, \$15 max 30%	\$25
Brand Name - Non-Preferred	50%	50%	\$35	50%	\$5 min. 50%	\$14 min, \$30 max 30%	\$50
					\$5 min.	\$14 min, \$30 max	

Table 3

USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/04

Category Changes	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
Employee Premiums									
Increased from 0% to 1%									✓
Increased from 0% to 3%						✓			
Increased from 0% to 4%									
Increased from 0% to 5%		✓			✓				
Increased from 0% to 6%							✓		
Increased from 0% to 8%				✓					
Increased from 8% to 22%					✓				
Emergency Room									
Deductible									
Co-pay									
Co-pay increased from \$100 to \$125									✓
Coverage after deductible/co-pay									
Office Visit Co-pay									
Office co-pay increased from \$15 to \$20				✓					
Prescriptions/Pharmacy									
Yearly Out of Pocket Max									
<i>Individual</i>									
IND-Increased Pharmacy OPX from \$500 to \$1,000 at UUHC pharmacy or up to \$2,154 at Non-UUHC pharmacy	✓								
VCP-Implemented Pharmacy OPX of \$1,000 at UUHC pharmacy or up to \$2,154 at Non-UUHC pharmacy	✓								
VCB-Increased Pharmacy OPX from \$750 to \$1,000 at UUHC pharmacy or up to \$2,154 at Non-UUHC pharmacy	✓								
UUHP-Implemented Pharmacy OPX of \$1,000 at UUHC pharmacy or up to \$2,154 at Non-UUHC pharmacy	✓								
<i>Family</i>									
IND-Increased Pharmacy OPX from \$1500 to \$3,000 at UUHC pharmacy or up to \$6,462 at Non-UUHC pharmacy	✓								
VCP-Implemented Pharmacy OPX of \$3,000 at UUHC pharmacy or up to \$6,462 at Non-UUHC pharmacy	✓								
VCB-Increased Pharmacy OPX from \$2,250 to \$3,000 at UUHC pharmacy or up to \$6,462 at Non-UUHC pharmacy	✓								
UUHP-Implemented Pharmacy OPX of \$3,000 at UUHC pharmacy or up to \$6,462 at Non-UUHC pharmacy	✓								
Deductible									
\$50 yearly deductible to \$0 deductible				✓					
Generic									
IND-Employee co-insurance changed from 20% to 20% at UUHC pharmacy/ 25% at Non-UUHC pharmacy	✓								
VCP-Change from \$5 co-pay to 20% coinsurance at UUHC pharmacy/ from \$7 co-pay to 25% coinsurance at Non-UUHC pharmacy	✓								
VCB-Employee co-insurance changed from 30% to 20% at UUHC pharmacy/ 25% at Non-UUHC pharmacy	✓								
UUHP-Coverage went from \$7 co-pay to employee paying 20% at UUHC pharmacies/ 25% Non-UUHC pharmacies	✓								
Moved from 30% Blue/35% White to a flat \$7 per script for both options		✓							

Table 3

USHE Health Insurance Costs and Coverage

Coverage Provision Changes Effective 7/1/04

Category Changes	UU	USU	WSU	SUU	Snow	DSC	CEU	UVSC	SLCC
<i>(continued)</i>									
Brand Name - Preferred									
IND-Employee co-insurance changed from 20% to 20% at UUHC pharmacy/ 25% at Non-UUHC pharmacy	✓								
VCP-Change from \$10 co-pay to 20% coinsurance at UUHC pharmacy/ from \$15 co-pay to 25% coinsurance at Non-UUHC pharmacy	✓								
VCB-Employee co-insurance changed from 30% to 20% at UUHC pharmacy/ 25% at Non-UUHC pharmacy	✓								
UUHP-Coverage went from \$15 co-pay to employee paying 20% at UUHC pharmacies/ 25% Non-UUHC pharmacies	✓								
Moved from 30% Blue/35% White to a flat \$25 per script for both options		✓							
Preferred changed from 20% to \$30 co-pay				✓					
From 20% to 25%						✓	✓		
\$50 one time deductible (for up to 3 people in the family) for brand name drugs was added. Regular co-pays apply after the deductible									✓
Brand Name - Non -Preferred									
IND-Employee co-insurance changed from 20% to 20% at UUHC pharmacy/ 35% at Non-UUHC pharmacy	✓								
VCP-Change from \$25 co-pay to 20% coinsurance at UUHC pharmacy/ from \$30 co-pay to 35% coinsurance at Non-UUHC pharmacy	✓								
VCB-Employee co-insurance changed from 30% to 20% at UUHC pharmacy/ 35% at Non-UUHC pharmacy	✓								
UUHP-Coverage went from \$30 co-pay to employee paying 20% at UUHC pharmacies/ 35% Non-UUHC pharmacies	✓								
Moved from 30% Blue/35% White to a flat \$35 per script for both options		✓							
Other Changes									
Behavioral Health Services-Implemented Employee Assistance Program ("EAP") and carved behavioral health from medical coverage. EAP provides unlimited short term counseling services at no cost to participants. For long term or inpatient behavioral health services the Plan pays up to 30 days/yr for inpatient hospital/professional services at 80% when coordinated through EAP; 50% after \$200 deductible per confinement when not coordinated through EAP (previously coverage was 80%). Outpatient office visits limited to 20 visits/yr - no co-pay (\$0) for first 5 visits, \$15 co-pay for 6th - 10th visit, \$30 co-pay for 11th-20th visit when coordinated through EAP; 50% coinsurance when not coordinated through EAP (previously covered at 50%). Added separate Chemical Dependency Treatment coverage (maximum of 2 courses of treatment per lifetime) Plan pays 80% to \$10,000 per course of treatment when coordinated by EAP, 50% to \$3,500 after \$300 deductible per course of treatment when not coordinated through EAP.	✓								
As of July 1, 2004 CEU offers 3 plans: (1) PEHP Preferred - Premium Share 6%, (2) PEHP Summit Care - Fully Paid Premium with rebate of cost savings back to participants; (3) PEHP Comprehensive I - Fully paid premium with rebate of cost savings back to participants							✓		
Our Plan changes were made last year - 2003/2004. We 'downgraded' from Preferred Care to Exclusive/Advantage Care. Provider list is considerable smaller and non-preferred provider coverage has a deductible and higher % co-pay (80% from 90%)						✓			
Employee cost share of base Advantage Plan at 3.5%; Employee cost share of base Advantage Plan + differential in cost to buy up to Preferred Plan.					✓				

Table 4
USHE Dental Insurance Providers, Premiums, and Enrollment
2004-05

	UU	USU	WSU	SUU	SNOW	DSC	CEU	UVSC	SLCC
<i>Insurance Provider/Third Party Administrator</i>	BCBS	BCBS	EMIA	Regence BCBS	Dental Select	PEHP	EMIA	Met Life	BCBS
<i>Length of Contract (Years)</i>	1	1	1	1	1	1	1	1	1
<i>2004-05 Total Premium Increase (Percent)</i>	2.8%	10.0%	0.0%	2.7%	-10.0%	0.0%	0.0%	13.7%	5.8%
<i>Annual Premium Cost to Institution per Employee</i>									
Single	\$185	\$285	\$202	\$256	\$345	\$429	\$229	\$583	\$299
Employee + 1 dependent	\$425	\$496	\$358	\$450	\$677	\$544	\$406	\$746	\$531
Family	\$669	\$900	\$662	\$857	\$1,055	\$792	\$750	\$1,085	\$953
<i>Annual Premium Cost to Employee</i>									
Single	\$116	\$118	\$50	\$64	\$0	\$107	\$57	\$146	\$34
Employee + 1 dependent	\$266	\$206	\$90	\$112	\$0	\$131	\$102	\$186	\$65
Family	\$419	\$373	\$166	\$219	\$0	\$198	\$188	\$271	\$115

Table 1

SUMMARY OF UCAT HEALTH INSURANCE INCREASES

Since 2001-02

	01-02	02-03	03-04	04-05	Average ⁽¹⁾
BATC	14.4%	12.6%	0.0%	13.3%	10.1%
DATC ⁽²⁾	n/a	n/a	7.8%	5.4%	6.6%
DXATC	11.5%	7.5%	-8.3%	17.0%	6.9%
MATC ⁽³⁾	13.3%	1.4%	10.6%	n/a	8.4%
OWATC	13.0%	0.7%	7.4%	11.5%	8.2%
SLTATC	18.3%	12.0%	8.5%	5.0%	11.0%
SEATC	8.4%	13.0%	6.2%	11.5%	9.8%
SWATC	7.5%	13.0%	10.3%	7.0%	9.5%
UBATC	12.0%	12.0%	8.5%	5.5%	9.5%
Average ⁽¹⁾	12.3%	9.0%	5.7%	9.5%	9.1%

(1) Simple averages

(2) Davis Applied Technology College information missing regarding prior year plan increase percentages

(3) Mountainland Applied Technology College has implemented its own plan for 04-05. Previously used UVSC's plan.

UCAT Health Insurance Costs and Coverage
July 2004

	<u>BATC</u>	<u>DATC</u>			<u>DXATC</u> ⁽¹⁾	<u>MATC</u>	<u>OWATC</u>		
<i>Insurance Provider</i>	EMIA	PHEP Advantage	PHEP Preferred	PEHP Summit Care	PHEP Advantage	EMIA	PHEP Preferred	PEHP Summit Care	PHEP Advantage
<i>Length of Contract (Years)</i>	1	1	1	1	1	1	1	1	1
<i>2004-05 Total Premium Increase (Percent)</i>	13.3%	5.4%	5.4%	5.4%	17.0%	0.0%	11.5%	11.5%	11.5%
<i>Annual Premium Cost to Institution per Employee</i>									
Single	\$3,253	\$3,451	\$3,711	\$3,451	\$3,360	\$3,346	\$3,350	\$2,680	\$2,848
Employee + 1 dependent	\$7,355	\$7,116	\$7,652	\$7,116	\$6,964	\$7,731	\$6,935	\$5,548	\$5,895
Family	\$10,578	\$9,500	\$10,215	\$9,500	\$9,444	\$11,165	\$9,381	\$7,505	\$7,974
<i>Annual Premium Cost to Employee per Employee</i>									
Single	\$0	\$69	\$260	\$69	\$120	\$0	\$252	\$202	\$214
Employee + 1 dependent	\$0	\$142	\$536	\$142	\$240	\$0	\$522	\$418	\$444
Family	\$0	\$190	\$715	\$190	\$300	\$0	\$706	\$565	\$600
<i>Key Coverage Provisions</i>									
Annual Deductible									
Individual	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Family	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Yearly Out of Pocket Max									
Individual	\$1,500	\$2,000	\$2,000	\$2,000	\$1,500	\$1,000	\$1,500	\$1,500	\$1,500
Family	\$3,000	\$4,000	\$4,000	\$4,000	\$3,000	\$2,000	\$3,000	\$3,000	\$3,000
Hospitalization (1st day)									
Deductible	\$0	\$0	\$0	\$0	\$0	0	\$0	\$0	\$0
Co-pay	\$150	\$0	\$0	\$0	10%	\$100	\$20	\$0	\$0
Coverage after deductible/co-pay	100%	90%	85%	90%	90%	100%	90%	90%	90%
Emergency Room									
Deductible	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Co-pay	\$50	\$75	\$75	\$75	\$75	\$100	\$50	\$75	\$75
Coverage after deductible/co-pay	100%	90%	85%	90%	100%	100%	90%	100%	100%
Office Visit Co-pay	\$10	\$0	\$25	\$0	\$15/\$20	\$0	\$20	\$15	\$15
<i>Prescription Benefits</i>									
Deductible	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$5	25%	25%	25%	20%	20%	20%	\$10	20%
Generic	\$15	30%	30%	30%	25%	\$7 min, \$15 max 30%	25%	\$20	25%
Brand Name - Preferred	\$15	50%	50%	50%	50%	\$14 min, \$30 max	50%	\$40	50%
Brand Name - Non-preferred						n/a			

NOTES:

(1) DXATC is on the PEHP Advantage plan through Dixie State College

UCAT Health Insurance Costs
July 2004

Insurance Provider	SLTATC			SEATC ⁽²⁾	SWATC	UBATC
	PHEP Preferred	PEHP Summit Care	PHEP Advantage	PEHP	EMIA	PEHP Preferred (Self Funded)
Length of Contract (Years)	1	1	1	1	1	1
2004-05 Total Premium Increase (Percent)	5.0%	5.0%	5.0%	11.5%	7.0%	5.49%
Annual Premium Cost to Institution per Employee						
Single	\$3,451	\$3,382	\$3,382	\$4,173	\$2,797	\$3,711
Employee + 1 dependent	\$7,117	\$6,974	\$6,974	\$8,645	\$6,228	\$7,652
Family	\$9,504	\$9,310	\$9,310	\$11,684	\$8,923	\$10,215
Annual Premium Cost to Employee per Employee						
Single	\$260	\$69	\$69	\$236	\$273	\$260
Employee + 1 dependent	\$536	\$142	\$142	\$481	\$608	\$536
Family	\$715	\$190	\$190	\$662	\$871	\$715
Key Coverage Provisions						
Annual Deductible						
Individual	\$0	\$0	\$0	\$0	\$0	\$0
Family	\$0	\$0	\$0	\$0	\$0	\$0
Yearly Out of Pocket Max						
Individual	\$2,000	\$2,000	\$2,000	\$1,500	\$2,000	\$2,000
Family	\$4,000	\$4,000	\$4,000	\$3,000	\$4,000	\$4,000
Hospitalization (1st day)						
Deductible	\$0	\$0	\$0	\$0	Out Patient \$110	\$0
Co-pay	\$0	\$0	\$0	10%	\$175	15%
Coverage after deductible/co-pay	85%	90%	90%	90%	100%	85%
Emergency Room						
Deductible	0	\$0	\$0	\$0	\$0	\$0
Co-pay	\$75	\$75	\$75	\$50	10%	\$75
Coverage after deductible/co-pay	85%	90%	90%	100%	100%	100%
Office Visit Co-pay	\$25	\$20	\$20	\$20	\$15	\$25
Prescription Benefits						
Deductible						
	\$5	\$0	\$0	\$0	\$0	\$0
	25%	\$5	25%	20%	20%	25%
Generic						
	30%	\$15	30%	\$5 min	30%	30%
				25%		
Brand Name - Preferred						
	50%	\$35	50%	\$5 min	N/A	50%
				50%		
Brand Name - Non-preferred						
				\$5 min		

NOTES:

(2) SEATC is on the PEHP Preferred plan through College of Eastern Utah

Table 3
UCAT Health Insurance Costs and Coverage
Coverage Provision Changes Effective 7/1/04

<u>Category Changes</u>	<u>BATC</u>	<u>DATC</u>	<u>DXATC</u>	<u>MATC</u>	<u>OWATC</u>	<u>SLTATC</u>	<u>SEATC</u>	<u>SWATC</u>	<u>UBATC</u>
Employee Premiums									
Increased from 0% to 3%			✓						
Increased from 0% to 6%							✓		
Yearly Out of Pocket Max									
Individual									
Individual out of pocket increased from \$1500 to \$2000		✓				✓			✓
Family									
Family out of pocket increased from \$3000 to \$4000		✓				✓			✓
Hospitalization (1st day)									
Deductible									
Co-pay									
Increased from 10% to 15%									✓
Coverage after deductible/co-pay									
PEHP Advantage & Preferred -decreased from 90% to 85%		✓				✓			✓
PEHP Summit - decreased from 95% to 90%		✓				✓			
Emergency Room									
Co-pay									
PEHP Advantage & Preferred- Increased from \$50 to \$75		✓				✓			✓
PEHP Summit - Increased from \$50 to \$75						✓			
Coverage after deductible/co-pay									
PEHP Advantage & Preferred -decreased from 95% to 90%		✓							
Office Visit Co-pay									
Increased from \$20 to \$25		✓				✓			✓
Increased from \$15 to \$20						✓			
Prescriptions/Pharmacy									
Generic									
Brand Name - Preferred									
PEHP Advantage & Preferred- Increased from 25% to 30%		✓				✓			✓
PEHP Preferred- increased by 5%					✓				
From 20% to 25%			✓				✓		
Brand Name - Non Preferred									
PEHP Summit - Increased from \$35 to \$40					✓				
Other Changes									
Outpatient Hospital benefit reduced from 90% to 85%						✓			
Specialist office visit copay increase from \$20 to \$25						✓			
Outpatient Hospital benefit reduced from 100% to 95%						✓			
Our Plan changes were made last year - 2003/2004. We 'downgraded' from Preferred Care to Exclusive/Advantage Care. Provider list is considerable smaller and non-preferred provider coverage has a deductible and higher % co-pay (80% from 90%)			✓						

Table 4
UCAT Dental Insurance Providers, Premiums, and Enrollment
2004-05

<i>Insurance Provider</i>	BATC	DATC			DXATC ⁽¹⁾	MATC	OWATC	SLTATC			SEATC ⁽²⁾	SWATC	UBATC
	EMIA	PEHP Traditional	PEHP Preferred	Dental Select Platinum	PEHP	Met Life	PEHP	PEHP Preferred	PEHP Traditional	Dental Select	EMIA	EMIA	PEHP Preferred
<i>Length of Contract (Years)</i>	1	1	1	1	1	1	1	1	1	1	1	1	1
<i>2004-05 Total Premium Increase (Percent)</i>	2.0%	4.1%	4.1%	3.7%	0.0%	0.0%	0.0%	4.3%	4.3%	4.3%	0.0%	0.0%	4.3%
<i>Annual Premium Cost to Institution</i>													
Single	\$473	\$655	\$522	\$470	\$429	\$537	\$575	\$0	\$0	\$0	\$229	\$252	\$522
Employee + 1 dependent	\$602	\$838	\$664	\$794	\$544	\$682	\$731	\$0	\$0	\$0	\$406	\$364	\$664
Family	\$875	\$1,211	\$963	\$1,146	\$792	\$992	\$1,064	\$0	\$0	\$0	\$750	\$602	\$963
<i>Annual Premium Cost to Employee</i>													
Single	\$0	\$159	\$26	\$0	\$107	\$0	\$43	\$481	\$655	\$470	\$57	\$0	\$26
Employee + 1 dependent	\$0	\$207	\$33	\$163	\$131	\$0	\$55	\$612	\$838	\$794	\$102	\$113	\$33
Family	\$0	\$297	\$48	\$232	\$198	\$0	\$80	\$842	\$1,211	\$1,146	\$188	\$288	\$48

NOTES:

(1) DXATC is on the PEHP plan through Dixie State College

(2) SEATC is on the Educators Mutual Insurance plan through CEU

USHE Finance, Facilities, and Accountabilities Committee

Report on Common Practices and Benchmarks in Health Benefits

August 2004

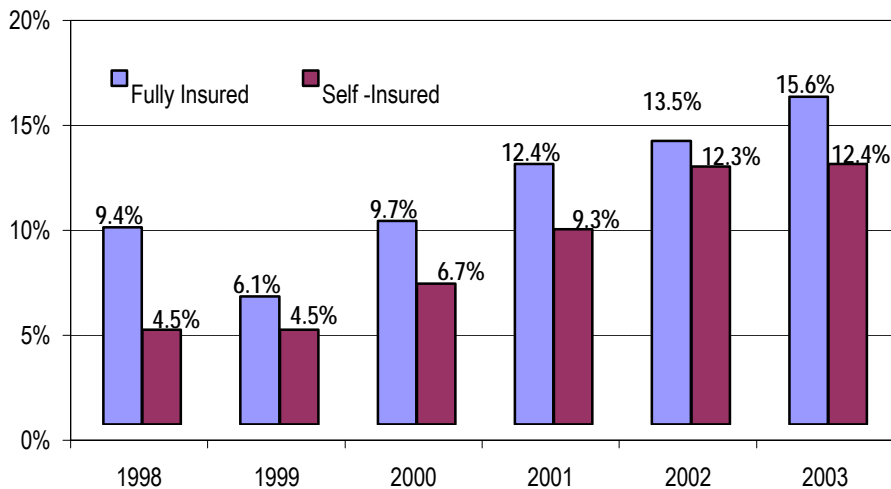
Common Practices and Benchmarks

I. Cost of Health Insurance

A. Premium Increases - The cost of job-based health insurance rose by 13.9% from Spring 2002 to Spring 2003 representing the third consecutive year of double-digit premium increases and the largest increase since 1990. Increases for the previous 3 years were 12.7% in 2002, 11% in 2001, and 8.3% in 2000.

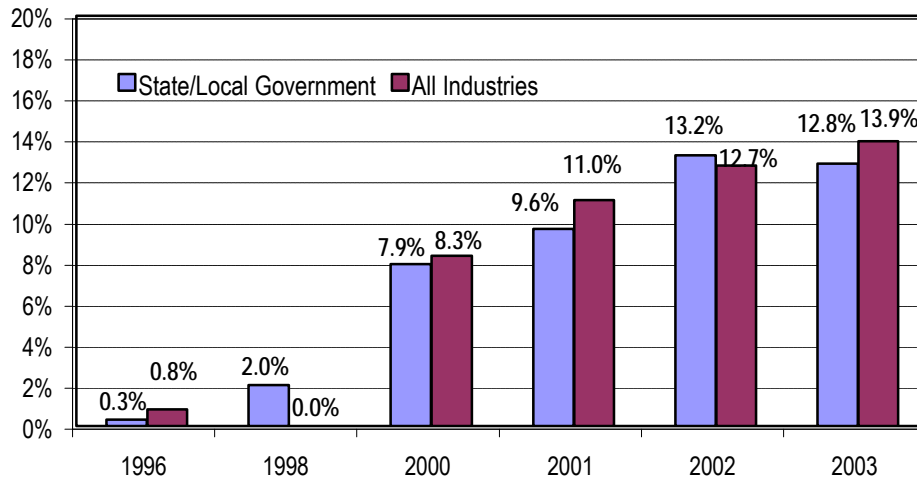
1. **Double-digit Increases across Plan Types** - All types of health plans experienced double-digit increases (HMO 15.2%, Indemnity 14.3%, PPO 13.7%, and POS 13.2%).
2. **Double-digit Increases for Most Firms** - Small firms (3-199 workers) had increases of 15.5% and large firms (200+ workers) rose by 13.2%
3. **Fully-insured vs. Self-insured** - Premiums rose by 15.6% for fully insured plans, compared to increases of 12.4% in premium equivalents for self-insured plans (see Figure 1) Premium increases were lower for every plan type with self-insured financing (HMO, PPO, Indemnity, and POS) rather than fully insured financing.

Figure 1. Premium Increases for Fully-insured vs. Self-insured Firms



4. **State/Local Government Sector** - In 2003 premium increases for the State/Local Government were lower than the premium increases in any other industry sector. However in 2002 the premium increases were larger than the average of all sectors (See Figure 2).

Figure 2. Premium Increases by Industry



B. Annual Premium Costs of Single and Family Coverage - Average annual premiums including employer and employee share equal \$3,383 for single coverage and \$9,068 for family coverage.

1. **PPO Premiums** - Average annual premiums are \$3,505 for single and \$9,317 for family coverage.
2. **HMO Premiums** - HMOs remain the lowest cost with monthly premiums of \$3,154 for single coverage and \$8,514 for family coverage.
3. **Regional Differences** - Cost of coverage continues to be lowest in the West and highest in the Northeast even though premiums in the West rose 16.3% which was faster than the rest of the country.

II. Health Insurance Choice

A. Most Available Plan Option - PPO coverage continues to be the most available plan option, with 77% of covered employees able to choose a PPO plan. HMO is the next available plan type with 47% of covered employees having this option. This is down from 53% in 2002.

B. Multiple Plan Options -The number of covered workers who can choose from multiple plans is 62%, which has been a fairly stable number since 1996. Workers in the Northeast are the most likely to have more than one plan option (72%), while workers in the South are the least likely (56%).

III. Market Shares of Health Plans

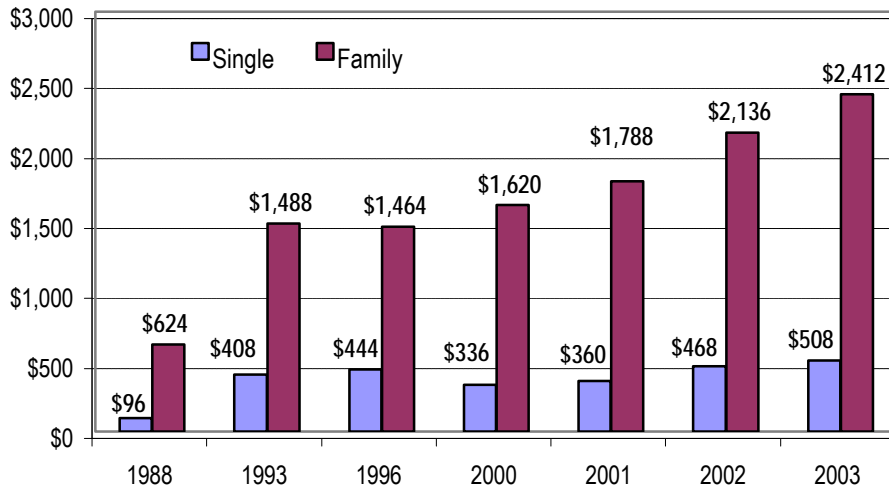
A. PPO Enrollment - More than half of covered workers (54%) enroll in PPO plans.

B. HMO Enrollment - HMO enrollment plan continues to remain stable at approximately 24%. The West Region is more likely to have a higher enrollment in HMO plans (37%)

IV. Employee Contribution for Premiums

A. Dollars Contributed - Workers' annual contributions for single coverage averaged an increase of \$36 in 2003, while family coverage contributions average increase was \$276. The annual average rates for single coverage and family coverage are \$508 and \$2,412, respectively.

Figure 3. Average Annual Employee Premium Contribution



B. Employer Percentage Contributed - 3 different sources (see Table 1)

1. Kaiser and HRET: Workers continued to pay about 16% for single coverage and 27% for family coverage (See Figure 4).

a) Employers Fully Covering Premiums - The percentage of covered workers whose employers pay the full cost of single or family coverage remained at the same rate as 2002 at 23%. Twenty-four percent of covered workers have the full cost of single premiums paid by their employer compared with 8% have the full cost of family premiums covered by the employer.

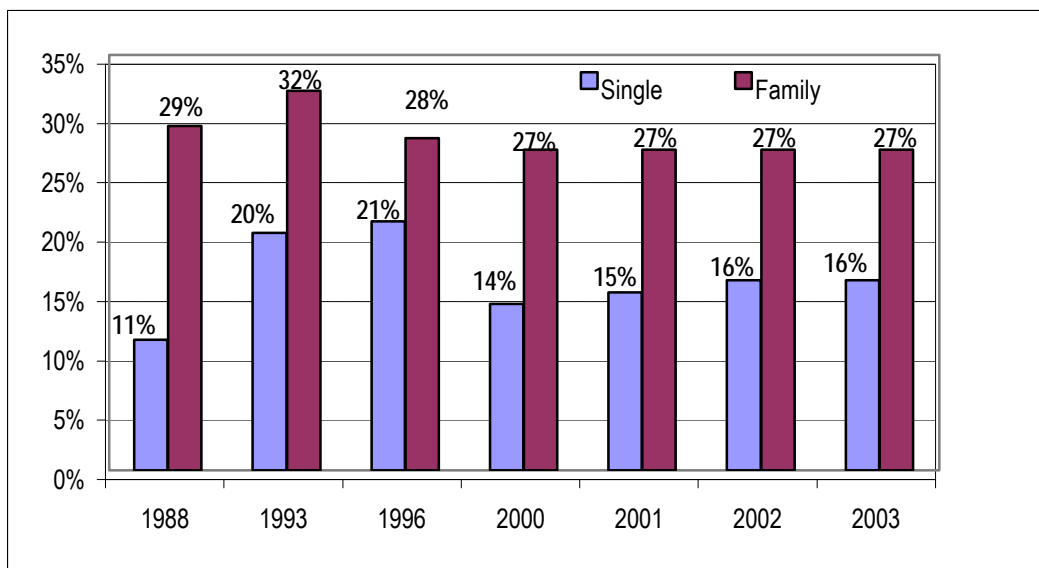
2. 2001 Medical Expenditure Panel Survey - Nationally, workers pay 23.2% of the premium for family coverage and 17.3% of the premium for single coverage. In Utah, workers pay 23.1% of the premium for single coverage.

3. U.S. Department of Labor - Employee contributions toward the premium for single coverage were 18% and 30% for family coverage.

Table 1. Employee Premium Contribution

Survey	Employee Share of Premium			
	U.S		Utah	
	Single	Family	Single	Family
Kaiser/HRET, 2003	16.0%	27.0%		
MEP Survey, 2001	17.3%	23.2%	15.6%	23.1%
Dept. of Labor, 2003	18.0%	30.0%		

Figure 4. Percentage of Employee Contribution to Premium



Source: Kaiser and HRET, 2003

V. Employee Cost Sharing

A. Deductibles - In 2003, deductibles increased for non-preferred providers in PPO Plans and preferred providers in POS plans. For workers with single coverage, deductibles for PPO non-preferred providers, grew from \$466 to \$561. Deductibles for single coverage in POS plans also increased from \$54 to \$113.

B. Coinsurance -The vast majority of covered workers in HMOs, PPOs, POSs face a fixed-dollar co-payment rather than a percentage coinsurance when using preferred health care providers. In contrast, workers in conventional plans are most likely to pay coinsurance (57%).

C. Co-payments- For HMO coverage, a \$10 co-payment is no longer the most common co-payment for physicians visits. Four percent of covered HMO workers pay a \$4 co-payment, 35% of covered HMO workers now pay \$15 while 12% now pay \$20. Those with a \$10 co-payment fell from 51% to 35% in 2003.

D. Effects of Greater Employee Cost-Sharing - Research has demonstrated that higher co-pays and deductibles save costs, but may also discourage use of needed services, particularly among lower-income individuals.

VI. Health Benefits

A. **Level of Benefits** - Most workers experienced no change in benefits in 2003. Depending on the type of firm, size and industry, between 72% and 88% of covered workers experienced no change in the level of their benefits (other than cost sharing) in the past year. In general, the overall level of benefits did not vary by plan type.

B. **Contraception** - All types of plans are less likely to cover oral contraceptives than other types of prescription drugs (99%) although the percent of covered workers with coverage for oral contraceptives has grown substantially, at 88% this year up from 71% in 2000. The number of covered workers with the option of sterilization and reversible contraceptives has also grown dramatically over the past few years. In 2001, 67% of covered workers had coverage for sterilization, compared to 87% this year. Reversible contraceptives were available to 41% of covered workers in 2001 and 72% of covered workers in 2003.

C. **Dental Coverage** - A firm's size is the best predictor of whether or not the firm offers its employees dental benefits. Thirty-nine percent of small firms offer dental benefits, while 92% of large firms offer coverage.

D. **Flexible Spending Accounts** - the percentage of covered workers with a flexible spending account benefits has increased among large firms since 1999 but has remained constant among all firms at 16% overall.

VII. Prescription Drug and Mental Health Benefits

A. **Three-tier Cost-Sharing Arrangements Increasing** - The use of three-tier cost sharing arrangements to encourage the use of generic drugs and preferred brand name drugs has increased over the past year growing from 55% of covered workers in 2002 to 63% in 2003. Workers in PPOs are most likely to have a three-tier cost sharing formula (65%).

B. **Two-tier Cost-Sharing Arrangements Decreasing** - The use of two-tier cost sharing prescription plans declined from 30% to 23% of covered workers.

C. **Pharmaceutical Co-payments** - The average co-payment requirement for employees when buying a non-preferred drug has risen from \$17 in 2000 to \$29 in 2003. Co-pays average \$9 for generics, \$19 for preferred and \$29 for non-preferred drugs. Co-pays for non-preferred drugs remain the highest in PPO plans where they increased from \$26 in 2002 to \$30 in 2003.

D. **Pharmaceutical Coinsurance** - Cost-sharing for workers with coinsurance averages 20% for generic, 24% for preferred and 29% for non-preferred drugs.

E. **Formulary Usage Constant** - Seventy-one percent of workers are in plans that use formulary that restricts which drugs will be covered, statistically remains unchanged from 2002 (70%).

F. **"Carve Out" Pharmaceutical Plans** - Twenty-eight percent of covered workers are in firms that "carve out" prescription drugs. This is similar to 2002 statistics (30%).

G. **Mental Health Visits** - Sixteen percent of covered workers have unlimited outpatient visits compared to 11% in 2002. Twenty-seven percent are restricted to 20 visits or fewer per year. Only 17% of plans offer unlimited inpatient visits. This is unchanged from 2002. Thirty-seven percent are limited to 21 to 30 inpatient days and another 13% are limited to 20 or fewer days.

VIII. Plan Funding

A. **Level of Self-Funding** - In 2003, 52% of covered employees are in a plan that is completely or partially self-insured. This has remained relatively stable over the last few years.

B. **Related to Size of Firm** - The amount of covered workers in self-funded plans varies dramatically by size of firm. Ten percent of covered workers in small firms (3 to 199 workers) are in self-insured plans compared to 50% of workers in mid-size firms (200 to 999 workers) and 79% of workers in jumbo firms (5000+ workers).

C. **Coverage of Self Insured Plans** - Firms that self-insure are least likely to cover workers in HMO plans (29%) and most likely to cover workers in PPO plans (61%)

IX. Outlook for the Future

A. **Likelihood of Continued Increases in the Employee Burden** - Firms generally express skepticism that any of the currently available cost containment strategies will dramatically reduce costs. Perhaps as a result, many firms project that they are likely to continue raising workers' share of insurance costs next year.

Sources

- Kaiser Family Foundation and Health Research and Educational Trust (HRET). 2003. *Employer Health Benefits: 2003 Annual Survey*. Found at <http://www.kff.org/insurance/ehbs2003-abstract.cfm>, July 19, 2004

A national survey of 400 questions to 2808 employers categorized by industry, size of firm, and region.

Note: All data comes from this report unless otherwise referenced.

- Agency for Healthcare Research and Quality, Center for Cost and Financing Studies. 2001. *2001 Medical Expenditure Panel Survey - Insurance Component*. Accessed through the Kaiser Family Foundation "State Health Facts Online" website, found at <http://www.statehealthfacts.org/cgi-bin/healthfacts.cgi?action=compare&category=Health+Costs+%26+Budgets&welcome=1>, July 21, 2004

The Medical Expenditure Panel Survey - Insurance Component is an annual survey of establishments that collects information about employer-sponsored health insurance offerings in the United States.

- U.S. Department of Labor, Bureau of Labor Statistics. 2003. *National Compensation Survey: Employee Benefits in Private Industry in the United States*, March 2003. Found at <http://www.bls.gov/opub/td/2004/apr/wk4/art03.htm>, July 26, 2004

MEMORANDUM
July 28, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Preliminary Discussion of Proposed Revision to R851, *Guidelines for Retirement Programs*

Issue

In response to requests from several institutions, the Commissioner is proposing for consideration a policy revision which would add to the list of approved investment providers for contributory retirement plans.

Discussion

Institutions within the USHE currently contribute to employee retirement plans through one of two programs. The first program is a “defined benefit” plan offered through the Utah State Retirement System (USRS). This program is most commonly used by employees who are classified or non-exempt. The second program is a “defined contribution” plan offered through the Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF). This program is most commonly used by faculty and exempt employees.

Many higher education institutions across the nation currently offer multiple investment options for their defined contribution plans. To a great extent, USHE institutions operate in a national recruiting market for faculty positions, and the presence of additional retirement options, plus the potential out-of-state portability of those options, could assist in faculty recruitment. In addition, current USHE faculty and staff have requested access to a broader range of investment options.

Proposed changes to R851 would permit but not require institutions to offer multiple investment options. Each institution, in consultation with its faculty and staff, would decide the extent to which it expands its options from among providers named in policy. Utah code 49-12-204 and 49-13-204 require that providers be named in policy.

State Board of Regents
July 28, 2004
Page 2

This proposed revision is intended for discussion only at this time. Between now and the next Board of Regents meeting, Commissioner's staff will solicit input from institutions regarding the proposed revision, especially with regard to which providers, in addition to TIAA/CREF, to name in policy. The most commonly used providers at institutions in other states are organizations such as Vanguard, Fidelity, and Valic.

Recommendation

This is intended as information and discussion only. No action is requested as this time.

Richard E. Kendell, Commissioner

REK/MHS
Attachment

July 30, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: General Consent Calendar

It is the recommendation of the Commissioner that the Regents approve the following items on the General Consent Calendar:

- A. Minutes – Minutes of the Regular Board of Regents Meetings held June 3, 2004 at Snow College in Ephraim, Utah, and June 4, 2004 at the College of Eastern Utah in Price, Utah.
- B. Grant Proposals - Approval to submit the following proposals:
 1. University of Utah – National Science Foundation; “Integrative Graduate Research and Training; Program in Genetic Studies of Digital Anatomical Structures;” \$2,280,919. Julio C. Facelli, Principal Investigator.
 2. University of Utah – National Science Foundation; “An Open, Low Cost, High Quality Software Radio Platform and Test Bed;” \$2,187,020. Frank J. Lepreau, Principal Investigator.
 3. University of Utah – National Science Foundation; “IGERT: Microfluidic Systems Addressing Biological Complexity;” \$3,198,970. Timothy A. Ameel, Principal Investigator.
 4. University of Utah – National Science Foundation; “IGERT: Non-Destructive Evaluation of Aging Systems;” \$3,181,814. Cynthia Furse, Principal Investigator.
 5. University of Utah – Public Health Service; “Development of a Fully Integrated, Biocompatible Micropower Chronic Neural Recording Array;” \$2,816,993. Florian Solzbacher, Principal Investigator.
 6. University of Utah – Public Health Service; “Hybrid Hydrogels Self-Assembled from Graft Copolymers;” \$1,681,875. Jindrich R. Kopecek, Principal Investigator.
 7. University of Utah – Public Health Service; “Lipoprotein Subclass Heterogeneity and CAD Risk;” \$3,305,722. Paul N. Hopkins, Principal Investigator.
 8. University of Utah – Public Health Service; “Training in Cardiovascular Research;” \$2,396,365. Ivor J. Benjamin, Principal Investigator.

9. University of Utah – Public Health Service; ‘Translational Research in the Clinical Neurosciences;’ \$2,239,961. Thomas N. Parks, Principal Investigator.
10. University of Utah – Public Health Service; “Mechanism and Regulation of Iron Export by Ferroportin;” \$2,199,070. Jerry Kaplan, Principal Investigator.
11. University of Utah – Public Health Service; “APC and B-Catenin Mutations in Colorectal Cancer;” \$2,133,170. Wade S. Samowitz, Principal Investigator.
12. University of Utah – Public Health Service; “Molecular Mechanisms of Steroid-Triggered Programmed Cell Death;” \$2,081,287. Carl S. Thummel, Principal Investigator.
13. University of Utah – Public Health Service; “Navajo Bone Health Study;” \$1,931,155. Maureen Murtaugh, Principal Investigator.
14. University of Utah – Public Health Service; “Netrins Regulate Angiogenesis;” \$1,868,750. Dean Y. Li, Principal Investigator.
15. University of Utah – Public Health Service; “Mechanisms of the Diabetic Myocardial Vulnerability;” \$1,868,750. Sheldon E. Litwin, Principal Investigator.
16. University of Utah – Public Health Service; “Genetic Models of Cardiovascular, Renal and Pulmonary Diseases;” \$1,654,682. Mario R. Capecchi, Principal Investigator.
17. University of Utah – Department of Defense/Army; “Osseous Manifestations of Neurofibromatosis Type 1: Clinical Outcomes and Molecular Analyses;” \$1,511,936. David H. Viskochil, Principal Investigator.
18. University of Utah – Public Health Service; “Cellular and Molecular Responses in Lung Disease;” \$1,263,900. Guy A. Zimmerman, Principal Investigator.
19. University of Utah – Public Health Service; “Utah Pediatric Fellow Research Training Program;” \$1,182,251. Edward B. Clark, Principal Investigator.
20. University of Utah – PHS Prime flow through University of California/Davis; “Zinc Deprivation Alters Chromatin Structure;” \$1,121,250. Robert H. Lane, Principal Investigator.
21. University of Utah – Public Health Service; “High-Res Multishot DTI by Real-time Navigation;” \$1,014,748. Eun-Kee Jeong, Principal Investigator.
22. University of Utah – PHS Prime flow through Brigham and Women’s Hospital; “Vascular Dysfunction in IDDM: Genes, Inflammation, RAAS;” \$1,006,955. Donald A. McClain, Principal Investigator.
23. University of Utah – Public Health Service; “Genetic Testing for Breast-Ovarian Cancer in Puerto Rico;” \$3,204,105. Anita Y. Kinney, Principal Investigator.

24. University of Utah – Public Health Service; “Anti-cancer Agents from Unique Natural Products Sources;” \$5,693,762. Chris M. Ireland, Principal Investigator.
25. University of Utah – Public Health Service; “Training Grant in Substance Abuse and Addiction Research;” \$1,323,510. Douglas E. Rollins, Principal Investigator.
26. University of Utah – Public Health Service; “Non-invasive Imaging of Drug Delivery in Cancer Treatment;” \$1,196,000. Zheng-Rong Lu, Principal Investigator.
27. University of Utah – Public Health Service; “VPS4 and the MVB Sorting Pathway;” \$1,868,750. Markus Babst, Principal Investigator.
28. University of Utah – Public Health Service; “Genetic Architecture of the Mammalian (Canid) Skeleton;” \$1,868,750. Karl G. Lark, Principal Investigator.
29. University of Utah – Public Health Service; “Adolescent Self-development in Story Telling: Normative and Delinquent Development;” \$1,681,875. Monisha Pasupathi, Principal Investigator.
30. University of Utah – Public Health Service; “Cooperative DNA Alterations in Breast Cancer;” \$1,532,375. Philip S. Bernard, Principal Investigator.
31. University of Utah – Public Health Service; “Regulation of RASGRPs by Diacylglycerol Kinases;” \$1,495,000. Matthew K. Topham, Principal Investigator.
32. University of Utah – PHS Prime flow through University of Oklahoma; “Arotinoid and Stilbenoid Mechanism in Mitochondria (Program 3);” \$1,129,537. Ruey-Min Lee, Principal Investigator.
33. University of Utah – PHS Prime flow through University of Arizona; “Increasing Muscle Function in Cardiopulmonary Patients;” \$1,123,181. Paul C. Lastayo, Principal Investigator.
34. University of Utah – Health and Human Services/Center for Disease Control; “Evaluating a Workplace Resilience Training Intervention;” \$1,100,955. Glenn E. Richardson, Principal Investigator.
35. University of Utah – Public Health Service; “Genetics of Autism Intermediate Phenotypes;” \$3,392,135. Hilary H. Coon, Principal Investigator.
36. University of Utah – Public Health Service; “Stretch and Vitamin A Effects on Alveolar Formation;” \$3,377,308. Kurt H. Albertine, Principal Investigator.

37. University of Utah – Public Health Service; “Degradation of Cortical Function in Senescent Monkeys;” \$3,246,093. Audie G. Leventhal, Principal Investigator.
38. University of Utah – Public Health Service; “Morbidity and Mortality Related to Gastric Bypass Surgery;” \$2,752,234. Steven C. Hunt, Principal Investigator.
39. University of Utah – Public Health Service; “NIH Director’s Pioneer Award;” \$2,500,000. Mario Capecchi, Principal Investigator.
40. University of Utah – Public Health Service; “Recapitulating Retrovirus Replication in Vitro;” \$2,500,000. Wesley I. Sundquist, Principal Investigator.
41. University of Utah – Public Health Service; “Gabaergic Modulation of Peripheral Gustatory Activity;” \$1,868,750. William C. Michel, Principal Investigator.
42. University of Utah – Public Health Service; “Biosensor Assays to Aid in Structural Analysis of GPCRS;” \$1,308,125. David G. Myszka, Principal Investigator.
43. University of Utah – Public Health Service; “Models for the Genetic Epidemiology of Chronic Disease;” \$1,308,125. Sandra J. Hasstedt, Principal Investigator.
44. University of Utah – Public Health Service; “Role of SHIP2 in Generating the Zebra Fish Neural Crest;” \$1,190,060. David J. Grunwald, Principal Investigator.
45. University of Utah – Public Health Service; “BRCA Testing in Blacks and Whites in the South;” \$3,441,719. Anita Y. Kinney, Principal Investigator.
46. University of Utah – Public Health Service; “Structural Studies of Nucleic Acid Constituents;” \$2,186,122. James A. McCloskey, Principal Investigator.
47. University of Utah – Public Health Service; “Bone Targeted Delivery of Anabolic Agents;” \$1,868,750. Jindrich R. Kopecek, Principal Investigator.
48. University of Utah – Public Health Service; “P450-Mediated Dehydrogenation Mechanisms;” \$1,868,750. Garold S. Yost, Principal Investigator.
49. University of Utah – Public Health Service; “Drug Abuse and Regulation of Biogenic Amines;” \$1,495,000. Annette Fleckenstein, Principal Investigator.
50. University of Utah – Public Health Service; “Brain Monoamines and Luteinizing Hormone Secretion;” \$1,358,875. William R. Crowley, Principal Investigator.
51. University of Utah – Public Health Service; “Neurochemical Alterations by Designer Drugs;” \$1,125,000. Glen R. Hanson, Principal Investigator.

52. University of Utah – Public Health Service; “Computational Tools for Dynamical Modeling of Thrombosis;” \$3,540,244. Aaron L. Fogelson, Principal Investigator.
53. University of Utah – Public Health Service; “Terpene Condensation Reactions;” \$2,773,104. C. Dale Poulter, Principal Investigator.
54. University of Utah – Public Health Service; “Neuromuscular Control and Motor Integration of Birdsong;” \$1,743,153. Franz Goller, Principal Investigator.
55. University of Utah – Public Health Service; “New Routes to Heterocycles and Carbocycles;” \$1,358,125. Janis Louie, Principal Investigator.
56. University of Utah – Public Health Service; “The Bioorganic Chemistry of RNA Editing by ADAR2;” \$1,246,000. Peter A. Beal, Principal Investigator.
57. University of Utah – Public Health Service; “Tumor-Targeted Bioconjugates of Vitamin B-12;” \$1,246,000. Charles B. Grissom, Principal Investigator.
58. University of Utah – Public Health Service; “Parental Involvement in Diabetes Care Across Adolescence;” \$2,885,283. Deborah J. Wiebe, Principal Investigator.
59. University of Utah – Public Health Service; “Hostility, Marital Interaction, and Health in Aging;” \$2,493,471. Timothy W. Smith, Principal Investigator.
60. University of Utah – Public Health Service; “Transcriptional Control Mechanisms by ETS Factors;” \$1,868,750. Barbara J. Graves, Principal Investigator.
61. University of Utah – Public Health Service; “Metabolism of Platelet-Activating Factor;” \$1,495,000. Diana M. Stafforini, Principal Investigator.
62. University of Utah – Public Health Service; “Regulation of Beta-Catenin by Protein Phosphatase 2A;” \$1,495,000. David M. Virshup, Principal Investigator.
63. University of Utah – US Department of Defense/Army/Dugway Proving Ground; “Partnership Intermediary, Dugway Proving Ground/University of Utah;” \$1,685,472. Elliott C. Kulakowski, Principal Investigator.
64. University of Utah – Centers for Disease Control; “Epidemiologic Follow-up of Thyroid Disease in Persons Exposed to Radioactive Fallout from Atomic Weapons Testing at the Nevada Test Site: Phase III;” \$1,499,989. Joseph L. Lyon, Principal Investigator.
65. Utah State University – Administration for Children/Family; “Utah State University Extension Marriage Curricula;” \$1,423,624. James P. Marshall, Principal Investigator.

66. Utah State University – US Department of Homeland Security; “Addressing Rural Preparedness Challenges through Model-centered Instruction, Delivered in a Sustainable Blended Learning Program;” \$2,446,851. Weldon S. Sleight, Principal Investigator.
67. Utah State University – Lockheed Martin; “Mid Infrared Instrument (MIRI) Dewar for the James Webb Space Telescope Program;” \$15,302,189. Kirk Larsen, Principal Investigator.
68. Utah State University – Missile Defense Agency; “RAMOS Russian Efforts;” \$2,258,650. Tom Humpherys, Principal Investigator.
69. Utah State University – National Science Foundation; “Professional Communities of Practice Partnership Model;” \$1,488,116. Kurt Becker, Principal Investigator.
70. Utah State University – DARPA; “Bioagent Luminescent Ligands (Balls);” \$1,130,305. Linda S. Powers, Principal Investigator.
71. Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere (AIM), Phase B, for the Solar Occultation for Ice Experiment (SOFIE) Instrument and Science;” \$2,108,170. John Kemp, Principal Investigator.
72. Utah State University – Secretaria de Estado de Agricultura for D.R.; “Aquisicion de un Padron Georeferenciado de Predios y Productores;” \$6,991,852. Christopher Neale, Principal Investigator.
73. Utah State University – USDA Cooperative State Research Service; “Education (SARE) Professional Development Program (PDP);” \$971,287. V. Philip Rasmussen, Principal Investigator.
74. Utah State University – US Department of Education; “To Operate Regional Resource Center, Region No. 5, Utah State University;” \$6,500,000. John Copenhaver, Principal Investigator.
75. Utah State University – National Science Foundation; “IGERT: Utah State University Integrated Program in High Performance Computing;” \$1,221,180. Robert Spall, Principal Investigator.
76. Utah State University – Department of Commerce; “Creating Accessible Testing Environments for Individuals with Disabilities;” \$504,108. Cyndi Rowland, Principal Investigator.
77. Utah State University – National Science Foundation; “Microbial Biotechnology for Engineering: Boosting Integrated Research and Education;” \$3,000,297. Ronald C. Sims, Principal Investigator.

78. Utah State University – National Science Foundation; “IGERT: Integrated Water Science Research: Building Critical Thinking for a Scarce Resource;” \$2,996,114. David G. Tartobon, Principal Investigator.
 79. Utah State University – National Science Foundation; “Pulsing of Plant-available Moisture and Nitrogen in Great Basin Communities; Interactions of Microbial Processes;” \$2,350,000. Martyn M. Caldwell, Principal Investigator.
 80. Utah State University – US Department of Education; “Project VIISA;” \$1,060,913. Elizabeth Dennison, Principal Investigator.
 81. Utah State University – National Institutes of Health; “Auditory Processing of Temporally-Complex Sounds;” \$1,035,090. Donal G. Sinex, Principal Investigator.
 82. Utah State University – US Department of Education; “Project SPARKLE;” \$1,065,852. Linda Alsop, Principal Investigator.
 83. Utah State University – Missile Defense Organization; “Capabilities to Detect and Track Ballistic Missiles;” \$3,316,232. Robert Anderson, Principal Investigator.
 84. Utah State University – National Science Foundation; “Soil Carbon-Nutrient Linkages: Shifts Along a Climatic Gradient;” \$1,894,881. John M. Stark, Principal Investigator.
 85. Utah State University – Digital Interface Systems, Inc.; “NASA Ames Space Technology Research and Development;” \$1,875,000. Byard Wood, Principal Investigator.
 86. Utah State University – US Department of Defense Missile Defense Agency; “Russian Efforts on RAMOS Completion Program;” \$2,258,650. Thomas Humpherys, Principal Investigator.
 87. Utah State University – Department of Health and Human Services; “Mechanistic Studies on FEII-Dependent Methionyl Aminopeptidases;” \$1,411,339. Richard C. Holz, Principal Investigator.
- C. Grants Awarded
1. University of Utah – Public Health Service/National Institute of Children’s Health; “Utah Autism Program;” \$1,077,076. William M. McMahon, Principal Investigator.
 2. University of Utah – US Department of Defense/Army/Dugway Proving Ground; “Partnership Intermediary, Dugway Proving Ground/University of Utah;” \$1,685,472. Elliott C. Kulakowski, Principal Investigator.
 3. Utah State University – US Department of Defense/US Navy; “Response to Time Critical Sensor Image/Data Processing Task;” \$2,398,000. Niel S. Holt, Principal Investigator.

4. Utah State University – US Department of Defense/US Navy; “Response to Time Critical Sensor Image/Data Processing Task;” \$3,550,000. Niel S. Holt, Principal Investigator.
 5. Utah State University – USDA Agricultural Research-Basic & Applied Research; “Functional Genomics in Nature;” \$1,253,653. Bart C. Weimer, Principal Investigator.
 6. Utah State University – Instituto Nacional de Recursos Hidraulicos; “Technical Supervision of the Design and Installation of a Pressurized Irrigation System, AZUA II, in the Dominican Republic;” \$1,380,843. Gary P. Merkle, Principal Investigator.
 7. Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere (AIM), Phase B for the Solar Occultation for Ice Experiment (SOFIE) Instrument and Science;” \$1,775,000. John Kemp, Principal Investigator.
 8. Utah State University – US Department of Defense Missile Defense Agency; “RAMOS Rosoborone Export Addendum 21;” \$1,693,629. Thomas Humpherys, Principal Investigator.
 9. Utah State University – Department of Health and Human Services; “Champions for Progress Institute: Leadership Development for Implementation of “Systems of Care for Children and Youth with Special Health Care Needs;” \$1,100,000. Richard N. Roberts, Principal Investigator.
 10. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,194,294. Maria C. Norton, Principal Investigator.
- D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held September 9-10, 2004, at Weber State University in Ogden, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Richard E. Kendell, Commissioner

RK:jc
Attachment

MINUTES OF MEETINGS
UTAH STATE BOARD OF REGENTS

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June 3, 2004

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SNOW COLLEGE, EPHRAIM, UTAH
JUNE 3, 2004

Regents Present

E. George Mantes, Vice Chair
Jerry C. Atkin
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
James S. Jardine
Michael R. Jensen
David J. Jordan
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

Regents Excused

Nolan E. Karras, Chair
David J. Grant

Office of the Commissioner

Richard E. Kendell, Commissioner
David L. Buhler, Associate Commissioner for Public Affairs
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Richard Davis, UHEAA Deputy Executive Director for Finance and Administration
Brad Mortensen, Assistant Commissioner for Finance and Facilities
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects
Andrea Worthen, Academic Affairs Intern

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Interim President
David W. Pershing, Senior Vice President for Academic Affairs
Paul T. Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services
John G. Francis, Associate Vice President for Academic Affairs
Michelle Hicks, Assistant Professor, Communication Sciences and Disorders
Lisa Hunter, Associate Professor, Communication Sciences and Disorders
Laura Snow, Special Assistant to the President

Bruce Allred

Utah State University

Stan Albrecht, Provost and Executive Vice President
Jeffrey Smitten, Professor and Department Chair, English
Mark Zachry, Assistant Professor of English

Weber State University

F. Ann Millner, President
Kathleen Lukken, Interim Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for Administrative and Financial Services
Aaron Miller, Student Body President

Snow College

Michael T. Benson, President
Larry Christensen, Vice President for Administrative Services
Michael Jorgensen, Purchasing
Marci Larsen, Executive Assistant for Institutional Affairs
Shawn Lindow, Chief Information Officer
Rick Pike, Director of Development and Public Relations
Rick White, Executive Vice President
Casey Dyreng, Student Body Vice President
Jessica Gordon, Student

Dixie State College

Joe Peterson, Acting Vice President for Academic Affairs
Phil Alletto, Vice President for Student Services

College of Eastern Utah

Ryan L. Thomas, President
Michael King, Vice President for Academic Affairs
Daniel Wood, Student Body President

Utah Valley State College

William A. Sederburg, President
William Cobb, Dean of Humanities, Arts and Social Sciences
Brad Cook, Vice President for Academic Affairs
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President

Val Peterson, Vice President for Administration and External Affairs

Sam Rushforth, Dean of Science and Health
Douglas Warner, Associate Vice President for Finances and Human Relations
J. Karl Worthington, Associate Academic Vice President
Jim Bassi, Student Body President
Happi Peterson, Student

Salt Lake Community College

Judd D. Morgan, Interim President
Helen Cox, Associate Vice President, Academics
Don Porter, Vice President of Business Services

Utah College of Applied Technology

Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services and Campus President, Salt Lake-Tooele ATC

Representatives of the Press

Suzanne Dean, *Sanpete Messenger*
Shinika A. Sykes, *Salt Lake Tribune*
Stephen Speckman, *Deseret Morning News*

Others

Brian Baker, Zions Bank Public Finance
Kent Beers, Lead Project Manager, Capital Improvements, DFCM
Carl Empey, Zions Bank Public Finance
Boyd Garriott, Office of the Legislative Fiscal Analyst
Randy Larsen, Ballard Spahr
Ken Nye, Deputy Director, DFCM

Vice Chair George Mantes called the meeting of the Committee of the Whole to order at 1:40 p.m. He excused Chair Karras and Regent Grant. He thanked President Benson for his hospitality and expressed admiration for the beautiful George S. and Dolores Doré Eccles Center for the Performing Arts, in which the Board was meeting.

Report of the Chair

Vice Chair Mantes said Chair Karras had remarked on the Resource and Review process last year. Regent Mantes reviewed the policy, shared his feelings with Commissioner Kendell, and contacted Regents and Presidents about the process. It was the consensus of opinion that the process needs to be standardized and strengthened. He asked Commissioner Kendell to share his thoughts on the subject.

Commissioner Kendell said he had given the Regents a discussion sheet with some of the concerns he had discussed with Vice Chair Mantes. The Resource and Review teams are a great idea, but they need

to focus more on the ideas of communication and problem-solving. He suggested that the Resource and Review teams take less of a role in the formal evaluations and that the Presidents be evaluated by outside consultants who would be joined by an internal team (alumni, Regents, Trustees, etc.). An outside consultant could be a peer and a mentor to help our Presidents improve at their jobs.

Commissioner Kendell suggested that the appropriate Regents' policies be amended to revise the duties of the Vice Chair. One of those duties would be to coordinate and evaluate these evaluations. He said he would revise policies R208 and R209 and bring them to the Regents for their approval this fall. He invited comments from the Regents and Presidents.

When asked for clarification of the proposed changes, Commissioner Kendell explained that when a Regent meets with a President over lunch, the Regent's role is to help solve problems and to listen. An evaluation is to show which things are going well and which things need attention. These two roles would be clearer if they were separated. The Regents would set the policy and see that the evaluations are conducted. The Commissioner would put the process in place. An outside consultant would chair the evaluation team. A written report would be given to the Commissioner and the President. The report would be shared with the Board of Regents. Commissioner Kendell suggested an informal review at the end of a President's first year, with another evaluation at the end of another specified period of time.

Regent Sweeten said there was a difference between an advocate and a Resource and Review team. The R&R team does not play the role of an advocate team for the institution but is a good liaison between the Regents and the institution. Regent Sinclair pointed out that since the Board hires the Presidents, they cannot abdicate their responsibility for the performance evaluations. The trustees should also be involved, as they know the President and institution well. Vice Chair Mantes said the changes would not replace the Regents' Resource and Review team. The Regents would still be responsible for evaluations but would conduct them under the processes recommended by the Commissioner. The Resource and Review Teams would continue as the liaison between the President and the Board.

Regent Jardine said these changes would be very helpful. One of the benefits of the Resource and Review team is that it forces a discrete group of Regents to get a clearer view of what is happening on campus than they would otherwise have. The formal process has never revealed any problems which the Regents did not already know, and sometimes problems are better solved informally than formally. Regent Jardine said the Regents' goal is to help the Presidents be successful and asked the Presidents what would be most helpful to them.

Commissioner Kendell said it is sometimes hard for a President to get objective, hard information back about what s/he is doing right or wrong. He assured the group that he would not propose these changes without the support and involvement of the Presidents. President Bennion said the Regents who are on a President's Resource and Review team should also give wise counsel. Commissioner Kendell stressed that this information must come back to the Regents. Provost Albright said this was consistent with what is being done on the individual campuses.

Vice Chair Mantes said there were no specific duties assigned to the Vice Chair by policy. The Vice Chair of the Board should be responsible for scheduling and compiling the results of presidential evaluations and presenting those results to the Regents. He said he and Commissioner Kendell would revise the policies and present them to the Board for approval.

Institutional Presentation

President Benson welcomed everyone to the Eccles Concert Center. He called the facility "a dream come true." He invited meeting attendees to take a tour of the facility and the campus following the Board meeting. Last year the Eccles Concert Center won the AIA (American Institute of Architects) Award and was pictured on the front cover of *College Planning and Management*. Snow College's jazz ensemble won first place in the nation for two-year colleges. President Benson presented a video which showed the changes which had been made to the campus in recent years. That video will be shown on the college's web site on June 7.

Vice Chair Mantes expressed the gratitude of the Regents for what has been done at Snow College since Dr. Benson became President. He announced the arrangements for dinner in the Noyes Building. The Regents adjourned to their committee meetings at 2:15 p.m.

COLLEGE OF EASTERN UTAH, PRICE, UTAH
JUNE 4, 2004

Regents Present

E. George Mantes, Vice Chair
Jerry C. Atkin
Linnea S. Barney
Daryl C. Barrett
Bonnie Jean Beesley
Kim R. Burningham
William Edwards
David J. Grant
James S. Jardine
Michael R. Jensen
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

Regents Excused

Nolan E. Karras, Chair
David J. Jordan

Office of the Commissioner

Richard E. Kendell, Commissioner
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary

Brad Mortensen, Assistant Commissioner for Finance and Facilities
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Deanna D. Winn, Associate Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Interim President
David W. Pershing, Senior Vice President for Academic Affairs
Paul T. Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services
Laura Snow, Special Assistant to the President

Utah State University

Stan Albrecht, Provost and Executive Vice President
Sydney M. Peterson, Assistant Provost

Weber State University

F. Ann Millner, President
Kathleen Lukken, Interim Provost
Norman C. Tarbox, Jr., Vice President of Administrative Services

Southern Utah University

Steven D. Bennion, President
Abe Harraf, Provost

Snow College

Michael T. Benson, President
Bradley A. Winn, Provost

Dixie State College

Robert C. Huddleston, President

College of Eastern Utah

Ryan L. Thomas, President
LaNell Denison, Trustee
Grady A. McEvoy,
Rosemary Motte, Classified Staff President
Hank Savage, UHESSA
Thomas E. Sawyer, Trustee
Daniel Wood, Student Body President

Utah Valley State College

Brad Cook, Vice President for Academic Affairs
Val Peterson, Vice President for Administration and External Affairs
Douglas Warner, Associate Vice President for Finance and Human Relations

Salt Lake Community College

Judd D. Morgan, Interim President
Helen Cox, Associate Vice President, Academics
Don Porter, Vice President of Business Services

Utah College of Applied Technology

Gregory G. Fitch, President
Linda Fife, Vice President for Academic and Student Services and Campus President, Salt Lake-Tooele ATC

Representatives of the Press

Shinika A. Sykes, *Salt Lake Tribune*
Stephen Speckman, *Deseret Morning News*

Others

Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headden, Office of the Legislative Fiscal Analyst
Ken Nye, Deputy Director, DFCM

The meeting of the Committee of the Whole reconvened on Friday, June 4, at the College of Eastern Utah. Vice Chair Mantes called the meeting to order at 9:30 a.m. He thanked President Thomas for his hospitality and expressed the Board's pleasure at being on CEU's beautiful campus.

Report of the Chair

Joint Meeting of the Higher Education Appropriations Subcommittee. For the first time in at least 14 years, the recent committee meeting was a philosophical discussion of where we are and where we want to be in higher education in this state.

Introduction of President Michael Young to Legislators. Vice Chair Mantes said he, Commissioner Kendell and Associate Commissioner Buhler had taken President Young to the Capitol recently and introduced him to some of the legislators. At the end of the day, there were no doubts that the Regents had hired the right person for the University of Utah presidency. Vice Chair Mantes said President Young had "charmed the legislators out of their socks." He will take office on August 1.

Appreciation to Lorris Betz and Dave Pershing. Regent Mantes expressed the Board's appreciation to Interim President Lorris Betz and Senior Vice President Dave Pershing for their outstanding work during the

search for a new President. The University would not be as great as it is without the dedicated service of Drs. Betz and Pershing. Vice Chair Mantes expressed the System's appreciation for their service and dedication and asked that their efforts be recognized with a round of applause.

Salt Lake Community College Presidential Search. Vice Chair Mantes said efforts to put the search committee together were nearly complete. Regent Beesley will chair the committee. Regent Beesley thanked the Commissioner for organizing town meetings at each of the SLCC campuses to solicit suggestions for committee members. She also thanked President Morgan for his help in scheduling these meetings. Constituency meetings are being set up on the various SLCC campuses to solicit input on the qualities needed in the new president and the critical issues facing the college. Applications and nominations will be received throughout the summer, and the committee will begin the process of narrowing the candidate pool in the fall.

Recognition of Regent Edwards. Vice Chair Mantes said Regent Edwards had been a good representative of the students this past year. He is now moving on to bigger and better things; Billy will be going to New York to work at Rockefeller Center for NBC. He wished Regent Edwards luck and success and presented him with a gift of appreciation from the Board.

Resignation of Regent Johnson. Vice Chair Mantes announced that Regent Johnson had received a recess appointment from President Bush as Chief Financial Officer of the Environmental Protection Agency. He has assumed that role and has been sworn in. He has submitted his resignation as a Regent, effective May 28.

Recognition of Associate Commissioner Chalmers Gail Norris. Vice Chair Mantes paid tribute to this outstanding man and said his position will be hard to fill. He was a great and dedicated worker. The Regents' folders contained a resolution for his family. Regent Atkin moved, and Regent Jardine seconded, that the resolution be adopted and sent to Mr. Norris' wife and family. The motion carried.

Report of the Commissioner

Notable Accomplishments of USHE Institutions. Commissioner Kendell pointed out the yellow handout in the Regents' folders and noted some of the outstanding accomplishments. USU received a grant from the US Department of Commerce for their Innovative Campus. Dean Jerry Stringfellow recently received the University of Utah's Rosenblatt Award. The U's Radiology Program was rated #1 in the country. Former Regent Reba Keele received the Willard Gardner Prize at UVSC. Dixie's baseball team is now in the national championship competition. Snow College had their largest graduating class in the history of the school. UCAT is building programs. USU received a grant from the National Science Foundation (NSF) to do work for undergraduate students in the Great Salt Lake Ecosystem. SUU presented a number of prestigious awards to its students.

Associate Commissioner Mark Spencer to Serve as Acting Executive Director of UHEAA. Commissioner Kendell announced that Dr. Spencer had agreed to serve as UHEAA's Acting Executive Director in addition to his present duties in Finance and Facilities.

Associate Commissioner Deanna Winn's Retirement. Commissioner Kendell said this was Dr. Winn's last Board meeting. She will be retiring on June 30. He expressed his appreciation for her work as Associate Commissioner of Academic Affairs and said he had enjoyed working with her.

Superintendent of Public Instruction. Commissioner Kendell noted that the State Board of Education had recently appointed Patti Harrington as their new Superintendent. Dr. Harrington is very knowledgeable, and one of the Board of Regents' key strategies will be to work more closely with the Superintendent and the State Board of Education.

General Consent Calendar

On motion by Regent Grant and second by Regent Atkin, the following items were unanimously approved on the Board's General Consent Calendar:

1. Minutes –
 - A. Minutes of the Regular Board of Regents Meeting held April 16, 2004 at Board of Regents' offices in Salt Lake City, Utah (Attachment 1)
 - B. Minutes of a Special Board of Regents meeting held April 29, 2004 at the University of Utah in Salt Lake City, Utah (Attachment 2)
2. Grant Proposals - Approval to submit the following proposals:
 - A. University of Utah – National Institutes of Health; "Micromolecular Phenotyping;" \$3,661,743 (\$1,276,189 first year). Professor Robert E. Marc, Principal Investigator
 - B. University of Utah – Public Health Service/National Institute of Biomedical Imaging/Engineering; "Biomechanics of the Semicircular Canals;" \$2,453,107. Richard D. Rabbitt, Principal Investigator.
 - C. University of Utah – University of Kentucky (Prime NSF); "Institute for Combustion Aerosol Research;" \$2,246,181. Ronald J. Pugmire, Principal Investigator.
 - D. University of Utah – Public Health Service/National Institute for Diabetes, Digest K; "Effect of High-Flux Dialysis on Biomarkers;" \$2,741,300. Alfred K. Cheung, Principal Investigator.
 - E. Utah State University – Department of Health and Human Services; "Champions for Progress Institute: Leadership Development for Implementation of Systems of Care for Children and Youth with Special Health Care Needs;" \$1,280,511. Richard N. Roberts, Principal Investigator.
 - F. Utah State University – National Science Foundation; "NIRT: Atom-Scale Silicon Integrated Circuits for Quantum Computation;" \$2,000,000. TC Shen, Principal Investigator.

- G. Utah State University – US Department of Education, Financial Aid Office; “04-05 Pell;” \$10,000,000. Judy Lecheminant-Shelby, Principal Investigator.
- H. Utah State University – Institute of Education Sciences, Center for School of the Future; “Development of a Comprehensive System to Assist Administrators to Successfully Implement and Sustain Effective Educational Practices;” \$1,495,029. Richard P. West, Principal Investigator.
- I. Utah State University – National Aeronautics and Space Administration; “FIBR: Computation as an Interpretative Framework in Integrative Biology;” \$3,785,475. Keith Alan Mott, Principal Investigator.
- J. Utah State University – National Science Foundation; “National Center for Engineering and Technology Education;” \$11,241,806 (\$9,999,560 from NSF, \$272,800 from USU, and \$969,446 from other funds). Christine E. Hailey, Principal Investigator.
- K. Utah State University – National Science Foundation; “APOLO (Assessing Pedagogy and Optimizing Learning Outcomes) Project/Iowa State;” \$1,182,246. Gayle Bowen, Principal Investigator.
- L. Utah State University – Spectrum Astro; “Space Fire;” \$2,250,234. Blake Crowther, Principal Investigator.
- M. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$1,148,808. Maria C. Norton, Principal Investigator.
- N. Utah State University – National Science Foundation; “Environmental Transmission Competency for Mosquito-Vectored Viruses;” \$2,334,246. Robert Gillies, Principal Investigator.
- O. Utah State University – Department of Health and Human Services; “Microbial Metabolism of Aliphatic Alkenes, Epoxides, and Ketones;” \$1,725,600. Scott A. Ensign, Principal Investigator.
- P. Utah State University – USDA Agricultural Research - Basic & Applied Research; “Functional Genomics in Nature;” \$1,253,653. Bart C. Weimer, Principal Investigator.
- Q. Utah State University – USDA Cooperative State Research Service; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;” \$2,721,126. V. Philip Rasmussen, Principal Investigator.
- R. Utah State University – Northrop Grumman; “Space Based Space Surveillance (SBSS);” \$6,764,578. Robert E. Anderson, Principal Investigator.

- S. Utah State University – BAE Systems; “Geostationary Operational Environmental Satellite (GOES) Hyperspectral Environmental Suite (HES) Formulation Phase Program - Interferometer Concept Design;” \$1,328,714. Ronald J. Huppi, Principal Investigator.
 - T. Utah State University – University of Colorado/LASP; “AIM/SOPHIE Solar Occultation for Ice Experiment;” \$2,108,170. Brandon Paulsen, Principal Investigator.
 - U. Utah State University – National Science Foundation; “IGERT: Integrated Water Science Research: Building Critical Thinking for a Scarce Resource;” \$3,246,114. David G. Tarboton, Principal Investigator.
 - V. Utah State University – DARPA; “BioAgent Luminescent LigandS (BALLS);” \$1,130,305. Linda Powers, Principal Investigator.
3. Grants Awarded
Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere (AIM) Phase B for the Solar Occultation for Ice Experiment (SOFIE) Instrument and Science;” \$1,538,443. John Kemp, Principal Investigator.
4. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held August 13, 2004, at the State Board of Regents’ offices in Salt Lake City, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Reports of Board Committees

Academic, Applied Technology Education and Student Success Committee

Chair Jardine reminded the Board that the moratorium on new programs had been in place for nearly two years. Exceptions were developed to make the policy “conservative but wise.” Those exceptions have evolved. The Chief Academic Officers (CAOs) have had items to propose which were wise but which perhaps did not technically fit into the criteria for exceptions. They felt that the Program Review Committee (PRC) was restraining the growth of new programs. The PRC reviewed the moratorium and the spirit of the exceptions. (For example, Is this really an institutional priority?) Sometimes programs coming forward really are consistent with the spirit of the moratorium and make very good sense with what the institutions are trying to do with very scarce resources.

University of Utah – Master’s and Doctoral Degrees in Computing (Tab A). Senior Vice President Dave Pershing explained that the School of Computing is one of the University’s most widely recognized programs. It has become apparent that a new set of degrees (Master’s and Doctoral) is necessary, since computer science is now more broad-based and widespread. The proposed programs build on the various specialties in the areas of Biomedicine, Bioengineering, etc. Chair Jardine said the PRC agreed that this would fit the criteria for an exception to the moratorium because it is based on high institutional priority and significant student expectation and forwarded it to the Board for approval. The proposal was approved in yesterday’s committee meeting. Chair Jardine moved approval of the University’s Master’s and Doctoral Degrees in Computing. The motion was seconded by Regent Sweeten.

Regent Grant asked why some programs go through the PRC approval process quickly and others take months. He asked, Is the moratorium used to selectively pick only the programs the Regents like? Why is the moratorium still in place? Chair Jardine explained that the moratorium was a priority of former Chair Johnson and former Commissioner Foxley. It was used to send a message and it allowed the Board to change the presumption that the Regents approved every program which was presented to them. The moratorium meant that a burden of proof was necessary if the institutions wanted a new program. On several occasions the PRC debated the moratorium and whether to continue it or to lift it. The vote has been to keep the moratorium, and Chair Jardine said he favored the current process. The programs need to be scrutinized carefully. The reasons for initiating the moratorium were the tightness of money and an attempt to control growth. Also, more detail is needed than just “internal reallocation” or “new tuition money.” Regent Grant thanked Chair Jardine for trying to get the institutions to look ahead at the programs they were considering in the future but said he was in favor of lifting the moratorium.

Vice Chair Mantes spoke in defense of the Program Review Committee. The PRC has been very conscious in the past two years in making sure new programs did not have a large monetary impact. He assured Regent Grant that the Regents like all of the institutions and do not favor one over another. Some of the past issues have been with the process.

Regent Maher commended the PRC for their excellent job with the guidelines for exceptions. However, this may have inhibited revenue-producing programs from coming forward. The Regents need to be looking at revenue-producing opportunities and at programs within the USHE that are not productive and can be eliminated. He suggested that perhaps the guidelines could be retained and the word “moratorium” be dropped. Regent Jensen said the discussion was more about implementation of policy R401.

Commissioner Kendell proposed a summer workshop where the Regents and Presidents could look at the budget and see where programs might fit within the next few years. How much are we prepared to raise tuition to pay for new programs? These are all part of the same issue. We need to be consistent in telling the Legislature that we need money for growth and quality. It is hard to say that all of these new changes can be made without new money if we are to retain the quality we desire.

Regent Grant moved that the moratorium be lifted, effective January 31, 2005, but that the guidelines for exemptions be retained. The motion was seconded by Regent Snow.

Regent Jensen asked if the entire Board receives the report from the Program Review Committee on which programs have been placed under the moratorium. Chair Jardine explained that the CAOs make a judgment, under R401, about whether or not their proposed program will meet the criteria for exceptions and then move forward those programs which qualify. The PRC does not see programs which the institutions decide not to move forward.

Regent Barrett said the outcome of the moratorium has been good policy. This puts the scrutiny on the institutions to provide the burden of proof to meet the exceptions. Regent Sinclair cautioned the Regents to make very sure that the process is efficient and not bureaucratic. It should be effective but not over-burdensome on either side.

Chair suggested that policy R401 be sent back to the Commissioner and the CAOs for their recommendations with respect to how the policy would be changed if the moratorium were eliminated. He also recommended that the study include a question of whether or not to eliminate the Program Review Committee. Those recommendations would then come back to the Academic Committee and would be brought forward to the entire Board. Associate Commissioner Winn said a few meetings ago the Regents had discussed the need to write all of these exceptions into policy R401. This has been done. The document already includes all of the issues mentioned in this meeting.

Vice Chair Mantes said this subject would be discussed at great length in the summer workshop. Regent Grant agreed to withdraw his motion to lift the moratorium, as long as this is on the agenda for discussion at the August or September Board meeting. Vice Chair Mantes suggested that the PRC send a report to the full Board on any actions taken.

Vote was taken on the motion to approve the University's new program degrees in Computing, and it carried unanimously.

University of Utah – Doctorate of Audiology (AuD) Degree (Tab B). Chair Jardine explained that this program was approved as an exception to the moratorium due to accreditation issues. In 2007 a Doctorate Degree is going to be required of individuals who want to practice in this area. Therefore, this program needs to begin this fall. Chair Jardine moved approval of the University's AuD Degree. The motion was seconded by Regent Jensen and carried unanimously.

Utah State University – Doctorate of Theory and Practice of Professional Communication (Tab C). Chair Jardine said there are increasingly more requirements for professional communication in the workplace. USU's program has been under way for a number of years and was in the queue for approval when the moratorium was adopted. The University has spent several years refining the program. It fits in the spirit of the moratorium, and there is no appreciable cost for its implementation. The PRC approved the proposal, as did the committee. Chair Jardine moved approval of the program. The motion was seconded by Regent Sweeten and carried unanimously.

Southern Utah University – Organizational Changes (Tab D). Chair Jardine asked President Bennion to give the background of how this change came about. President Bennion said the change incorporated no

new programs; it is strictly an organizational restructuring. The proposal would change the name of the College of Applied Science and Technology to the College of Computing, Integrated Engineering, and Technology. The University is realigning the Criminal Justice program and positioning it with the Political Science Department. Integrated Engineering and Technology programs would be consolidated. The plan is cost-neutral. It puts programs together in better organizational alignment to serve students. The SUU Board of Trustees has reviewed it in depth and unanimously endorsed the recommended changes.

Chair Jardine said when this came to the Program Review Committee, it had been reviewed by the Chief Academic Officers. Without approving or opposing it, the PRC asked the Commissioner to communicate their concerns to the SUU administration. After they received feedback on the nomenclature, the decision was made to put it on the agenda. A question was raised about whether or not this proposal should have gone through the PRC or been shown on the committee's Consent Calendar. The committee asked the CAOs, in conjunction with the OCHE staff, to clarify whether or not this kind of proposal should come through the R401 process. The Commissioner noted that this request received added consideration because the language of the original proposal used the term "College of Engineering." After consulting with the PRC and the Chief Academic Officers, all parties agreed that the terms "integrated engineering," "engineering technology," and "computing" were more consistent with SUU's programs.

Chair Jardine moved approval of SUU's proposed organizational restructuring. Regent Jensen seconded the motion, which carried unanimously.

Utah Valley State College – Art and Visual Communications Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts Degrees (Tab E). Chair Jardine said this proposal fit within the criteria for exceptions, based on cost savings and compelling need. The PRC agreed that this was a high institutional priority, and the committee was satisfied that there was substantial interest in this program and that it could be implemented with existing faculty. This may mean that more of UVSC's full-time faculty will teach upper-division classes and adjunct faculty will be used for lower-division classes. The committee approved this program for recommendation to the full Board. Associate Commissioner Winn noted that a report was requested in two years. Chair Jardine moved approval of the proposed degree programs. The motion was seconded by Regent Jensen and carried unanimously.

Salt Lake Community College/Utah College of Applied Technology Strategic Alliance (Tab F). Chair Jardine reported that a working committee had met several times to address the issue of providing ATE training to the residents of the Salt Lake-Tooele region. Commissioner Kendell said the creation of UCAT has required new thinking, particularly in an area where there is an existing institution of higher education. This has not been an easy process, especially in the Salt Lake County/Tooele region. As a comprehensive community college, SLCC has an historic role in credit and non-credit programs and open-entry/open-exit programs. Much coordination with UCAT has been necessary to make this work.

Commissioner Kendell pointed out that the Strategic Alliance was still a work in progress. It does not mean that SLCC will no longer offer non-credit programs. UCAT will focus on non-credit, non-degree programs which are competency-based rather than programs measured by credit hours. Both institutions will have open-entry/open-exit courses. The institutions have agreed to work together in this region so that they are not

competing on every program. The intent is that UCAT will focus more on shorter training, non-credit, non-degree programs, and SLCC will focus on degrees while still having non-credit programs.

The steering committee consisted of President Judd Morgan, SLCC Trustee Chair Dave Thomas, President Greg Fitch, UCAT Trustee Chair Norm Bangerter, Regent Chair Nolan Karras, Regent Vice Chair George Mantes, and Commissioner Rich Kendell. The Commissioner recommended that the steering committee remain in place so that the institutions can come back to this group to resolve any problems which may arise. The participants will give a good faith effort. Dr. Kendell said UCAT will thrive as long as they can find a distinctive, unique role. UCAT needs to focus on students who are looking for training for actual jobs. A full plan will be presented to the Board in August for statewide delivery of UCAT programs. It may include collaborative partnerships with USHE institutions or it may end up with merged institutions. All options are open. Commissioner Kendell said he was not prepared to merge at this point and asked the two Presidents to work together in this partnership.

Regent Barrett moved that the Strategic Alliance be approved, with the caveat that there be a minimum of two years before a final decision is made. Commissioner Kendell acknowledged that it would take some time to see if this is going to work. Regent Mantes said he did not want to see the process restrained with a time limit. Regent Barrett's motion died for lack of a second.

Regent Beesley commended Commissioner Kendell and others on the steering committee, especially Judd Morgan as Interim President, for tackling this difficult problem. She pointed out that SLCC's role and mission as a comprehensive community college included ATE programs, open-entry/open-exit programs, liberal arts/transfer credit programs. She thought the Strategic Alliance was a perfect approach to dealing with the legislative creation of UCAT. President Fitch also applauded SLCC for what they are doing and commended President Morgan for stepping up to bring about the SLCC-UCAT Strategic Alliance. This will be a great partnership to provide services to students who have not been served.

Regent Barney said one of the reasons the State Board of Education fought the creation of the Utah College of Applied Technology so strongly was because the ATC Presidents were strongly opposed to it. They felt that they would eventually be constrained by all of the credit requirements and faculty credential requirements to which higher education must respond, which would limit their flexibility in responding to the job market.

Regent Beesley moved the Commissioner's recommendation:

... that the Board of Regents approve the collaborative plan as recommended by the small working committee and direct the presidents and other officers of the respective institutions to accomplish the tasks as outlined.

... Accomplishments should be reported at the end of the first year and an evaluation made. Two years may be required to give the collaboration a chance to prove results. Ultimately, future legislative appropriations of this arrangement may be the determining factor for continuation.

The motion was seconded by Regent Grant and carried.

Consent Calendar, Academic, Applied Technology, and Student Success Committee (Tab G). On motion by Chair Jardine and second by Regent Beesley, the following items were approved on the committee's consent calendar:

1. Snow College – Culinary Arts – Fast Track
2. Utah Valley State College – Environmental Management Emphasis
3. Utah College of Applied Technology – Expansion of the Cosmetology Training offered on the Davis Applied Technology Campus (DATC)

Information Calendar, Academic, Applied Technology, and Student Success Committee (Tab H). Chair Jardine offered to respond to questions. No questions or concerns were expressed.

Utah Valley State College – Two-year Follow-up Report on Baccalaureate Degree Programs in Chemistry, Mathematics, and Physics (Tab I). Chair Jardine recalled that prior to the adoption of the moratorium on new programs, a requirement was made for follow-up reports so the Regents could see if benchmark projections had been met. The initial concern was that Ph.D.-qualified faculty would be hired. This report is evidence that the follow-up requirement is good policy because it ensures that progress is being made.

Update on HB 320, *Transferability of Credit Among Higher Education Institutions and Transition Plan* (Tab J). Chair Jardine said this report is required by the Legislature. It has required a great deal of work to get the institutions to agree on common numbering and to implement it throughout the System. For example, one change in one school required a 300-hour commitment. Representative Brad Johnson, Co-chair of the Higher Education Appropriations Subcommittee, said he was pleased with the progress which had been made. The committee asked Representative Johnson for a fiscal note to help implement this transition.

Commissioner Kendell gave a brief background on relationships with the Legislature. Our institutions think this process is nearly done, particularly in the area of general education. However, the Legislature views it as "not even close." We agreed to focus on the remaining issues in general education and the first two undergraduate years to the extent we could, because there was commonality of programs and the ability to actually do this. We have made some real progress as shown in this report. The task of arriving at common numbering and numbering processes is a monumental task. We have asked that this be limited to the first two years.

As Chair of the Academic Committee, Chair Jardine expressed his appreciation to Associate Commissioner Winn for her contributions to higher education. She has been a very thoughtful person, devoted to our mission and a wonderful person with whom to work.

Vice Chair Mantes thanked Chair Jardine for his report.

Finance, Facilities and Accountability Committee

2004-2005 Final Capital Improvement Allocations (Tab K). Chair Pitcher said this report, which detailed actions of the State Building Board by reporting the amounts earmarked for the USHE institutions with facility improvement needs, was provided for information only. He offered to respond to questions.

Amendments to Policy R511, Tuition Disclosures and Consultation (Tab L). Chair Pitcher pointed out that SB 48 required that the institutions disclose to students at the time of registration which portions of their college education are borne by the student and which are borne by the state. The implementation of SB 48 required minor changes to Policy R511. The proposed policy amendments also provided technical corrections to the existing policy on truth-in-tuition hearings and consultation, such as separating tax funds from other state funds for clarity. Additionally, the committee proposed that the following section be added to the policy:

Full-time undergraduate resident students at [Institution Name] paying a [semester/weekly] tuition and fee amount of [tuition dollar amount] (before any financial aid, scholarships, or waivers) contribute an estimated [percentage] percent to the full cost of instruction per full-time student of [full cost dollar amount]. The remaining support for the full cost of instruction is provided by [tax funds dollar amount] of state tax funds and [other funds dollar amount] of other institutional revenue sources.

Chair Pitcher moved approval of the amendments to Policy R511, including the committee's recommendation. The motion was seconded and carried unanimously.

University of Utah – Approving Resolution (Medical Research Facility Renovation Project), Research Facilities Revenue Bonds, Series 2004A (Tab M). Chair Pitcher said the revenue bonds would be used to renovate an existing building in Research Park. They will be paid from revenues from Health Sciences and are secured by reimbursed overhead. The committee requested staff to obtain current debt and debt capacity tables for each institution to ensure that we were well below our limits. Upon motion by Chair Pitcher and second by Regent Atkin, the resolution was adopted by the following vote:

AYE: E. George Mantes, Vice Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
William Edwards
David J. Grant
James S. Jardine
Michael R. Jensen
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

NAY: (None)

Snow College – Campus Master Plan (Tab N). Chair Pitcher said President Benson had described to the committee a vision of the Richfield Campus and Ephraim Campuses and the college's hopes for the new library. He detailed the landscaping and other changes to the Ephraim Campus and offered to respond to questions. Chair Pitcher moved approval of Snow College's Campus Master Plan. The motion was seconded and carried.

College of Eastern Utah – Campus Master Plan (Tab O). Chair Pitcher said the college's master plan had been detailed by President Thomas in committee. The college is working with an architect and DFCM to develop a new five-year master plan, which should be ready prior to the end of the year. Chair Pitcher moved approval of CEU's Campus Master Plan. The motion was seconded by Regent Sweeten and carried.

Utah Valley State College/Division of Facilities and Construction Management – Energy Performance Contract and Capital Equipment Lease-Purchase with Chevron Energy Solutions (ESCO) (Tab P). Chair Pitcher said the committee had learned a great deal about this project. An energy-efficiency firm will guarantee annual savings. The Energy Performance Contract is patterned after successful projects at the University of Utah and the Department of Corrections. The committee asked Vice President Combe if this had been successful at the University of Utah. Vice President Combe assured them that it had been very successful. Chevron will guarantee the savings for five years, after which the contract is renewable on an annual basis. The committee not only approved the contract and lease-purchase agreement but expressed its hope that the other USHE institutions could become involved in this type of project. Chair Pitcher moved approval of the Energy Performance Contract and Capital Equipment Lease-Purchase. The motion was seconded by Regent Atkin and carried.

Utah Valley State College – Authorizing Resolution for Revenue Refunding Bonds, Series 2004 (Tab Q). Chair Pitcher said this bond was being refinanced to restructure and consolidate two existing bonds: Student Center Building Fee and Unified System Revenue Cross-Over Refunding Bonds, Series 1995A and Student Center Building Fee and Unified System Revenue Bonds, Series 2000. Carl Empey, Zions First National Bank, explained this in detail to the committee. This item was also discussed in the April 16 Board meeting. Hearing no questions, Chair Pitcher moved adoption of the authorizing resolution with the understanding that final pricing, structuring, and execution of the bonds will be performed by the Chair or Vice Chair of the Board or the Chair of the Board's Finance, Facilities, and Accountability Committee. The motion was seconded by Regent Atkin and adopted by the following vote:

AYE:	E. George Mantes, Vice Chair
	Jerry C. Atkin
	Daryl C. Barrett
	Bonnie Jean Beesley
	William Edwards
	David J. Grant
	James S. Jardine
	Michael R. Jensen
	David L. Maher
	Jed H. Pitcher

Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

NAY: (None)

Utah Valley State College – Bond Authorizing Resolution, Purchase Contract, and Sublease with Utah County for Funding of the Baseball Stadium, Series 2004 (Tab R). Chair Pitcher said UVSC was requesting approval of a sublease with Utah County and approval of a county municipal bond. The Utah County bond will be repaid by private donations over several years, but student fees will be used as collateral. This transaction had been approved by the UVSC Board of Trustees and students. Letters from the Utah County Council and the Mayor were included in the agenda material. Commissioner Kendell said he was now comfortable with the transaction. He explained that this issue had become confusing because when Utah County first became involved, the terms were not what actually transpired. As soon as the county decided to use their municipal bonding authority, it became clear that this would work. Bond counsel needed a guaranteed revenue stream (student fees) and the risk is very slight. UVSC wants to own and operate this facility, and this arrangement allows them to do that. The proposal is now financially sound.

Regent Grant asked if the project had begun. Vice President Peterson affirmed that construction had begun and that DFCM had signed the agreement for the contract. Regent Grant asked where the college was getting the money to pay for the stadium. Vice President Peterson said if the bond and sublease are not approved, the county would ultimately have ownership of the facility until the County money is repaid. Regent Grant stated that he would oppose the motion because the school was spending money prior to the Regents' approval of the project. Chair Pitcher pointed out \$3 million had been raised in pledges, with agreements under discussion for the remaining amount. Regent Atkin noted that this item had been reviewed in great detail in the April Board meeting.

Chair Pitcher moved adoption of the sublease and authorizing resolution, with the understanding that the final pricing, structuring, and execution of the bonds would be performed by the Chair of Vice Chair of the Board, or the Chair of the Board's Finance, Facilities and Accountability Committee. Regent Atkin seconded the motion, which was adopted with the following vote:

AYE: Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
William Edwards
James S. Jardine
Michael R. Jensen
David L. Maher
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

NAY: E. George Mantes, Vice Chair
David J. Grant

Utah College of Applied Technology – 2004-2005 Tuition Rate (Tab S). Chair Pitcher said a new model had been presented to the committee. Tuition will be increased from one dollar to \$1.15 per membership hour for full-time students. A two-step process will be used for less-than-full-time students. The committee enjoyed a lengthy discussion about the two-step process as opposed to a linear process.

President Fitch said the new model of step tuition comes from an historical background. He pointed out that the sister USHE institutions do not charge the same tuition, either – even within the institutions. In making UCAT the 10th college, the Legislature had allowed the campuses to set their own tuition levels. Figure 1 reflected what UCAT institutions have done in the past. Figure 2 showed the linear model. The Legislature directed that UCAT tuition be “low-cost,” but under HB 232, “low cost” was changed to “market to bear.” An analysis showed that the campuses were charging varying tuition rates; however, full-time students with 30 hours a week were being charged the same cost. The primary concern at that time was service to high school students.

With the help of Assistant Commissioner Brad Mortensen, UCAT ran a study to see why tuition at all of the UCAT campuses could not be the same. With uniform tuition, some institutions would lose substantial revenues and others would lose enrollments. Five UCAT institutions do not have access to student financial aid. The individual institutions try to respond to individual and regional need, and the campus presidents are trying to identify a way to maintain solvency of the institutions and still serve students when financial aid is not available. Additionally, UCAT students are denied opportunities for scholarships under the legislation. In a few years, at the rate projected by the committee, some of the students will not be able to pay their tuition unless the economy improves dramatically and student financial aid is made available.

President Fitch said the UCAT campuses had held Truth in Tuition hearings in accordance with the law. He explained the 15 percent (15¢) jump in tuition for full-time students. For several years tuition was not raised when the ATCs were under the State Board of Education and ATE was primarily delivered to high school students. However, as a college, under the present economy, 15 percent is still a challenge. UCAT will eventually come to a linear model, but will still need to address the regional needs.

Chair Pitcher said the committee had approved the Commissioner’s recommendation, subject to definite direction that the Regents will seek commonality across all UCAT campuses in two years. President Fitch responded that with the type of things UCAT does under its mission to respond to business and industry, imposing a two-year deadline would be unfair.

Chair Pitcher moved approval of the two-step tuition plan, as specified in the Commissioner’s recommendation, without the two-year requirement for commonality. The motion was seconded by Regent Jensen and carried.

Consent Calendar, Finance, Facilities, and Accountability Committee (Tab T). Chair Pitcher said this was the first time in three years that the Board had been asked to approve salary increases for the Presidents

and the Commissioner. Regent Atkin, Chair of the Compensation Committee, said his committee had requested data regarding salaries of peer institutions, as well as the summary data included in Attachment C to this agenda item. The Finance Committee also recommended these salary increases. He pointed out that the previous salary shown for the University of Utah President was that of President Bernie Machen. The salary for President Young was decided when he was being recruited for the position. The Compensation Committee made judgments on where the Presidents' salaries should be in relation to peer data.

On motion by Chair Pitcher and a second, the following items were approved on the Committee's Consent Calendar:

- A. USHE – 2003-2004 Final Work Program Revisions
- B. USHE – 2004-2005 Initial Work Program
- C. USHE – 2004-2005 Presidents' Salaries
- D. University of Utah – Sale of Donated Property
- E. UofU and USU – Capital Facilities Delegation Reports
- F. OCHE – Third Quarter Budget/Investment Report

Progress Report: Administrative Efficiencies – Collaborative Opportunities Among Institutions (Tab U) and Draft Report, Recommended Refinements to Q&P Process (Tab V). Chair Pitcher noted that these items were for information only and required no action.

Five-Year Budget Forecast Scenarios (Tab W). Chair Pitcher commended Assistant Commissioner Mortensen on the excellent report on the five-year budget forecast. Mr. Mortensen explained his assumptions in making the budget projections (shown as notations on the Supplement to Tab W). Chair Pitcher reported that at the next meeting Assistant Commissioner Mortensen will provide new enrollment projections and a ten-year plan on capital needs. He said the information in this report will be used and discussed at the Regents' summer retreat.

Chair Pitcher noted that the committee had also asked Associate Commissioner Spencer to audit fleet vehicles and gas cards within the USHE. A response is requested by October. Regent Sinclair said funding for O&M is crucial. At this time we have a \$450 million need for repairs to higher education facilities, according to DFCM. This will become \$1 billion in the next ten years. Regent Atkin recommended that this O&M need be included in the next forecast report.

Report of the Commissioner

Legislative. Commissioner Kendell gave a brief update on legislative issues. Three or four important issues were identified earlier in the year. On Research and Development (R&D), the lead is being taken by Presidents Lorris Betz and Kermit Hall and will be taken by President Young when he becomes President of the University of Utah. A study on the economic impact of R&D showed that clear ties have been forged with the business community. Site visits are being scheduled to institutions which are doing well at this. Governor Walker is hoping to sponsor a major meeting this fall to put some final touches on an R&D Initiative in this state. Utah's R&D capacity continues to grow and will probably exceed the two research universities by \$450 - \$470

million. Our universities are doing very well at leveraging this need. Commissioner Kendell noted that the University of Maryland is investing \$100 million in biomedical research and that Arizona has put \$4-\$5 million into research in the biomedical field. We need to be competitive.

Performance Report. Commissioner Kendell said a committee is currently working on a Performance Report for the USHE for presentation to the Legislature. The legislators like this level of engagement and would like a small subcommittee of the Higher Education Appropriations Subcommittee to work with the existing committee on this issue. Both of the co-chairs and several other members of the subcommittee have agreed to be part of this process.

NCHEMS Report. Commissioner Kendell reported that an interesting study had been conducted by Dennis Jones of NCHEMS which analyzed and suggested performance measures for a system. Vice Chair Mantes noted that this report is available on the Internet at www.wiche.edu. Commissioner Kendell said the report concluded that the Utah System of Higher Education is the #1 performance system in the United States. We need to stress to legislators that this system is not broken, and we are trying to prepare for the future. He said he was expecting a State of the State announcement to be made in the fall about how we will measure progress and the type of performance measures for which we want to be held accountable.

Commissioner Kendell urged the Regents and Presidents to be thinking of how the higher education budget will look next year and how it could be presented in an effective way. He noted that an handout of efficiency measures was in the Regents' folders. At the March workshop, Dr. Tony Morgan did a good job of focusing on key issues of accommodating growth. This data will be reviewed at the summer retreat. There are critical philosophical issues about how far we can practically go with tuition in this state. The legislators with whom the Commissioner spoke said they do not want to limit access. They feel that the Regents and institutions need the freedom to structure especially their second-tier tuition. Tuition rates should be focused around growth, quality, program development, and so on. The legislators do not want second-tier tuition to pay for fuel and power, utilities, and other overhead expenses.

Vice Chair Mantes thanked Commissioner Kendell for his commendable work as Commissioner. He thanked President Thomas and his staff for their hospitality. President Thomas distributed a CD to the Regents and Presidents which showed how integrated CEU is in the region. He gave luncheon directions and explained that the college was closed on Fridays during the summer to save energy costs.

Adjournment

The meeting adjourned at 11:47 a.m., after which the Regents met for lunch with President Thomas and the CEU Board of Trustees.

Date Approved