

AGENDA
BOARD OF REGENTS MEETING
August 18-19, 2005

**BOARD OF REGENTS MEETINGS
SALT LAKE CITY, UTAH
AUGUST 2005**

AGENDA

Thursday, August 18

12:00 -
4:00 p.m.

MEETING OF REGENTS, PRESIDENTS, TRUSTEE CHAIRS/VICE CHAIRS AND AUDIT COMMITTEE CHAIRS Governor's Mansion)

7:00 p.m.

RECOGNITION DINNER Board of Regents' Offices (by invitation)

Friday, August 19

REGULAR BOARD OF REGENTS MEETING (Board of Regents' Offices)
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8:30 a.m. -
9:00 a.m.

COMMITTEE OF THE WHOLE 5 th Floor Board Room

1. Welcome and overview – Chair Karras
2. Administration of Oath of Office to New Regents
3. Election of Vice Chair
4. Committee Assignments – Chair Karras

9:00 a.m. -
11:00 a.m.

MEETINGS OF BOARD COMMITTEES

Programs Committee**Chair – Regent James S. Jardine****4th Floor Executive Conference Room****ACTION:**

- | | |
|--|-------|
| 1. Weber State University – Associate of Science Degree in Health Sciences | Tab A |
| 2. Southern Utah University – Mission Statement | Tab B |
| 3. Snow College – Associate of Applied Science Degree in Traditional Building Skills | Tab C |
| 4. Proposed Policy R470, <i>General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination</i> | Tab D |

CONSENT:

- | | |
|--|-------|
| 5. Utah Valley State College – Center for Digital Design and Development | Tab E |
|--|-------|

INFORMATION:

- | | |
|--|-------|
| 6. Information Calendar, Programs Committee | Tab F |
| A. University of Utah – Human Factors Certificate in the Department of Psychology | |
| B. Utah State University | |
| i. Creative Writing Emphasis | |
| ii. School of the Arts | |
| iii. Computational Engineering Emphasis | |
| C. Utah Valley State College | |
| i. Religious Studies Minor | |
| ii. Online Bachelor of Science Degree in Public Emergency Services Management | |
| iii. Restructuring of School of Computer Sciences and Engineering Technology and the School of Technology, Trades and Industry | |
| 7. Institutional Program Reviews | Tab G |
| A. University of Utah | |
| B. Weber State University | |
| C. Salt Lake Community | |
| 8. Utah State University – Doctoral Program in Audiology Third-year Report | Tab H |
| 9. Southern Utah University – Athletic Training Third-year Report | Tab I |
| 10. Utah Valley State College/Weber State University – Bachelor of Applied Technology Report | Tab J |

Finance, Facilities and Accountability Committee	
Chair – Regent Jerry C. Atkin	
5 th Floor Board Room	
ACTION:	
1. USHE – Proposed Revisions to Policy R205, <i>Presidential Appointment, Term of Office, and Compensation and Benefits</i> , and Policy R207, <i>Institutional Residences for Colleges and Universities in the Utah System of Higher Education</i>	Tab K
2. USHE – Long-term Enrollment Projections	Tab L
3. University of Utah – Non-State Funded Capital Development Project, Student Recreation Center	Tab M
4. University of Utah – Purchase of Research Building in Delta, Utah	Tab N
5. Utah State University – Property Purchase for Uintah Basin Campus	Tab O
6. Weber State University – Authorizing Resolution, Student Facilities Revenue Bonds (Shepard Union Building), Series 2005	Tab P
CONSENT:	
7. Consent Calendar, Finance Committee:	Tab Q
A. USHE – 2005-2006 Budget Implementation Reports	
B. USHE – 2005-2006 Appropriated Operating Budgets	
C. USHE – Spring Semester and End-of-term Enrollment Reports	
D. UofU and USU – Capital Facilities Delegation Reports	
E. Southern Utah University – Property Sale of Residential Lots	
INFORMATION/DISCUSSION:	
8. USHE – Preview List, 2006-2007 Capital Development Projects	Tab R
9. USHE – Follow-up Report on Opportunities to Combine Bond Issues	Tab S
10. USHE – Annual Report on Research Grant Awards	Tab T

11:00 a.m. - **REGULAR BOARD MEETING**
 12:00 noon 5th Floor Board Room

- 1. Strategic Directions for Utah Higher Education Tab U
- 2. Reports of Board Committees Tab V
 - Programs Committee, Tabs A - J
 - Finance Committee, Tabs K - T
- 3. General Consent Calendar Tab W
- 4. UESP Settlement Agreement
- 5. Report of the Commissioner
- 6. Report of the Chair

12:00 noon **REGENTS' GROUP AND INDIVIDUAL PHOTOS**
 Library and Board Room

LUNCH

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Projected times for the various meetings are estimates only. The Board Chair retains the right to take action on either day. 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.

## Memorandum

August 8, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University - Associate of Science Degree in Health Sciences – Action Item

### Issue

Weber State University (WSU) requests authorization to offer an Associate of Science Degree in Health Sciences (ASHS). The proposed degree was approved by the WSU Board of Trustees on June 14, 2005. The proposal was reviewed by the Regent's Program Review Committee on August 1, 2005 and recommended for the abbreviated track. If approved the proposed program will be available Fall Semester 2005.

### Background

The Proposed ASHS Degree will serve as a preparatory associate degree for other WSU baccalaureate degrees and will expand students' options for related health care employment as Healthcare Business Office Manager, Healthcare Technical Writer, Eldercare Health Specialist, Medical Secretary, Healthy Lifestyle Coach, Pharmaceutical or Medical Equipment Sales, and Medical Social Worker (Appendix I has a more extensive list of related health care career paths that build upon the ASHS degree).

Students who complete the ASHS degree will also satisfy course pre-requisites for a wide variety of health professions programs currently housed in the WSU Dumke College of Health Profession (DCHP): Dental Hygiene, Nursing, Radiologic Sciences, Respiratory Therapy, Clinical Laboratory Sciences, Health Information Systems, and Health Administration.

Finally, the ASHS degree will also serve as a transfer associate degree for students who go to other USHE institutions to earn baccalaureate degrees.

## Policy Issues

The proposed AS Degree in Health Sciences has been reviewed by the USHE institutions. No USHE institution expressed concerns about this proposal being approved.

## Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request from Weber State University to offer an Associate of Science Degree in Health Sciences, Spring Semester, 2006.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee  
Action Item

Request to Offer an Associate of Science Degree  
In Health Sciences  
Beginning Fall 2005

Weber State University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

August 8, 2005



## SECTION I: The Request

Weber State University (WSU) requests authorization to offer an Associate of Science Degree in Health Sciences (ASHS). The proposed degree was approved by the WSU Board of Trustees on June 14, 2005.

## SECTION II: Program Description

The ASHS is a 60 credit degree program which includes 40 credits of general education and 20 credits of Health Sciences courses. All of these courses are already in existence and have been taught for many years at WSU.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Associate of Science in Health Sciences Degree</u></b></p> <p>An overall GPA of 2.5 or higher is required, and a course grade of "C" or higher is required for all Health Sciences (Hthsci) courses. Students must meet with an advisor to be certain the courses they complete will satisfy program pre-requisites.</p>                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>General Education:<br/>40 cr total</b></p> <ul style="list-style-type: none"> <li>• English Composition – 6 cr</li> <li>• American Institutions – 3 cr</li> <li>• Quantitative Literacy – 3 cr</li> <li>• Computer &amp; Information Lit. – 4 cr</li> <li>• Creative Arts/Humanities (Comm 1020 or 2110, 6 additional cr) 9 cr</li> <li>• Life/Physical Sciences (Chem 1010, Nutr 1020, Micr 1113) 9 cr</li> <li>• Social Sciences (Psych 1010, Soc 1010) – 6 cr</li> </ul> | <p><b>Health Sciences:<br/>20 cr total</b></p> <ul style="list-style-type: none"> <li>• Hthsci 1101 (Medical Terminology) – 2 cr</li> <li>• Hthsci 1110/1111 (Bio Medical Core) – 8 cr<br/><i>OR</i> Zool 2100 (Human Anatomy) <u>and</u> Zool 2220 (Human Physiology)<br/><i>OR</i> Hthsci 1105/1106 (Technology- A&amp;P)</li> <li>• Hthsci 2230 (Intro to Pathophysiology) - 3 cr</li> <li>• Hthsci 2231 (Pathophysiology Lab) – 1 cr</li> <li>• Minimum of 6 cr from the following:<br/>Hthsci 1120 (Case Studies in Health Sc)-- 2 cr<br/>Hthsci 1108 (Biocalculations for Health Prof.)-5cr<br/>Hthsci 1130 (Common Medicines) – 3 cr<br/>Hthsci 2240 (Introduction to Pharmacology) – 3 cr</li> </ul> |

## Purpose of Degree

Students who complete the ASHS degree will also satisfy course pre-requisites for a wide variety of health professions programs currently housed in the WSU Dumke College of Health Profession (DCHP): Dental Hygiene, Nursing, Radiologic Sciences, Respiratory Therapy, Clinical Laboratory Sciences, Health Information Systems, and Health Administration. The ASHS degree will also serve as a preparatory associate degree for other WSU baccalaureate degrees and will expand students' options for related health care employment as Healthcare Business Office Manager, Healthcare Technical Writer, Eldercare Health Specialist, Medical Secretary, Healthy Lifestyle Coach, Pharmaceutical or Medical Equipment Sales, and Medical Social Worker (Appendix I has a more extensive list of related health care career paths that build upon the ASHS degree). Finally, the ASHS degree will also serve as a transfer associate degree for students who go to other USHE institutions to earn baccalaureate degrees.

## **Institutional Readiness**

Regents' policy R312 indicates that the mission of WSU is *"to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs ... The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, (and) baccalaureate degree programs including those built upon associate degree programs. .... Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education ...."*. To fulfill this mission, WSU and the DCHP have a strong focus upon career-ladder programs where students are able to complete one-year certificate, two-year associate degree, and four-year baccalaureate degree programs within the same or closely-related disciplines. The proposed ASHS degree will serve as another "rung" in the array of existing WSU DCHP career-ladder programs, programs with national reputations for excellence. This proposed degree is an excellent fit under the R312 description for WSU.

## **Faculty**

Since the Health Sciences Department serves the entire Dumke College of Health Professions by teaching the prerequisite courses for all of the DCHP programs, the faculty members come from diverse health science backgrounds. There are two faculty members with a clinical laboratory science background, a respiratory therapist, a dentist and a medical doctor. In addition there is a faculty member with a PhD in endocrinology and physiology from the University of Pittsburgh. (Appendix II for a complete list of faculty)

## **Staff**

The DCHP Division of College Services includes the Health Sciences Department, the DCHP Admissions/Advisement office and a career counselor. The Division is managed by Marie Kotter, former WSU Vice President for Student Services. The director of the Admissions/Advisement office has a MEd in higher education administration. There are two full time advisors with bachelor degrees in psychology. A new advising position was just approved and filled for the 2005-06 year. The career counselor has a MEd in Educational Counseling Psychology and a post master's certificate in art therapy. In addition there are two full time secretaries. No additional staff will be required to implement the proposed program.

## **Library and Information Resources**

The WSU Stewart Library provides a broad range of information resources and services on both the Ogden and Davis campuses. Collections include print, electronic and audio-visual resources as well as an increasingly large number of electronic databases. Day, evening and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available 24/7 through the library's website, [library.weber.edu](http://library.weber.edu). During 2004-5, visitors to the

library's web-site numbered more than 1,600,000, a 7% increase over the previous year. The use of the electronic reserve system increased 12%.

To ensure that the online and on-site collection resources are relevant to curricular needs, a subject matter expert librarian is assigned to each college. These subject librarians are responsible for consulting regularly with assigned faculty and students to assess instructional and research needs and to collaborate with faculty in developing the collection. This is particularly important for the DCHP programs and the Health Science department. Students are learning to write their first subject matter specific papers in the health sciences prerequisite courses.

### **Admission Requirements**

Students must be admitted to Weber State University and declare a program of study in the DCHP Admissions/Advisement office. There are no special admissions or application requirements for this degree. However, the degree requirements fulfill pre-requisites for all other professional programs in DCHP in addition to meeting the general Associate of Science General Education requirements.

### **Student Advisement**

All majors in Health Sciences will be required to meet with an advisor on a regular basis to plan out their academic career. This will be critical to insure that the professional program admissions requirements, the general education requirements and the Health Sciences degree requirements are completed concurrently to enable students to complete all the requirements in a two year time period.

The advising staff will continue to provide admissions advising for all of the DCHP professional programs. In this advising process, students will also be informed on the degree requirements for the new Associate of Science Degree in Health Sciences. If students are interested in the degree in addition to one of the professional programs, they will be able to complete all the requirements for both in a two year time period. In addition to providing career counseling for current DCHP graduates, the career counselor will work with Health Science graduates, who are not admitted to DCHP programs to identify and implement new career goals.

### **Justification for Number of Credits**

The proposed Degree in Health Sciences requires 60 credit hours, falling within USHE guidelines.

### **Projected Enrollment**

In a 2004-05 survey of 348 students enrolled in Health Sciences pre-requisite classes, 228 students (66%) said they would be interested in the ASHS degree, and the remainder said they were not sure or they did not want the degree (24% and 10%, respectively). Given the competitive application process for DCHP programs that results from high student demand for the limited number of available spaces, the ASHS degree will be of great value to students.

## **SECTION III: Need**

### **Program Need**

Weber State University has a strong focus on career-ladder programs where students complete a one-year certificate, a two-year associate degree, and then a four-year baccalaureate degree. The proposed degree, an Associate of Science in Health Sciences will provide that career-ladder for students in a variety of health related areas. The proposed degree will expand students options for related health care employment.

### **Labor Market Demand**

The Utah Department of Workforce Services report on Utah Job Trends predicts that four of the eight fastest growing Utah occupations are in health care. Health care is a broad employment category and includes both clinical health care practitioners (nurses, respiratory therapists, radiologic technicians, dental hygienists, etc) and those who work in related health care fields (management, communication, public relations, sales, equipment repair, etc). In the health care practitioner category, it is predicted that there will be nearly 2,400 open jobs each year in Utah from 2002 to 2012. These open positions, along with available jobs in related health care fields, are predicted to account for at least 10 % of the job growth in Utah.

Utah data are consistent with the national demand for health care industry employees. According to U.S. Bureau of Labor Statistics, from 2002 to 2012, 14% of new jobs will be in health care. These new jobs include licensed health care practitioners, as well as non-practitioner related health care employment in clinics, doctors' offices, research institutions, and medical supply companies. There is strong market demand in Utah and nationally for health care employment.

### **Student Demand**

Potential student demand for the degree emerged from recent DCHP strategic planning discussions which focused on how to better assist students who apply for WSU health care programs. Most of these programs require students to complete a minimum of two semesters of pre-requisite courses as part of the application process. Applications are judged against multiple criteria, including pre-requisite course grades, other college degrees held by the applicant, and whether or not the student is a reapplicant. Students who apply or reapply for DHCP programs are provided with information on the process and criteria by the two professional advisors and one staff member of the DCHP Office of Admissions Advisement.

In 2004-05, 2,037 applicants applied for approximately 930 openings in the DCHP health care programs. Because of the high student demand for these programs and the limited number of available spaces, more than half of those who apply are unsuccessful. Since many unsuccessful applicants are strongly focused on the goal of obtaining health care employment, approximately half of them reapply for admissions. Reapplicants are rated more positively if they have already earned a college degree. Reapplicants who are unsuccessful are better served if they have earned a degree

that has prepared them for related health care employment because they are able to continue to make progress toward achieving their goal of health care employment, even if this employment is in a related area and not as a clinical practitioner. Thus, the proposed ASHS degree will meet the needs of several categories of students: those who initially apply for and are accepted into DCHP programs, those who are successful reapplicants, and those who are unsuccessful in either their initial application or subsequent reapplications.

### **Similar Programs**

There are currently no other associate degree health science programs in the USHE system that are similar to this ASHS degree. There are similar programs outside of Utah, including an Associate of Applied Science in Health Science at the University of Alaska-Southeast (Juneau, Sitka and Ketchikan, AK campuses), Associate of Science in Health Sciences at Drexel University (Philadelphia, PA), and a degree designed for students planning to transfer into Allied Health Programs at Merced Community College called Associate in Arts Degree in Health Sciences (Merced, CA).

### **Collaboration with and Impact on Other USHE Institutions**

The proposed program has been reviewed by the other USHE institutions. No institution expressed concern about the proposed program being approved.

### **Consistency with Institutional Mission**

Regents' policy R312 indicates that the mission of WSU is *"to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs ... The institution offers certificates, diplomas, general education, associate degrees and awards in applied technology education, (and) baccalaureate degree programs including those built upon associate degree programs. .... Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education ...."*

To fulfill this mission, WSU and the DCHP have a strong focus upon career-ladder programs where students are able to complete one-year certificate, two-year associate degree, and four-year baccalaureate degree programs within the same or closely-related disciplines. The proposed ASHS degree will serve as another "rung" in the array of existing WSU DCHP career-ladder programs, programs with national reputations for excellence. This proposed degree is an excellent fit under the R312 description for WSU.

## SECTION IV: Program and Student Assessment

### Program Assessment

#### Expected Standards of Performance

**Program Assessment.** Since this degree is designed to meet student needs as they prepare to apply for various DCHP professional programs, program assessment will be driven by measuring student success. Comparisons will be run between previous applicant pools in areas such as program admittance, completion and graduation. Student drop out rates will also be measured every year. Graduates will be tracked to determine job placement, completion of advanced degrees and other success indicators. In addition, student satisfaction with the advising and learning processes and degree outcomes will be measured regularly. (See Appendix III for Complete Program Assessment Plan)

The degree is predicated on the premise that regardless of whether or not an individual student is admitted to a WSU health profession program both the university's and the student's success will be enhanced by the completion of a degree. Since this degree will be a health sciences degree, students who transfer to another institution or to another career area will have completed all their general education requirements and can apply their health science knowledge to a new discipline. For example, a graduate, who uses the degree to transfer to technical sales to obtain a bachelor's degree, should be more successful in obtaining a technical sales position in the health area. The standard of performance for the program will be to increase the current number of applicants who receive an associate degree, and more specifically, the health sciences degree. Given the retention research, working on a specific degree should also increase retention rates.

**Student Assessment.** Student graduation rates, program admittance and job placements will all be tracked. Given that several programs give extra points for completed degrees, admittance to these programs for health science graduates should be higher than the general applicant pool. For those students not accepted into a DCHP program, transfers to another discipline and related job placements, should also increase.

**Continued Quality Improvement.** In addition to the student success measurements mentioned in previous sections, student satisfaction with the curriculum, advising, career counseling and learning support provided by the Division of College Services will be regularly measured. Once baseline data is obtained this will be used to monitor all the services provided by the division. In addition to student satisfaction measures feedback will be obtained from programs who accept health sciences graduates and transfer colleges and universities who accept health sciences graduates.

## SECTION V: Finance

### Budget

No new or reallocated funding will be required to implement the proposed ASHS degree because all the required courses have been and will be taught by existing WSU faculty and because students will be advised on this degree by existing DCHP advising staff. In fact, if this proposed degree meets the

criteria for Career and Technical Education (CTE) Perkins funding, there could be an increase in WSU revenue as a result of implementing the ASHS degree. The following table provides a projected five-year budget for the Division of College Services which includes the both the DCHP Office of Admissions Advisement and the Health Sciences Department.

| Budget Categories                                                         | 2005-06   | 2006-07   | 2007-08   | 2008-09   | 2009-10   |
|---------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Contract Salaries                                                         | \$464,745 | \$483,335 | \$502,668 | \$522,775 | \$543,686 |
| Benefits                                                                  | \$186,452 | \$189,268 | \$196,839 | \$204,519 | \$212,700 |
| Current Expense/Travel/Capital<br>(E&G funds, lab fees, application fees) | \$49,035  | \$50,996  | \$53,035  | \$55,156  | \$57,362  |

## APPENDIX I

**Possible related health care employment for ASHS graduates who pursue baccalaureate degrees at WSU; compiled by Jan St. Clair, DCHP Career Counselor, May 12, 2005**

Accounting - Health Care Accountant  
Art - Art Therapist, Medical Illustrator, Medical Arts Specialist, Medical Video Producer, Healthcare Advertising Designer  
Automotive - Automotive Safety Designer  
Bilingual Education - Bilingual Health Educator  
Business - Healthcare Business Office Manager, Nursing Home Owner, Health Service Company Owner, Medical Products, Manufacturer, Healthcare Product Sales Small Business Owner, International Health Policy Administrator  
Child Development - Healthcare Child Life Specialist, Play Therapist  
Communication – Healthcare Public Relations Specialist, Health Network Broadcaster/Producer, Health Journalist  
Computer Design - Medical Supply Designer, Medical Advertising  
Computer & Electronics Engineering Technology -Computer Designer for Disabled  
Computer Science – Medical Webpage Designer  
Construction Management Technology - Construction Safety Designer  
Dance - Dance Therapist  
Design Graphics Engineering Technology - Healthcare Product Advertising Designer  
Early Childhood - Children's Health Specialist  
Elementary Education - Child Health Educator  
Economics - Healthcare Business Economist  
English - Healthcare Technical Writer, Health Novelist, Writing Therapist  
Geography - Global Health Specialist/Researcher  
Family Studies – Family Health Specialist/Researcher  
Fashion Merchandising - Healthcare Uniform Fashion Designer, Uniform Sales Rep, Prosthetic Fashion Design/Sales  
Foreign Language - International Healthcare Worker, International Healthcare Interpreter  
Geology - Healthcare Mineral Specialist/Researcher  
Gerontology - Eldercare Health Specialist  
History - Healthcare Historian  
Human Performance - Post-operative Fitness Trainer, Geriatric Fitness Trainer, Pregnancy Fitness Trainer, Preventative Health Specialist  
Human Resources - Corporate Health Educator  
Interior Design - Interior Designer for Hospitals/Clinics/Doctors, Healthcare Furniture Designer  
Lifestyle Management - Healthy Lifestyle Manager  
Manufacturing Engineering Technology - Medical Products Process Control Engineer  
Marketing - Medical Products Marketer  
Mechanical Engineering Technology - Medical Products Design Engineer  
Music - Music Therapist  
Office Technologies - Medical Secretary  
Photography - Medical Illustration Photographer



Physical Education Teaching/Coaching - Healthy Lifestyle Coach  
Physics - BioMedical Technician Assistant  
Psychology - Hospital Psychology Technician  
Social Work - Medical Social Worker  
Sociology - Health-related Career Researcher  
Special Education - Hygiene Educator  
Technical Sales - Pharmaceutical Sales, Medical Supply/Equipment/Service Sales, Healthcare Recruiter,  
Healthcare Event Planner, Healthcare Customer Service Manager  
Theater Arts - Drama Therapist

## APPENDIX II

### Department of Health Sciences Faculty

Georgine Bills, RRT; BS Respiratory Therapy WSU 1985, MBA University of Utah 1991 - *Professor*

Kraig Chugg, MT (ASCP); BS Clinical Laboratory Sciences WSU 1995, MS Utah State University 1999 -  
*Assistant Professor*

Curtis DeFriez, MD; BS Brigham Young University 1979; MD University of Utah 1983 - *Assistant Professor*

G. Craig Gundy, BS, MS, PhD University of Pittsburgh 1969, 1972, 1974 - *Professor*

Marie Kotter, MT (ASCP); BS, MS, PhD University of Utah 1968, 1973, 1979 - *Professor*

Robert C. Soderberg, DDS; BS, MS University of Utah 1952, 1972; DDS University of Washington 1963 -  
*Associate Professor*

## Appendix III

### ASSESSMENT PLAN:

#### Mission Statement

The Mission of the Dumke College of Health Professions Division of College Services is to provide academic programs, foundation support courses, learning resources and program admission and career counseling advising and career services to students applying for admission into any of the DCHP professional programs. These services support students, faculty and staff learning and promote healthy lifestyles. The Division of College Services includes the Health Sciences Department, the Admissions/Advisement Office and Career Counseling. In providing these services, student outcome goals are as follows:

Provide students with an education emphasizing understanding and development of basic skills in health sciences including medical terminology, anatomy and physiology and pathophysiology

Provide students with an education encompassing all the required general education courses and prerequisite courses required for acceptance into all DCHP professional programs.

Provide students with the opportunity to obtain an Associate of Science Degree in Health Sciences.

Provide students with advising and career services to prepare them for admission into any of the DCHP professional programs, obtaining an Associate of Science Degree in Health Sciences and meeting individual career goals.

#### Student Learning Outcomes

The student learning outcomes for the Associate of Sciences Degree in Health Sciences include:

1. Demonstrate the acquisition of basic skills in health sciences including medical terminology, anatomy and physiology and pathophysiology consistent with professional program acceptance standards.
2. Demonstrate the ability to access various campus learning resources, utilize the computer in learning, testing and research tasks and demonstrate awareness of learning and professional skills and values required for health services.
3. Demonstrate the acquisition of basic general education core skill requirements in composition, American institutions, quantitative literacy, computer information literacy and general education breadth requirements consistent with WSU standards and professional program acceptance standards.

4. Demonstrate the acquisition of additional health sciences skills including biocalculations, case studies or pharmacology consistent with department standards.
5. Demonstrate the acquisition of knowledge about program requirements for DCHP professional programs by successfully submitting a timely, complete, qualified and accurate DCHP program application.
6. Demonstrate the acquisition of knowledge about personal career goals and career paths to reach these goals by being accepted into a professional program, transferring to another institution or department, or obtaining a related job.

## ASSESSMENT PLAN

The assessment plan for the Associate of Sciences Degree in Health Sciences will include the following internal and external assessments.

### *Internal Assessments:*

*ASHS degree entry survey*

*Outcomes assesses- non, to be used as a baseline for exit survey.*

*Frequency – when declaring major in ASHS degree*

*Responsibility – Admissions and Advisement Office*

*ASHS degree sign off exit survey*

*Outcomes assessed 1-6*

*Frequency – upon completion of the AS Degree*

*Responsibility – Admissions and Advisement Office*

### *Program research:*

*Compare ASHS degree graduates' program application for completeness, accuracy and qualified level against general pool percentages*

*Outcome assessed -5*

*Frequency – yearly*

*Responsibility – Admissions and Advisement Office*

*Compare ASHS degree graduates' program acceptance rate against the general pool percentages. .*

*Outcome assessed – 6*

*Frequency – yearly*

*Responsibility – Admissions and Advisement Office*

### *External Assessments:*

*Professional Program and transfer institution survey*

*Outcomes assessed – 1-6  
Frequency- every 2 years  
Responsibility – department chair*

*Employer survey  
Outcomes assessed – 1-6  
Frequency- every 5 years  
Responsibility – department chair*

*Alumni survey  
Outcomes assessed – 1-6  
Responsibility – department chair*

*Program Board scores data  
Outcomes assessed –1, 3 & 4  
Frequency – annually  
Responsibility – department chair*

*General Education Assessment  
Outcome – 3  
Frequency – Determined by WSU General Education Task Force  
Comparisons of ASHS degree graduates scores with other associate degree scores on CAAP exams, General Education Knowledge/Skills Self Perception Student Survey, General Education Writing/Numeracy Skills Portfolio Project and any other general education assessments done by WSU.  
Responsibility – Associate Provost and General Education Task Force*

August 5, 2005

**MEMORANDUM**

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Southern Utah University Mission Statement--Action Item

Issue

The Board of Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of policy R312, Configuration of the Utah System of Higher Education and institutional Mission and Roles. This policy, approved May 2003, will eventually contain a new mission and role statement for each institution of higher education in Utah. Attached is Southern Utah University's Statement of Mission and Roles for Regents' consideration.

Background

Policy R312 describes the categories in which institutions in the Utah System of Higher Education are placed according to their approved specific mission and roles. The policy reflects changes that have occurred within the system during the last decade and establishes mission and roles for the institutions for a five-year period. No issues were raised by other institutions with Southern Utah University's Mission Statement.

Southern Utah State University has submitted its mission and roles statement for Board of Regent's approval. The statement has been approved by their Board of Trustees.

Commissioner's Recommendation

The Commissioner recommends the Board review Southern Utah University's Mission and Roles Statement and if satisfied it accurately describes the institution, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education, and Institutional Missions and Roles.

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Richard E. Kendell

REK/LS  
Attachment



# Southern Utah University Mission Statement

## **Our Heritage:**

Through our more than 108 year history, Southern Utah University has evolved from a teacher training institution to a comprehensive regional university. From the time of its founding, SUU has placed students first by featuring personalized and participative classes, combined with competent, qualified and supportive faculty, staff and administration. The university provides skill development opportunities, major academic specialties, outreach services, cultural and athletic activities, economic and business development resources and regional archives. Capitalizing on our unique environment, Southern Utah University prepares its graduates to excel in careers and as citizens by emphasizing the following core values: Academic Excellence, Community and Social Responsibility, and Involvement and Personal Growth

## **Our Vision:**

Southern Utah University will be nationally recognized as a premier regional university where exemplary faculty and staff, personalized learning, and academic integrity, enable students and graduates to honor thought in all its finest forms and to excel in life.

## **Our Mission:**

Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions.

## **Our Core Values:**

### ***Academic Excellence:***

With superior teaching as its centerpiece, academic excellence is the hallmark of Southern Utah University. Highly qualified faculty promote and encourage critical and creative thinking, participative educational experiences, applied research and a supportive learning community. SUU is committed to an academic environment that encourages students to develop as scholars, citizens and effective communicators. Assessment of quality and continual improvement are hallmarks of the educational experience at the University.

### ***Community and Social Responsibility:***



Essential to the educational process is a sense of “community”, wherein collaboration, diversity, respect for all people, civility and shared governance are cultivated. The University encourages the discussion and exploration of differing views while recognizing the cherished individual freedom to reach one’s own conclusions. Developing students into productive, responsible citizens involves training and instilling ethics and values and the responsibilities one has toward others.

***Involvement and Personal Growth:***

Southern Utah University encourages student growth and development by providing opportunities to broaden service, social, and cultural perspectives through campus and community involvement. The University affirms that active participation in extra-curricular activities provides a holistic educational experience and helps prepare students to become responsible, caring members of society.

## Memorandum

August 8, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Snow College - Associate of Applied Science Degree in Traditional Building Skills – Action Item

### Issue

Officials at Snow College request approval to offer the Associate of Applied Science Degree (AAS) in Traditional Building Skills. The proposal has been reviewed and approved by the department chair, division dean, curriculum committee, academic vice president and president. The proposed program has been approved by the Institutional Board of Trustees on June 16, 2005 and was reviewed by the Regent's Program Review Committee and recommended for the abbreviated track.

### Background

The Traditional Building Skills Institute received a commendation by the Northwest Association of Schools and Colleges during the accreditation review in 2004. The purpose of this proposed AAS Degree is to develop a new generation of skilled trades people who can reinvigorate the traditional building skills industry in Utah and the Intermountain West. The proposed degree complements and is integral with the existing AAS degree in the Building Construction and Construction Management Department (BCCM).

The Traditional Building Skills Institute (TBSI) was created as a result of the \$8.5M restoration of the Utah Governor's Mansion when it was severely damaged by fire in 1993. At this time, an extensive search for skilled trades persons revealed a desperate lack of Utah-based contractors with sufficient expertise to accomplish needed restoration, sending many of the funded aspects of this project to firms located outside Utah.

### **Policy Issues**

The proposed AAS Traditional Building Skills has been reviewed by the USHE institutions. No USHE institution expressed concerns about this proposal being approved.

### **Commissioner's Recommendation**

The Commissioner recommends that the Regents approve the Request from Snow College to offer an Associate of Applied Science Degree in Traditional Building Skills, Fall Semester, 2005.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee  
Action Item

Request to Offer an Associate of Applied Science Degree  
in Traditional Building Skills  
Beginning Fall 2005

Snow College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

August 8, 2005

## **SECTION I: The Request**

Officials at Snow College request approval to offer the Associate of Applied Science in Traditional Building Skills Degree. The proposal has been reviewed and approved by the department chair, division dean, academic vice president and president. It has also been reviewed and approved by the curriculum committee, dean's council and career and technical education (CTE) director.

## **SECTION II: Program Description**

The proposed program is for building professionals including building trades teachers, architects, trades-people, homeowners, contractors, engineers, and construction students. The degree can be completed in as little as two years. Each student must complete a project (approximately 45 hours) for the completion of this degree. (See Appendix A for the proposed Curriculum)

The Traditional Building Skills Institute (TBSI) was created as a result of the \$8.5M restoration of the Utah Governor's Mansion when it was severely damaged by fire in 1993. At this time, an extensive search for skilled trades persons revealed a desperate lack of Utah-based contractors with sufficient expertise to accomplish needed restoration, sending many of the funded aspects of this project to firms located outside Utah. The construction skills they were looking for included timber framing, blacksmithing, log cabin, adobe, and masonry restoration; and finishing skills like decorative faux painting, ornamental plaster work, wood window and millwork restoration, stained glass restoration, architectural wood carving, and traditional furniture making.

As this country enters the twenty-first century, there is a resurgent and growing interest in traditional buildings skills nationwide. The federal government and the Utah state government offer tax incentives for restoring and rehabilitating historic buildings. These incentives have increased the demand for traditional building skills that are no longer readily available in many parts of the country.

The largest market segment in the design and construction industry is the rehabilitation of existing buildings. A growing segment of this is the restoration of buildings fifty or more years old. The continuing need for restoration skills is growing as evidenced by the number of preservation awards offered by city, county and state planning departments and other heritage foundations, including the \$220M restoration of the State Capitol. The Traditional Building Skills Institute is building on the success of its hands-on workshop series by formulating a two year Associate of Applied Science Degree within the Division of Business and Technology at the Ephraim Campus of Snow College.

### **Purpose of Degree**

The purpose of this AAS degree is to develop a new generation of skilled trades people who can reinvigorate the traditional building skills industry in Utah and the Intermountain West. The proposed degree complements and is integral with the existing AAS degree in the Building Construction and Construction Management Department (BCCM). The curriculum, consisting of a minimum of 64 credit hours completed in two years, prepares students for the construction trades industry with a specialization in historic preservation. (See appendix A & B.)

## **Institutional Readiness**

The proposed AAS degree upholds the concept of the Snow College Missions & Roles Statement. Briefly, Snow's mission is "to educate students, inspire them to love learning, and lead them to serve others" while "building upon the tradition and heritage of academic distinction and personalized attention." Specifically, this program enhances Role 2 of the statement: "Snow College enhances the economic development of Central Utah through partnering with business, industry, government, and community to provide high-demand professional, career, and applied technology education;" and Role 3 by enriching " the educational, cultural and recreational life of Central Utah through community and continuing education opportunities... and outreach services."

## **Faculty**

Fulltime faculty members teaching courses in Building Construction, Business Management, Communications and English will teach required degree courses. Specialists in historic preservation conduct the required historic restoration courses. Master craft instructors, professionals in their respective trades, provide training and hands-on experience at all workshops. (See Appendix C.)

## **Staff**

No additional staff will be required to implement the proposed program.

## **Library and Information Resources**

The existing Library collection will support the courses included in the AAS Degree Traditional Building Skills.

## **Admission Requirements**

There are no special admission requirements for this program. Admission is consistent with general Snow College open admission procedures and guidelines.

## **Student Advisement**

Students will consult with an academic advisor who specializes in advising students for this program. Faculty work with and advise students in the program, giving them current information on requirements and opportunities in the Traditional Building Skills area.

## **Justification for Number of Credits**

The proposed Degree in Traditional Building Trades requires 64 credit hours, falling within USHE guidelines.

### External Review and Accreditation

The proposed program has been reviewed by the program advisory committee. No specialized accreditation is available. Representatives from Snow College, TBSI, the Bureau of Land Management, National Park Service, National Forest Service, Division of State History, the Utah State Historic Preservation Officer, University of Utah College of Architecture + Planning, and Heritage Highway 89 signed a Cooperative Agreement. Its purpose is "to encourage the cooperation between these entities to develop a regional hands-on Traditional Building Skills Institute at Snow College, Sanpete County, Utah."

### Projected Enrollment

Student interest in this program has been high. During the last four years attendance in the Traditional Building Skill workshops have been strong. Attendance for the past four years is shown here:

| <u>Academic Year</u> | <u>No. of Workshops</u> | <u>Student Enrollment</u> |
|----------------------|-------------------------|---------------------------|
| 2000-2001            | 10                      | 92                        |
| 2001-2002            | 15                      | 199                       |
| 2002-2003            | 14                      | 144                       |
| 2003-2004            | 12                      | 138                       |

Snow College Officials project an initial enrollment of 12 students the first year. The projected enrollment for five years is as follows:

| <u>Academic Year</u> | <u>Student Enrollment</u> |
|----------------------|---------------------------|
| 2005-06              | 12                        |
| 2005-07              | 14                        |
| 2005-08              | 20                        |
| 2005-09              | 28                        |
| 2005-10              | 30                        |

### SECTION III: Need

#### Program Need

The proposed program in Traditional Business Skills was requested by the current program advisory committee. Student interest in the program is high as reflected in the attendance at the workshops during the summer.

#### Labor Market Demand

According to the Utah State Historic Preservation Office, the State of Utah has 62,125 buildings designated as historical buildings. Sanpete County alone has 3,722. These numbers increase annually. This degree is needed to develop a new generation of skilled trades-people to regenerate the

traditional building and preservation skills industry within the state of Utah, throughout the west, and nationwide.

In the past several years, historic preservation oriented projects have accounted for construction activity in the range of multiple billions of dollars nationwide and in the hundreds of millions of dollars in the intermountain west. These figures are expected to grow or hold steady in both the near and the long terms.

A recent National Park Service (NPS) mandate to rehabilitate and restore its historic buildings and structures has led to a tremendous rise in the demand for workers with expertise in traditional building skills. President Bush has made the commitment to invest \$4.9B<sup>1</sup> to eliminate the maintenance backlog in the National Park system. In addition, the current administration has supported the Saving America's Treasures program and implemented the Preserve America initiative. Both provide incentives to agencies and communities to restore historic buildings and encourage heritage tourism.

Almost every community has historic buildings in danger of being torn down. Community representatives are looking for ways to properly preserve these buildings. Trades people are expanding skill levels by crossing into complementary work areas i.e. masonry & stonework or wood windows & millwork. Homeowners are purchasing older homes with restoration and preservation in mind. These community representatives, trades people and homeowners want information, instruction and practical hands-on training. TBSI workshops provide this training on a yearly basis.

### **Student Demand**

Demographics of the 2003-2004 workshop participants (138) include: 65 Snow College students, 19 homeowners, 31 trades people, 14 educators, 3 architects, 1 engineer, and 5 contractors. Demographics show out of state participants came from Colorado, Kansas, and Pennsylvania. Although statistics for the current years are incomplete, numbers include participants from Colorado, Idaho, California, Nevada, Maryland, and Virginia. Nationally, TBSI has gained respect and recognition.

Students graduating from these programs typically begin apprenticeships with existing contracting firms or recognized individuals within the industry. Such companies as State Stone, Inc., Abstract Masonry Restoration, Inc., Cooper Roberts Simonsen Architecture, and the NPS have hired TBSI students.

### **Similar Programs**

At present, no other college or university in the USHE offer a program at the associate degree level in building construction training that focuses on historic preservation and traditional building skills. While several associate degree programs of this nature exist in the eastern United States, Snow College will be the first college in the West to offer the AAS in Traditional Building Skills.

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<sup>1</sup> "President Bush and Interior Secretary Gale Norton are committed to caring for our National Parks and protecting them for the enjoyment of Americans now and into the future. Tremendous headway has been made in addressing the Park's deferred maintenance backlog. The President is meeting his commitment to invest \$4.9 billion to meet this challenge. President Bush has committed a total of \$2.875 billion toward reducing the National Park Service maintenance backlog over the past three years; the FY 2005 budget requests an additional \$1.1 billion, bringing the total investment to \$3.9 billion.



## Collaboration with and Impact on Other USHE Institutions

The proposed program has been reviewed by the other USHE institutions. No institution expressed concern about the proposed program being approved.

## Consistency with Institutional Mission

The Associate of Applied Science degree will help Snow College fulfill this mission. The recently approved Snow College Mission and Roles statement includes enhancing the economic development of Central Utah through partnering with business, industry, government, and community to provide professional, career and technical education. The proposed Associate of Applied Science degree supports the mission of Snow College by responding to student and employer demand for technical and artistic skills in the Building Trades area.

## SECTION IV: Program and Student Assessment

### Program Assessment

#### Expected Standards of Performance

**Program Assessment.** Program assessment will include written and performance exams included as a part of students' course work. Student attainment of program goals will be monitored and placement rates will be tracked. Employers will be surveyed.

**Student Assessment.** Students will be assessed through assignments, production tests, projects, concept exams, and faculty observation.

**Continued Quality Improvement.** Surveys and/or interviews will be conducted with former students to evaluate the adequacy of course concepts being applicable to a real-world setting. A continuous review of Building Trade standards and techniques will determine the up-to-date needs of employers. Program Advisory Committees will validate the curriculum.

## SECTION V: Finance

### Budget

Resources for this program are already in place since all of the courses existed previously. Faculty, facilities, equipment, and supplies are all in place. No additional resources will be required.

Budgets have been in place for several years. There will be no increase in cost in the foreseeable future other than the normal yearly inflationary costs.

Snow College Traditional Building Skills  
Five Year Budget Summary and Projection

|              | Salaries<br>& Benefits | Current | Travel/<br>Training | Capital<br>Equipment | Total   |
|--------------|------------------------|---------|---------------------|----------------------|---------|
| FY 2005-2006 | 84,600                 | 15,500  | 1,500               | 0                    | 101,600 |
| FY 2006-2007 | 86,700                 | 15,500  | 1,500               | 0                    | 103,700 |
| FY 2007-2008 | 88,900                 | 15,500  | 1,500               | 0                    | 105,900 |
| FY 2008-2009 | 91,110                 | 15,500  | 1,500               | 0                    | 108,110 |
| FY 2009-2010 | 93,400                 | 15,500  | 1,500               | 0                    | 110,400 |

**Appendix  
Appendix A – Program Curriculum  
AAS Degree in Traditional Building Skills**

This program is for building professionals including building trades teachers, architects, trades-people, homeowners, contractors, engineers, and construction students. The degree will be completed in as little as two years. Each student must complete a project (approximately 45 hours) for the completion of this degree. The TBSI director will monitor the project.

1. Required preservation workshops (10.5 credits required)

| <u>Course #</u> | <u>Course Title</u>                       | <u>Credits</u> |
|-----------------|-------------------------------------------|----------------|
| BCCM 2586       | Traditional Log Cabin Restoration         | 1.5            |
| BCCM 2546       | Traditional Decorative & Flat Plaster     | 1.5            |
| BCCM 2606       | Traditional Old Wood Windows              | 1.5            |
| BCCM 2656       | Traditional Historic Masonry Preservation | 1.5            |
| BCCM 2506       | Traditional Stonework                     | 1.5            |
| BCCM 2516       | Traditional Millwork/Wood Preservation    | 1.5            |
| BCCM 2686       | Traditional Adobe Restoration             | 1.5            |

2. Choose 4.5 credits from the following:

|           |                                              |     |
|-----------|----------------------------------------------|-----|
| BCCM 2536 | Traditional Stained Glass Restoration        | 1.5 |
| BCCM 2596 | Traditional Wood Furniture Making            | 1.5 |
| BCCM 2636 | Traditional Architectural Blacksmithing      | 1.5 |
| BCCM 2556 | Traditional Architectural Wood Carving       | 1.5 |
| BCCM 2626 | Traditional Faux Painting                    | 1.5 |
| BCCM 2676 | Traditional England Preservation Work Abroad | 2.0 |

3. Required preservation workshops (34 credits required)

Historic Preservation Courses (minimum 7 credits)

|           |                          |      |
|-----------|--------------------------|------|
| BCCM 2700 | Historic Restoration     | 3.0  |
| BCCM 2701 | Building Assessment      | 3.0  |
| BCCM 2356 | Construction Specialties | 1-10 |

Construction Courses

|           |                     |     |
|-----------|---------------------|-----|
| BCCM 1010 | Construction Safety | 1.0 |
| BCCM 2010 | Framing Methods     | 7.0 |
| BCCM 2100 | Interior Finish     | 7.0 |

Drafting

|           |                                 |     |
|-----------|---------------------------------|-----|
| DRFT 1020 | Architectural Drafting & Design | 3.0 |
|-----------|---------------------------------|-----|

Computations:

|           |                                  |     |
|-----------|----------------------------------|-----|
| BCCM 1100 | Construction Math and Estimating | 3.0 |
|-----------|----------------------------------|-----|

Communications (choose one of the following):

|           |                         |     |
|-----------|-------------------------|-----|
| BUED 2200 | Business Communications | 3.0 |
| ENGL 1010 | Expository Composition  | 3.0 |
| ENGL 1410 | English Mechanics       | 3.0 |

Human Relations (choose one of the following):

|           |                              |     |
|-----------|------------------------------|-----|
| BMGT 1170 | Human Relations              | 3.0 |
| COMM 1020 | Interpersonal Communications | 3.0 |

4. Construction Courses (6 credits required)

| <u>Course #</u> | <u>Course Title</u>                       | <u>Credits</u> |
|-----------------|-------------------------------------------|----------------|
| BCCM 1150       | Blueprint Reading                         | 2.0            |
| BCCM 1280       | Plumbing Fundamentals                     | 2.0            |
| BCCM 1290       | Electrical Wiring                         | 2.0            |
| BCCM 2150       | Cabinet Construction                      | 4.0            |
| BCCM 2160       | Exterior Finish                           | 3.0            |
| BCCM 2690       | Advanced Cabinet Construction             | 3.0            |
| BCCM 2050       | Building Layout and Concrete Construction | 7.0            |

5. Business Courses (9 credits required)

|           |                                                    |     |
|-----------|----------------------------------------------------|-----|
| BCCM 2330 | Advanced Computerized Estimating & Cost Accounting | 3.0 |
| BMTG 1010 | Introduction to Business                           | 3.0 |
| BMTG 1060 | Business Management Accounting                     | 3.0 |
| BMTG 1210 | Personal Finance                                   | 3.0 |
| BMTG 1320 | Applied Business Math                              | 3.0 |
| CIS 1010  | Introduction to Computer & Business Application    | 3.0 |

64.0 Credits

**Appendix B – Program Curriculum  
Program Schedule**

This prototypical academic program shows a possible scenario for completing the proposed AAS Degree in Traditional Building Skills. Actual selection of course and sequences would be determined by student objectives and background in consultation with a faculty advisor. The course load each semester may range from 14-18 credit hours so long as the total meets the minimum 64 credit hours required by the degree.

**Year 1**

**Fall**

|                                |            |
|--------------------------------|------------|
| BCCM 2586 Log Cabin            | 1.5        |
| BCCM 2686 Adobe                | 1.5        |
| BCCM 2546 Plaster              | 1.5        |
| BCCM 2516 Millwork             | 1.5        |
| BCCM 1010 Construction Safety  | 1.0        |
| BCCM 1100 Construction Math    | 3.0        |
| DRFT 1020 Arch Draft & Design  | 3.0        |
| BCCM 2700 Historic Restoration | <u>3.0</u> |
|                                | 16.0       |

**Spring**

|                               |            |
|-------------------------------|------------|
| BCCM 2656 Masonry             | 1.5        |
| BCCM 2606 Wood Windows        | 1.5        |
| BCCM 2506 Stonework           | 1.5        |
| BCCM 2596 Wood Furniture      | 1.5        |
| BCCM 1150 Blueprint Reading   | 2.0        |
| BCCM 1280 Plumbing Fund       | 2.0        |
| ENGL 1410 English Mechanics   | 3.0        |
| BCCM 2701 Building Assessment | <u>3.0</u> |
|                               | 16.0       |

**Year 2**

**Fall**

|                             |            |
|-----------------------------|------------|
| BCCM 2636 Blacksmithing     | 1.5        |
| BCCM 2626 Faux Painting     | 1.5        |
| BCCM 1290 Electrical Wiring | 2.0        |
| BMTG 1280 Intro to Business | 3.0        |
| BCCM 2010 Framing Methods   | <u>7.0</u> |
|                             | 15.0       |

**Spring**

|                                    |            |
|------------------------------------|------------|
| BMTG 1060 Business Mgmt Acct       | 3.0        |
| CIS 1010 Intro to Computers        | 3.0        |
| COMM 1020 Interpersonal Comm       | 3.0        |
| BCCM 2100 Interior Finish          | 7.0        |
| BCCM 2356 Construction Specialties | <u>1.0</u> |
|                                    | 17.0       |

**Appendix C - Faculty**  
**Snow College Full Time Faculty**

Russel L. Mendenhall, Ph.D., Professor and Executive Director of TBSI  
Robert Wright, B.A., M.A., ED.S., Professor and Department Chair, Building Construction & Construction Management  
Marlin Christensen, B.S., M.Ed., Instructor, Building Construction & Construction Management  
Douglas Dyreng, B.A., M.S., Dean, Division of Business and Technology  
Russell Johnson, B.A., M.S., Instructor, Business Management

**Adjunct Faculty**

Donald Hartley, AIA, Preservation Architect, Utah State Historic Preservation Office, Salt Lake City, UT  
Cory Jensen, Preservation Specialist, Utah State Historic Preservation Office, Salt Lake City, UT  
Wilson Martin, Utah State Historic Preservation Officer, Utah State Division of History, Salt Lake City, UT  
Allen Roberts, AIA, Principal, Cooper Roberts Simonsen Architects, Salt Lake City, UT  
Richa Wilson, Regional Architectural Historian, US Forest Service Regional Office, Ogden, UT  
Robert A. Young, PE, Associate Professor, University of Utah College of Architecture + Planning, Salt Lake City, UT

**TBSI Workshop Instructors**

Specific description of workshop instructors available at [http://www.snow.edu/~tbsi/index\\_content.html](http://www.snow.edu/~tbsi/index_content.html)

Adobe: David Yubeta  
Blacksmithing: Dan Wardle  
Decorative Plaster: Dick Cook and Justin Davis  
Faux Painting & Historic Ceramic Tile Painting: Regina Gardner  
Furniture Making: Dale Peel  
Log Cabin: Joseph Gallagher  
Masonry/England Study Abroad: John Lambert  
Millwork: Mike Jackson  
Stained Glass: Willie Littig  
Stonework: Keith McKay  
Timber Framing: Joey Paulsen  
Wood Carving: Ian Agrell  
Wood Windows: Philip Kearns

August 10, 2005

**MEMORANDUM**

TO: Board of Regents

FROM: Richard E. Kendell

SUBJECT: Regents Policy R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination – Action Item

Issue

Currently, General Education, transfer and articulation have been explained in five Regents' policies. The proposed R470 consolidates the five existing policies, removing redundancies and clarifying ambiguous processes that were of concern to the General Education Task Force and the Statewide Transfer and Articulation Committee. A section on common course numbering, as mandated by H.B. 320 (2004 Utah Legislative session) has been added. The draft policy has been reviewed by the General Education Task Force, the Statewide Transfer and Articulation Committee, the Chief Academic Officers, and the Council of Presidents. The attached policy includes a Table of Contents for ease of review.

Background

The Utah State Board of Regents is strongly committed to improve transfer between two-year and four-year institutions. From 1970 to 1998, the Board of Regents adopted five policies that address and support transfer and early college preparation, and encourage faculty from the credit-bearing, degree-granting institutions to involve themselves in the process of facilitating transfer. The five policies and their original approval dates are:

**R472, Course Numbering:** specifies lower-, upper-division, and graduate numbers – 1970.

**R463, Credit by Examination:** gives credit value with maximums and minimums on AP and CLEP – 1974.

**R471, Transfer of Credit:** articulates full acceptance transfer when students complete associates' degrees (AA/AS) or complete the General Education requirements at the sending institution – 1982.

**R465, General Education:** defines General Education and the discipline areas to be included in a General Education curriculum, their transfer, and the role of the General Education Task Force – 1997

**R467, Lower-Division Major Requirements:** established the Majors meetings and their role in facilitating transfer – 1998.

The combined R470 updates and consolidates the many former references to transfer and clarifies how pre-major courses are to articulate for ease of transfer. In addition, it more fully explains the responsibilities of the faculty Majors meetings and the technical aspects of assigning credit for Advanced Placement courses and CLEP examinations. The combined policy covers all areas of transfer efficiently.

Commissioner's Recommendation

The Commissioner recommends that the Board review and approve the consolidated Regents' Policy 470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination.

\_\_\_\_\_  
Richard E. Kendell, Commissioner

REK/PCS  
Attachment



# ***R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination***

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# ***R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination***

## **R470-1. Purposes**

To assure reciprocity and consistency in the structure and core requirements for General Education programs in the Utah System of Higher Education (USHE); to provide a course numbering code for the System, to establish common lower-division pre-major requirements and support timely progress toward student graduation; to provide policies and principles for the transfer of credit among System institutions; and to establish the credit by examination policy.

## **R470-2. References**

**2.1. Utah Code §53B-16-102**

**2.2. Utah Code §53B-2-106(2)(c)**

## **R470-3. General Education Policy**

General Education is defined as the intellectual and practical knowledge and skills required of students to communicate effectively, to employ quantitative and qualitative analysis in problem solving, to interpret and evaluate information, to work successfully within diverse groups and complex organizations, to adjust to and manage change, and to act with social responsibility, intellectual honesty, and ethical judgment.

The Board of Regents' policy is to assure there is consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant complete reciprocity for the General Education courses and programs completed at other USHE institutions.

**3.1. General Education Credit and Core Requirements.** To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from at least 30 to 39 semester credits, including credits required in the core areas of composition, quantitative literacy, and American institutions. Institutions are encouraged to allow students who demonstrate competencies by other means to satisfy General Education requirements, such as through Advanced Placement tests.

Students must satisfy all of the following General Education core requirements, which will be included at all institutions:

**3.1.1. Composition.** Students shall be required to complete English 1010, Introduction to Writing (3 credits), and English 2010, Intermediate Writing (3 credits).

**3.1.2. Quantitative Literacy.** Students may satisfy this requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), or

Mathematics 1040, Statistics (3 credits), which have prerequisites of high school intermediate algebra or 2 years of high school algebra. Students may also satisfy the requirement by completing at least one institutionally approved mathematics course at the level of college algebra or which requires college algebra as a prerequisite.

**3.1.3. American Institutions.** Students may satisfy this requirement by completing one of the following courses: Economics 1740, United States Economic History, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy the requirement. Some institutions may require a two course sequence in the areas of economics, political science, or history which satisfy comparable competencies.

**3.2. General Education Breadth Requirements beyond the Core.** In addition to completing all core requirements described in 3.1, students will be required to complete 18 to 27 credits beyond the General Education core. These courses shall be in the areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual USHE institutions. Outside the core requirements, USHE institutions are encouraged to establish unique course requirements, which reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Institutional General Education requirements may be accessed through the [www.utahsbr.edu](http://www.utahsbr.edu) Website.

**3.3. Substitution of Courses in Pre-Major Area for General Education Requirements.** To encourage timely decisions by students to select pre-major areas while promoting educational breadth, institutions may allow students with declared pre-majors in areas listed in section 3.2 to substitute courses in their pre-major area for General Education requirements in that area. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. Transfer students who retain the same pre-major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework in their major area.

**3.4. Similar Names, Common Numbers, and Equal Credits for General Education Courses.** To facilitate articulation, General Education courses at USHE institutions that have essentially the same learning goals and similar content, rigor, and standards, should have similar names, common numbers, and equal credits. The Statewide Articulation Committee shall assure through institutional action that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

**3.5. General Education Common Competencies/Learning Goals.** To support efforts to assess the results of General Education instruction, common competencies/learning goals underlying General Education areas shall be identified by the General Education Task Force, under the direction of the Chief Academic Officers. These competencies/learning goals will be utilized at all USHE institutions. All General Education courses will be expected to address the identified competencies/learning goals.

**R470-4. Committees for General Education Procedures**

To implement the General Education policy, the following committees shall be established.

**4.1. General Education Task Force.** The General Education Task Force will be comprised of one representative from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. This task force shall:

**4.1.1.** Identify competencies/learning goals in the core and other General Education areas, based on recommendations made by the General Education faculty, and submit recommendations to the Chief Academic Officers.

**4.1.2.** Propose methods to assess student outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

**4.1.3.** Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Statewide Articulation Committee, as requested and appropriate.

**4.2. General Education Area Task Forces.** The General Education Area Task Forces include Fine Arts, Humanities, Social and Behavioral Sciences, Life Sciences, and Physical Sciences. These task forces shall be comprised of two representatives from each USHE institution, nominated by the appropriate academic dean and appointed by the Academic Vice President, and non-voting or ex officio members as needed for expertise on particular issues. These task forces may be convened by the General Education Task force as needed. These task forces shall:

**4.2.1.** Provide recommendations on the competencies that underlie each General Education area and suggestions on methods that should be used to assess student outcomes in relation to these competencies. These recommendations are to be submitted to the General Education Task Force for review.

**4.2.2.** Meet annually or as needed to review the General Education competencies/learning goals in each area, and discuss and compare programs.

**4.2.3.** Submit recommendations for review by the General Education Task Force, then to the Chief Academic Officers for approval.

#### **R470-5. Course Numbering Code**

Courses of similar level shall be given numbers in accordance with the following code.

**5.1. Lower-Division Courses.** This includes all USHE institutions.

- 0001-0999 Remedial or preparatory courses—noncredit
- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, etc.) and selected pre-major courses

**5.2. Upper-Division Courses.** This includes courses at the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley State College, and Dixie State College of Utah. These numbers are meant to act as a guide.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Intern courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)
- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair)
- 5800-5999 Advanced upper-division and graduate independent study designation (seminars, directed reading, individual projects, etc.)

**5.3. Honor's Programs.** These courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, and Utah Valley State College.

- Honor's courses will be clearly designated in institutional catalogs.

**5.4. Graduate Courses.** These can be found at the University of Utah, Utah State University, Weber State University, and Southern Utah University. These numbers are meant to act as a guide.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)

- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7800-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

**R470-6. Lower-Division Pre-Major Requirements**

In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that pre-majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division pre-major requirements so when students transfer or apply for upper-division majors, they will receive full value for their academic work.

**6.1. USHE Major Committees.** To achieve these objectives, the Office of the Commissioner shall organize USHE Major Committees in each of the disciplines. Major departments at the universities are expected to work closely with these Major Committees to achieve the greatest possible congruence between the major emphases at community colleges and lower-division major requirements at four-year institutions.

**6.1.1.** The Chief Academic Officers of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the President may also nominate faculty representatives in major areas within a discipline.

**6.1.2.** Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

**6.2. Committee Responsibilities.** It shall be the responsibility of each USHE Major Committee to:

**6.2.1.** Reach agreement on specific required lower-division pre-major courses that are common at all USHE community colleges and that are equivalent to the requirements at the four-year institutions. It is important to note the equivalencies are based on content and mastery of subject matter, not just course level. Not all institutions offer all lower-division courses.

**6.2.2.** Continually review standards of skills and content matter that should be satisfied in required lower-division pre-major area courses, to

assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

**6.2.3.** Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required to be taken by lower-division students, and that community colleges do not offer courses at the lower division that the Major Committee agrees should be taught at the upper division. Exceptions will be dealt with by the individual Major Committees.

**6.2.4.** Review lower-division courses that are now commonly numbered to assure that they fulfill General Education and pre-major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor as specified in Utah Code.

**6.3. Maximum Credits.** Each committee will establish a maximum number of credits of lower-division pre-major coursework to be required in each discipline.

**6.3.1.** Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowable for the AA or AS degree.

**6.3.2.** Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements, and, consequently, students may not be able to complete required General Education coursework within the number of credits allowable for the AA or AS degree.

**6.3.3.** If Major Committees determine that additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, the committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements—a degree may not be awarded unless the General Education and program requirements for that degree are met.

**6.4. Admission to Upper-Division Major Program.** Completion of required lower-division pre-major coursework by transfer students from USHE community colleges shall not constitute an assurance that they will be admitted into the major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and admission is therefore highly competitive.



**6.5. Disclosure of Partial Program.** If an institution does not have the faculty or resources to offer as part of its curriculum all of the agreed-upon lower-division pre-major courses in a given discipline and emphasis, it will inform prospective students interested in that pre-major area that the institution does not offer all the needed lower-division pre-major courses and that they may want to consider attending another institution that offers the required coursework.

**R470-7. Transfer of Credit Policy**

USHE colleges and universities shall facilitate transfer from institution to institution.

**7.1. Transfer of General Education Credits.**

**7.1.1. Transfer of Partially Completed General Education Credits.** For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

**7.1.2. Transfer of Completed General Education Credits through Program Completion.** An AA or an AS degree earned at any USHE institution will meet the General Education requirements of any other USHE institution. If a student has completed all institutional General Education requirements, a Letter of Completion issued by the sending institution that confirms such General Education completion should be accepted by the receiving USHE institution.

**7.2. Transfer of Non-General Education Credits.** Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, are transferable within the USHE and will be carried on the student's transcript by the receiving institution.

**7.2.1. Application of Credit.** Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

**7.2.2. Transfer with Upper-Division Status.** Institutions shall enable community college students, if they fully complete an AA or AS degree and a prescribed pre-major area that comports and articulates with the

receiving institution's pre-major requirements, to transfer with upper-division status to any USHE four-year institution without needing to take any lower-division pre-major courses at the receiving institution.

### **7.2.3. Exceptions to Applying Pre-Major Coursework Credit.**

Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in 6.3.3, 6.4, 6.5 above. In such cases, the transfer student will be expected to complete the lower-division coursework required at the four-year institution.

## **R470-8. Credit Transfer Principles**

**8.1. Institutional Integrity.** In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

**8.2. Transfer Statements.** Because USHE institutions are part of a statewide system, institutions should perfect and communicate reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and to promote articulation within the USHE.

**8.3. Minimum Standards.** The educational quality of the sending institution is a basic consideration. Course content and level of credit earned at the sending institution should be comparable to those of the receiving institution.

### **8.4. Individual Student Consideration**

**8.4.1. Anticipated Program.** Because students' educational goals should be closely reflected in the program offered by the receiving institution, transfer policies and practices should be tailored to the student and that student's anticipated program.

**8.4.2. Readiness Appraisal.** An institution receiving students who have not completed the General Education requirements of the sending institution will appraise the readiness of those students to perform in the new environment by assessing work completed and judging the comparability of the material and credits earned.

**8.4.2.1. Accredited Institutions.** A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain.

**8.4.2.2. Unaccredited Institutions.** Receiving institutions should validate any credits earned at unaccredited institutions on an individual basis. Validation may be assisted by information provided by or about the unaccredited institution such as a catalog covering the years students attended, a description of the courses students completed, course syllabi, faculty credentials, and library facilities.

**8.5. Foreign Institutions and Proprietary Schools.** In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

**8.6. Credits from Extra Institutional Settings.** In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra institutional settings (structured and non-structured) including the military, religious institutions, and career and technical institutions.

**8.7. Basic Responsibilities of All Institutions.** The basic responsibilities of both sending and receiving institutions include:

**8.7.1.** Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work,

**8.7.2.** Advising students as to the acceptability of the credits shown on individual transcripts,

**8.7.3.** Making clear and prompt decisions on credit acceptance and application,

**8.7.4.** Informing potential students of services by the institution.

**R470-9. Credit by Examination Policy**

The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, and the need for appropriate articulation agreements among state institutions, the following specific policies shall apply.

**9.1. Examinations That Replace Specific Coursework.** Individual departments should consult with Major Committees and/or equivalent departments at sister institutions to establish consistent and acceptable application of the following examination instruments.

**9.1.1. Departmentally Devised Examinations.** Each department should determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate examinations upon the request of students.

**9.1.2. External Standardized Examinations.** External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

**9.1.2.1. Advanced Placement Examinations.** The following policies for the awarding of credit for Advanced Placement have been determined by a statewide committee with representatives from all USHE institutions:

**9.1.2.1.1.** Scores of 3, 4, or 5 should receive a maximum of up to 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or a maximum of 4 semester hours of credit for a half year course.

**9.1.2.1.2.** A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

**9.1.2.1.3.** A score of 1 should receive no credit.

**9.1.2.2. CLEP Examination.** CLEP General Examination credit should be recognized and a standard should be set based on the recommendation of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution has the autonomy to award credit as it sees fit; however, the following guidelines are for awarding General Education credit.

**9.1.2.2.1. Composition.** The Freshman College Composition with Essay exam will satisfy the Introduction to Writing requirement.

**9.1.2.2.2. Quantitative Literacy.** College Algebra Subject exam or the Calculus Subject exam will satisfy the Quantitative Literacy requirement.

**9.1.2.2.3. American Institutions.** The American Government Subject exam will satisfy the American Institutions requirement.

**9.1.2.2.4. Life Science.** The Biology Subject exam will satisfy the Life Science requirement.

**9.1.2.2.5. Physical Science.** The Chemistry Subject exam will satisfy the Physical Science requirement.

**9.1.2.2.6. Humanities.** The Analyzing and Interpreting Literature with Essay exam will satisfy the Humanities requirement.

**9.1.2.2.7. Social and Behavioral Sciences.** The Introductory Psychology or Introductory Sociology exams will satisfy the Social and Behavioral Sciences requirement.

**9.1.2.2.8. Other General Education.** Other General Education credit may be awarded as determined by each institution.

**9.1.3. International Baccalaureate.** Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

**9.2. Allowable Credit.** Institutional limits may be imposed on General Education. Institutional limits may also be imposed on departmentally devised or standardized subject area examinations.

(Amended to incorporate and replace previously adopted Regent policies R463, R465, R467, R471, and R472. Approved \_\_\_\_\_.)

# ***R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination***

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General Education is defined as the intellectual and practical knowledge and skills required of students to communicate effectively, to employ quantitative and qualitative analysis in problem solving, to interpret and evaluate information, to work successfully within diverse groups and complex organizations, to adjust to and manage change, and to act with social responsibility, intellectual honesty, and ethical judgment.

The Board of Regents' policy is to assure there is consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant complete reciprocity for the General Education courses and programs completed at other USHE institutions.

**3.1. General Education Credit and Core Requirements.** To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from at least 30 to 39 semester credits, including credits required in the core areas of composition, quantitative literacy, and American institutions. Institutions are encouraged to allow students who demonstrate competencies by other means to satisfy General Education requirements, such as through Advanced Placement tests.

Students must satisfy all of the following General Education core requirements, which will be included at all institutions:

**3.1.1. Composition.** Students shall be required to complete English 1010, Introduction to Writing (3 credits), and English 2010, Intermediate Writing (3 credits).

**3.1.2. Quantitative Literacy.** Students may satisfy this requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), or Mathematics 1040, Statistics (3 credits), which have prerequisites of high school intermediate algebra or 2 years of high school algebra. Students may also satisfy the requirement by completing at least one institutionally approved mathematics course at the level of college algebra or which requires college algebra as a prerequisite.

**3.1.3. American Institutions.** Students may satisfy this requirement by completing one of the following courses: Economics 1740, United States Economic History, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy the requirement. Some institutions may



require a two course sequence in the areas of economics, political science, or history which satisfy comparable competencies.

**3.2. General Education Breadth Requirements beyond the Core.** In addition to completing all core requirements described in 3.1, students will be required to complete 18 to 27 credits beyond the General Education core. These courses shall be in the areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual USHE institutions. Outside the core requirements, USHE institutions are encouraged to establish unique course requirements, which reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Institutional General Education requirements may be accessed through the [www.utahsbr.edu](http://www.utahsbr.edu) Website.

**3.3. Substitution of Courses in Pre-Major Area for General Education Requirements.** To encourage timely decisions by students to select pre-major areas while promoting educational breadth, institutions may allow students with declared pre-majors in areas listed in section 3.2 to substitute courses in their pre-major area for General Education requirements in that area. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. Transfer students who retain the same pre-major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework in their major area.

**3.4. Similar Names, Common Numbers, and Equal Credits for General Education Courses.** To facilitate articulation, General Education courses at USHE institutions that have essentially the same learning goals and similar content, rigor, and standards, should have similar names, common numbers, and equal credits. The Statewide Articulation Committee shall assure through institutional action that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

**3.5. General Education Common Competencies/Learning Goals.** To support efforts to assess the results of General Education instruction, common competencies/learning goals underlying General Education areas shall be identified by the General Education Task Force, under the direction of the Chief Academic Officers. These competencies/learning goals will be utilized at all USHE institutions. All General Education courses will be expected to address the identified competencies/learning goals.

#### **R470-4. Committees for General Education Procedures**

To implement the General Education policy, the following committees shall be established.

**4.1. General Education Task Force.** The General Education Task Force will be comprised of one representative from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. This task force shall:

**4.1.1.** Identify competencies/learning goals in the core and other General Education areas, based on recommendations made by the General Education faculty, and submit recommendations to the Chief Academic Officers.

**4.1.2.** Propose methods to assess student outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

**4.1.3.** Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Statewide Articulation Committee, as requested and appropriate.

**4.2. General Education Area Task Forces.** The General Education Area Task Forces include Fine Arts, Humanities, Social and Behavioral Sciences, Life Sciences, and Physical Sciences. These task forces shall be comprised of two representatives from each USHE institution, nominated by the appropriate academic dean and appointed by the Academic Vice President, and non-voting or ex officio members as needed for expertise on particular issues. These task forces may be convened by the General Education Task force as needed. These task forces shall:

**4.2.1.** Provide recommendations on the competencies that underlie each General Education area and suggestions on methods that should be used to assess student outcomes in relation to these competencies. These recommendations are to be submitted to the General Education Task Force for review.

**4.2.2.** Meet annually or as needed to review the General Education competencies/learning goals in each area, and discuss and compare programs.

**4.2.3.** Submit recommendations for review by the General Education Task Force, then to the Chief Academic Officers for approval.

#### **R470-5. Course Numbering Code**

Courses of similar level shall be given numbers in accordance with the following code.

**5.1. Lower-Division Courses.** This includes all USHE institutions.

- 0001-0999 Remedial or preparatory courses—noncredit
- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, etc.) and selected pre-major courses

**5.2. Upper-Division Courses.** This includes courses at the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley State College, and Dixie State College of Utah. These numbers are meant to act as a guide.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Intern courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)
- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair)
- 5800-5999 Advanced upper-division and graduate independent study designation (seminars, directed reading, individual projects, etc.)

**5.3. Honor's Programs.** These courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, and Utah Valley State College.

- Honor's courses will be clearly designated in institutional catalogs.

**5.4. Graduate Courses.** These can be found at the University of Utah, Utah State University, Weber State University, and Southern Utah University. These numbers are meant to act as a guide.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)
- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7800-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

#### **R470-6. Lower-Division Pre-Major Requirements**

In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that pre-majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division pre-major requirements so when students transfer or apply for upper-division majors, they will receive full value for their academic work.

**6.1. USHE Major Committees.** To achieve these objectives, the Office of the Commissioner shall organize USHE Major Committees in each of the disciplines. Major departments at the universities are expected to work closely with these Major Committees to achieve the greatest possible congruence between the major emphases at community colleges and lower-division major requirements at four-year institutions.

**6.1.1.** The Chief Academic Officers of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the President may also nominate faculty representatives in major areas within a discipline.

**6.1.2.** Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

**6.2. Committee Responsibilities.** It shall be the responsibility of each USHE Major Committee to:

**6.2.1.** Reach agreement on specific required lower-division pre-major courses that are common at all USHE community colleges and that are equivalent to the requirements at the four-year institutions. It is important to note the equivalencies are based on content and mastery of subject matter, not just course level. Not all institutions offer all lower-division courses.

**6.2.2.** Continually review standards of skills and content matter that should be satisfied in required lower-division pre-major area courses, to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

**6.2.3.** Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required to be taken by lower-division students, and that community colleges do not offer courses at the lower division that the Major Committee agrees should be taught at the upper division. Exceptions will be dealt with by the individual Major Committees.

**6.2.4.** Review lower-division courses that are now commonly numbered to assure that they fulfill General Education and pre-major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor as specified in Utah Code.

**6.3. Maximum Credits.** Each committee will establish a maximum number of credits of lower-division pre-major coursework to be required in each discipline.

**6.3.1.** Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowable for the AA or AS degree.

**6.3.2.** Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements, and, consequently, students may not be able to complete required General Education coursework within the number of credits allowable for the AA or AS degree.

**6.3.3.** If Major Committees determine that additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, the committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements—a degree may not be awarded unless the General Education and program requirements for that degree are met.

**6.4. Admission to Upper-Division Major Program.** Completion of required lower-division pre-major coursework by transfer students from USHE community colleges shall not constitute an assurance that they will be admitted into the major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and admission is therefore highly competitive.

**6.5. Disclosure of Partial Program.** If an institution does not have the faculty or resources to offer as part of its curriculum all of the agreed-upon lower-division pre-major courses in a given discipline and emphasis, it will inform prospective students interested in that pre-major area that the institution does not offer all the needed lower-division pre-major courses and that they may want to consider attending another institution that offers the required coursework.

#### **R470-7. Transfer of Credit Policy**

USHE colleges and universities shall facilitate transfer from institution to institution.

##### **7.1. Transfer of General Education Credits.**

**7.1.1. Transfer of Partially Completed General Education Credits.** For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

**7.1.2. Transfer of Completed General Education Credits through Program Completion.** An AA or an AS degree earned at any USHE institution will meet the General Education requirements of any other USHE institution. If a student has completed all institutional General Education requirements, a Letter of Completion issued

by the sending institution that confirms such General Education completion should be accepted by the receiving USHE institution.

**7.2. Transfer of Non-General Education Credits.** Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, are transferable within the USHE and will be carried on the student's transcript by the receiving institution.

**7.2.1. Application of Credit.** Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

**7.2.2. Transfer with Upper-Division Status.** Institutions shall enable community college students, if they fully complete an AA or AS degree and a prescribed pre-major area that comports and articulates with the receiving institution's pre-major requirements, to transfer with upper-division status to any USHE four-year institution without needing to take any lower-division pre-major courses at the receiving institution.

**7.2.3. Exceptions to Applying Pre-Major Coursework Credit.** Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in 6.3.3, 6.4, 6.5 above. In such cases, the transfer student will be expected to complete the lower-division coursework required at the four-year institution.

#### **R470-8. Credit Transfer Principles**

**8.1. Institutional Integrity.** In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

**8.2. Transfer Statements.** Because USHE institutions are part of a statewide system, institutions should perfect and communicate reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and to promote articulation within the USHE.

**8.3. Minimum Standards.** The educational quality of the sending institution is a basic consideration. Course content and level of credit earned at the sending institution should be comparable to those of the receiving institution.

#### **8.4. Individual Student Consideration**

**8.4.1. Anticipated Program.** Because students' educational goals should be closely reflected in the program offered by the receiving institution, transfer policies and practices should be tailored to the student and that student's anticipated program.

**8.4.2. Readiness Appraisal.** An institution receiving students who have not completed the General Education requirements of the sending institution will appraise the readiness of those students to perform in the new environment by assessing work completed and judging the comparability of the material and credits earned.

**8.4.2.1. Accredited Institutions.** A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national

or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain.

**8.4.2.2. Unaccredited Institutions.** Receiving institutions should validate any credits earned at unaccredited institutions on an individual basis. Validation may be assisted by information provided by or about the unaccredited institution such as a catalog covering the years students attended, a description of the courses students completed, course syllabi, faculty credentials, and library facilities.

**8.5. Foreign Institutions and Proprietary Schools.** In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

**8.6. Credits from Extra Institutional Settings.** In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra institutional settings (structured and non-structured) including the military, religious institutions, and career and technical institutions.

**8.7. Basic Responsibilities of All Institutions.** The basic responsibilities of both sending and receiving institutions include:

**8.7.1.** Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work,

**8.7.2.** Advising students as to the acceptability of the credits shown on individual transcripts,

**8.7.3.** Making clear and prompt decisions on credit acceptance and application,

**8.7.4.** Informing potential students of services by the institution.

#### **R470-9. Credit by Examination Policy**

The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, and the need for appropriate articulation agreements among state institutions, the following specific policies shall apply.

**9.1. Examinations That Replace Specific Coursework.** Individual departments should consult with Major Committees and/or equivalent departments at sister institutions to establish consistent and acceptable application of the following examination instruments.

**9.1.1. Departmentally Devised Examinations.** Each department should determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate examinations upon the request of students.

**9.1.2. External Standardized Examinations.** External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

**9.1.2.1. Advanced Placement Examinations.** The following policies for the awarding of credit for Advanced Placement have been determined by a statewide committee with representatives from all USHE institutions:

**9.1.2.1.1.** Scores of 3, 4, or 5 should receive a maximum of up to 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or a maximum of 4 semester hours of credit for a half year course.

**9.1.2.1.2.** A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

**9.1.2.1.3.** A score of 1 should receive no credit.

**9.1.2.2. CLEP Examination.** CLEP General Examination credit should be recognized and a standard should be set based on the recommendation of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution has the autonomy to award credit as it sees fit; however, the following guidelines are for awarding General Education credit.

**9.1.2.2.1. Composition.** The Freshman College Composition with Essay exam will satisfy the Introduction to Writing requirement.

**9.1.2.2.2. Quantitative Literacy.** College Algebra Subject exam or the Calculus Subject exam will satisfy the Quantitative Literacy requirement.

**9.1.2.2.3. American Institutions.** The American Government Subject exam will satisfy the American Institutions requirement.

**9.1.2.2.4. Life Science.** The Biology Subject exam will satisfy the Life Science requirement.

**9.1.2.2.5. Physical Science.** The Chemistry Subject exam will satisfy the Physical Science requirement.

**9.1.2.2.6. Humanities.** The Analyzing and Interpreting Literature with Essay exam will satisfy the Humanities requirement.

**9.1.2.2.7. Social and Behavioral Sciences.** The Introductory Psychology or Introductory Sociology exams will satisfy the Social and Behavioral Sciences requirement.

**9.1.2.2.8. Other General Education.** Other General Education credit may be awarded as determined by each institution.

**9.1.3. International Baccalaureate.** Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

**9.2. Allowable Credit.** Institutional limits may be imposed on General Education. Institutional limits may also be imposed on departmentally devised or standardized subject area examinations.

(Amended to incorporate and replace previously adopted Regent policies R463, R465, R467, R471, and R472. Approved \_\_\_\_\_.)



August 18, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Career and Technical Education, and Student Success Programs Committee

The following request has been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

**A. *Utah Valley State College***

**1. Proposal to Establish The Center for Digital Design and Development**

***Request:*** The primary focus of the Center for Digital Design and Development in the School of Technology and Computing is to improve communication and cooperation between the industrial community in Utah Valley and the technical academic community at Utah Valley State College. This cooperation will also provide meaningful jobs for students working on real industrial projects as they complete their undergraduate education.

Here's a simple example of how the Center works with an industry sponsor.

- 1) Identifying an Industry Need: A local company (a sponsor) has a need for some special purpose software development that does not fit neatly into their own overall development activities. They contact the UVSC Center for Digital Design and Development and draw up a contract specifying the product to be delivered and how everyone will work together on the project.
- 2) Assembling a Team: The Center works with its partners to determine the right number of students and their skill levels needed for the project. The Center matches data from its own records and student employment agencies to select qualified students and/or faculty for the project. The team is assembled and introduced to the sponsor company to complete the project specifications and work details.
- 3) Doing the Work: The Center is responsible for the handling of day-to-day work assignments, project management, quality control and project completion. In addition they oversee all of the

employment details including work schedules, salary, confidentiality of product information, management of student employees, liability for product delivery, and operational needs for the project. The students on the work teams are significantly involved in all aspects of the task from design and development to product testing and delivery. The sponsoring company is involved in regular product progress reviews and assists in teaching the students about day to day software production. Adjustments are made regularly to track the progress of work and see that students are successful.

- 4) Follow-up: When the project is complete, the industry participants provide feedback to the Center (and the academic departments) indicating how well the curricula in the participating departments have prepared the students. The Center works with the departments on curricula improvements. It is a win-win situation. The Center helps companies needing temporary technical staff; the students get paid while improving their skills and gaining industry experience; and the departments gain valuable feedback about their curricula.

**Need:** In January of 2005 UVSC began work with several Utah companies in developing the industry-academic relationships. Since then, the Center has coordinated work for 17 different sponsor companies and is now coordinating the work of 8 full-time employees and 15 part-time employees (all students in the computer-related programs at UVSC). Projects range from computer programmer training, to website development, to the design of specialized enterprise systems. Interest from industry is high. By word-of-mouth alone, there is currently a waiting list of work opportunities for UVSC students spanning the next 12 months. The list of interested industry sponsors includes Altiris, Novell, Symantec and several startup companies.

**Institutional Impact:** The Center functions under the direction of the School of Technology and Computing at UVSC. The Center Advisory Board has oversight responsibility for Center activities and is appointed by the Dean of the school. The Advisory Board includes representatives from academic departments, Utah businesses, and college administration. The initial focus of the Center has been computer-related technologies. Future activities will be expanded to include other technical disciplines in the school, such as multimedia, drafting, and engineering technology.

**Finances:** One of the existing Industry/Academic partners working with the School of Computer Sciences and Engineering Technology has committed \$100,000 over the next year. The establishment of the Center for Digital Design and Development is not dependent on this funding. The School of CS&ET will commit \$15,000 from state funds appropriated to increase the number of students graduating from the BS level Computer Science programs. UVSC is using some of these funds because the Center is expected to have a big impact on current and potential students. With this startup funding the Center should become self supporting as it moves into full-scale operation.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Consent Calendar as described above.

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Richard E. Kendell, Commissioner

REK/LS/JMC

August 18, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success Programs Committee

The following requests have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**A. University of Utah**

**1. Proposal for Human Factors Certificate in the Department of Psychology**

*Request:* This proposal seeks to establish an undergraduate certificate in Human Factors offered by the Department of Psychology. The proposed certificate will offer undergraduate students specific training in the field of Human Factors. Human Factors is the area of research that is concerned primarily with the performance of people functioning in a task-oriented environment interacting with equipment and/or with others.

*Need:* Even though there is a growing interest in Human Factors; there is no formal training provided at the University of Utah. A certificate in Human Factors would be the first step in this direction. Students in Psychology, Engineering, Computer Science, and other areas would benefit from getting a certificate because it has the potential to make them more competitive for potential employers.

*Institutional Impact:* The certificate in Human Factors is not an expansion of an existing program. Currently, no additional faculty will be required for the certificate. Current faculty, materials and facilities can absorb the additional student load. No additional staff will be required; the current staff can meet the needs of the projected additional students. The University of Utah's Marriott Library currently has all the materials required. No additional learning resources are required.

*Finance:* No additional funding is required; the essential faculty are already in the department and the program courses are currently being taught. The reallocation of funding is not required. There is no expected impact on the existing budget.

## B. Utah State University

### 1. Proposal to Establish an Emphasis in Creative Writing within the English Major

**Request:** The English major presently offers undergraduates three possible emphases: Literary Studies, Professional and Technical Writing, and English Education. Many of our students want to focus their studies in creative writing, and a creative writing emphasis would compliment the existing emphases.

**Need:** The study of creative writing is essential for students interested in becoming literary writers. Most creative writers publishing today, have come out of creative-writing graduate programs. To be accepted into a graduate-level creative writing program, students need a strong foundation in creative writing studies at the undergraduate level. For admission into graduate programs, a portfolio of creative work must be submitted; letters from creative writing faculty are essential; a thorough background in the study of creative writing is necessary for success in a graduate level program.

**Institutional Impact:** USU's Department of English has a full slate of undergraduate creative-writing courses and an excellent faculty teaching them. With the exception of one new course (a graduating senior's creative-writing capstone), all classes needed for the emphasis are already in place and are being taught on a regular basis. The new capstone course will be taught once a year, requiring only one faculty member to teach it; adding this course will create no significant new burden for the faculty or the department.

**Finances:** No new costs will be incurred in the establishment of a creative writing emphasis.

### 2. Proposal to Establish a School of the Arts within the College of Humanities, Arts, & Social Sciences (HASS)

**Request:** The School of the Arts will be made up of extant arts-related departments and programs in the College of HASS. These include the following: Art, Interior Design, Landscape Architecture & Environmental Planning, Music, Theatre Arts; as well as the Nora Eccles Harrison Museum of Art. The Creative Writing Program in the Department of English, Utah Public Radio (the National Public Radio affiliate in the College of HASS at Utah State), and the College's Museum of Anthropology would maintain a peripheral relationship to School of the Arts, largely through participation in visiting-artists programs and community arts-related projects. The School of the Arts enhances our focus on arts-related teaching, research/creative activity, and outreach. This proposal combines already existing departments and programs under one umbrella to facilitate coordination of activities.

**Need:** The creation of a School of the Arts brings coordination, collaboration, visibility and added prestige to the excellent arts departments and programs currently offered at Utah State University. Currently, no consistent, comprehensive means of marketing and promoting arts-related activities exists on the USU campus. A School of the Arts would provide opportunities for comprehensive efforts to coordinate and integrate the arts into the curriculum. In addition, a more coordinated outreach between Utah State and community arts programs holds the potential to broaden audiences for performing groups and expand arts opportunities for students and community members. Calendaring and scheduling of facilities can be more seamlessly coordinated with the administrative oversight that a School of the Arts would provide.

Coordinated use of advanced technology in the arts and strategic planning that encompasses all of the arts-related departments have the potential of strengthening the position of the arts within the university at large. Our peer institutions have developed Schools of the Arts.

***Institutional Impact:*** The development of a School of the Arts will bring together already existing departments and programs for more effective coordination. This School of the Arts will exist in the College of Humanities, Arts, & Social Sciences and will not require additional departments or programs. No new faculty, facilities, or equipment will be required.

***Finance:*** The College currently has a .5 FTE Associate Dean who coordinates activities that will be associated with School of the Arts. As needs arise and funding becomes available, that position might be expanded. The establishment/recognition of the School of the Arts is not predicated on further funding for this position.

### **3. Proposal to Offer a Computational Engineering Emphasis within the Bachelor of Science in Mechanical Engineering**

***Request:*** Utah State University requests approval to offer an emphasis in the area of Computational Engineering to their existing Bachelor of Science degree in Mechanical Engineering.

Research utilizing advanced computational techniques in the field of mechanical engineering has blossomed over the past decade. Consistent with this trend, the Mechanical Engineering Department at Utah State has developed a strong core of faculty members performing research in this area. Two of these faculty members were recently funded through the National Science Foundation to develop an undergraduate level emphasis to the Mechanical Engineering program in the area of computational engineering. Consequently, the intent of this proposal is to formally integrate computational engineering into the Mechanical Engineering program as an emphasis.

***Need:*** In 1998, the Boyer Commission released a report on educating undergraduates in research universities titled "Reinventing Undergraduate Education: A Blueprint for America's Research Universities" (Boyer Commission, 1998). The report points out that while only 3% of all higher education institutions are classified as Carnegie I and II research universities (since reclassified as Doctoral/Research University Extensive), these universities confer 32% of all undergraduate degrees. Furthermore, these universities also confer 56% of all baccalaureate degrees earned by recent recipients of doctorates in science and engineering. (USU is classified as a Doctoral/ Research University Extensive.)

However, the Commission also points out that the research universities have sometimes failed their undergraduate student populations. The Commission argued that what is needed is a new model of undergraduate education that makes the baccalaureate experience "an inseparable part of the integrated whole." Toward that end, the Commission made a series of recommendations that would enable undergraduates to benefit from the unique opportunities and resources available at research universities.

This proposal addresses what Utah State University considers to be the most important of the recommendations of the Boyer Commission in the context of the Mechanical and Aerospace Engineering Department: the use of information technology in education. This recommendation of the Boyer commission report is consistent with recent emphasis from the National Science Foundation in the broad areas that encompass information technology research and education. In addition, this represents a new

area of emphasis within the College of Engineering. Consequently the work proposed herein is strongly endorsed by the Dean.

With the emergence of low-cost, parallel supercomputers such as PC based Beowulf clusters, a new era in computational engineering has emerged. High performance computing, previously limited to government laboratories and research universities, is now available to the masses. This exponential increase in the number of potential users of high performance computing has the potential to dramatically impact the rate of increase in discovery over a wide range of engineering fields, including fluid and solid mechanics, engineering design, electromagnetics, and emerging technologies such as nano-scale engineered systems. To date, however, significant focus on computational engineering within engineering curricula has been limited primarily to graduate level programs. There is no pedagogical reason for this limitation; therefore, this technology should be introduced at the undergraduate level. This implementation would increase the number of graduates with backgrounds in this emerging area of information technology.

***Institutional Impact:*** Recruitment and retention of undergraduate and graduate students is an important issue to the Mechanical Engineering Department; and it is anticipated that the new Computational Engineering emphasis will have a positive impact on new enrollment, particularly at the graduate level.

The proposed Computational Engineering emphasis is consistent with the mission statements for the Mechanical Engineering Department and the College of Engineering. No new administrative personnel or faculty members are necessary to implement and/or operate the program. No impact on the faculty is anticipated. No impact on physical facilities or equipment is expected.

***Finance:*** Utah State does not anticipate any additional costs to be associated with this proposed program.

## C. Utah Valley State College

### 1. Proposal to Create a Minor in Religious Studies

***Request:*** The Department of Philosophy and Humanities in the School of Humanities, Arts, and Social Sciences requests the approval of an interdisciplinary Minor in Religious Studies. At present there are no majors or minors in religious studies in the state system of higher education, despite their existence in nearly all surrounding states. UVSC has recruited faculty for the Philosophy Department with credentials and interest in this area, created an emphasis in the Integrated Studies baccalaureate degree, found interest on the part of students, and are teaching most of the classes already that have now been configured into a minor program. This minor appears to be one that will be of interest and help to students completing majors in some other areas.

***Need:*** Religion is arguably the most influential cultural phenomenon in the development of civilizations both east and west. Given its importance to the human experience, the academic study of religion should be well-represented in higher education curriculum. Currently, this is not the case in the Utah system.

Utah is one of only two states in the continental United States that does not offer a baccalaureate or minor program in religion, theology, or religious studies in its public system of higher education. More specifically, every state surrounding the state of Utah offers a baccalaureate degree or minor in religious studies. This

situation has created a significant need for increased access to the academic study of religion for students at Utah Valley State College and for members of the community and state.

The prospects for success of a religious studies emphasis are excellent for several reasons: (1) there is a widespread interest in religious issues both in the student body and in the community; (2) Utah Valley State College is in a unique position to be able to tap into this reservoir of interest due to faculty cooperation, administrative support, and academic relationships necessary for a religious studies minor to flourish; (3) it is important to address relevant issues in religion without alienating people on either side of the religious spectrum

***Institutional Impact:*** The proposed Religious Studies Minor has been developed by the Religious Studies Committee, which is comprised of faculty who are specialized or published in religious studies or related disciplines. No additional faculty will be required in order to administer a strong program as existing faculty are exceptionally well qualified to deliver a robust minor program. Moreover, no additional curriculum is necessary as all essential courses were added for the Religious Studies Emphasis in the Integrated Studies baccalaureate degree and have enrolled strongly since their inception.

***Finance:*** No additional costs are anticipated for the minor.

## **2. Proposal for the UVSC Fire Science Program to offer its existing B.S. Degree in Public Emergency Services Management (PESM) through on-line delivery.**

***Request:*** The Utah Valley State College Fire Science Department plans to offer its PESM degree on-line starting Fall 2005 to a relatively small cohort of about 12, starting a new group with each semester. Conservative predictions are for about 50 students enrolled by 2006 and 100 students by 2007. Optimistic predictions for enrollments are about double these numbers.

***Need:*** UVSC provides a unique service to the region in the discipline of Fire Science. The college operates the Utah Fire and Rescue Academy (supported by off-budget grants from the Utah Fire Prevention Board) and the UVSC academic department of Fire Science. The Academy provides much-needed job training to volunteer and metropolitan fire departments throughout the state. As an academic program, UVSC is the only institution in Utah offering individuals the opportunity to earn professionally accredited One-Year Certificates, Associate of Applied Science, Associate of Science, and Bachelor of Science Degrees.

Not long ago, UVSC conducted a study of the regional population of public service and emergency service organizations and chose to change its B.S. degree in Fire Services Administration to Public Emergency Services Administration. This relatively large population of potential students is seeking education in "non-traditional" ways because of demanding work schedules, professional development requirements, and the difficulty of travel to college classes. Market research indicates a substantial market and student demand in our region for this B.S. degree.

***Institutional Impact:*** Plans are to deliver the PESM on-line degree through UVSC's Distance Education servers. Students will take General Education Courses from the existing UVSC on-line catalog and degree-specific courses that are being developed now by the UVSC Fire Science Department. Over half of the new courses are ready to go with the remainder scheduled for completion in the next 18 months.

**Finance:** An additional contract with an outside vendor is nearing completion for related services to support initial marketing, recruitment, and special student support services. With conservative enrollments, the on-line degree program will be financially self-supporting after the first year, and sustainable in the future.

### 3. Restructure of the School of Computer Sciences and Engineering Technology and The School of Technology, Trades and Industry

**Request:** Utah Valley State College proposes combining the School of Technology, Trades, and Industry with the School of Computer Sciences and Engineering Technology. This new School will be named the School of Technology and Computing.

**Need:** For over two years various groups have been studying the structure of the Academic Affairs area of UVSC. The task force studying the School of CS&ET recommended that the School of TTI be studied by an additional task force. In the work of both task forces, the strong relationships and overlaps of many elements of the two Schools were noted. At the conclusion of the two studies, the recommendation was made to combine the two Schools.

**Institutional Impact:** The School will be headed by a Dean with at least two strong and capable Associate Deans. One Associate Dean will be responsible for the academic operations of the combined School, and one Associate Dean will oversee the operational support functions of the combined School. Other duties assigned to the Associate Deans would include: management of programs generating soft money and enlarging their scope beyond the UVSC campuses; overseeing the technical support functions of the School; overseeing the Center for Digital Design and Development; developing external relations; and overseeing School policy development. Provision for these positions has been made in the budget this year through the funding of the Deans' Office Staffing proposal in the UVSC Planning, Budgeting, and Accountability (PBA) process.

The School of Technology and Computing at UVSC will propose to offer a set of Baccalaureate degrees that strengthen the local economy, support the governor's initiative to build and improve the digital, electronic, and industrial base of the economy, and provide high quality career educational opportunities for students.

The task forces recommended a common advising center which will be designed and implemented. This effort will be augmented by the new addition of 10 advisors College-wide of which the new School will have several. These advisors will specialize in programs but will also be somewhat cross-trained to provide academic advising of the best kind to guide students toward the programs that will be best for them.

**Finance:** The resources of all types currently in the two Schools will remain and be combined and looked at carefully for new, potential efficiencies. The reduction of one dean position will provide some funding to help with combining the two Schools since some additional funding was provided, as noted earlier, through the PBA process for appropriate staffing of deans' offices.

Also, as noted earlier, the new resources to implement the advising center for the combined school are available this funding year through the PBA process and through the funding awarded through the legislature's equity funding received by UVSC. Increasing the number of academic advisors was a priority for the College and comes at a good time to assist the implementation of this combined School.



Given the existing and new allocation of resources for the 2005-06 academic year, no new, additional resources beyond those described as committed are needed to combine the Schools of CS&ET and TTI and implement the School of Technology.

### Commissioner's Recommendation

The Commissioner recommends that the Regents review the Information Calendar and raise any issues for clarification. No action is required by the Board.

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Richard E. Kendell, Commissioner

REK/LS/JMC

August 10, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Programs Committee: Institutional Reviews Summary

Issue

The University of Utah, Weber State University and Salt Lake Community College conducted institutional program reviews as specified in Regents Policy R411, Review of Existing programs. The policy requires the institution to conduct periodic program reviews (universities are on a seven year cycle and community and state colleges are on a five year cycle) and provide a summary of the findings to the Commissioner's Office. All reviews are conducted by institutional personnel and external evaluators.

The University of Utah provided the Commissioner's Office with the following program reviews: the College of Architecture and Planning, Department of Modern Dance, and the Department of Psychology. Weber State University conducted nine program reviews: Communication, English Language & Literature, Foreign Languages & Literatures, Performing Arts, Athletic Training, Construction Management Technology, Health Information Technology, Health Services Administration/Long Term Care. These were included in the June 2005 agenda and are in the format provided in the June agenda.

Salt Lake Community College provided program reviews on the Schools of: Business, Career and Technical Education; Continuing and Community Education, Arts and Communication; Health Sciences; Science, Mathematics and Engineering; the Skills Center and the General and International Education.

Each review gave the requisite information including 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. A total of 36 programs were reviewed from 2003-2005. The program reviews are on file in the Commissioner's Office.

## Institutional Review Summaries

### 1. University of Utah

**College of Architecture and Planning:** A collaborative and well-published faculty serves a small student body (178). Commendations included small class sizes, an integrated curriculum, student satisfaction, and strong technical visualization and computer graphics programs. The recommendations included the need for more visibility, student diversity, and updating of space. Actions are underway to address these recommendations.

**Department of Modern Dance:** The Department with its internationally-recognized faculty serves between 80-100 undergraduates and 20 graduate students yearly although admission is restricted through auditions. Commendations included ranking first in the country in its graduate program and 3<sup>rd</sup> in the undergraduate program, a cutting-edge curriculum, and strong community outreach. Recommendations included seeking national accreditation and securing funding to strengthen the guest artist program, increasing opportunities for graduate assistantships, raising faculty salaries, and making needed repairs in the dance studios. Actions are underway to address these issues.

**Department of Psychology:** The Department of Psychology is considered the strongest in the College of Social and Behavioral Science with an active research and teaching faculty and national visibility. It serves 1200 undergraduates and 60 graduate students. Commendations included accolades for the Department chair, faculty quality, the interdisciplinary curriculum, and graduate student training. Recommendations included addressing the tension among the cognitive and neural science faculty, the number of faculty on partial appointments, seeking additional resources for faculty compensation in order to stay competitive, and consolidating the animal research space. The Department has taken steps to resolve these issues.

### 2. Weber State University

WSU conducted nine program reviews as specified in Regents' Policy R411, Review of Existing Programs. The policy requires the institution to conduct periodic program reviews and provide a summary of the findings to the Commissioner's Office. The program reviews are on file in the Commissioner's Office.

WSU has provided the Commissioner's Office with the following program reviews: Communication, English Language & Literature, Foreign Languages & Literatures, Performing Arts, Athletic Training, Construction Management Technology, Health Information Technology, Health Services Administration/Long Term Care.

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 responses.

The program strengths included well-prepared faculty and adjuncts, strong curricula, competent advising, and attainable, yet demanding goals. Programs challenges included the need for more faculty and better facilities, better mentoring for adjunct faculty, large classes, and below-market

salaries. Institutional responses recognized progress that had been made on the recommendations, faculty responsibility in the face of growing enrollments, assessment plans, and the search for more faculty as allowed. Overall, the program reviews demonstrated institutional support for improvement in how students are served.

### 3. Salt Lake Community College

**Accounting** (School of Business): The Program which serves 303 annualized FTE has strong institutional support, dedicated faculty, mentoring of adjunct faculty, and offers a Volunteer Income Tax Assistance program. Areas for improvement include better use of assessment tools for student learning and coursework, student employment counseling, and current training on industry-expected software. The Department has addressed these issues by using state-of-the-art industry software and expanding its use of appropriate assessment tools.

**Architectural Technology** (School of Science, Mathematics, and Engineering): The Program serves between 100 and 144 annualized FTE students. Its strengths include a faculty that introduces students to the field, student competitiveness once they enter their junior year at the University of Utah, and preparation for transfer. Recommendations included working with advisors from the University of Utah to address why more students are not accepted, promoting more internships for students, strengthening courses to assist students to orally articulate their designs, working to redesign and update the Architecture website, and adding another level of design instruction and a management/professional practice segment into existing classes. The Program is addressing these issues.

**Aviation Technology/Professional Pilot** (School of Career and Technical Education): The Program serves 131 students. Its strengths include its laudatory insurance audits, FAA Certification Audits with minimal or no problems, well-prepared students, articulation with the Westminster Testing Center, and regional interest in hiring SLCC graduates. Recommendations included building a facility adjacent to the Aviation Maintenance Technology program and the Professional Pilot Program, hiring additional mechanics, adding commercial administrative software for record keeping, and evaluating the possibility of offering an FAA Certified Air Traffic Controller Training Center that would lead to an AAS degree. The College is addressing these issues.

**Barbering/Cosmetology** (School of Career and Technical Education): The Program serves over 312 annualized FTE students. Its strengths include low cost of the program, students performance on state examinations and competitions, and flexible scheduling. Recommendations included the need for more space for storage and bathroom facilities, need for more financial assistance to high school students who are enrolled, and additional contract faculty positions are needed. The Program is addressing these issues.

**Building Construction/Construction Management** (School of Career and Technical Education): The Program serves 127 annualized FTE students. Its strengths include the program's adaptation to student and industry needs, the alignment of the campus and prison programs, tuition reimbursements that are tied to rigid requirements and profits from building projects, and student employment following program completion. Recommendations included better tracking of graduates, more industrial experience for faculty teaching management, and more involvement of student services. The Program is addressing these issues.

**Business and Business Management** (School of Business): The Program serves 432 annualized FTE students. Its strengths include its accreditation, student growth, improved student/faculty ratios, and articulation agreements with other USHE institutions. Recommendations included revising the Business Management Program by combining Logistics and Production Management with an emphasis on Supply Chain Management and to revamp the business statistics course to fit the course at the University of Utah. SLCC is revising the Logistics and Production Management Programs and changing the statistics course to fit with the course at the University of Utah.

**Computer Information Systems** (School of Business): The Program serves 665 annualized student FTEs. Its strengths include its responsiveness to industry recommendations, accreditation, dedicated faculty, and its strengthened computer proficiency course. Recommendations included more consistent use of assessment tools, offering Geographic Information Systems, and increase membership on the CIS Advisory Committee. The Program is addressing the recommendations.

**Criminal Justice** (School of Continuing and Community Education, Arts and Communication ): The Program serves 549 students. Its strengths include diverse backgrounds of faculty, on-line availability of courses through the Utah Electronic College, and a strong benefactor. Recommendations included the need for an additional faculty member and making consistent a single forensic science lab. The Program is addressing these issues.

**Dental Hygiene** (School of Health Sciences): The Program serves 46 annualized FTE students. Its strengths include its national accreditation, 100 percent pass rate of graduates on the national examination, participation of students in community service projects, and institutional support of the program. Recommendations included replacing old equipment and supporting the funding of more hourly teaching. The Program is addressing these issues.

**Diesel Systems Technology** (formerly Heavy Duty Mechanics) (School of Career and Technical Education): The Program serves over 34 FTE students. Its strengths include its blending with the non-credit Skill Center, its proximity to the TRAX line, adequate facilities, its accommodation of student with disabilities, its scheduling flexibility by accommodating students every five weeks or on the semester system, and its consortial arrangement which provides a dynamometer to monitor air quality along the Wasatch Front. Recommendations included updating curriculum periodically to meet industry needs and creating space for more storage capability. The Program is addressing these issues.

**Electrical and Instrumentation Technology** (formerly Electricity) (School of Career and Technical Education): The Program serves 51 annualized FTE students. Its strengths include the implementation of a Distributive Control System, an up-to-date computer lab, CD interactive instruction, and a wide variety of motor control equipment. Recommendations included the need for additional funding for new supplies and the implementation of short courses such as one or two-day seminars on distributed controls. The Program is addressing these issues.

**Electronic and Computer Technology** (School of Career and Technical Education): The Program serves 77 annualized FTE students. Its strengths include a solid core of electronic courses, strong math requirements, solid lab requirements, and core concepts covered in curriculum. Recommendations included more networking with high schools to build concurrent enrollment

courses, industry visits to campus to introduce students to industry options, and adding a requirement for more physics and chemistry, technical writing, and oral communication courses. The Program is addressing these issues.

**Family and Human Studies and Pre-Teacher Education** (School of Humanities and Social Sciences): While the two programs are separate, they share the same three faculty and function as one department. The Child Development program, which serves 172 annualized FTE students, has several options (credential, certificate and associates degree) to meet student needs. Pre-Teacher Education, which serves over 48 annualized FTE students, is designed to prepare students to transfer into four-year teacher education programs. The strengths of both programs include a 51 percent growth in the Family and Human Studies while the Pre-Teacher Education program has grown 104 percent over the last five years, the available credential options, credentialed faculty, successful community outreach, extensive concurrent enrollment program, and a cooperative agreement with the Utah State Office of Education. Recommendations include improving the ratio of full-time to part-time faculty and the number and quality of adjunct faculty, adding training and support for adjunct faculty and dealing with professional behavior and collegiality. The Programs are addressing these issues.

**Fashion Institute** (School of Continuing and Community Education, Arts and Communication): The Program's strengths include its status as the only fashion institute in the USHE, its increased visibility, and its ties to the professional community. Recommendations included increasing connections with fashion programs in the high schools, demonstrating students' work, and increasing interactions with prospective clients and employers. The Program is addressing these issues. The number of students in the Program was not given.

**Finance and Credit** (School of Business): The Program serves 211 annualized FTE students. Its strengths include its faculty dedication to students, better enrollment and retention of students, and its focus on applied outcomes. Recommendations included more effective use of assessment tools, strengthened communication with industry, more credit decision-making experience, and the need for a course on Principles of Effective Selling. The Program is addressing these issues.

**Heating Ventilation, and Air Conditioning (HVAC)**(School of Career and Technical Education): The Program's strengths include new facilities, transition from non-credit to the AAS degree to increase employability while keeping the Skill Center option, the close proximity to the TRAX line, and adequate facilities. Recommendations included the need to continually update the curriculum to meet industry needs and to provide sufficient instruction to satisfy industrial need, and add another faculty member. The Program is addressing these issues. No student FTE data were provided.

**Interior Design** (School of Continuing and Community Education, Arts and Communication): The Program's strengths include employability of graduates, dedication of faculty and coordinator, faculty credentials and ties to industry, and the internship and special project's class. Recommendations include adding a customer service and sales class and converting the program to an AAS degree. The Program is addressing these issues. The number of students was not given.

**International Studies** (General and International Education): This Program, which is overseen by the associate vice president of academic services, is interdisciplinary and does not have its own faculty. The Program has graduated 100 students. Its strengths include its interdisciplinary breadth and flexibility and the College's efforts to identify needs prior to its review process.

Recommendations included strengthening articulation between SLCC and the University of Utah, increasing visibility of the Program, strengthening program advising by requiring interested students to seek the advice of an academic advisor, increasing international opportunities, and increasing the participation of full-time faculty from the College. The College is addressing these issues.

**Marketing Management** (School of Business): The Program serves 114 annualized FTE students. Its strengths include an intensive marketing program, opportunities for hands-on experience, dedicated faculty, and the development of assessment tools. Recommendations included more faculty use of assessment tools, the need for additional funding for faculty in-service and conference travel, and a follow-up system for marketing graduates. The Program is addressing these issues.

**Medical Laboratory Technician** (School of Health Sciences): The Program serves 18 annualized FTE students. Its strengths include its national accreditation, its partnership with the University of Utah in sharing of laboratory space, rising enrollments, nationally certified faculty, documented outcome measures, and high employment rates for graduates. No recommendations for improvement were made.

**Network Administrator** (Skills Center): The Program, in which one student enrolled, prepares students who complete and pass the four industry exams which will earn for the students the CompTIA A+, Network+, Microsoft MCP, and MCSA titles. There has been one student who has completed this program which is taught by two full-time faculty. The Program's strengths include its open entry/open exit, competency-based format, adequate equipment, the integration of computer-based software, a cooperative internship component, highly qualified instructors, the Program's low cost, and its availability to persons with disabilities. Recommendations include making the program more available on the internet, purchasing and increasing the variety of new hardware, moving the curriculum to WebCT, and working with the Telecommunications Department to strengthen articulation so that students can move from the certificate to an associate degree. The Program is addressing these issues.

**Network Engineer** (Skills Center): This Program, which has enrolled between 10 and 44 students, has been revised to meet industry needs and accommodate new Microsoft XP and Server 2003 operating systems. The Strengths of the Program include an 87 percent pass rate on industry exams, its open entry/open exit, competency-based format, adequate equipment, incorporation of computer-based training (CBT), network security courses, its integration with other computer-related courses, and its internships for student practice. Recommendations include adding hardware to allow students to build server clusters, increasing the variety of hardware and 3<sup>rd</sup> party software, and strengthening articulation with the Telecommunications Department so that Skill Center students can move toward an associate degree. The Program is addressing these issues.

**Occupational Therapy Assistant** (School of Health Sciences): The Program serves 21 annualized FTE students. Its strengths include its accreditation, with the exception of future action

on two standards, its new space, statewide activity of faculty, and 100 percent pass rate on the national examination. There was only one recommendation that suggested new students be recruited. The Program is addressing this through the work of a faculty member.

**Physical Therapist Assistant** (School of Health Sciences): The Program 49 annualized FTE students. Its strengths include its accreditation, its faculty who are fully credentialed and recipients of the "Excellence in Teaching" Award, and its grant awards from federal Perkins funding. Recommendations included the need for support funds for equipment for student practice and increased marketing so that class size can expand to accommodate the needs of the community. The Program is addressing these issues.

**Physics** (School of Science, Mathematics, and Engineering): The Program serves over 300 annualized FTE students. Its strengths include an increase in student enrollment of 37 percent over the last five years, its academic rigor, the quality of the labs, improved lecture space, its ongoing assessments, and a faculty member's association with NASA. Recommendations included adding full-time faculty, monitoring and enforcing course pre-requisites, implementing taped demonstrations into online courses, updating and maintaining demonstration equipment, and monitoring articulation agreements. The Program is addressing these issues.

**Professional Truck Driving** (Skills Center): The Program serves 250 students. Its strengths include its options to meet the needs of its students, its strong relationships with trucking companies, and its fork-lift and life skills competencies which are in the curriculum. Recommendations included adding another truck and maintaining older trucks, re-signing and painting trucks for a better image, adding an out-building to protect faculty and students from inclement weather, and adding an ESL course for non-English speaking students. The Program is addressing these issues.

**Psychology** (School of Humanities and Social Sciences): The Program serves 539 annualized FTE students. Its strengths include its student growth of 30 percent over the last five years, faculty diversity, articulation agreements with USHE institution for most courses, and the coherence of its program. Recommendations included improving the ratio of full- to part-time faculty, improving the quality of adjuncts, providing training and mentoring for the adjuncts, and improving professional development and collegiality among faculty. The Program is addressing these issues.

**Radiologic Technology** (School of Health Sciences): The Program serves 62 annualized FTE students. Its strengths include its national accreditation, strong relationship with clinical sites, new faculty hires, institutional support, and high graduate employment rates. Recommendations included the need for funding to upgrade equipment, increase number and variety of clinical sites, and provide proper staff support to comply with accreditation standards. The Program is addressing these issues.

**Sociology** (School of Humanities and Social Sciences): The Program serves 283 annualized FTE students. Its strengths include the increase in students by 33 percent over the last five years, the coherence of the program, its distance learning courses, and course development for the College's diversity requirement. Recommendations included improving the quality, support, and training of adjunct faculty, improving the ratio for full- to part-time faculty, finding resources for faculty travel



and professional development, and addressing the problem of a lack of professional behavior and collegiality among faculty. The Program is addressing these issues.

**Welding** (School of Career and Technical Education): The Program serves 41 annualized FTE students. Its strengths include graduates' marketable skills, modern facilities and equipment, faculty dedication, and student participation in SkillsUSA. Recommendations included the purchase and replacement of outdated equipment, unification of the curricula (Skills Center, Apprenticeship, and the AAS Degree), and hire full-time faculty. The Program is addressing these issues.

**Welding** (Skills Center): The Program serves 62 students. Its strengths include its efforts to articulate competencies between this certificate and the AAS degree, the addition of multimedia presentations to the curriculum, credentials of the full-time instructor, marketable skills of completers, and student participation in SkillsUSA. Recommendations included coordination of programs into one department with one coordinator so that the curricula of the credit and non-credit programs are seamless, open entry/open exit, and purchases of new equipment to meet changing standards of industry can be made. The Program is addressing these issues.

**Welding – Apprenticeship** (School of Career and Technical Education): The Program serves 41 annual FTE students. Its strengths include replacement, maintenance and upkeep of equipment and the attitude of faculty and staff. Recommendations included completion of remodeling, purchasing of replacement machinery, and a change of administration from three administrators to either two or one. The Program is addressing these issues.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the Program Reviews submitted by the University of Utah, Weber State University, and Salt Lake Community College as part of their regular institutional program cycle. Questions and concerns may be raised. No action is required.

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Richard E. Kendell, Commissioner

REK/PCS

August 10, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Programs Committee: Institutional Third Year Program Report: Utah State University

Issue

The Board of Regents approved a Doctorate of Audiology for Utah State University to begin in the Fall of 2002. The program was subsequently accredited by the Council of Academic Accreditation for Audiology and Speech-Language Pathology in July, 2004 with accreditation extended through June, 2008.

Review Summary

The Department has met expectations by attracting more students than it can accommodate each year and has hired a full-time Ph.D. faculty member. The accreditation organization commended the program for its positive relationship between faculty and students, its relationship with the community, dedication of faculty to students, and its entrepreneurial nature.

Recommendations included the need to seek resources for Ph.D. faculty in Audiology and Speech-Language Pathology, provide additional coursework outside of the major, strengthen faculty ability to meet tenure requirements, and seek and obtain permanent funds for equipment.

The Department of Audiology has struggled financially because the University was not able to provide funds to hire a new clinical supervisor, nor a secretary/office assistant, nor was it able to purchase new equipment. Thus, the Department must seek funding for the faculty, staff, and equipment it needs to develop a high quality program.

Commissioner's Recommendation

The Commissioner recommends that the Regents accept Utah State University's third year report on its Doctorate of Audiology program. No action is required.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment

# Institutional Program Review Report

Doctoral Program in Audiology  
Program approved to begin Fall 2002

## Background Information

A new Doctorate of Audiology (AuD) was approved by the Board of Regents to begin at Utah State University in the fall of 2002. The Council on Academic Accreditation for Audiology and Speech-Language Pathology evaluated the program in July of 2004. The program in Audiology was accredited through June 30, 2008.

## Student and Faculty Statistical Summary

The table below summarizes the enrollment of the new AuD. It was estimated that the enrollment in the AuD program would be 6 students per year for a total of 24 students over the four years of the degree program. There were three AuD candidates graduating in May of 2005.

### Summary of Operations

|                       | 2002 | 2003 | 2004 | 2005 |
|-----------------------|------|------|------|------|
| Applications Received | 12   | 15   | 14   | 22   |
| Applications Accepted | 9    | 6    | 6    | 6    |
| Ave GPA               | 3.6  | 3.45 | 3.5  | 3.55 |
| Ave GRE Scores        | 45%  | 48%  | 52%  | 49%  |
| Total Enrolled        | 8    | 13   | 19   | 22   |
| New                   | 8    | 5    | 6    | 6    |
| Continuing            | 0    | 8    | 13   | 16   |
| Doctoral Courses      | 8    | 15   | 21   | 26   |

In the original proposal the department requested money for a new PhD Instructor (\$60,000 + \$24,600 fringe), a new clinical supervisor (projected \$48,000 + \$19,680.00 fringe), as well as secretarial/office assistance (\$20,000 + \$8,200 fringe) and money for new equipment (\$50,000) every year. The University provided new money for a PhD in Audiology and this person was hired to start in Fall of 2004. It was not possible for the University to meet the other anticipated expenses as described above, and as a consequence the Audiology program has struggled to fully meet the needs of the students.

## **Program Strengths**

The last site visit to the program was March 2 and 3, 2000. The accreditation of the Audiology program, as indicated in the attached letter, was through a paper review of the program and not a site visit. Comments listed here are those of the accreditation team in 2000. The strengths of the Department of Communicative Disorders and Deaf Education were listed as follows:

1. Collegiality. Observations of the site visit team indicated that there were excellent relationships among members of the faculty.
2. Entrepreneurial nature of the program. The program has a long history of seeking external support for its activities to the benefit of students and faculty.
3. Integration of practicum and community service. There is a strong working relationship between the community and the practicum sites. Both the University and the community benefit from the relationship that has been developed. Children and community agencies receive excellent service from the University and the University is able to train its students well because of the placements that are provided.
4. Dedication of faculty to students and students to faculty. It is clear that the faculty know their students, are accessible to them, and open to their input. The students are also committed to the faculty and would do anything for them. The professional demeanor and work ethic of the students is representative of the role models provided by the faculty.
5. The Department is decentralized which allows for flexibility in each of the programs within the Department.

## **Areas suggested for improvement**

1. There is a need for additional PhD level positions in the Department. Speech-Language Pathology needs another PhD level person, Audiology needs another clinical supervisor, and Deaf Education needs another PhD level person.
2. As can be seen from the accreditation letter there is a need for courses outside the Department to broaden the understanding of students in Audiology.
3. A concern was raised that the expectations of the faculty are high and that this be carefully considered to make the process of tenure feasible.
4. A concern was raised that there is a lack of significant on-going line item for equipment, maintenance, and technology.

## **Recommendations**

1. It was recommended that the Department seek funding for positions in Audiology and Speech-Language Pathology as soon as possible.

2. It was recommended that the curriculum be examined to see if there is a way to provide additional coursework in the doctoral program for courses outside the major.
3. It was recommended that the Department do everything in its power to make it possible for new faculty to meet the requirements for tenure.
4. It was recommended that the Department work to obtain additional permanent funds in its equipment budget in order to allow Audiology to have sufficient funds to purchase new equipment as needed.

### **Commendations**

1. The program was commended for the organization and clarity of the report. It was clearly identified in the report how each of the requirements for accreditation were met.
2. The positive relationship between the faculty and the students was commended. The accreditation team indicated that this kind of relationship is rare and adds much to the quality of the program.
3. The program was commended for the relationship that has been built with the community. The practitioners in the area appeared very pleased with the preparation of the students and were happy to take them for internships at their sites.

### **Institutional Response to the Review Team Report.**

1. The Department, as part of its compact plan, is asking for an additional supervisory position in Audiology. For the last two-years this request has been one of the top requests in College of Education and Human Services. Unfortunately, there has not been sufficient money in the University to fund this position. The Department will try again this coming year to obtain hard money support for this supervisory position. In the area of Speech-Language Pathology the Department will be requesting additional funds this year for a new PhD position. Depending on the search for a new dean, if our current interim dean was to be selected as dean, then the department would have half of the money needed for an additional full-time position. Through the compact planning process, the additional half of the money for a position would be requested.
2. The Audiology committee is in process of identifying courses that would benefit the students in other programs in the University. Plans are being developed to determine if there is need for these courses.
3. Each new faculty member on the tenure track has been provided with some released time to work on research, publications, and presentations. Faculty are mentored by good tenure committees, and satisfactory progress is being made by each of the candidates.
4. The Department has tried to increase its funding base for equipment by advertising the clinic in the media. Advertising has been stopped by the Provost because it has angered some of our constituency in the community. The Department is trying to discover different

models to use to increase visibility in the community for services in order to increase the number of clients students can treat, and to increase the amount of finances that are available to use. The Department is also asking for increases in operating and equipment budget. The last few years there has been no significant increase to the budget to allow for purchase of critically needed equipment for Audiology. Permission to allow for advertising in the local media is very important to help in the recruitment of patients to our clinic for student clinical experience and to generate critically needed income to support the purchase of equipment.

It is paramount that we advertise our clinical services through various local media to (1) develop an adequate and diverse patient flow into the clinic, (2) provide our doctoral students with a broad clinical experience, and (3) generate critically needed revenues for equipment purchase and maintenance.

August 10, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Programs Committee: Institutional Third Year Program Report: Southern Utah University

Issue

In the Fall of 2000 the Board of Regents approved a Bachelor of Science Degree program in Athletic Training to be offered by Southern Utah University beginning in the Fall of 2001. Since that time, the Physical Education Department has submitted a self-study report of the Athletic Training major and undergone site visits by the Joint Review Committee on Education Programs in Athletic Training (JRC-AT) from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). JRC-AT subsequently recommended this program for accreditation by CAAHEP.

Review Summary

In its initial findings JRC-AT required the Athletic Training program to expand its courses to adequately cover the competencies and proficiencies students would need to adequately address multiple athletic injuries. Also, as part of the self-study process faculty determined that the program should be changed from three years to two years of upper-division course work. This change is allowing the Department to accept 12 students instead of the eight per year that had been accepted since 2002. This progress report includes the placement of recent graduates and other program-specific information including the program assessment process.

Commissioner's Recommendation

The Commissioner recommends that the Regents accept Southern Utah University's third year report on the Athletic Training program. No action is required.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

**SOUTHERN UTAH UNIVERSITY**  
**Athletic Training Bachelor's Degree Program**  
**Third Year Report**  
**Prepared for the Board of Regents**  
**April 5, 2005**

**HISTORY:**

In Fall 2000, the Physical Education Department at Southern Utah University received permission from the Board of Regents to offer a new undergraduate Bachelor of Science Degree program in Athletic Training. In Fall 2001 courses in support of the new program were first offered with the stipulation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) that accreditation and first awards of degree completion would not occur until 2004

Prior to approval from the Board of Regents to offer the new Athletic Training Major, the Physical Education Department did offer an Athletic Training emphasis within the Physical Education Bachelor of Science Degree. This has allowed interested students to take Athletic Training courses required by the National Athletic Trainers' Association Board of Certification. The Physical Education Department and the Athletic Department have jointly provided clinical supervision of qualifying Physical Education majors taking the Athletic Training emphasis through SUU's athletic programs.

**PROGRAM STATUS:**

- Application for Candidacy through CAAHEP was submitted September 1, 2001. New course offerings in Athletic Training were added to the curriculum in Fall 2001. Required equipment in support of the program was also purchased. A Self-Study Committee was formed with Dr. Craig Morrison, Department Chair, Ben Davidson, Program Director, Ricky Mendini, Head Athletic Trainer, Kyle Wilson, Assistant Athletic Trainer, Melece Winward, Regan Fails, and Phil Heywood, Athletic Training Students as members. Committee membership changed in subsequent years.
- During the Self-Study process of the 2002-2003 school year, it was determined that the number of competencies and proficiencies required in PE 4400, Evaluation of Athletic Injuries were too numerous to adequately cover in one class. Permission was sought and received by the various university curriculum committees to create two new classes, PE 4400, Evaluation of Lower Extremity/Trunk Injuries and PE 4430, Evaluation of Upper Extremity/Trunk Injuries. These two classes are offered on alternating years with PE 4400, Evaluation of Lower Extremity/Trunk Injuries offered beginning Fall 2003 and PE 4430, Evaluation of Upper Extremity/Trunk Injuries beginning Fall 2004. Accreditation requirements stipulated that all course work needed to have been taught or was being taught at the time of the site visit. This required that a year extension for submitting the Self-Study be sought because PE 4430 would not be taught until Fall 2004. The original timetable had the Self-Study being submitted June 2003 and the site visit scheduled for



the 2003-2004 school year. An extension was sought and received by the Joint Review Committee on Education Programs in Athletic Training (JRC-AT).

- Self-Study Reports submitted to JRC-AT on June 1, 2004
- Site Visit by JRC-AT review team completed November 2-3, 2004.
- Site Visit Report from JRC-AT received at SUU on December 6, 2004.
- Site Visit Report Response submitted from SUU to the JRC-AT on January 20, 2005.
- A letter received from the JRC-AT March 3, 2005 stating a recommendation of accreditation will be given to CAAHEP in its April 2005 meeting.

#### **PROGRAM SUCCESS:**

- Seven of ten Athletic Training students graduating beginning Spring 2002 have successfully passed the National Athletic Training Association Board of Certification Examination (NATABOC) to become a Certified Athletic Trainer. Students graduating prior to 2004 did so with a Bachelor's Degree in Physical Education (Athletic Training emphasis). Those who graduated in 2004 received a Bachelor's Degree in Athletic Training.
- 2002 Graduates:
  - ❖ One accepted a graduate assistant position in Athletic Training and completed his Masters Degree at the University of Tennessee-Chattanooga in Athletic Training and has accepted full-time employment in the rehabilitation unit at The Orthopedic Specialty Hospital in Salt Lake City.
  - ❖ One accepted full-time employment as the head athletic trainer at Westminster College in Salt Lake City while continuing his Masters Degree at Utah State University in Exercise Science. He held a graduate assistant athletic training position while at Utah State University.
  - ❖ One accepted part-time employment at Grace High School in Grace, Idaho after completing her M.Ed. at SUU. She held a graduate assistant athletic training position while completing her degree.
  - ❖ One chose to enter a different line of work.
- 2003 Graduates
  - ❖ One accepted a graduate assistant athletic training position and is completing his Masters Degree at the University of Tennessee-Chattanooga in Athletic Training Spring 2005.
  - ❖ One accepted a graduate assistant athletic training position and is completing her Masters Degree at Boise State University in Exercise Science Spring 2005.

- ❖ One is completing his Masters Degree at East Carolina University in Physical Therapy Spring 2005.
- ❖ One chose to enter another line of work.
- 2004 Graduates
  - ❖ One accepted a graduate assistant athletic training position and is completing his Masters Degree in Exercise Science at Utah State University.
  - ❖ One chose to enter another line of work.
- Thirteen Athletic Training major students are on schedule to graduate at the end of the current Spring 2005 semester with a Bachelor's Degree in Athletic Training.
  - ❖ One has accepted a graduate assistant athletic training position to complete her Masters Degree in Athletic Training at Western Michigan University and will be assigned to Comstock High School.
  - ❖ One has been accepted at the University of Utah to complete his Masters Degree in Physical Therapy.

#### **PROGRAM ADMISSIONS:**

- 2002 – 13 applicants, 8 admitted.
- 2003 – 23 applicants, 8 admitted.
- 2004 – 13 applicants, 8 admitted.
- 2005 – Applications due February 15, 12 to be admitted. Because of recommendations of the Site Visit Report, the program was changed from three years to a two-year program at the upper-division level. This allows 12 applicants to be admitted each year instead of the previous 8.

#### **PROGRAM ADMISSION CRITERIA:**

Application for admission into the Athletic Training Major requires the applicant to be in her/his sophomore year. The major requires a minimum of two years to complete. A maximum of twelve (12) students will be selected to enter the program each year. Each year, there are more students applying than can be accepted, so the process is competitive.

Candidates are admitted to the Athletic Training Major Fall semester after the completion of a formal admission process the previous Spring semester. Admission is based on measures of student performance in academic settings, personal recommendation, and personal interview. Notification of admittance occurs during the first week of May.

### Admission Requirements - current SUU students

- Overall GPA equal to or greater than 2.8 on a 4.0 Scale.
- Completion of the following prerequisite classes with a grade of C or better or current enrollment.
  - Advanced First Aid/CPR (Physical Education 2750) or current cards
  - Human Physiology with lab (Biology 2010 and 2020)
  - Human Anatomy with lab (Biology 2210 and 2220)
  - Athletic Training/Sports Medicine (Physical Education 3080)

### Admission Requirements - students transferring from another institution

- Admission to Southern Utah University
- Overall GPA equal to or greater than 2.8 on a 4.0 Scale.
- Successful completion of courses (with a grade of C or better or current enrollment) comparable to the following which are provided at SUU.
  - Advanced First Aid/CPR (Physical Education 2750) or current cards
  - Human Physiology with lab (Biology 2010 and 2020)
  - Human Anatomy with lab (Biology 2210 and 2220)
  - Athletic Training/Sports Medicine (Physical Education 3080)

Credit transfer of the above listed courses is accepted only with permission of the Athletic Training Major Program Director.

### Application Procedure

- Submission of Athletic Training Major application form, copy (front and back) of current First Aid and CPR card, and unofficial transcript by February 15. The transcript is necessary to analyze overall GPA and to verify the completion of or current enrollment in prerequisite courses. Continuing SUU students are not expected to turn in a transcript (that information is obtained from the Banner program).
- Submit three letters of recommendation.

### Admission Basis

#### Objective Section

- Application and unofficial transcript. Award 5 points if the application is complete and the required contents are attached.
- Proof of CPR/Standard First Aid (10 points) from a Health Safety Education Agency (American Red Cross, American Heart Association, National Safety Council). Points given for copy of current CPR and First Aid Card (5 points each).
- Academic Prerequisite Courses (20 points)
- Overall Grade Point Average (10 points). Using unofficial transcript (Banner), award the applicant points according to overall grade point average.

## Subjective Section

- Response to questions on application form (10 points).
- Personal recommendation (10 points).
- Personal interview of qualified candidates (10 points).

Qualified candidates are determined by their score on the objective section, response to questions on application form, and personal recommendation.

The Athletic Training Major faculty/staff will make the final decisions regarding acceptance into the program based upon the candidate's total ranking on the admission criteria. All applying candidates will receive written notification from the program director indicating their acceptance or denial into the Athletic Training Major. A waiting list of three will be kept in the event one of the candidates accepted is unable to accept the position. A candidate may re-apply to the Athletic Training Major the following year but will need to repeat the application process. Upon acceptance into the Southern Utah University Athletic Training Major, the following will be required:

- Completion of a physical exam by a health care provider.
- Completion of Hepatitis B vaccination and documentation (at candidate's expense) or Hepatitis B declination form.
- Documentation of personal vaccination record.

## PROGRAM DEMOGRAPHIC DATA 2004-2005:

- 16 - Females
- 7 - Males
- 18 - Utah residents
- 4 - Out of state residents
- 1 - foreign resident

## PROGRAM ASSESSMENT PROCESS:

Frequent evaluations are conducted in the didactic courses by written exams, practical exams, oral reports and presentations, informal and formal writing assignments and special projects as determined by each instructor. Evaluation in the clinical classes is conducted through the use of the required competency checklists for that clinical class in both formal and informal settings. All faculty are evaluated each semester using the campus student evaluation of faculty form. Athletic Training Major Student Evaluation forms are completed by Approved Clinical Instructors (ACI) and reviewed with each student in the program at midterm and at the end of each semester. Each student in the program completes a Student Evaluation of Clinical Education form on their clinical experience at the end of each semester.

All ACIs and the Program Director review the Student Evaluation of Clinical Education form and develop actions to adjust the clinical experiences to meet the needs of the individual students. A Student Exit Evaluation of the Athletic Training Major Education Program will be completed at the end of Spring semester 2005 with the first graduates of the Athletic Training Major. The Program Director and all ACIs will review this information and develop actions to adjust the educational program to strengthen and correct the areas of concern.

## Memorandum

August 8, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Two-year follow up report on the Bachelor of Applied Technology (BAT) Degree offered by Weber State University and Utah Valley State College—Information Item

### Issue

On March 14, 2003 the Board of Regents approved a request from Utah Valley State College and Weber State University to offer a Bachelor of Applied Technology Degree (BAT). A follow-up report was requested for May, 2005.

### Background

The BAT Degree was designed for students who have received an Associate of Applied Technology (AAT) Degree from the Utah College of Applied Technology (UCAT). Students completing the AAT Degree were to be admitted as third-year students and would be able to complete the BAT Degree with two additional years of full-time study. The BAT was to provide students with advanced study in courses related to their technical discipline as well as supervisory, teamwork, and communication skills. Building upon the AAT, the BAT was designed to give an opportunity for career enhancement, professional opportunities, and supervisory-level skill development. This degree was limited to those technical or applied technology programs whose content matches or can be articulated into programs in the sponsoring colleges/schools.

### **BAT Program Requirements**

Students applying for admission to a BAT Program must meet the following requirements:

- have completed an AAT Degree from UCAT in a sponsoring college or school.
- complete a minimum of 120 credit hours, 40 of which must be upper division and 30 of which must be resident hours;
- complete 15-22 upper division credits in discipline-related courses;
- complete 15-24 upper division credits from the BAT core, and BAT support courses and electives;
- complete bachelor degree general education requirements;

- earn at least a 2.0 cumulative GPA;
- meet with an advisor in the AAT-emphasis discipline-related program and develop an academic contract specifying discipline-related courses, BAT core, BAT support courses, and BAT electives;
- complete all courses on the academic contract with a minimum grade of "C" (no Credit/No Credit grades will be accepted for the courses specified on the BAT academic contract); and
- meet with an academic advisor in their technical discipline at least annually.

Information concerning the BAT Degree has been included in the WSU and UVSC catalog for the past two years. At this time there has not been any students enroll in the program at WSU or UVSC. The reports from the institutions are attached.

#### Commissioner's Recommendation

This agenda item is an information item required by prior Regent action. No action is required; however, this information is part of the ongoing evaluation of UCAT programs and degrees as they connect with other USHE institutions.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

**August 8, 2005**  
**Bachelor of Applied Technology (BAT) Degree**  
**Two-Year Follow-up Report**  
**Weber State University**

The Board of Regents, on March 14, 2003, gave permission for Utah Valley State College and Weber State University to offer the Bachelor of Applied Technology (BAT) degree. The following is a two-year follow-up report, as requested by the Regents.

### **Program Structure and Admission Requirements**

Three technical emphases are offered: Computer Drafting & Design; Information Technology; Health Administrative Services. The first two are offered through the College of Applied Science and Technology, and the third is through the Dumke College of Health Professions

BAT students must:

- have completed an AAT degree from Utah College of Applied Technology in a sponsoring college or school;
- complete a minimum of 120 credit hours, 40 of which must be upper division and 30 of which must be resident hours;
- complete 16-22 upper division credits in one of the technical emphases listed;
- complete 18-24 upper division credits from the BAT core and BAT support courses and electives;
- complete bachelor degree general education requirements;
- earn at least a 2.0 cumulative GPA;
- meet with a college advisor and develop an academic contract specifying technical emphasis courses, BAT core, BAT support courses, and BAT electives;
- complete all courses on the academic contract with a minimum grade of "C";
- meet with an academic advisor in their technical discipline at least annually.

Advisors for the program are Nisha Perry (College of Applied Science and Technology) and Marie Kotter (Dumke College of Health Professions).

### **Enrollment Data**

Although program information has been included in the 2004-05 and 2005-06 editions of the Weber State University Catalog, no students have availed themselves of the opportunity to enroll in the program. Accordingly, no graduates of the program have been produced.

While Weber State University admits a significant number of students from the Davis and Ogden/Weber ATCs, for the most part these students do not arrive with the AAT and therefore enter traditional bachelor programs.

### **Demographic Data on Enrolled Students**



Not applicable.

### **Employment Information**

Not applicable.

### **Assessment Process**

The assessment process is to be consistent with the already-established process in the two Colleges affected. Since no students have enrolled in the program, there has been no impact on the assessment process.

**August 8, 2005**  
**Bachelor of Applied Technology (BAT) Degree**  
**Two-Year Follow-up Report From**  
**Utah Valley State College**

On March 14, 2003 the Board of Regents gave permission for Utah Valley State College and Weber State University to offer a Bachelor of Applied Technology Degree. A follow-up report was requested for May, 2005. This is the report from Utah Valley State College.

**Program Admission Criteria**

Admission criteria established for students to enter a Bachelor of Applied Technology Degree program are as follows: "Prospective BAT students must have completed an AAT degree from UCAT in a technical area existing in a sponsoring College at WSU or in a discipline whose content matches and can be articulated into a current upper-division program at UVSC. Further, UCAT AAT graduates will be required to meet with an advisor in the specific advanced discipline-related program in order to complete a BAT contract and be admitted to the BAT."

Two programs were developed and made available for AAT graduates to pursue at UVSC. One program was in Community Health for AAT Medical Assistant graduates and one was in Information Technology for AAT, IT graduates.

These admissions criteria have yet to be presented by any UCAT AAT degree holders applying for admission to UVSC.

**Enrollment Data**

The BAT degree program has been included in the 2003-04 and 2004-05 UVSC catalogs. A specific advisor is assigned and informed concerning the degree requirements to provide direction to all applicants. After these two academic years, no students have approached this advisor for discussion about the degree.

In the proposal for the degree, under "Student Demand," WSU noted that in WSU's two colleges of Applied Science and Technology and Health Professions are over one-fourth of all WSU majors. They "...anticipated there will be similar student interest and demand, although modest for the first five years, for this proposed BAT degree."

In the proposal for the BAT degree UVSC noted sustained interest in our two-year programs and growing interest in the four-year programs. "With the Mountainland Applied Technology College relationship, UVSC looks forward to their AAT graduates and any from other campuses coming to continue their higher education." UVSC over estimated the demand for the BAT degree.

## **Demographic Data on the Enrolled Students**

Not applicable.

## **Employment Information**

Not applicable.

## **Assessment Process**

BAT students were to be enrolled in a variety of discipline-specific programs (Information Technology and Community Health to begin with) with established outcomes assessment procedures. Both student assessment and program assessment in those programs have not been affected by BAT students since no students have been enrolled.

## **Summary**

It is fair to say that the Bachelor of Applied Technology degree program offering has not produced the benefits expected for students and the program. Because the advisor assigned to assist students in this program is the advisor to the existing Bachelor of Science in Technology Management degree program, no funding resources have been wasted in making the program available.

August 10, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Revisions to R205, Presidential Appointment, Term of Office, and Compensation and Benefits, and R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

Background

Analysis of Presidential compensation reveals that policies regarding housing and vehicle benefits may be written to provide the Board of Regents with added flexibility.

Issue

Statute and Regent policy provide for Presidential use of a state vehicle and an institutional residence. Current policy restricts this benefit to a state-owned vehicle and the institutional residence. By providing an allowance for vehicles or housing the Board may be able to be more competitive and more flexible on compensation issues. An allowance may allow a president to avoid cumbersome paperwork associated with receiving a state owned vehicle and will provide equity for those presidents serving campuses with no institutional residence.

Staff discussions with presidents, USHE fleet managers and state fleet managers suggest that this is a positive move in relation to the vehicle policy. Recent discussions with newly hired presidents indicate that the flexibility of a housing allowance is sometimes preferable to living full time in the institutional residence. In each case the ultimate decision will lie with the Board of Regents to determine on a case by case basis.

Attachment One details the proposed change to the vehicle policy and Attachment Two provides a proposed change to the institutional residence policy.

Recommendation

The Commissioner recommends approval of the attached changes to R205 and R207.

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Richard E. Kendell, Commissioner

RK/MS/KW/DD  
Attachments

# ***R205, Presidential Appointment, Term of Office, and Compensation and Benefits***

## **3.4. Benefits**

**3.4.1.** Presidents ~~shall~~ receive the same staff benefits provided by policy for all other institutional employees (e.g., group life insurance, health and accident insurance, retirement, tuition waivers). ~~In addition, if expressly approved by the Board,~~ The Board may further authorize ~~Presidents are authorized to receive~~ supplemental life insurance as ~~part of compensation,~~ deferred compensation, ~~and or~~ other salary supplements as part of the Regent's goal to maintain peer equity in the compensation of USHE Presidents.

**3.4.2.** ~~In addition,~~ As provided by statute, Presidents ~~shall be provided~~ receive an automobile for the President's institutional and personal use. During periods of extended personal use the costs of gasoline, oil and other routine expenses shall be borne by the President. "Extended personal use" is defined as any single trip or side trip in excess of 50 miles for personal purposes. Each President, in consultation with the institution's chief financial officer and in compliance with I.R.S. regulations, is responsible to ~~assure that appropriate accounting for document~~ document personal use of the automobile ~~is maintained and so that~~ the associated total costs are treated as part of the President's compensation for income tax purposes.

**3.4.3** Presidents may, with approval of the institutional Board of Trustees, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set by a vote of the Board of Trustees. The approved rate shall not to exceed the rate established by the State Division of Fleet Operations for an "Executive Fullsize" vehicle.

**3.4.3.4.** If expressly authorized by the Board in furtherance of the Presidents' responsibilities, Presidents may receive such benefits as sabbatical privileges, leaves of absence, individual professional association memberships, ~~and~~ club memberships and dues for use in carrying out the role of President.

**3.4.4.4.** ~~Although sometimes provided at other institutions, the Presidents of Utah public higher education institutions do not receive the following: personal financial planning counsel, loans of any type, automobile for spouse, and family travel.~~

# ***R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education***

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## **R207-1. Purpose**

To provide for a designated institutional residence for each college and university, on or near the respective campuses, appropriate for the functions of the presidential office and the residential requirements of the presidents.

## **R207-2. References**

**2.1.** Utah Code [§53B-2-102](#) (Board to Appoint President of Each Institution)

**2.2.** Policy and Procedures [R205](#), Presidential Appointment, Term of Office, and Compensation and Benefits

## **R207-3. Policy**

**3.1. Preamble** - The duties of a president require residence on or near the campus so as to permit personal hosting of activities and events and involvement in administrative problems requiring personal and immediate attention. Moreover, the scope of activities is such as to preclude the personal performance of routine repair and maintenance of a residence which may necessarily be larger than the president's private needs require. Provision and maintenance of institutional residences serves the best interests of the institutions, is a convenience to the Utah System of Higher Education, and reflects generally accepted practice throughout American higher education.

**3.2 Functions of an Official Institutional Residence** - The Board of Regents shall designate an official institutional residence for each college and university, located on or near the campus, owned and maintained by the institution, and occupied by the President as a condition of employment. Such a residence is considered an institutional resource to be used for the convenience and benefit of the institution. The institutional residence is used by the President as an important extension of the campus in performing the functions of the presidential office. It will be the President's official residence and be used substantially for work-related purposes, both administrative and social. The institutional residence serves as a vital center of social activity important to institutional advancement, where receptions for faculty, staff, students and guests are held, and where influential visitors, lecturers, performers, potential donors and others may be hosted.

**3.3. Criteria for Designation of Institutional Residences** - The Board of Regents, in designating an official institutional residence, shall take into account the type of institution--university, state college, or community college--living standards and cost of housing in the community, ability to meet the president's needs for campus related activities, accessibility to the campus, suitability for family needs, estimated cost or market value, and other appropriate factors. A report summarizing the facts as to the adequacy and appropriateness of the residence on these points shall be prepared by the Commissioner in consultation with the President, the Chairman of the institutional Board of Trustees, and the Chairman of the Board of Regents. The report will be submitted to

both the institutional Board of Trustees and the Board of Regents for approval. If approved, the report will be filed in the Office of the Commissioner as evidence of official designation.

**3.4. Construction, Purchase and Remodeling** - The costs of construction, purchase, major remodeling, landscaping and improvements of existing and future institutional residences must have the prior recommendation of the institutional Board of Trustees and approval of the Board of Regents. Such costs will be financed from sources other than state-appropriated funds unless otherwise specifically authorized by the Board of Regents. Should the Regents determine that an institutional residence is no longer adequate or suitable to meet the needs of the institution, appropriate appraisals may be obtained and the residence sold. Revenue from the sale will be applied as designated and approved by the Board of Regents.

**3.5. Costs of Maintaining Institutional Residences** - Maintenance costs, including utilities, routine care of the residence and grounds, equipment replacement, repairs and improvements, will be borne by the institution. The utility costs covered by this policy include fuel, power, water, sewer, basic telephone service, and long distance service for institutional purposes. Each president shall be responsible for the costs of personal long distance telephone service, cable television, and any other personal telecommunications service. Domestic assistance serving institutional purposes may be provided as appropriate, and as set forth and approved in the budget in paragraph 3.6. With the approval of the institutional Board of Trustees, furnishings and equipment of a type serving primarily institutionally-related functions of the residence may be provided by the institution and shall remain on the property inventory of the institution. Fire and liability insurance shall be carried on all institutional residences and property, with the costs being borne by the institutions. Insurance costs on personal belongings shall be paid for by the presidents.

**3.6. Budget Approval by the Board of Regents** - On or before September 15 of each year, the President shall file with the Chairman of the institutional Board of Trustees and the Commissioner of Higher Education a budget for the institutional residence, detailing estimated expenditures for maintenance costs, domestic assistance, and insurance, as provided in paragraph 3.5. The budget will include a detailed report comparing the previous year's actual expenditures with the budget approved for that year. The Commissioner shall submit the budget to the Board of Regents for approval.

**3.7. Equitable Adjustments for Full Compliance with the Policy** - The Board of Regents shall oversee the equitable adjustments necessary to bring about full compliance with this policy.

**3.8. Exceptions to Policy ~~not Applicable to the Commissioner of Higher Education~~** - The provisions of this policy shall not apply to the Commissioner of Higher Education. The Board of Regents may, ~~in its discretion,~~ provide an equitable housing allowance, or make other equitable and appropriate arrangements, to accommodate the residential housing requirements of the Commissioner or institutional Presidents.

## MEMORANDUM

August 10, 2005

TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE -- Long-term Enrollment Projections

### Issue

Attached are 20-year enrollment projections for the USHE institutions. These projections are prepared to assist the Regents and state-level policymakers in mid- to long-range planning. The projections are also used as input to the Regents' capital facilities prioritization process. For the nine traditional USHE institutions, the projections forecast an increase of over 54,414 full-time equivalent students, a 47 percent increase, over the next 20 years. The average annual increase equals 2,720 FTE students or 2.0 percent per year.

### Background

The projections included here are intended to measure demand for enrollment in the USHE given the current policy climate and current Utah population projections. The underlying model that generates the projections utilizes the methods of the Governor's Office of Planning and Budget (GOPB) as well as those of the National Center for Higher Education Management Systems (NCHEMS). Described simply, the model estimates enrollment demand for higher education based on the projected population and the propensity of that population to participate in higher education. Projected participation rates are based upon 20-year historical participation rates for 4 cohorts of students based on age and geographic origin.

The presentation slides in Attachment 1 show several graphs related to the population and participation rate projections that produce the enrollment projections. Figure 1 provides a comparison of historical projections and actual enrollment levels. This shows that projections from 1998 to 2001 have proven to be conservative, in the short-term, while projections for 2002 and 2003 have been too robust. Two primary inputs cause the 2005 projections to be scaled back even farther from 2004 projections. The first is the impact of the relatively flat system enrollment for the past two years. The second is a change in the population estimates published by GOPB in 2005 versus the 2002 population baseline estimates. The new population estimates from GOPB project a substantially smaller increase in adults ages 18-29 over the next 20 years than previous projections.



In considering the projections for the next 20 years, Regents should keep in mind a few caveats:

- **“Science” vs. “Art”.** Projecting enrollment is as much “art” as “science” and should be viewed as informed estimations rather than certainties, particularly given the 20-year duration of the projections.
- **Population Projections.** The projections are only as good as the assumptions on which they are based. A principle assumption embedded in the USHE enrollment projections is that statewide population estimates promulgated by GOPB will prove to be relatively accurate. See Figures 2, 3, and 4 of Attachment 1 for graphs depicting the important elements of these population projections. If they turn out to be significantly inaccurate, the USHE enrollment projections will be equally inaccurate.
- **Participation Rate Projections.** Major shifts in policy, such as changes in institutional mission and role, changes to residency requirements, availability of nonresident waivers, lack of funding for new enrollment, enrollment freezes, high tuition increases, or other factors could have a direct impact on participation rates. To the extent these changes have affected participation the past 20-years, they are built into the projections. However, differences in the number and magnitude of policy shifts over the next 20-years compared to the past 20-years would have an unknown participation impact. For an overview of the historical and projected participation rates in the enrollment projections, see Figures 5 and 6 of Attachment 1.
- **Institution Projections.** Attachment 2 shows projections in total for the system on page 1 and then projections for each of the nine included institutions on pages 2 through 10. Institutions projections are based on specific population and participation patterns for two age groups in the institution’s 3 major “draw” counties and the rest of the state in total. While additional variables to the enrollment patterns could be more directly isolated, such as changes in nonresident or graduate enrollment, past attempts to run projection models which isolate these variables isolated did not produce statistically significant differences.
- **Systematically Reported Enrollments.** Only those enrollments, including both budget-related and self supporting enrollments, which have been systematically reported, form the basis for future projected enrollments. At most institutions, continuing education, non-credit enrollments have not been systematically reported in past years. Consequently, no reliable database is available on which to project future enrollments of this type. Other non-credit enrollments for applied technology education are included in the projections.
- **UCAT Projections.** UCAT projections cannot be simply “added” to projections for other USHE institutions because UCAT headcount enrollment is reported on an annual basis and not a snapshot, fall headcount basis. The most recent UCAT enrollment projections are included in Attachment 3.
- **Projections and Budget Requests.** Projections will not be used for budget request purposes, such as the determination of enrollment growth requests. USHE enrollment

growth funding requests have been based for several years on actual enrollments rather than projected enrollments, and institutions receive growth funding a year after student growth has actually occurred.

- **Projections and Facilities Requests/Q&P.** Institution projections are used as input to the Regents' facilities prioritization process known as the "Q&P." The five-year projection figures included here, along with accepted space-per-student standards, will generate estimated space needs for each institution. These estimated space needs are one of several elements weighed in the Q&P process, which will be brought to the Board when capital development projects are prioritized in September.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents consider and adopt the attached USHE long-term enrollment projections to be used for planning purposes and input to the facilities prioritization process.

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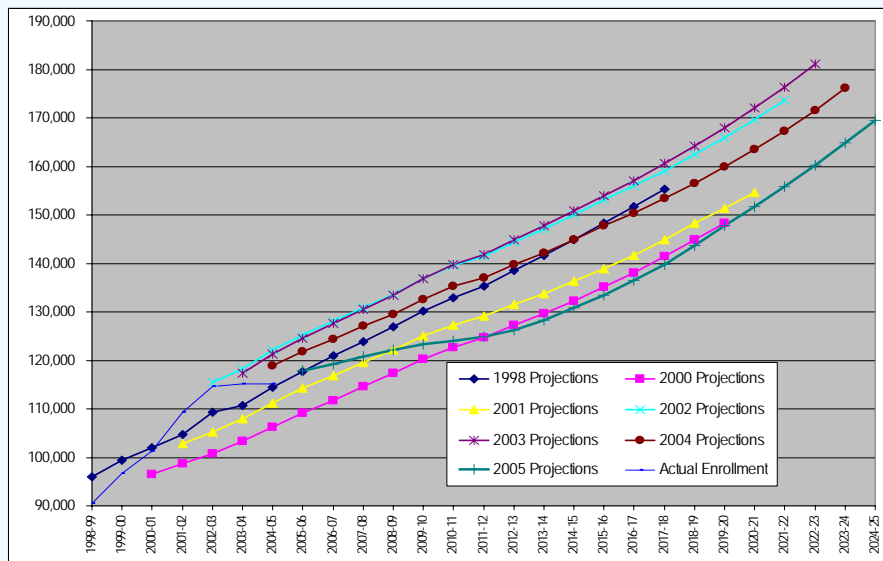
Richard E. Kendell, Commissioner

REK/MHS/KW/KLH  
Attachments

# USHE 2005 Long-term Enrollment Projections

Prepared by  
the Office of the Commissioner of Higher Education  
July 29, 2005

**Figure 1. Comparison of USHE Projected and Actual Enrollment**



## **Projecting Enrollments**

- Informed estimates rather than certainties.
- Based on assumed population estimates and participation rates that could differ from future realities.
- Enrollment projections only reflect enrollments that have been systematically reported over time.
  - Therefore, many non-credit continuing education or vocational classes are excluded.
- UCAT is not included because there is not sufficient historical information to project for the future.
  - The percentage growth increase for UCAT is likely to be equal to or perhaps greater than the average percentage growth for the other 9 institutions.

## **Purpose of Enrollment Projections**

- To inform USHE decision-makers for planning discussions, such as:
  - Long-range financial plans
  - Capital facility needs
  - Institutional missions and roles
- Projections are not used to determine enrollment growth requests.
  - Enrollment growth funding requests are based on actual enrollments rather than projected enrollments.
- Recent SBR projections have proven to be conservative at some institutions (i.e. UU, WSU, DSC, and UVSC) while overestimating enrollment at others (SUU, Snow, CEU). Estimates at USU and SLCC have been fairly accurate.
- Since the introduction of this enrollment projection model in 1998, short-term USHE enrollment growth has moderately exceeded projected levels.

## **Enrollment Projection Methodology**

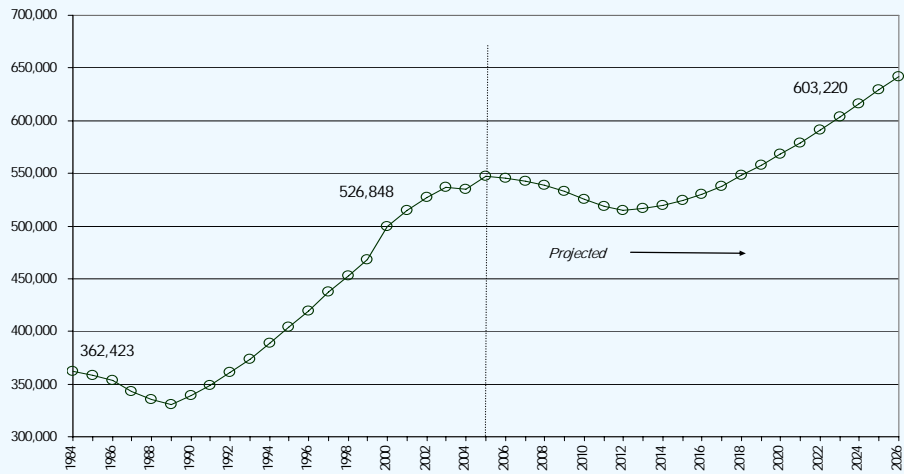
- Two driving inputs to develop 20-year projections:
  - Governor's Office of Planning and Budget population estimates
  - Institution specific assumptions about future participation rates arrived from 20-year historical participation rates for 4 cohorts of students:
    - 18-29 years from institution's 3 biggest draw counties
    - 30 years and up from institution's 3 biggest draw counties
    - 18-29 years from all other counties
    - 30 years and up from all other counties

## **Population Estimates**

- In 2005, GOPB updated 2002 baseline population estimates.
- 2005 estimates: 18-29 population average annual growth:
  - 1995-2001 = 4.1%
  - 2002-2005 = 1.5%
  - 2006-2018 = 0.0%
  - 2019-2025 = 2.0%

## Figure 2. Population Projections

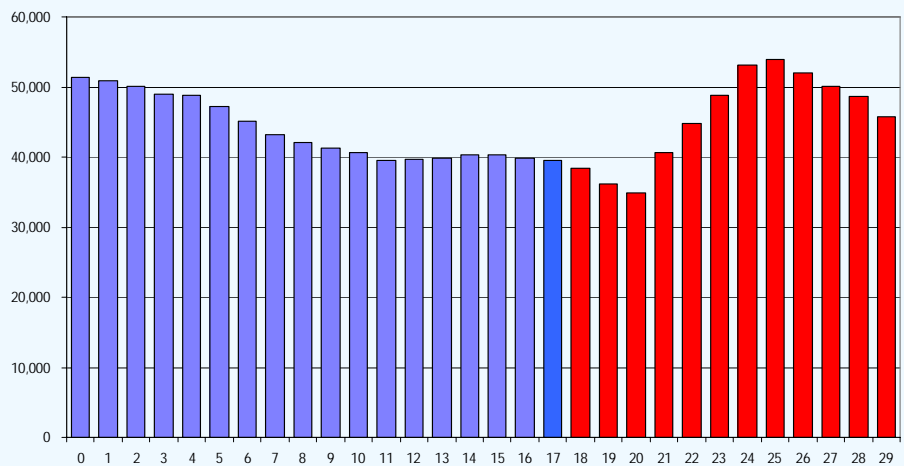
Utah 18-29 Year Old Population Estimates (all counties)



Source: Governor's Office of Planning and Budget, 2005 Population Projections

## Figure 3. Population Projections

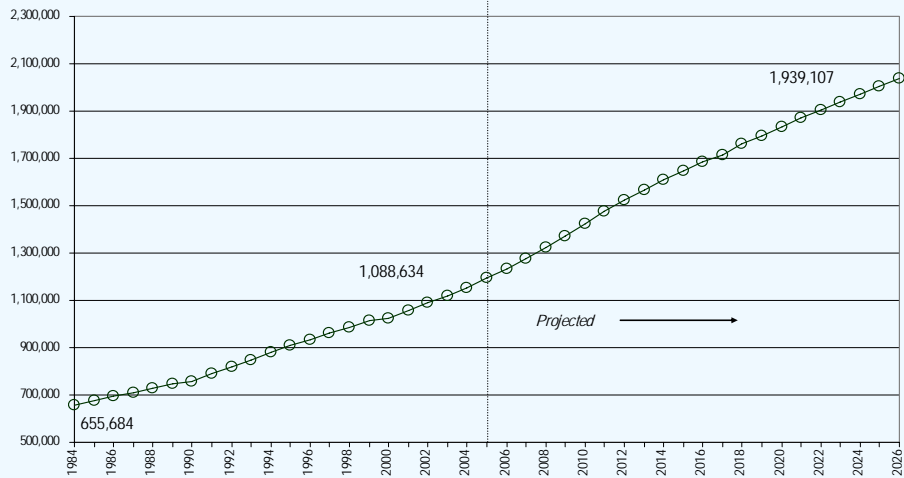
Utah 2004 Population by Age 0-29 (all counties)



Source: Governor's Office of Planning and Budget, 2005 Population Projections

## Figure 4. Population Projections

Utah 30-up Population Estimates (all counties)



Source: Governor's Office of Planning and Budget, 2005 Population Projections

## Participation Rates

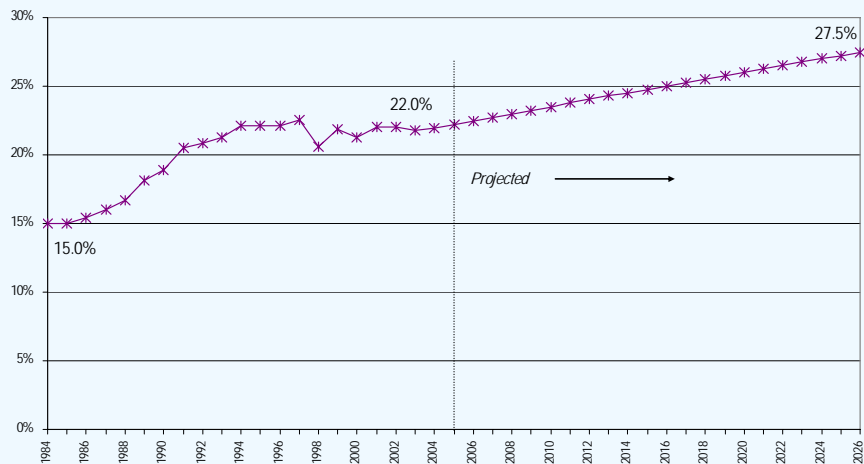
- Over the last 20 years, 18-29 year old participation rates have shown an overall increasing trend-line.
  - This trend is projected for the next 20 years.
- Participation rates for 30 year olds plus have been more cyclical, related to economic conditions.
  - A relatively flat participation rate, based on the overall trend of the last 20 years, is projected for the next 20 years.

## Participation Rates

- Factors with potential affects on participation rates over next 20 years:
  - Positive
    - Increased demand for education workforce and training
    - Increased accessibility to higher education through
      - technology (Internet courses)
      - new program offerings
      - new physical campuses, (WSU-Davis, UVSC-Wasatch, etc.)
  - Negative
    - Changes to residency requirements
    - Limited state funding of enrollment growth

## Figure 5. Participation Rates

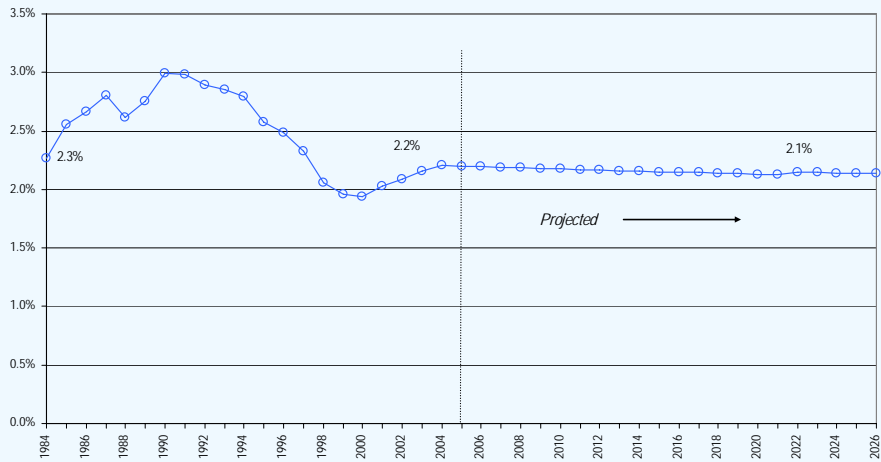
USHE 18-29 year old participation rates (All-counties, 9 institutions)





## Figure 6. Participation Rates

USHE 30 years and up participation rates (All-counties, 9 institutions)



## Summary

- By 2024-25, USHE annualized FTE is projected to grow 54,414 (47.3% total or 2.0% annual average)
- The fastest growth periods are expected the last ten years, with moderate growth during the first 10 years:
 

|                                     |                                     |
|-------------------------------------|-------------------------------------|
| 2005-06 thru 2009-10: 1.4% per year | 2010-11 thru 2014-15: 1.2% per year |
| 2015-16 thru 2019-20: 2.5% per year | 2020-21 thru 2024-25: 2.8% per year |
- Institutional 20-year annual average growth rates:
 

|            |             |             |
|------------|-------------|-------------|
| UU = 1.0%  | USU = 1.3%  | WSU = 2.0%  |
| SUU = 2.1% | Snow = 2.0% | DSC = 3.0%  |
| CEU = 1.3% | UVSC = 2.9% | SLCC = 2.6% |

# UTAH SYSTEM OF HIGHER EDUCATION

## System Total Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                              |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|------------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Average Annual. FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 70,989         | 54,132   | 55,500         | n/a                     | n/a                              | 05-06                           | 148,150        | 102,070  | 117,810        |                              | 2.3%                             |
| 86-87                           | 73,088         | 55,355   | 56,972         | 2.7%                    | 2.7%                             | 06-07                           | 149,870        | 103,050  | 119,300        |                              | 3.6%                             |
| 87-88                           | 74,929         | 56,298   | 57,634         | 1.2%                    | 3.8%                             | 07-08                           | 151,560        | 104,040  | 120,820        |                              | 5.0%                             |
| 88-89                           | 74,884         | 56,640   | 58,606         | 1.7%                    | 5.6%                             | 08-09                           | 153,110        | 104,930  | 122,220        |                              | 6.2%                             |
| 89-90                           | 80,430         | 60,028   | 62,368         | 6.4%                    | 12.4%                            | 09-10                           | 154,310        | 105,560  | 123,330        | 1.4%                         | 7.1%                             |
| 90-91                           | 86,843         | 63,545   | 66,468         | 6.6%                    | 19.8%                            | 10-11                           | 154,970        | 105,810  | 124,010        |                              | 7.7%                             |
| 91-92                           | 94,923         | 69,651   | 73,009         | 9.8%                    | 31.5%                            | 11-12                           | 155,720        | 106,130  | 124,800        |                              | 8.4%                             |
| 92-93                           | 99,163         | 73,224   | 76,957         | 5.4%                    | 38.7%                            | 12-13                           | 157,250        | 106,980  | 126,190        |                              | 9.6%                             |
| 93-94                           | 103,633        | 75,805   | 79,479         | 3.3%                    | 43.2%                            | 13-14                           | 159,740        | 108,500  | 128,350        |                              | 11.5%                            |
| 94-95                           | 110,594        | 79,364   | 81,978         | 3.1%                    | 47.7%                            | 14-15                           | 162,590        | 110,230  | 130,780        | 1.2%                         | 13.6%                            |
| 95-96                           | 112,666        | 81,713   | 84,068         | 2.5%                    | 51.5%                            | 15-16                           | 165,750        | 112,180  | 133,500        |                              | 16.0%                            |
| 96-97                           | 116,047        | 83,375   | 87,383         | 3.9%                    | 57.4%                            | 16-17                           | 169,260        | 114,350  | 136,490        |                              | 18.6%                            |
| 97-98                           | 121,053        | 87,077   | 91,103         | 4.3%                    | 64.1%                            | 17-18                           | 173,060        | 116,690  | 139,660        |                              | 21.3%                            |
| 98-99                           | 113,704        | 79,393   | 90,453         | -0.7%                   | 63.0%                            | 18-19                           | 177,890        | 119,760  | 143,760        |                              | 24.9%                            |
| 99-00                           | 122,417        | 84,929   | 96,585         | 6.8%                    | 74.0%                            | 19-20                           | 182,680        | 122,740  | 147,760        | 2.5%                         | 28.4%                            |
| 00-01                           | 126,377        | 88,002   | 101,307        | 4.9%                    | 82.5%                            | 20-21                           | 187,300        | 125,610  | 151,640        |                              | 31.7%                            |
| 01-02                           | 134,939        | 94,698   | 109,302        | 7.9%                    | 96.9%                            | 21-22                           | 192,220        | 128,680  | 155,790        |                              | 35.3%                            |
| 02-03                           | 138,625        | 98,090   | 114,610        | 4.9%                    | 106.5%                           | 22-23                           | 197,490        | 131,960  | 160,210        |                              | 39.2%                            |
| 03-04                           | 140,933        | 99,242   | 115,212        | 0.5%                    | 107.6%                           | 23-24                           | 202,950        | 135,370  | 164,800        |                              | 43.2%                            |
| 04-05                           | 144,937        | 100,067  | 115,116        | -0.1%                   | 107.4%                           | 24-25                           | 208,600        | 138,880  | 169,530        | 2.8%                         | 47.3%                            |
| <b>Average Annual Increases</b> |                |          | <b>2,981</b>   | <b>4.0%</b>             |                                  | <b>Average Annual Increases</b> |                |          | <b>2,720</b>   | <b>1.96%</b>                 |                                  |

## Institution Projection Summary

| 20-YEAR ACTUAL HISTORY |                        |                        |                               |                         |                          | 20-YEAR PROJECTION |                        |                               |                            |                              |                          |
|------------------------|------------------------|------------------------|-------------------------------|-------------------------|--------------------------|--------------------|------------------------|-------------------------------|----------------------------|------------------------------|--------------------------|
| Institution            | 1985-86 Annualized FTE | 2004-05 Annualized FTE | 20-year Annualized FTE growth | Average Annual % change | Cummulative FTE % change | Institution        | 2024-25 Annualized FTE | 20-year Annualized FTE growth | Average Annual. FTE Growth | Average Annual. FTE % change | Cummulative FTE % change |
| UU                     | 19,706                 | 27,433                 | 7,727                         | 1.8%                    | 39.2%                    | UU                 | 33,210                 | 5,777                         | 289                        | 1.0%                         | 21.1%                    |
| USU                    | 10,306                 | 19,632                 | 9,326                         | 3.5%                    | 90.5%                    | USU                | 25,340                 | 5,708                         | 285                        | 1.3%                         | 29.1%                    |
| WSU                    | 8,579                  | 15,840                 | 7,261                         | 3.3%                    | 84.6%                    | WSU                | 23,470                 | 7,630                         | 381                        | 2.0%                         | 48.2%                    |
| SUU                    | 2,361                  | 6,146                  | 3,785                         | 5.3%                    | 160.3%                   | SUU                | 9,250                  | 3,104                         | 155                        | 2.1%                         | 50.5%                    |
| Snow                   | 1,142                  | 3,057                  | 1,915                         | 5.6%                    | 167.7%                   | Snow               | 4,520                  | 1,463                         | 73                         | 2.0%                         | 47.8%                    |
| DSC                    | 1,646                  | 4,564                  | 2,918                         | 5.6%                    | 177.3%                   | DSC                | 8,250                  | 3,686                         | 184                        | 3.0%                         | 80.7%                    |
| CEU                    | 1,141                  | 1,945                  | 804                           | 3.0%                    | 70.4%                    | CEU                | 2,500                  | 555                           | 28                         | 1.3%                         | 28.6%                    |
| UVSC                   | 4,899                  | 17,804                 | 12,905                        | 7.2%                    | 263.4%                   | UVSC               | 31,660                 | 13,856                        | 693                        | 2.9%                         | 77.8%                    |
| SLCC                   | 5,720                  | 18,694                 | 12,974                        | 6.6%                    | 226.8%                   | SLCC               | 31,330                 | 12,636                        | 632                        | 2.6%                         | 67.6%                    |
| <b>USHE</b>            | <b>55,500</b>          | <b>115,116</b>         | <b>59,616</b>                 | <b>4.0%</b>             | <b>107.4%</b>            | <b>USHE</b>        | <b>169,530</b>         | <b>54,414</b>                 | <b>2,720</b>               | <b>2.0%</b>                  | <b>47.3%</b>             |

# UNIVERSITY OF UTAH

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 25,163         | 19,410   | 19,706         | n/a                     | n/a                              | 05-06                           | 30,710         | 24,160   | 27,730         | 1.1%                    | 1.1%                             |
| 86-87                           | 25,167         | 19,129   | 19,439         | -1.4%                   | -1.4%                            | 06-07                           | 30,670         | 24,140   | 27,790         | 0.2%                    | 1.3%                             |
| 87-88                           | 24,616         | 19,186   | 19,467         | 0.1%                    | -1.2%                            | 07-08                           | 30,660         | 24,140   | 27,870         | 0.3%                    | 1.6%                             |
| 88-89                           | 24,052         | 18,806   | 19,216         | -1.3%                   | -2.5%                            | 08-09                           | 30,620         | 24,120   | 27,920         | 0.2%                    | 1.8%                             |
| 89-90                           | 24,440         | 19,002   | 19,629         | 2.1%                    | -0.4%                            | 09-10                           | 30,520         | 24,050   | 27,920         | 0.0%                    | 1.8%                             |
| 90-91                           | 25,425         | 19,912   | 20,450         | 4.2%                    | 3.8%                             | 10-11                           | 30,330         | 23,910   | 27,830         | -0.3%                   | 1.4%                             |
| 91-92                           | 26,639         | 20,575   | 21,351         | 4.4%                    | 8.3%                             | 11-12                           | 30,160         | 23,790   | 27,770         | -0.2%                   | 1.2%                             |
| 92-93                           | 26,801         | 20,971   | 21,583         | 1.1%                    | 9.5%                             | 12-13                           | 30,130         | 23,780   | 27,840         | 0.3%                    | 1.5%                             |
| 93-94                           | 27,118         | 20,928   | 21,454         | -0.6%                   | 8.9%                             | 13-14                           | 30,270         | 23,900   | 28,050         | 0.8%                    | 2.2%                             |
| 94-95                           | 26,918         | 21,272   | 21,881         | 2.0%                    | 11.0%                            | 14-15                           | 30,470         | 24,070   | 28,330         | 1.0%                    | 3.3%                             |
| 95-96                           | 27,143         | 21,540   | 22,055         | 0.8%                    | 11.9%                            | 15-16                           | 30,710         | 24,270   | 28,650         | 1.1%                    | 4.4%                             |
| 96-97                           | 26,365         | 20,990   | 21,719         | -1.5%                   | 10.2%                            | 16-17                           | 31,000         | 24,510   | 29,010         | 1.3%                    | 5.7%                             |
| 97-98                           | 26,191         | 21,193   | 22,057         | 1.6%                    | 11.9%                            | 17-18                           | 31,290         | 24,750   | 29,370         | 1.2%                    | 7.1%                             |
| 98-99                           | 25,203         | 19,677   | 21,899         | -0.7%                   | 11.1%                            | 18-19                           | 31,810         | 25,170   | 29,950         | 2.0%                    | 9.2%                             |
| 99-00                           | 25,788         | 20,343   | 22,970         | 4.9%                    | 16.6%                            | 19-20                           | 32,260         | 25,540   | 30,480         | 1.8%                    | 11.1%                            |
| 00-01                           | 26,180         | 20,778   | 24,339         | 6.0%                    | 23.5%                            | 20-21                           | 32,680         | 25,880   | 30,970         | 1.6%                    | 12.9%                            |
| 01-02                           | 27,664         | 22,165   | 26,260         | 7.9%                    | 33.3%                            | 21-22                           | 33,130         | 26,250   | 31,490         | 1.7%                    | 14.8%                            |
| 02-03                           | 29,921         | 23,216   | 27,850         | 6.1%                    | 41.3%                            | 22-23                           | 33,610         | 26,640   | 32,050         | 1.8%                    | 16.8%                            |
| 03-04                           | 29,878         | 23,426   | 27,316         | -1.9%                   | 38.6%                            | 23-24                           | 34,100         | 27,040   | 32,620         | 1.8%                    | 18.9%                            |
| 04-05                           | 30,479         | 23,967   | 27,433         | 0.4%                    | 39.2%                            | 24-25                           | 34,610         | 27,460   | 33,210         | 1.8%                    | 21.1%                            |
| <i>Average Annual Increases</i> |                |          | 381            | 1.8%                    |                                  | <i>Average Annual Increases</i> |                |          | 289            | 1.0%                    |                                  |

# UTAH STATE UNIVERSITY

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 12,572         | 9,745    | 10,306         | n/a                     | n/a                              | 05-06                           | 24,240         | 17,430   | 19,910         | 1.4%                    | 1.4%                             |
| 86-87                           | 12,477         | 9,800    | 10,353         | 0.5%                    | 0.5%                             | 06-07                           | 24,350         | 17,490   | 20,010         | 0.5%                    | 1.9%                             |
| 87-88                           | 12,718         | 9,813    | 10,397         | 0.4%                    | 0.9%                             | 07-08                           | 24,480         | 17,560   | 20,120         | 0.5%                    | 2.5%                             |
| 88-89                           | 13,114         | 10,086   | 10,631         | 2.3%                    | 3.2%                             | 08-09                           | 24,570         | 17,600   | 20,190         | 0.3%                    | 2.8%                             |
| 89-90                           | 13,621         | 10,561   | 11,205         | 5.4%                    | 8.7%                             | 09-10                           | 24,620         | 17,610   | 20,230         | 0.2%                    | 3.0%                             |
| 90-91                           | 14,785         | 11,513   | 12,226         | 9.1%                    | 18.6%                            | 10-11                           | 24,580         | 17,560   | 20,200         | -0.1%                   | 2.9%                             |
| 91-92                           | 16,599         | 12,732   | 13,319         | 8.9%                    | 29.2%                            | 11-12                           | 24,530         | 17,500   | 20,170         | -0.1%                   | 2.7%                             |
| 92-93                           | 17,114         | 13,121   | 14,170         | 6.4%                    | 37.5%                            | 12-13                           | 24,620         | 17,540   | 20,240         | 0.3%                    | 3.1%                             |
| 93-94                           | 18,380         | 14,083   | 14,840         | 4.7%                    | 44.0%                            | 13-14                           | 24,880         | 17,710   | 20,470         | 1.1%                    | 4.3%                             |
| 94-95                           | 20,361         | 14,911   | 15,582         | 5.0%                    | 51.2%                            | 14-15                           | 25,200         | 17,910   | 20,730         | 1.3%                    | 5.6%                             |
| 95-96                           | 19,852         | 15,159   | 15,942         | 2.3%                    | 54.7%                            | 15-16                           | 25,550         | 18,140   | 21,020         | 1.4%                    | 7.1%                             |
| 96-97                           | 20,802         | 15,738   | 16,421         | 3.0%                    | 59.3%                            | 16-17                           | 25,970         | 18,410   | 21,370         | 1.7%                    | 8.9%                             |
| 97-98                           | 21,232         | 16,222   | 17,044         | 3.8%                    | 65.4%                            | 17-18                           | 26,400         | 18,690   | 21,720         | 1.6%                    | 10.6%                            |
| 98-99                           | 19,323         | 14,554   | 16,356         | -4.0%                   | 58.7%                            | 18-19                           | 27,020         | 19,110   | 22,250         | 2.4%                    | 13.3%                            |
| 99-00                           | 20,865         | 15,274   | 17,091         | 4.5%                    | 65.8%                            | 19-20                           | 27,600         | 19,490   | 22,720         | 2.1%                    | 15.7%                            |
| 00-01                           | 21,490         | 15,851   | 18,045         | 5.6%                    | 75.1%                            | 20-21                           | 28,170         | 19,870   | 23,200         | 2.1%                    | 18.2%                            |
| 01-02                           | 23,001         | 16,889   | 19,049         | 5.6%                    | 84.8%                            | 21-22                           | 28,770         | 20,260   | 23,690         | 2.1%                    | 20.7%                            |
| 02-03                           | 22,848         | 17,110   | 19,426         | 2.0%                    | 88.5%                            | 22-23                           | 29,410         | 20,690   | 24,220         | 2.2%                    | 23.4%                            |
| 03-04                           | 23,474         | 17,227   | 19,514         | 0.5%                    | 89.3%                            | 23-24                           | 30,070         | 21,130   | 24,770         | 2.3%                    | 26.2%                            |
| 04-05                           | 23,908         | 17,213   | 19,632         | 0.6%                    | 90.5%                            | 24-25                           | 30,760         | 21,580   | 25,340         | 2.3%                    | 29.1%                            |
| <i>Average Annual Increases</i> |                |          | 466            | 3.5%                    |                                  | <i>Average Annual Increases</i> |                |          | 285            | 1.3%                    |                                  |

# WEBER STATE UNIVERSITY

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 11,490         | 8,298    | 8,579          | n/a                     | n/a                              | 05-06                           | 19,150         | 13,530   | 16,180         | 2.1%                    | 2.1%                             |
| 86-87                           | 11,777         | 8,553    | 9,027          | 5.2%                    | 5.2%                             | 06-07                           | 19,270         | 13,610   | 16,380         | 1.2%                    | 3.4%                             |
| 87-88                           | 12,549         | 8,847    | 9,279          | 2.8%                    | 8.2%                             | 07-08                           | 19,400         | 13,700   | 16,600         | 1.3%                    | 4.8%                             |
| 88-89                           | 12,731         | 9,077    | 9,475          | 2.1%                    | 10.4%                            | 08-09                           | 19,500         | 13,770   | 16,800         | 1.2%                    | 6.1%                             |
| 89-90                           | 13,651         | 9,569    | 10,034         | 5.9%                    | 17.0%                            | 09-10                           | 19,580         | 13,830   | 16,980         | 1.1%                    | 7.2%                             |
| 90-91                           | 14,039         | 10,027   | 10,362         | 3.3%                    | 20.8%                            | 10-11                           | 19,590         | 13,830   | 17,090         | 0.6%                    | 7.9%                             |
| 91-92                           | 14,433         | 10,566   | 11,209         | 8.2%                    | 30.7%                            | 11-12                           | 19,610         | 13,840   | 17,220         | 0.8%                    | 8.7%                             |
| 92-93                           | 14,994         | 11,128   | 11,672         | 4.1%                    | 36.1%                            | 12-13                           | 19,720         | 13,920   | 17,430         | 1.2%                    | 10.0%                            |
| 93-94                           | 15,910         | 11,052   | 11,569         | -0.9%                   | 34.9%                            | 13-14                           | 19,950         | 14,080   | 17,740         | 1.8%                    | 12.0%                            |
| 94-95                           | 15,051         | 10,937   | 11,304         | -2.3%                   | 31.8%                            | 14-15                           | 20,210         | 14,260   | 18,080         | 1.9%                    | 14.1%                            |
| 95-96                           | 14,623         | 10,826   | 11,006         | -2.6%                   | 28.3%                            | 15-16                           | 20,510         | 14,470   | 18,470         | 2.2%                    | 16.6%                            |
| 96-97                           | 14,442         | 10,501   | 11,654         | 5.9%                    | 35.8%                            | 16-17                           | 20,840         | 14,700   | 18,880         | 2.2%                    | 19.2%                            |
| 97-98                           | 14,933         | 11,187   | 12,273         | 5.3%                    | 43.1%                            | 17-18                           | 21,190         | 14,950   | 19,320         | 2.3%                    | 22.0%                            |
| 98-99                           | 14,136         | 10,144   | 11,922         | -2.9%                   | 39.0%                            | 18-19                           | 21,690         | 15,300   | 19,900         | 3.0%                    | 25.6%                            |
| 99-00                           | 15,444         | 10,858   | 12,805         | 7.4%                    | 49.3%                            | 19-20                           | 22,160         | 15,630   | 20,450         | 2.8%                    | 29.1%                            |
| 00-01                           | 16,378         | 11,519   | 13,346         | 4.2%                    | 55.6%                            | 20-21                           | 22,610         | 15,940   | 20,990         | 2.6%                    | 32.5%                            |
| 01-02                           | 17,258         | 12,127   | 14,327         | 7.4%                    | 67.0%                            | 21-22                           | 23,090         | 16,280   | 21,560         | 2.7%                    | 36.1%                            |
| 02-03                           | 18,654         | 13,049   | 15,724         | 9.8%                    | 83.3%                            | 22-23                           | 23,610         | 16,640   | 22,180         | 2.9%                    | 40.0%                            |
| 03-04                           | 19,167         | 13,713   | 16,137         | 2.6%                    | 88.1%                            | 23-24                           | 24,140         | 17,020   | 22,820         | 2.9%                    | 44.1%                            |
| 04-05                           | 18,875         | 13,337   | 15,840         | -1.8%                   | 84.6%                            | 24-25                           | 24,690         | 17,400   | 23,470         | 2.8%                    | 48.2%                            |
| <i>Average Annual Increases</i> |                |          | 363            | 3.3%                    |                                  | <i>Average Annual Increases</i> |                |          | 381            | 2.0%                    |                                  |

# SOUTHERN UTAH UNIVERSITY

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 2,585          | 2,348    | 2,361          | n/a                     | n/a                              | 05-06                           | 6,820          | 5,340    | 6,290          | 2.3%                    | 2.3%                             |
| 86-87                           | 2,866          | 2,571    | 2,685          | 13.7%                   | 13.7%                            | 06-07                           | 6,910          | 5,400    | 6,380          | 1.4%                    | 3.8%                             |
| 87-88                           | 2,914          | 2,685    | 2,779          | 3.5%                    | 17.7%                            | 07-08                           | 7,000          | 5,460    | 6,460          | 1.3%                    | 5.1%                             |
| 88-89                           | 2,952          | 2,770    | 2,894          | 4.1%                    | 22.6%                            | 08-09                           | 7,090          | 5,520    | 6,550          | 1.4%                    | 6.6%                             |
| 89-90                           | 3,502          | 2,893    | 3,034          | 4.8%                    | 28.5%                            | 09-10                           | 7,150          | 5,560    | 6,620          | 1.1%                    | 7.7%                             |
| 90-91                           | 4,004          | 3,194    | 3,439          | 13.3%                   | 45.7%                            | 10-11                           | 7,200          | 5,590    | 6,670          | 0.8%                    | 8.5%                             |
| 91-92                           | 4,293          | 3,515    | 3,754          | 9.2%                    | 59.0%                            | 11-12                           | 7,240          | 5,610    | 6,720          | 0.7%                    | 9.3%                             |
| 92-93                           | 4,433          | 3,736    | 3,938          | 4.9%                    | 66.8%                            | 12-13                           | 7,330          | 5,670    | 6,810          | 1.3%                    | 10.8%                            |
| 93-94                           | 4,592          | 4,054    | 4,352          | 10.5%                   | 84.3%                            | 13-14                           | 7,460          | 5,760    | 6,930          | 1.8%                    | 12.7%                            |
| 94-95                           | 5,025          | 4,269    | 4,583          | 5.3%                    | 94.1%                            | 14-15                           | 7,600          | 5,860    | 7,070          | 2.0%                    | 15.0%                            |
| 95-96                           | 5,159          | 4,501    | 4,807          | 4.9%                    | 103.6%                           | 15-16                           | 7,760          | 5,970    | 7,230          | 2.3%                    | 17.6%                            |
| 96-97                           | 5,639          | 4,741    | 5,153          | 7.2%                    | 118.3%                           | 16-17                           | 7,930          | 6,090    | 7,390          | 2.2%                    | 20.2%                            |
| 97-98                           | 6,007          | 5,079    | 5,646          | 9.6%                    | 139.1%                           | 17-18                           | 8,120          | 6,220    | 7,570          | 2.4%                    | 23.2%                            |
| 98-99                           | 5,725          | 4,815    | 5,731          | 1.5%                    | 142.7%                           | 18-19                           | 8,360          | 6,400    | 7,810          | 3.2%                    | 27.1%                            |
| 99-00                           | 6,025          | 5,024    | 5,896          | 2.9%                    | 149.7%                           | 19-20                           | 8,590          | 6,560    | 8,030          | 2.8%                    | 30.6%                            |
| 00-01                           | 5,963          | 5,022    | 5,978          | 1.4%                    | 153.2%                           | 20-21                           | 8,810          | 6,720    | 8,240          | 2.6%                    | 34.1%                            |
| 01-02                           | 6,095          | 5,172    | 6,134          | 2.6%                    | 159.8%                           | 21-22                           | 9,050          | 6,890    | 8,480          | 2.9%                    | 38.0%                            |
| 02-03                           | 5,881          | 4,961    | 5,911          | -3.6%                   | 150.4%                           | 22-23                           | 9,310          | 7,070    | 8,720          | 2.8%                    | 41.9%                            |
| 03-04                           | 6,048          | 4,922    | 5,759          | -2.6%                   | 143.9%                           | 23-24                           | 9,580          | 7,260    | 8,980          | 3.0%                    | 46.1%                            |
| 04-05                           | 6,672          | 5,235    | 6,146          | 6.7%                    | 160.3%                           | 24-25                           | 9,860          | 7,460    | 9,250          | 3.0%                    | 50.5%                            |
| <i>Average Annual Increases</i> |                |          | 189            | 5.3%                    |                                  | <i>Average Annual Increases</i> |                |          | 155            | 2.1%                    |                                  |

# SNOW COLLEGE

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 1,258          | 1,194    | 1,142          | n/a                     | n/a                              | 05-06                           | 4,200          | 3,040    | 3,120          | 2.0%                    | 2.0%                             |
| 86-87                           | 1,396          | 1,340    | 1,265          | 10.8%                   | 10.8%                            | 06-07                           | 4,270          | 3,080    | 3,160          | 1.3%                    | 3.4%                             |
| 87-88                           | 1,369          | 1,314    | 1,244          | -1.7%                   | 8.9%                             | 07-08                           | 4,320          | 3,110    | 3,200          | 1.3%                    | 4.7%                             |
| 88-89                           | 1,544          | 1,421    | 1,375          | 10.5%                   | 20.4%                            | 08-09                           | 4,370          | 3,140    | 3,230          | 0.9%                    | 5.6%                             |
| 89-90                           | 1,734          | 1,621    | 1,616          | 17.5%                   | 41.5%                            | 09-10                           | 4,420          | 3,170    | 3,260          | 0.9%                    | 6.6%                             |
| 90-91                           | 1,872          | 1,798    | 1,768          | 9.4%                    | 54.8%                            | 10-11                           | 4,440          | 3,170    | 3,270          | 0.3%                    | 7.0%                             |
| 91-92                           | 2,553          | 2,198    | 2,089          | 18.2%                   | 82.9%                            | 11-12                           | 4,470          | 3,180    | 3,280          | 0.3%                    | 7.3%                             |
| 92-93                           | 2,819          | 2,452    | 2,363          | 13.1%                   | 106.9%                           | 12-13                           | 4,520          | 3,210    | 3,310          | 0.9%                    | 8.3%                             |
| 93-94                           | 2,920          | 2,508    | 2,343          | -0.8%                   | 105.2%                           | 13-14                           | 4,610          | 3,260    | 3,370          | 1.8%                    | 10.2%                            |
| 94-95                           | 2,996          | 2,582    | 2,416          | 3.1%                    | 111.6%                           | 14-15                           | 4,710          | 3,320    | 3,440          | 2.1%                    | 12.5%                            |
| 95-96                           | 3,027          | 2,668    | 2,461          | 1.9%                    | 115.5%                           | 15-16                           | 4,820          | 3,390    | 3,510          | 2.0%                    | 14.8%                            |
| 96-97                           | 3,162          | 2,748    | 2,554          | 3.8%                    | 123.6%                           | 16-17                           | 4,940          | 3,470    | 3,600          | 2.6%                    | 17.7%                            |
| 97-98                           | 3,326          | 2,914    | 2,810          | 10.0%                   | 146.1%                           | 17-18                           | 5,070          | 3,550    | 3,680          | 2.2%                    | 20.4%                            |
| 98-99                           | 3,318          | 2,735    | 2,720          | -3.2%                   | 138.2%                           | 18-19                           | 5,240          | 3,660    | 3,800          | 3.3%                    | 24.3%                            |
| 99-00                           | 4,081          | 3,109    | 3,119          | 14.7%                   | 173.1%                           | 19-20                           | 5,410          | 3,760    | 3,910          | 2.9%                    | 27.9%                            |
| 00-01                           | 4,092          | 3,159    | 3,150          | 1.0%                    | 175.8%                           | 20-21                           | 5,570          | 3,860    | 4,020          | 2.8%                    | 31.5%                            |
| 01-02                           | 4,096          | 3,224    | 3,141          | -0.3%                   | 175.0%                           | 21-22                           | 5,740          | 3,970    | 4,140          | 3.0%                    | 35.4%                            |
| 02-03                           | 3,768          | 2,982    | 2,910          | -7.4%                   | 154.8%                           | 22-23                           | 5,930          | 4,090    | 4,260          | 2.9%                    | 39.3%                            |
| 03-04                           | 4,036          | 2,880    | 3,015          | 3.6%                    | 164.0%                           | 23-24                           | 6,120          | 4,210    | 4,390          | 3.1%                    | 43.6%                            |
| 04-05                           | 4,108          | 2,984    | 3,057          | 1.4%                    | 167.7%                           | 24-25                           | 6,320          | 4,330    | 4,520          | 3.0%                    | 47.8%                            |
| <i>Average Annual Increases</i> |                |          | 96             | 5.6%                    |                                  | <i>Average Annual Increases</i> |                |          | 73             | 2.0%                    |                                  |

# DIXIE STATE COLLEGE

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 2,232          | 1,737    | 1,646          | n/a                     | n/a                              | 05-06                           | 8,880          | 4,670    | 4,730          | 3.6%                    | 3.6%                             |
| 86-87                           | 2,327          | 1,992    | 1,843          | 12.0%                   | 12.0%                            | 06-07                           | 9,120          | 4,780    | 4,840          | 2.3%                    | 6.0%                             |
| 87-88                           | 2,211          | 1,889    | 1,812          | -1.7%                   | 10.1%                            | 07-08                           | 9,350          | 4,890    | 4,960          | 2.5%                    | 8.7%                             |
| 88-89                           | 2,228          | 1,873    | 1,802          | -0.6%                   | 9.5%                             | 08-09                           | 9,570          | 4,990    | 5,070          | 2.2%                    | 11.1%                            |
| 89-90                           | 2,382          | 2,051    | 1,992          | 10.5%                   | 21.0%                            | 09-10                           | 9,770          | 5,080    | 5,170          | 2.0%                    | 13.3%                            |
| 90-91                           | 2,529          | 2,158    | 2,156          | 8.2%                    | 31.0%                            | 10-11                           | 9,930          | 5,140    | 5,240          | 1.4%                    | 14.8%                            |
| 91-92                           | 2,963          | 2,398    | 2,298          | 6.6%                    | 39.6%                            | 11-12                           | 10,090         | 5,210    | 5,320          | 1.5%                    | 16.6%                            |
| 92-93                           | 2,868          | 2,402    | 2,299          | 0.0%                    | 39.7%                            | 12-13                           | 10,320         | 5,310    | 5,440          | 2.3%                    | 19.2%                            |
| 93-94                           | 3,041          | 2,550    | 2,438          | 6.0%                    | 48.1%                            | 13-14                           | 10,620         | 5,450    | 5,590          | 2.8%                    | 22.5%                            |
| 94-95                           | 4,375          | 2,772    | 2,638          | 8.2%                    | 60.3%                            | 14-15                           | 10,950         | 5,600    | 5,750          | 2.9%                    | 26.0%                            |
| 95-96                           | 4,921          | 3,120    | 2,964          | 12.4%                   | 80.1%                            | 15-16                           | 11,310         | 5,770    | 5,930          | 3.1%                    | 29.9%                            |
| 96-97                           | 5,318          | 3,298    | 3,171          | 7.0%                    | 92.6%                            | 16-17                           | 11,710         | 5,950    | 6,130          | 3.4%                    | 34.3%                            |
| 97-98                           | 5,500          | 3,505    | 3,389          | 6.9%                    | 105.9%                           | 17-18                           | 12,150         | 6,160    | 6,360          | 3.8%                    | 39.3%                            |
| 98-99                           | 5,454          | 3,454    | 3,607          | 6.4%                    | 119.1%                           | 18-19                           | 12,640         | 6,380    | 6,590          | 3.6%                    | 44.4%                            |
| 99-00                           | 6,191          | 3,656    | 3,728          | 3.4%                    | 126.5%                           | 19-20                           | 13,150         | 6,620    | 6,850          | 3.9%                    | 50.1%                            |
| 00-01                           | 6,515          | 3,831    | 3,990          | 7.0%                    | 142.4%                           | 20-21                           | 13,650         | 6,850    | 7,100          | 3.6%                    | 55.6%                            |
| 01-02                           | 7,255          | 4,087    | 4,212          | 5.6%                    | 155.9%                           | 21-22                           | 14,190         | 7,100    | 7,370          | 3.8%                    | 61.5%                            |
| 02-03                           | 7,473          | 4,260    | 4,389          | 4.2%                    | 166.6%                           | 22-23                           | 14,760         | 7,360    | 7,660          | 3.9%                    | 67.8%                            |
| 03-04                           | 7,682          | 4,425    | 4,583          | 4.4%                    | 178.4%                           | 23-24                           | 15,350         | 7,630    | 7,950          | 3.8%                    | 74.2%                            |
| 04-05                           | 8,564          | 4,518    | 4,564          | -0.4%                   | 177.3%                           | 24-25                           | 15,960         | 7,910    | 8,250          | 3.8%                    | 80.7%                            |
| <i>Average Annual Increases</i> |                |          | 146            | 5.6%                    |                                  | <i>Average Annual Increases</i> |                |          | 184            | 3.0%                    |                                  |



# COLLEGE OF EASTERN UTAH

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 1,371          | 1,059    | 1,141          | n/a                     | n/a                              | 05-06                           | 2,550          | 1,930    | 2,010          | 3.4%                    | 3.4%                             |
| 86-87                           | 1,770          | 1,268    | 1,309          | 14.7%                   | 14.7%                            | 06-07                           | 2,590          | 1,960    | 2,050          | 2.0%                    | 5.4%                             |
| 87-88                           | 2,147          | 1,296    | 1,281          | -2.1%                   | 12.3%                            | 07-08                           | 2,640          | 2,000    | 2,090          | 2.0%                    | 7.5%                             |
| 88-89                           | 2,063          | 1,395    | 1,354          | 5.7%                    | 18.7%                            | 08-09                           | 2,700          | 2,050    | 2,150          | 2.9%                    | 10.6%                            |
| 89-90                           | 2,339          | 1,525    | 1,420          | 4.9%                    | 24.5%                            | 09-10                           | 2,730          | 2,070    | 2,180          | 1.4%                    | 12.1%                            |
| 90-91                           | 2,960          | 1,800    | 1,683          | 18.5%                   | 47.5%                            | 10-11                           | 2,740          | 2,080    | 2,190          | 0.5%                    | 12.6%                            |
| 91-92                           | 2,694          | 1,833    | 1,693          | 0.6%                    | 48.4%                            | 11-12                           | 2,730          | 2,080    | 2,200          | 0.5%                    | 13.1%                            |
| 92-93                           | 2,745          | 1,875    | 1,772          | 4.7%                    | 55.3%                            | 12-13                           | 2,720          | 2,070    | 2,190          | -0.5%                   | 12.6%                            |
| 93-94                           | 2,849          | 2,029    | 1,901          | 7.3%                    | 66.6%                            | 13-14                           | 2,730          | 2,080    | 2,210          | 0.9%                    | 13.7%                            |
| 94-95                           | 3,135          | 2,145    | 1,939          | 2.0%                    | 69.9%                            | 14-15                           | 2,730          | 2,080    | 2,210          | 0.0%                    | 13.7%                            |
| 95-96                           | 3,067          | 2,029    | 1,914          | -1.3%                   | 67.7%                            | 15-16                           | 2,740          | 2,090    | 2,230          | 0.9%                    | 14.7%                            |
| 96-97                           | 3,169          | 2,126    | 1,913          | -0.1%                   | 67.7%                            | 16-17                           | 2,760          | 2,110    | 2,260          | 1.3%                    | 16.2%                            |
| 97-98                           | 3,563          | 2,140    | 1,978          | 3.4%                    | 73.4%                            | 17-18                           | 2,780          | 2,120    | 2,270          | 0.4%                    | 16.7%                            |
| 98-99                           | 2,617          | 1,827    | 2,027          | 2.5%                    | 77.7%                            | 18-19                           | 2,800          | 2,140    | 2,300          | 1.3%                    | 18.3%                            |
| 99-00                           | 2,688          | 1,957    | 2,087          | 3.0%                    | 82.9%                            | 19-20                           | 2,830          | 2,160    | 2,330          | 1.3%                    | 19.8%                            |
| 00-01                           | 2,704          | 1,941    | 2,089          | 0.1%                    | 83.1%                            | 20-21                           | 2,840          | 2,170    | 2,340          | 0.4%                    | 20.3%                            |
| 01-02                           | 2,746          | 2,082    | 2,197          | 5.2%                    | 92.6%                            | 20-21                           | 2,860          | 2,190    | 2,370          | 1.3%                    | 21.9%                            |
| 02-03                           | 2,646          | 2,020    | 2,135          | -2.8%                   | 87.1%                            | 22-23                           | 2,900          | 2,220    | 2,410          | 1.7%                    | 23.9%                            |
| 03-04                           | 2,692          | 1,902    | 2,094          | -1.9%                   | 83.5%                            | 23-24                           | 2,940          | 2,260    | 2,450          | 1.7%                    | 26.0%                            |
| 04-05                           | 2,471          | 1,870    | 1,945          | -7.1%                   | 70.4%                            | 24-25                           | 2,990          | 2,300    | 2,500          | 2.0%                    | 28.6%                            |
| <i>Average Annual Increases</i> |                |          | 40             | 3.0%                    |                                  | <i>Average Annual Increases</i> |                |          | 28             | 1.3%                    |                                  |

# UTAH VALLEY STATE COLLEGE

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 6,012          | 4,886    | 4,899          | n/a                     | n/a                              | 05-06                           | 24,900         | 16,820   | 18,380         | 3.2%                    | 3.2%                             |
| 86-87                           | 6,492          | 5,148    | 5,206          | 6.3%                    | 6.3%                             | 06-07                           | 25,440         | 17,150   | 18,790         | 2.2%                    | 5.5%                             |
| 87-88                           | 6,969          | 5,420    | 5,302          | 1.8%                    | 8.2%                             | 07-08                           | 25,910         | 17,440   | 19,170         | 2.0%                    | 7.7%                             |
| 88-89                           | 6,832          | 5,319    | 5,329          | 0.5%                    | 8.8%                             | 08-09                           | 26,350         | 17,710   | 19,520         | 1.8%                    | 9.6%                             |
| 89-90                           | 7,758          | 5,987    | 5,854          | 9.9%                    | 19.5%                            | 09-10                           | 26,720         | 17,920   | 19,800         | 1.4%                    | 11.2%                            |
| 90-91                           | 7,885          | 5,225    | 5,788          | -1.1%                   | 18.1%                            | 10-11                           | 26,990         | 18,070   | 20,030         | 1.2%                    | 12.5%                            |
| 91-92                           | 8,777          | 6,067    | 6,739          | 16.4%                   | 37.6%                            | 11-12                           | 27,270         | 18,230   | 20,260         | 1.1%                    | 13.8%                            |
| 92-93                           | 9,623          | 6,586    | 7,486          | 11.1%                   | 52.8%                            | 12-13                           | 27,760         | 18,520   | 20,640         | 1.9%                    | 15.9%                            |
| 93-94                           | 10,512         | 7,194    | 8,038          | 7.4%                    | 64.1%                            | 13-14                           | 28,480         | 18,970   | 21,200         | 2.7%                    | 19.1%                            |
| 94-95                           | 13,293         | 8,457    | 8,856          | 10.2%                   | 80.8%                            | 14-15                           | 29,290         | 19,480   | 21,830         | 3.0%                    | 22.6%                            |
| 95-96                           | 14,040         | 9,125    | 9,609          | 8.5%                    | 96.1%                            | 15-16                           | 30,180         | 20,030   | 22,510         | 3.1%                    | 26.4%                            |
| 96-97                           | 14,756         | 9,784    | 10,699         | 11.3%                   | 118.4%                           | 16-17                           | 31,150         | 20,640   | 23,260         | 3.3%                    | 30.6%                            |
| 97-98                           | 15,994         | 10,485   | 11,404         | 6.6%                    | 132.8%                           | 17-18                           | 32,240         | 21,320   | 24,090         | 3.6%                    | 35.3%                            |
| 98-99                           | 18,174         | 11,668   | 12,438         | 9.1%                    | 153.9%                           | 18-19                           | 33,500         | 22,120   | 25,060         | 4.0%                    | 40.8%                            |
| 99-00                           | 20,062         | 12,770   | 13,804         | 11.0%                   | 181.8%                           | 19-20                           | 34,830         | 22,960   | 26,090         | 4.1%                    | 46.5%                            |
| 00-01                           | 20,946         | 13,503   | 15,058         | 9.1%                    | 207.4%                           | 20-21                           | 36,130         | 23,770   | 27,080         | 3.8%                    | 52.1%                            |
| 01-02                           | 22,609         | 15,163   | 17,097         | 13.5%                   | 249.0%                           | 20-21                           | 37,500         | 24,630   | 28,140         | 3.9%                    | 58.1%                            |
| 02-03                           | 23,609         | 16,261   | 18,464         | 8.0%                    | 276.9%                           | 22-23                           | 38,960         | 25,540   | 29,260         | 4.0%                    | 64.3%                            |
| 03-04                           | 23,803         | 16,313   | 18,381         | -0.5%                   | 275.2%                           | 23-24                           | 40,500         | 26,500   | 30,440         | 4.0%                    | 71.0%                            |
| 04-05                           | 24,149         | 16,339   | 17,804         | -3.1%                   | 263.4%                           | 24-25                           | 42,080         | 27,490   | 31,660         | 4.0%                    | 77.8%                            |
| <i>Average Annual Increases</i> |                |          | 674            | 7.2%                    |                                  | <i>Average Annual Increases</i> |                |          | 693            | 2.9%                    |                                  |

# SALT LAKE COMMUNITY COLLEGE

## Total Institution Projection *(All line items; budget-related and self-supporting programs)*

| 20-YEAR ACTUAL HISTORY          |                |          |                |                         |                                  | 20-YEAR PROJECTION              |                |          |                |                         |                                  |
|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|---------------------------------|----------------|----------|----------------|-------------------------|----------------------------------|
| Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change | Year                            | Fall Headcount | Fall FTE | Annualized FTE | Annualized FTE % change | Cummulative Annual. FTE % change |
| 85-86                           | 8,306          | 5,455    | 5,720          | n/a                     | n/a                              | 05-06                           | 26,700         | 15,150   | 19,460         | 4.1%                    | 4.1%                             |
| 86-87                           | 8,816          | 5,554    | 5,845          | 2.2%                    | 2.2%                             | 06-07                           | 27,250         | 15,440   | 19,900         | 2.3%                    | 6.5%                             |
| 87-88                           | 9,436          | 5,848    | 6,073          | 3.9%                    | 6.2%                             | 07-08                           | 27,800         | 15,740   | 20,350         | 2.3%                    | 8.9%                             |
| 88-89                           | 9,368          | 5,893    | 6,530          | 7.5%                    | 14.2%                            | 08-09                           | 28,340         | 16,030   | 20,790         | 2.2%                    | 11.2%                            |
| 89-90                           | 11,003         | 6,819    | 7,584          | 16.1%                   | 32.6%                            | 09-10                           | 28,800         | 16,270   | 21,170         | 1.8%                    | 13.2%                            |
| 90-91                           | 13,344         | 7,918    | 8,596          | 13.3%                   | 50.3%                            | 10-11                           | 29,170         | 16,460   | 21,490         | 1.5%                    | 15.0%                            |
| 91-92                           | 15,972         | 9,767    | 10,557         | 22.8%                   | 84.6%                            | 11-12                           | 29,620         | 16,690   | 21,860         | 1.7%                    | 16.9%                            |
| 92-93                           | 17,766         | 10,953   | 11,674         | 10.6%                   | 104.1%                           | 12-13                           | 30,130         | 16,960   | 22,290         | 2.0%                    | 19.2%                            |
| 93-94                           | 18,311         | 11,407   | 12,544         | 7.5%                    | 119.3%                           | 13-14                           | 30,740         | 17,290   | 22,790         | 2.2%                    | 21.9%                            |
| 94-95                           | 19,440         | 12,019   | 12,779         | 1.9%                    | 123.4%                           | 14-15                           | 31,430         | 17,650   | 23,340         | 2.4%                    | 24.9%                            |
| 95-96                           | 20,834         | 12,745   | 13,310         | 4.2%                    | 132.7%                           | 15-16                           | 32,170         | 18,050   | 23,950         | 2.6%                    | 28.1%                            |
| 96-97                           | 22,394         | 13,449   | 14,099         | 5.9%                    | 146.5%                           | 16-17                           | 32,960         | 18,470   | 24,590         | 2.7%                    | 31.5%                            |
| 97-98                           | 24,307         | 14,352   | 14,502         | 2.9%                    | 153.5%                           | 17-18                           | 33,820         | 18,930   | 25,280         | 2.8%                    | 35.2%                            |
| 98-99                           | 19,754         | 10,519   | 13,753         | -5.2%                   | 140.4%                           | 18-19                           | 34,830         | 19,480   | 26,100         | 3.2%                    | 39.6%                            |
| 99-00                           | 21,273         | 11,938   | 15,085         | 9.7%                    | 163.7%                           | 19-20                           | 35,850         | 20,020   | 26,900         | 3.1%                    | 43.9%                            |
| 00-01                           | 22,109         | 12,398   | 15,312         | 1.5%                    | 167.7%                           | 20-21                           | 36,840         | 20,550   | 27,700         | 3.0%                    | 48.2%                            |
| 01-02                           | 24,215         | 13,789   | 16,885         | 10.3%                   | 195.2%                           | 21-22                           | 37,890         | 21,110   | 28,550         | 3.1%                    | 52.7%                            |
| 02-03                           | 23,825         | 14,231   | 17,801         | 5.4%                    | 211.2%                           | 22-23                           | 39,000         | 21,710   | 29,450         | 3.2%                    | 57.5%                            |
| 03-04                           | 24,153         | 14,434   | 18,413         | 3.4%                    | 221.9%                           | 23-24                           | 40,150         | 22,320   | 30,380         | 3.2%                    | 62.5%                            |
| 04-05                           | 25,711         | 14,604   | 18,694         | 1.5%                    | 226.8%                           | 24-25                           | 41,330         | 22,950   | 31,330         | 3.1%                    | 67.6%                            |
| <i>Average Annual Increases</i> |                |          | 649            | 6.6%                    |                                  | <i>Average Annual Increases</i> |                |          | 632            | 2.6%                    |                                  |

## UTAH COLLEGE OF APPLIED TECHNOLOGY Total Institutional Projection

| 7-YEAR ACTUAL HISTORY           |                      |                |                         |                               |
|---------------------------------|----------------------|----------------|-------------------------|-------------------------------|
| Year                            | Annualized Headcount | Annualized FTE | Annualized FTE % Change | Cummulative Ann. FTE % change |
| 97-98                           | 39,157               | 5,041          | n/a                     | n/a                           |
| 98-99                           | 43,307               | 5,390          | 6.9%                    | 6.9%                          |
| 99-00                           | 42,624               | 4,997          | -7.3%                   | -0.9%                         |
| 00-01                           | 41,418               | 5,199          | 4.0%                    | 3.1%                          |
| 01-02                           | 41,785               | 5,583          | 7.4%                    | 10.8%                         |
| 02-03                           | 40,106               | 5,723          | 2.5%                    | 13.5%                         |
| 03-04                           | 33,764               | 5,661          | -1.1%                   | 12.3%                         |
| <i>Average Annual Increases</i> |                      | 89             | 2.8%                    |                               |

| 10-YEAR PROJECTION              |                      |                |                         |                               |
|---------------------------------|----------------------|----------------|-------------------------|-------------------------------|
| Year                            | Annualized Headcount | Annualized FTE | Annualized FTE % change | Cummulative Ann. FTE % change |
| 04-05                           | 41,360               | 5,920          | 6.0%                    | 6.0%                          |
| 05-06                           | 41,460               | 5,920          | 0.0%                    | 6.0%                          |
| 06-07                           | 42,090               | 6,010          | 1.5%                    | 7.6%                          |
| 07-08                           | 42,770               | 6,100          | 1.5%                    | 9.3%                          |
| 08-09                           | 43,350               | 6,200          | 1.6%                    | 11.0%                         |
| 09-10                           | 44,150               | 6,310          | 1.8%                    | 13.0%                         |
| 10-11                           | 45,000               | 6,420          | 1.7%                    | 15.0%                         |
| 11-12                           | 45,820               | 6,540          | 1.9%                    | 17.1%                         |
| 12-13                           | 46,780               | 6,680          | 2.1%                    | 19.6%                         |
| 13-14                           | 48,820               | 6,920          | 3.6%                    | 23.9%                         |
| <i>Average Annual Increases</i> |                      | 178            | 2.1%                    |                               |

### Campus Projection Summary

| Historical Information |                          |                          |                              |                         |                          | 10-YEAR PROJECTION |                        |                               |                            |                              |                          |
|------------------------|--------------------------|--------------------------|------------------------------|-------------------------|--------------------------|--------------------|------------------------|-------------------------------|----------------------------|------------------------------|--------------------------|
| Instituion             | 1999-2000 Annualized FTE | 2003-2004 Annualized FTE | 5-year Annualized FTE growth | Average Annual % change | Cummulative FTE % change | Instituion         | 2013-14 Annualized FTE | 10-Year Annualized FTE growth | Average Annual. FTE Growth | Average Annual. FTE % change | Cummulative FTE % change |
| BATC                   | 1,078                    | 1,109                    | 31                           | 0.0%                    | 2.9%                     | BATC               | 1,390                  | 281                           | 21                         | 2.3%                         | 25.3%                    |
| DATC                   | 1,057                    | 1,407                    | 350                          | 7.3%                    | 33.1%                    | DATC               | 1,690                  | 283                           | -21                        | -1.5%                        | 20.1%                    |
| DXATC                  | 0                        | 143                      | 143                          | n/a                     | n/a                      | DXATC              | 250                    | 107                           | 27                         | n/a                          | 74.5%                    |
| MATC                   | 326                      | 529                      | 203                          | 17.1%                   | 62.2%                    | MATC               | 610                    | 81                            | -23                        | -4.3%                        | 15.3%                    |
| OWATC                  | 1,233                    | 1,317                    | 84                           | 6.5%                    | 6.8%                     | OWATC              | 1,770                  | 453                           | -10                        | 0.6%                         | 34.4%                    |
| SEATC                  | 163                      | 169                      | 6                            | 5.4%                    | 4.0%                     | SEATC              | 170                    | 1                             | 13                         | 15.6%                        | 0.3%                     |
| SLTATC                 | 239                      | 244                      | 5                            | -10.4%                  | 1.9%                     | SLTATC             | 280                    | 36                            | -11                        | -5.9%                        | 15.0%                    |
| SWATC                  | 289                      | 250                      | -39                          | 8.5%                    | -13.6%                   | SWATC              | 350                    | 100                           | 72                         | 19.5%                        | 40.2%                    |
| UBATC                  | 502                      | 493                      | -9                           | 3.1%                    | -1.8%                    | UBATC              | 410                    | -83                           | 110                        | 26.2%                        | -16.8%                   |
| UCAT                   | 5,341                    | 5,661                    | 320                          | 2.8%                    | 6.0%                     | UCAT               | 6,920                  | 1,259                         | 178                        | 2.1%                         | 22.2%                    |

August 10, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: UofU – Non-State Funded Capital Development Project, Student Recreation Center

Background

The University of Utah's master plan anticipates the development of a residential campus experience. This includes as a key element the development of a new, student approved, recreation center.

Issue

As part of its effort to increase the number of students living on campus, the University of Utah completed a feasibility study for the development of a student recreation center. The study indicated that a new recreation center is of "paramount importance" in addressing the needs of the student body. This matches the development of such facilities that have become an integral part of student life at all major universities. Student government, through the Associated Students of the University of Utah (ASUU), approved moving forward with financing from student fees. The Board of Trustees approved the University's request to move forward to the Regents with a \$35 million request for a non-state funded (revenue bond) project.

The attached letter from U of U Vice President Arnold Combe provides additional detail. University representatives will be available at the meeting to answer Regent questions.

Recommendation

The Commissioner recommends approval of this project.

REK/MHS/KW

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Richard E. Kendell, Commissioner

## BACKGROUND ON THE PROPOSED UNIVERSITY OF UTAH STUDENT RECREATION CENTER

August 9, 2005

### *What is being proposed?*

- A new student recreation center (over 157,000 square feet) to be built on the site of the old student dorms near the new Fort Douglas student housing area.
- It will be funded with a combination of private gifts and student fees (likely \$60 per student per semester). No state funds are being requested.
- It will include individual fitness areas, a climbing wall, swimming pools, running track, sports courts, multipurpose rooms, and other amenities.

### *Why are you proposing it?*

- The center will be modeled after student recreation centers being built around the nation that are designed to draw and keep students on college campuses. Experience and research show that such extracurricular activities are an important ingredient in a student's university experience, particularly at campuses like the U where many students live off campus.
- The center will provide a "home" for students who are not associated with social or service organizations on campus and create a more complete educational environment for thousands of students who drive to campus each day.
- Research at other universities on their own student recreation centers shows that higher use of such centers is positively correlated with a higher GPA; that such centers are considered to be a significant factor in students' decision to continue at their school; that recreation programs are ranked 5<sup>th</sup> out of 21 factors most significant in determining college satisfaction; and that participation in university recreational programs was directly correlated with positive behaviors such as community service, not smoking, attending religious service, and heavier course loads.

### *What do you hope to achieve with it?*

- The primary goal of the center is to create an environment that provides opportunities for interaction, collaboration, and unification that enhances a sense of community and belonging for all university students.
- The center is unique in its ability to allow students to come together with the common goal of physical and emotional health.
- The center and our near-by residence halls will complement one another, with the center helping fill the student housing which, in turn, will lead to greater use of the center. This is good both for the "sense of community" at the U and for the finances of both facilities.
- We hope to realize the benefits that other universities have with their centers, which include, in addition to those already mentioned, a positive correlation between use of such centers and overall college satisfaction and success; improved emotional well-being of students who use the centers; and stress reduction for participants.

August 10, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: UofU – Purchase of Research Building in Delta, Utah

Background

The University of Utah Department of Physics is collaborating with a Japanese consortium on a telescope array in the west desert of Utah.

Issue

The Japanese government is providing \$13 million to construct a telescope array to the southeast of Delta, Utah. The University of Utah is a partner in the project, leasing a 4,500 square foot building for detector assembly, instrument calibration and as a staging area. The lease provides an option to buy the building for \$152,000. The University requests approval to use funds from donors and the Utah Department of Community and Economic Development to purchase the building.

The attached letter from U of U Vice President Arnold Combe provides additional detail. University representatives will be available at the meeting to answer Regent questions.

Recommendation

The Commissioner recommends approval of this purchase.

RK/MS/KW

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Richard E. Kendell, Commissioner

August 10, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USU – Property Purchase for Uintah Basin Campus

Background

Utah State University seeks permission to purchase two parcels of land adjacent to the Uintah Basin Campus in Roosevelt.

Issue

Utah State University operates a university center/extension campus on Highway 40 in Roosevelt. The Uintah Basin Medical Center offered to sell to the University an adjoining 1.7 acres for \$170,000. USU obtained an appraisal showing the property value at \$175,000. The land purchase will enable USU to expand its Uintah Basin offerings as demand rises on the campus.

There is a current need to clean up several environmental issues. The purchase contract will require all clean up to be done prior to closing. Funds for the purchase will come from a surplus in the Uintah Basin Education Center Construction Account.

The attached letter from USU Vice President Glenn Ford provides additional detail and a map detailing the location of the parcels. University representatives will be available at the meeting to answer Regent questions.

Recommendation

The Commissioner recommends approval of the purchase.

REK/MHS/KW

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Richard E. Kendell, Commissioner



# Utah State UNIVERSITY

OFFICE OF THE VICE PRESIDENT  
FOR FINANCE AND BUSINESS  
1445 Old Main Hill  
Logan, UT 84322-1445  
(435) 797-1146  
FAX: (435) 797-0710

July 27, 2005

Richard E. Kendell, Commissioner  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Dr. Kendell:

Utah State University desires to purchase two parcels of land comprising a total of 1.7 acres. The property is located adjacent to the Uintah Basin Campus in Roosevelt, as highlighted on the attached illustration, and fronts U.S. Highway 40 along which commercial development is increasing. The Uintah Basin Medical Center owns the property and the existing improvements thereon and is willing to sell the property to USU at the Center's cost. Utah State University recently obtained an appraisal that determined the asking price of \$170,000 is slightly below the fair market value of \$175,000. The USU Uintah Basin Branch Campus projects that it will need the property within a few years for future expansion due to rapid annual growth.

USU recently obtained an environmental assessment of the property from which the University determined that before the property can be developed for use by the branch campus, the University will need to address some environmental concerns. Those concerns relate to the likely existence of old residential heating oil tanks and/or residue therefrom in the immediately adjoining soil and possible asbestos and lead paint in the three (3) existing old residential buildings. Therefore, the real estate purchase contract stipulates that closing of the transaction cannot occur until any environmental remediation steps that the University must comply with before acquiring real property are completed.

Sufficient funds remain in the Uintah Basin Education Center Construction Account, after construction of the student center building was completed, to acquire this property. Significant financial support was also donated by the local county and community for that earlier building project. Similarly, so as to help the Campus adequately address growth now and in the near future, local county leaders have committed approximately \$20,000 to fund the environmental clean-up of the property site before USU takes ownership.

The University has committed to use all reasonable efforts to obtain the necessary approvals. The proposed land purchase was approved by the Board of Trustees in its 20 May 2005 meeting. Please place this request on the 19 August 2005 agenda as an action item by the Board of Regents. Your favorable response to this request will be greatly appreciated.

Sincerely,



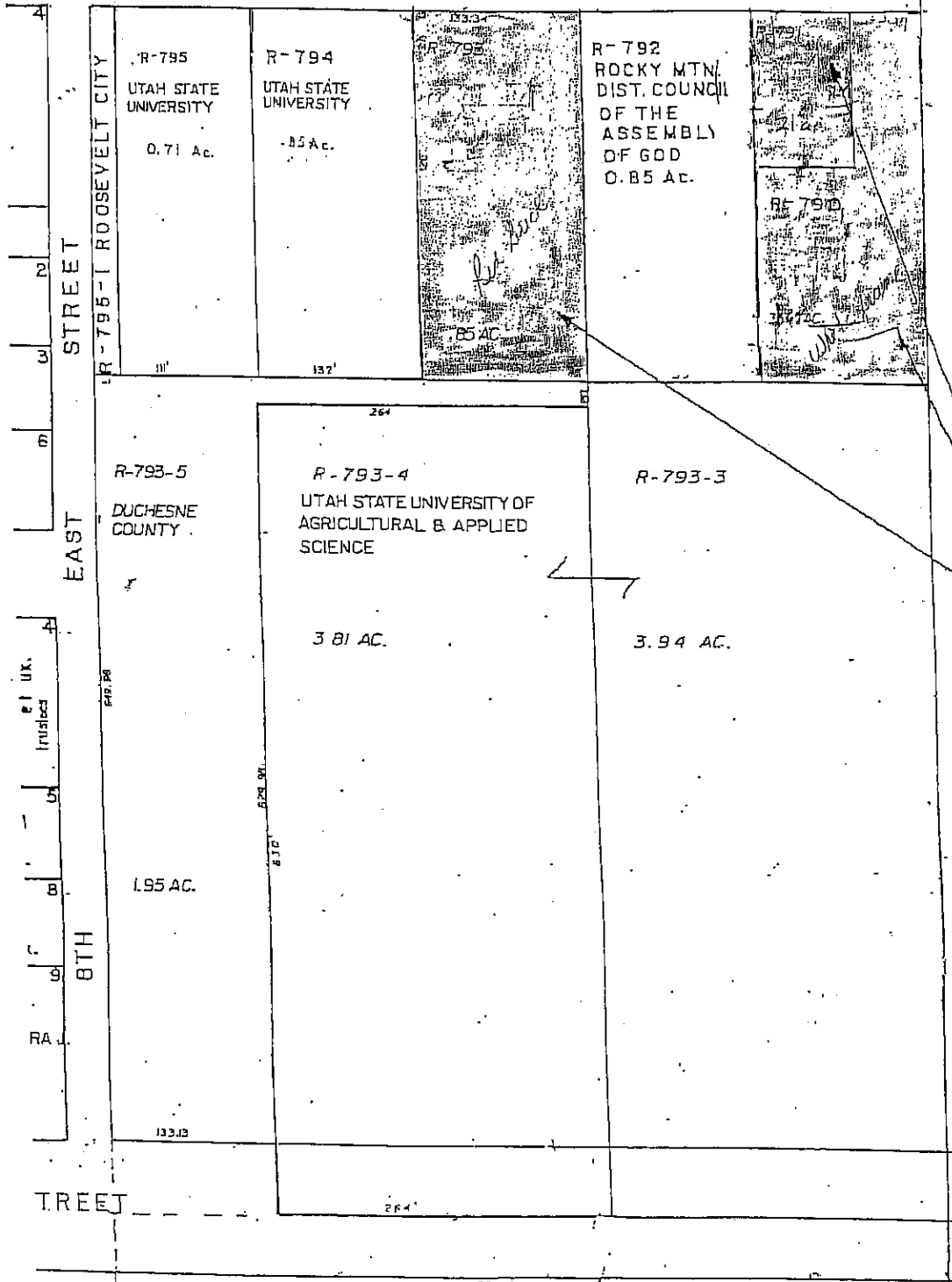
W. Glenn Ford, Vice President  
for Business and Finance

DCH/th

c: Stan Albrecht  
Mark Spencer

NE 1/4 SECTION 22, T 2 S, R 1 W, USM

U. S. 40



LOTS TO BE PURCHASED  
TOTAL 1.7 ACRES

Notice: This is neither a plat nor a survey. It is furnished for your information only. It is not to be used as a basis for any claim or other land. No liability is assumed by the State of Utah.

5.31 AC.

## MEMORANDUM

August 10, 2005

TO: State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Weber State University – Authorizing Resolution for Revenue Bonds for the Shepherd Union Building Renovation Project, Series 2005

### Issue

Weber State University (WSU) officials request that Regents approve an authorizing resolution for the issuance and sale of Student Facilities System Revenue Bonds, Series 2005 to finance renovations to the Shepherd Union Building.

### Background

In order to address functional and life safety renovation needs at the Shepherd Union Building, WSU students passed a referendum in March 2004 supporting a phased fee increase of \$30 per semester to pay principal and interest on \$20 million of revenue bonds. On December 9, 2004, Regents authorized WSU officials to seek authority from the Legislature to issue Regent revenue bonds to finance the project. During the 2005 General Session, the Legislature passed HB 287, *Revenue Bonds and Capital Facilities Authorizations*, authorizing the State Board of Regents to issue for the WSU renovation project revenue bonds of “up to \$20,000,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements.”

Regent revenue bonds are required by statute to follow a three-step process. Step one requires the Regents to obtain Legislative approval to exercise its statutory bonding authority. This is the authorization provided by HB 287. Step two, which the Regents are asked to complete at this time, involves the approval of a “parameters resolution.” The attached resolution expresses the Regents’ intent to issue bonds so long as the final structuring of the bond issue falls within certain parameters. Step three involves final pricing, structuring, and marketing of the bonds. As provided by statute, final pricing, structuring, and execution of the bonds (within the authorized parameters) is performed by the Chair or Vice-chair of the Board, or the Chair of the Board’s Finance, Facilities, and Accountability Committee.

Details of the proposed WSU Series 2005 revenue bonds are summarized in Attachment 1. A draft version of the authorizing resolution is presented as Attachment 2. Parameters established are as follows: principal amount not to exceed \$23,000,000; interest rates not to exceed 5.75 percent; and a maturity date not to exceed 28 years.

Bond counsel appointed by the Attorney General's Office is Chapman and Cutler. The financial advisor for WSU is Zions Bank Public Finance. Because WSU is marketing the bonds through a competitive bid, an underwriter is not associated with the transaction. By going straight to the market, WSU will be able to select from the best pricing available on that day through the *PARITY* electronic bid system. The bonds are tentatively scheduled to be sold on September 14 at 9:30 A.M., Mountain Daylight Time. This is the first time that a USHE institution has pursued a competitive bid bond sale. It is being utilized increasingly by the State of Utah, municipalities, and other bonding authorities because it ensures the most favorable pricing and eliminates underwriter fees.

As is the case with revenue bonds, the Series 2005 bonds are linked to a specific revenue source, the WSU Student Facilities System Revenue, which includes the revenue from the student fees increases designated for this project. The bonds do not constitute a general obligation of the Board, WSU, or the State of Utah. State law does provide a moral obligation to provide a means of paying the security. University officials are confident that the fee structure in place is a consistent source of revenue for the bond repayment.

#### Recommendation

The Commissioner recommends that the board adopt the authorizing resolution for the Weber State University Student Facilities System Revenue Bonds, Series 2005, 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.

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Richard E. Kendell, Commissioner

Salt Lake City, Utah

August 19, 2005

The State Board of Regents of the State of Utah (the “*Board*”) met in regular session at the Board’s offices, 60 South 400 West in Salt Lake City, Utah on August 19, 2005, commencing at 3:00 p.m. The following members of the Board were present:

|                                  |                                  |
|----------------------------------|----------------------------------|
| Nolan E. Karras                  | Chair                            |
| _____                            | Vice Chair                       |
| Jerry C. Atkin                   | Member                           |
| Daryl C. Barrett                 | Member                           |
| Bonnie Jean Beesley              | Member                           |
| Janet A. Cannon*                 | Member                           |
| Rosanita Cespedes                | Member                           |
| Katharine B. Garff               | Member                           |
| David J. Grant                   | Member                           |
| Meghan Holbrook                  | Member                           |
| James S. Jardine                 | Member                           |
| Michael R. Jensen                | Member                           |
| David J. Jordan                  | Member                           |
| Gaby Kingery                     | Member                           |
| John C. Pingree *                | Member                           |
| Jed H. Pitcher                   | Member                           |
| Josh M. Reid                     | Member                           |
| Sara V. Sinclair                 | Member                           |
| Marlon O. Snow                   | Member.                          |
| ABSENT: _____                    | Member                           |
| _____                            | Member.                          |
| ALSO PRESENT: Richard E. Kendell | Commissioner of Higher Education |
| Joyce Cottrell                   | Secretary.                       |

\* \_\_\_\_\_  
Serve as non-voting members of the Board of Regents.



## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS WEBER STATE UNIVERSITY STUDENT FACILITIES SYSTEM REVENUE BONDS, SERIES 2005 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$23,000,000; AUTHORIZING THE EXECUTION OF A FOURTH SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the “*Board*”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended;

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Weber State University (the “*University*”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “*Act*”);

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-14-102(2), Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$20,000,000 to finance the cost of renovating, constructing, furnishing, and equipping a student union building (the “*Series 2005 Project*”), together with other amounts necessary to pay costs of issuance, pay capitalized interest and fund any debt service reserve requirements;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue a series of revenue bonds to be designated as the “State Board of Regents of the State of Utah, Weber State University, Student Facilities System Revenue Bonds, Series 2005” (the “*Bonds*”) for the purpose of financing, together with any available funds of the University to be used for such purpose, the cost of the Series 2005 Project, providing capitalized interest on the Bonds during the construction of the Series 2005 Project, satisfying a debt service reserve requirement and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed \$23,000,000 and will be issued pursuant to the General Indenture of Trust dated as of July 1, 1997, as heretofore amended and supplemented (the “*General Indenture*”), and as further amended and supplemented by a Fourth Supplemental Indenture of Trust dated as of September 1, 2005 (the “*Fourth Supplemental Indenture*” and together with the General

Indenture, the “*Indenture*”) each by and between the Board, acting for and on behalf of the University, and Wells Fargo Bank Northwest, National Association, as trustee (the “*Trustee*”);

WHEREAS, the Bonds shall be payable solely from the revenues and other moneys pledged therefor under the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah, the Board or the University or constitute a charge against the general credit of the State of Utah, the Board or the University;

WHEREAS, there has been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the “*Preliminary Official Statement*”), and a form of the Fourth Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

*Section 1.* All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

*Section 2.* All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

*Section 3.* The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University are authorized to execute such certificates as shall be necessary to “deem final” the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. The Chair or Vice Chair of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement with such alterations, changes or additions as may be necessary to finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

*Section 4.* The Fourth Supplemental Indenture, in substantially the form presented to this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Fourth Supplemental Indenture in the



form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized pursuant to the terms of this Resolution.

*Section 5.* (a) For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Series 2005 Project, which consists of the renovating, constructing, furnishing, and equipping a student union building, which improvements will constitute Additional Facilities and a part of the Student Facilities System under the General Indenture, (ii) providing capitalized interest on the Bonds during the construction of the Project, (iii) funding a deposit to a debt service reserve fund or paying the premium on any surety bond utilized in lieu of such deposit and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$23,000,000. The Bonds shall bear interest at the rates and shall mature in the principal amounts and on the dates as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

*Section 6.* The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute by manual or facsimile signature and seal by facsimile the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

*Section 7.* The Bonds shall be sold to the initial purchaser (the “*Underwriter*”) pursuant to a public sale at a discount not to exceed 2% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance and Facilities Committee (with concurrence of the President or the Vice President for Administrative Services of the University) is hereby authorized to specify and agree as to the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the University by the execution of the Indenture such instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the Fourth Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

*Section 8.* The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate

the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

*Section 9.* The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President or the Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Fourth Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

*Section 10.* The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice president for Administrative Services of the University, are hereby authorized and directed to accept a commitment for, and agree to the terms of, a bond insurance policy or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (ii) such certificates and agreements as shall be necessary to establish and maintain the tax exempt status of interest on the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

*Section 11.* Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

*Section 12.* After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

*Section 13.* If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

*Section 14.* All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order or resolution or part thereof.

*Section 15.* This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 19th day of August 2005.

STATE BOARD OF REGENTS OF  
THE STATE OF UTAH

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Chair

[SEAL]

ATTEST:

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Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

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Chair

[SEAL]

ATTEST:

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Secretary

STATE OF UTAH                    )  
                                          : ss.  
COUNTY OF SALT LAKE        )

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on August 19, 2005 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of August, 2005.

\_\_\_\_\_  
Secretary

[SEAL]

STATE OF UTAH                    )  
                                          : ss.  
COUNTY OF SALT LAKE        )

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the August 19, 2005 public meeting held by the members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on August \_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on August \_\_\_\_, 2005 at least 24 hours prior to the convening of such meeting, to the *Deseret News* and *The Salt Lake Tribune*, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2005 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents in the form attached as *Exhibit B* to be posted on or before December 31, 2004, at the principal office of the State Board of Regents in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; and causing a copy of such Notice of Annual Meeting Schedule to be provided on or before December 31, 2004, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.



IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of August, 2005.

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Secretary

[SEAL]

## **SCHEDULE A**

### **PARAMETERS**

|                             |                                                               |
|-----------------------------|---------------------------------------------------------------|
| <b>PRINCIPAL AMOUNT:</b>    | Not to exceed \$23,000,000.                                   |
| <b>TERM:</b>                | Not to exceed 28 years from their date or dates.              |
| <b>INTEREST RATE:</b>       | Fixed rates such that no coupon rate exceeds 5.75% per annum. |
| <b>REDEMPTION FEATURES:</b> | Ten year optional call at not greater than 100%.              |
| <b>SALE PRICE:</b>          | Not less than 98% of the principal amount of the Bonds.       |

**EXHIBIT A**

[ATTACH NOTICE OF PUBLIC MEETING]

**EXHIBIT B**

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

# Weber State University Revenue Bond Authorization

## Shepherd Union Building Renovation Project

December 9, 2004



### Union Building Renovation Project Summary

- Renovate 174,816 existing square feet.
- Add 12,000 additional square feet.
- Estimated construction cost of \$20 million.
- Approved as a non-state funded project by Regents and Building Board.

### Revenue Bond Authorization

- \$20 million plus costs of issuance.
- To be retired by student building fees.

### Student Building Fee Increase

- March 2004 student referendum endorsed the increase.
- \$30 per semester phased in over 3 years.
- 2004-05 = \$5 increase (approved).
- 2005-06 = \$12 increase (proposed).
- 2006-07 = \$13 increase (proposed).

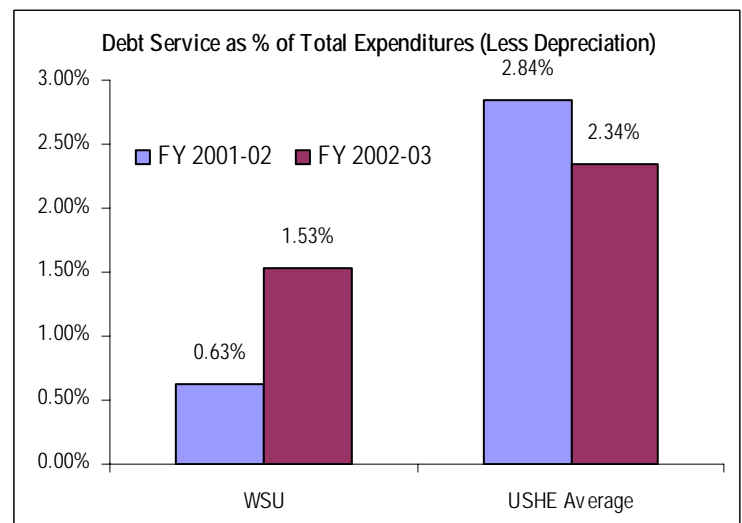
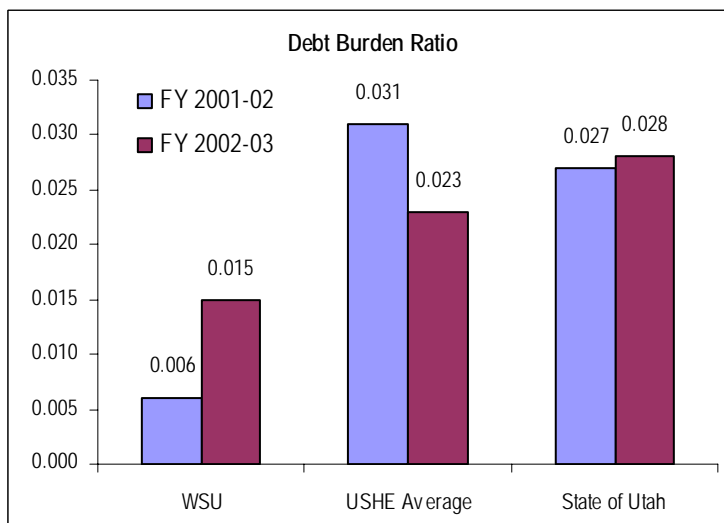
### Current Debt Service Commitments

- Three existing debt obligations have dedicated sources of funding (student fees or housing revenues)
- In April 2010, retirement of current debt reduces debt service by \$1 million.

### Current Weber State University Debt (as of June 30, 2004)

| Series       | Original Principal Amount | Principal Balance, June 30, 2004 | Maturity Date | Revenue Source        | FY 2004-05 Debt Service | FY 2010-2011 Debt Service |
|--------------|---------------------------|----------------------------------|---------------|-----------------------|-------------------------|---------------------------|
| 1997A        | \$3,665,000               | \$1,260,000                      | 2007          | Student Building Fees | \$461,150               | \$0                       |
| 1998A        | \$5,050,000               | \$3,530,000                      | 2010          | Student Building Fees | \$451,088               | \$0                       |
| 2001A        | \$12,280,000              | \$11,860,000                     | 2031          | Housing Revenues      | \$823,828               | \$824,134                 |
| <b>TOTAL</b> | <b>\$20,995,000</b>       | <b>\$16,650,000</b>              |               |                       | <b>\$1,736,066</b>      | <b>\$824,134</b>          |

### Weber State University Financial Ratios



August 10, 2005

MEMORANDUM

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- 2005-2006 Budget Implementation Reports.** Each year USHE institutions submit reports to show how new funds are administered across campuses. The 2005-06 reports provide a summary on second-tier tuition uses and the implementation and sources of matching funds for 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 – 2005-2006 Appropriated Operating Budgets.** Regents are asked to review and approve the appropriated operating budgets for USHE institutions for the 2005-06 fiscal year. These budgets are based on the legislative appropriations and work program revisions approved by the Regents. For comparison, initial 2004-05 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 2005 Spring Semester enrollment figures, recounts actual 2004-05 headcount and FTE (Full-Time-Equivalent) enrollments by semester, and computes the 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 – UofU and USU – Capital Facilities Delegation Reports (Attachment 2).** 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.
- E) Southern Utah University – Property Sale of Residential Lots (Attachment 3).** SUU received two residential lots in a property exchange approved by the Regents during the April 2005 meeting. SUU now seeks to sell the lots to enhance their scholarship endowment. During the Spring of 2005 SUU traded institutional property for two residential lots that promised to carry significant value on the open market. With the trade complete the University now has the ability to sell the property and place the proceeds in its endowment fund for scholarships in the Department of Education and the Department of Life Sciences. The sale will be at or above current appraised values. The attached letter from SUU Vice President Greg Stauffer provides additional detail and a map detailing the location of the parcels. University representatives will be available at the meeting to answer Regent questions.
- F) USHE – Institutional Trustee Audit Reports.** Newly revised Regent policy (R565) requires that Trustee audit committees prepare and submit annual reports on auditing, internal control, and other related institutional activity. The first of these reports were submitted to the Board during its June meeting. Additional institutional reports have been compiled and will be hand-carried to the Regents meeting.

Table 1

## USHE 2004-05 End-of-Year Enrollment Report

**Total Budget-Related and Self-Supporting FTE Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Annualized Year 2003-04<br>Budget-Related & Self Support FTE |                         |                          | Annualized Year 2004-05<br>Budget-Related & Self Support FTE |                         |                          | Difference Between Annualized<br>Year 2004-05 and 2003-04 |                      |                      | Percent Change Between<br>Annualized Year 2004-05 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                    | 22,148.75                                                    | 4,162.11                | 26,310.86                | 21,947.02                                                    | 4,435.41                | 26,382.43                | -201.73                                                   | 273.30               | 71.57                | -0.9%                                                         | 6.6%               | 0.3%               |
| School of Medicine - MD                  | 352.50                                                       | 60.00                   | 412.50                   | 350.50                                                       | 59.50                   | 410.00                   | -2.00                                                     | -0.50                | -2.50                | -0.6%                                                         | -0.8%              | -0.6%              |
| School of Medicine - Non-MD              | 279.44                                                       | 204.99                  | 484.43                   | 315.50                                                       | 217.56                  | 533.06                   | 36.06                                                     | 12.57                | 48.63                | 12.9%                                                         | 6.1%               | 10.0%              |
| School of Medicine - Physician Assistant | 84.00                                                        | 24.50                   | 108.50                   | 83.50                                                        | 24.50                   | 108.00                   | -0.50                                                     | 0.00                 | -0.50                | -0.6%                                                         | 0.0%               | -0.5%              |
| Subtotal - UU                            | <u>22,864.69</u>                                             | <u>4,451.60</u>         | <u>27,316.29</u>         | <u>22,696.52</u>                                             | <u>4,736.97</u>         | <u>27,433.49</u>         | <u>-168.17</u>                                            | <u>285.37</u>        | <u>117.20</u>        | <u>-0.7%</u>                                                  | <u>6.4%</u>        | <u>0.4%</u>        |
| Utah State University                    |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 14,066.09                                                    | 2,437.17                | 16,503.26                | 13,947.96                                                    | 2,325.50                | 16,273.46                | -118.13                                                   | -111.67              | -229.80              | -0.8%                                                         | -4.6%              | -1.4%              |
| Uintah Basin Continuing Ed. Center       | 1,136.82                                                     | 0.00                    | 1,136.82                 | 1,231.56                                                     | 2.24                    | 1,233.80                 | 94.74                                                     | 2.24                 | 96.98                | 8.3%                                                          | 0.0%               | 8.5%               |
| Southeast Utah Continuing Ed. Center     | 166.00                                                       | 0.00                    | 166.00                   | 202.32                                                       | 0.00                    | 202.32                   | 36.32                                                     | 0.00                 | 36.32                | 21.9%                                                         | 0.0%               | 21.9%              |
| Brigham City Continuing Ed. Center       | 561.51                                                       | 8.60                    | 570.11                   | 619.79                                                       | 19.06                   | 638.85                   | 58.28                                                     | 10.46                | 68.74                | 10.4%                                                         | 121.6%             | 12.1%              |
| Tooele/Wasatch Continuing Ed. Center     | 1,136.25                                                     | 1.22                    | 1,137.47                 | 1,278.45                                                     | 4.85                    | 1,283.30                 | 142.20                                                    | 3.63                 | 145.83               | 12.5%                                                         | 297.5%             | 12.8%              |
| Subtotal - USU                           | <u>17,066.67</u>                                             | <u>2,446.99</u>         | <u>19,513.66</u>         | <u>17,280.08</u>                                             | <u>2,351.65</u>         | <u>19,631.73</u>         | <u>213.41</u>                                             | <u>-95.34</u>        | <u>118.07</u>        | <u>1.3%</u>                                                   | <u>-3.9%</u>       | <u>0.6%</u>        |
| Weber State University                   |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 14,743.09                                                    | 1,394.24                | 16,137.33                | 14,353.79                                                    | 1,486.46                | 15,840.25                | -389.30                                                   | 92.22                | -297.08              | -2.6%                                                         | 6.6%               | -1.8%              |
| Southern Utah University                 |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 5,217.00                                                     | 542.36                  | 5,759.36                 | 5,557.38                                                     | 589.02                  | 6,146.40                 | 340.38                                                    | 46.66                | 387.04               | 6.5%                                                          | 8.6%               | 6.7%               |
| Snow College                             |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 2,569.72                                                     | 263.95                  | 2,833.67                 | 2,636.51                                                     | 242.25                  | 2,878.76                 | 66.79                                                     | -21.70               | 45.09                | 2.6%                                                          | -8.2%              | 1.6%               |
| Applied Technology Education (1)         | 181.49                                                       | 0.17                    | 181.66                   | 178.61                                                       | 0.00                    | 178.61                   | -2.88                                                     | -0.17                | -3.05                | -1.6%                                                         | -100.0%            | -1.7%              |
| Subtotal - Snow                          | <u>2,751.21</u>                                              | <u>264.12</u>           | <u>3,015.33</u>          | <u>2,815.12</u>                                              | <u>242.25</u>           | <u>3,057.37</u>          | <u>63.91</u>                                              | <u>-21.87</u>        | <u>42.04</u>         | <u>2.3%</u>                                                   | <u>-8.3%</u>       | <u>1.4%</u>        |
| Dixie State College of Utah              |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 4,138.35                                                     | 444.20                  | 4,582.55                 | 4,082.22                                                     | 482.11                  | 4,564.33                 | -56.13                                                    | 37.91                | -18.22               | -1.4%                                                         | 8.5%               | -0.4%              |
| College of Eastern Utah                  |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 1,572.05                                                     | 59.95                   | 1,632.00                 | 1,493.05                                                     | 61.52                   | 1,554.57                 | -79.00                                                    | 1.57                 | -77.43               | -5.0%                                                         | 2.6%               | -4.7%              |
| San Juan Center                          | 459.54                                                       | 2.44                    | 461.98                   | 386.37                                                       | 3.60                    | 389.97                   | -73.17                                                    | 1.16                 | -72.01               | -15.9%                                                        | 47.5%              | -15.6%             |
| Subtotal - CEU                           | <u>2,031.59</u>                                              | <u>62.39</u>            | <u>2,093.98</u>          | <u>1,879.42</u>                                              | <u>65.12</u>            | <u>1,944.54</u>          | <u>-152.17</u>                                            | <u>2.73</u>          | <u>-149.44</u>       | <u>-7.5%</u>                                                  | <u>4.4%</u>        | <u>-7.1%</u>       |
| Utah Valley State College                |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 15,646.97                                                    | 2,733.65                | 18,380.62                | 15,151.79                                                    | 2,652.25                | 17,804.04                | -495.18                                                   | -81.40               | -576.58              | -3.2%                                                         | -3.0%              | -3.1%              |
| Salt Lake Community College              |                                                              |                         |                          |                                                              |                         |                          |                                                           |                      |                      |                                                               |                    |                    |
| Education and General                    | 17,493.66                                                    | 919.04                  | 18,412.70                | 17,787.05                                                    | 979.10                  | 18,766.15                | 293.39                                                    | 60.06                | 353.45               | 1.7%                                                          | 6.5%               | 1.9%               |
| <b>TOTAL - USHE</b>                      | <u><b>101,953.23</b></u>                                     | <u><b>13,258.59</b></u> | <u><b>115,211.82</b></u> | <u><b>101,603.37</b></u>                                     | <u><b>13,584.93</b></u> | <u><b>115,188.30</b></u> | <u><b>-347.86</b></u>                                     | <u><b>326.84</b></u> | <u><b>-21.02</b></u> | <u><b>-0.3%</b></u>                                           | <u><b>2.5%</b></u> | <u><b>0.0%</b></u> |
| <b>TOTAL - USHE (without UU SOM MD)</b>  | <u><b>101,600.73</b></u>                                     | <u><b>13,198.59</b></u> | <u><b>114,799.32</b></u> | <u><b>101,252.87</b></u>                                     | <u><b>13,525.43</b></u> | <u><b>114,778.30</b></u> | <u><b>-349.86</b></u>                                     | <u><b>326.34</b></u> | <u><b>-23.52</b></u> | <u><b>-0.3%</b></u>                                           | <u><b>2.5%</b></u> | <u><b>0.0%</b></u> |



Table 2

## USHE 2004-05 End-of-Year Enrollment Report

**Budget-Related FTE Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Annualized Year 2003-04<br>Budget-Related FTE Enrollment |                  |                   | Annualized Year 2004-05<br>Budget-Related FTE |                  |                   | Difference Between<br>Annualized Year 2004-05 and 2003-04 |               |                | Percent Change Between<br>Annualized Year 2004-05 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                    | 21,559.80                                                | 3,839.60         | 25,399.40         | 21,598.20                                     | 3,893.05         | 25,491.25         | 38.40                                                     | 53.45         | 91.85          | 0.2%                                                          | 1.4%         | 0.4%         |
| School of Medicine - MD                  | 352.50                                                   | 60.00            | 412.50            | 350.50                                        | 59.50            | 410.00            | -2.00                                                     | -0.50         | -2.50          | -0.6%                                                         | -0.8%        | -0.6%        |
| School of Medicine - Non-MD              | 272.69                                                   | 202.44           | 475.13            | 307.20                                        | 214.71           | 521.91            | 34.51                                                     | 12.27         | 46.78          | 12.7%                                                         | 6.1%         | 9.8%         |
| School of Medicine - Physician Assistant | 84.00                                                    | 24.50            | 108.50            | 83.50                                         | 24.50            | 108.00            | -0.50                                                     | 0.00          | -0.50          | -0.6%                                                         | 0.0%         | -0.5%        |
| Subtotal - UU                            | <u>22,268.99</u>                                         | <u>4,126.54</u>  | <u>26,395.53</u>  | <u>22,339.40</u>                              | <u>4,191.76</u>  | <u>26,531.16</u>  | <u>70.41</u>                                              | <u>65.22</u>  | <u>135.63</u>  | <u>0.3%</u>                                                   | <u>1.6%</u>  | <u>0.5%</u>  |
| Utah State University                    |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 12,618.51                                                | 2,403.10         | 15,021.61         | 12,185.29                                     | 2,291.89         | 14,477.18         | -433.22                                                   | -111.21       | -544.43        | -3.4%                                                         | -4.6%        | -3.6%        |
| Uintah Basin Continuing Ed. Center       | 1,125.63                                                 | 0.00             | 1,125.63          | 1,228.10                                      | 2.17             | 1,230.27          | 102.47                                                    | 2.17          | 104.64         | 9.1%                                                          | 0.0%         | 9.3%         |
| Southeast Utah Continuing Ed. Center     | 158.20                                                   | 0.00             | 158.20            | 201.55                                        | 0.00             | 201.55            | 43.35                                                     | 0.00          | 43.35          | 27.4%                                                         | 0.0%         | 27.4%        |
| Brigham City Continuing Ed. Center       | 457.00                                                   | 8.20             | 465.20            | 487.92                                        | 19.06            | 506.98            | 30.92                                                     | 10.86         | 41.78          | 6.8%                                                          | 132.4%       | 9.0%         |
| Tooele/Wasatch Continuing Ed. Center     | 1,057.79                                                 | 1.15             | 1,058.94          | 1,216.18                                      | 4.85             | 1,221.03          | 158.39                                                    | 3.70          | 162.09         | 15.0%                                                         | 321.7%       | 15.3%        |
| Subtotal - USU                           | <u>15,417.13</u>                                         | <u>2,412.45</u>  | <u>17,829.58</u>  | <u>15,319.04</u>                              | <u>2,317.97</u>  | <u>17,637.01</u>  | <u>-98.09</u>                                             | <u>-94.48</u> | <u>-192.57</u> | <u>-0.6%</u>                                                  | <u>-3.9%</u> | <u>-1.1%</u> |
| Weber State University                   |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 13,026.47                                                | 761.81           | 13,788.28         | 12,612.44                                     | 726.37           | 13,338.81         | -414.03                                                   | -35.44        | -449.47        | -3.2%                                                         | -4.7%        | -3.3%        |
| Southern Utah University                 |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 4,601.23                                                 | 533.87           | 5,135.10          | 4,754.69                                      | 567.70           | 5,322.39          | 153.46                                                    | 33.83         | 187.29         | 3.3%                                                          | 6.3%         | 3.6%         |
| Snow College                             |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 2,362.50                                                 | 263.49           | 2,625.99          | 2,435.93                                      | 241.75           | 2,677.68          | 73.43                                                     | -21.74        | 51.69          | 3.1%                                                          | -8.3%        | 2.0%         |
| Applied Technology Education (1)         | 181.49                                                   | 0.17             | 181.66            | 178.61                                        | 0.00             | 178.61            | -2.88                                                     | -0.17         | -3.05          | -1.6%                                                         | -100.0%      | -1.7%        |
| Subtotal - Snow                          | <u>2,543.99</u>                                          | <u>263.66</u>    | <u>2,807.65</u>   | <u>2,614.54</u>                               | <u>241.75</u>    | <u>2,856.29</u>   | <u>70.55</u>                                              | <u>-21.91</u> | <u>48.64</u>   | <u>2.8%</u>                                                   | <u>-8.3%</u> | <u>1.7%</u>  |
| Dixie State College of Utah              |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 3,980.84                                                 | 430.36           | 4,411.20          | 3,907.60                                      | 459.44           | 4,367.04          | -73.24                                                    | 29.08         | -44.16         | -1.8%                                                         | 6.8%         | -1.0%        |
| College of Eastern Utah                  |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 1,439.09                                                 | 57.18            | 1,496.27          | 1,485.78                                      | 61.52            | 1,547.30          | 46.69                                                     | 4.34          | 51.03          | 3.2%                                                          | 7.6%         | 3.4%         |
| San Juan Center                          | 427.57                                                   | 2.44             | 430.01            | 381.70                                        | 3.60             | 385.30            | -45.87                                                    | 1.16          | -44.71         | -10.7%                                                        | 47.5%        | -10.4%       |
| Subtotal - CEU                           | <u>1,866.66</u>                                          | <u>59.62</u>     | <u>1,926.28</u>   | <u>1,867.48</u>                               | <u>65.12</u>     | <u>1,932.60</u>   | <u>0.82</u>                                               | <u>5.50</u>   | <u>6.32</u>    | <u>0.0%</u>                                                   | <u>9.2%</u>  | <u>0.3%</u>  |
| Utah Valley State College                |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 14,623.16                                                | 2,055.78         | 16,678.94         | 14,141.32                                     | 1,978.50         | 16,119.82         | -481.84                                                   | -77.28        | -559.12        | -3.3%                                                         | -3.8%        | -3.4%        |
| Salt Lake Community College              |                                                          |                  |                   |                                               |                  |                   |                                                           |               |                |                                                               |              |              |
| Education and General                    | 15,843.48                                                | 727.28           | 16,570.76         | 15,695.69                                     | 823.44           | 16,519.13         | -147.79                                                   | 96.16         | -51.63         | -0.9%                                                         | 13.2%        | -0.3%        |
| TOTAL - USHE                             | <u>94,171.95</u>                                         | <u>11,371.37</u> | <u>105,543.32</u> | <u>93,252.20</u>                              | <u>11,372.05</u> | <u>104,624.25</u> | <u>-919.75</u>                                            | <u>0.68</u>   | <u>-919.07</u> | <u>-1.0%</u>                                                  | <u>0.0%</u>  | <u>-0.9%</u> |
| TOTAL - USHE (without UU SOM MD)         | <u>93,819.45</u>                                         | <u>11,311.37</u> | <u>105,130.82</u> | <u>92,901.70</u>                              | <u>11,312.55</u> | <u>104,214.25</u> | <u>-917.75</u>                                            | <u>1.18</u>   | <u>-916.57</u> | <u>-1.0%</u>                                                  | <u>0.0%</u>  | <u>-0.9%</u> |

Table 3

## USHE 2004-05 End-of-Year Enrollment Report

## Budget-Related FTE Enrollments by Term

## and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Summer Term 2004-05<br>Budget-Related FTE<br>(End-of-Term) |              |           | Fall Term 2004-05<br>Budget-Related FTE<br>(Composite) |              |           | Spring Term 2004-05<br>Budget-Related FTE<br>(Composite) |              |           | Academic Year<br>2004-05 |              |           | Annualized Year<br>2004-05 |              |            |
|------------------------------------------|------------------------------------------------------------|--------------|-----------|--------------------------------------------------------|--------------|-----------|----------------------------------------------------------|--------------|-----------|--------------------------|--------------|-----------|----------------------------|--------------|------------|
|                                          | 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                    | 5,331.55                                                   | 1,175.38     | 6,506.93  | 19,229.05                                              | 3,428.73     | 22,657.78 | 18,635.79                                                | 3,181.98     | 21,817.77 | 18,932.42                | 3,305.36     | 22,237.78 | 21,598.20                  | 3,893.05     | 25,491.25  |
| School of Medicine - MD                  | 3.00                                                       | 5.00         | 8.00      | 351.00                                                 | 58.00        | 409.00    | 347.00                                                   | 56.00        | 403.00    | 349.00                   | 57.00        | 406.00    | 350.50                     | 59.50        | 410.00     |
| School of Medicine - Non-MD              | 73.53                                                      | 78.37        | 151.90    | 279.13                                                 | 189.72       | 468.85    | 261.74                                                   | 161.33       | 423.07    | 270.44                   | 175.53       | 445.97    | 307.20                     | 214.71       | 521.91     |
| School of Medicine - Physician Assistant | 57.00                                                      | 14.00        | 71.00     | 53.00                                                  | 19.00        | 72.00     | 57.00                                                    | 16.00        | 73.00     | 55.00                    | 17.50        | 72.50     | 83.50                      | 24.50        | 108.00     |
| Subtotal - UU                            | 5,465.08                                                   | 1,272.75     | 6,737.83  | 19,912.18                                              | 3,695.45     | 23,607.63 | 19,301.53                                                | 3,415.31     | 22,716.84 | 19,606.86                | 3,555.39     | 23,162.25 | 22,339.40                  | 4,191.76     | 26,531.16  |
| Utah State University                    |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 1,780.70                                                   | 563.97       | 2,344.67  | 11,587.41                                              | 2,117.78     | 13,705.19 | 11,002.47                                                | 1,902.02     | 12,904.49 | 11,294.94                | 2,009.90     | 13,304.84 | 12,185.29                  | 2,291.89     | 14,477.18  |
| Uintah Basin Continuing Ed. Center       | 400.43                                                     | 4.33         | 404.76    | 915.83                                                 | 0.00         | 915.83    | 1,139.93                                                 | 0.00         | 1,139.93  | 1,027.88                 | 0.00         | 1,027.88  | 1,228.10                   | 2.17         | 1,230.27   |
| Southeast Utah Continuing Ed. Center     | 76.90                                                      | 0.00         | 76.90     | 153.40                                                 | 0.00         | 153.40    | 172.80                                                   | 0.00         | 172.80    | 163.10                   | 0.00         | 163.10    | 201.55                     | 0.00         | 201.55     |
| Brigham City Continuing Ed. Center       | 126.87                                                     | 25.77        | 152.64    | 410.63                                                 | 7.07         | 417.70    | 438.33                                                   | 5.27         | 443.60    | 424.48                   | 6.17         | 430.65    | 487.92                     | 19.06        | 506.98     |
| Tooele/Wasatch Continuing Ed. Center     | 486.80                                                     | 8.17         | 494.97    | 985.75                                                 | 1.33         | 987.08    | 959.80                                                   | 0.20         | 960.00    | 972.78                   | 0.77         | 973.55    | 1,216.18                   | 4.85         | 1,221.03   |
| Subtotal - USU                           | 2,871.70                                                   | 602.24       | 3,473.94  | 14,053.02                                              | 2,126.18     | 16,179.20 | 13,713.33                                                | 1,907.49     | 15,620.82 | 13,883.18                | 2,016.84     | 15,900.02 | 15,319.04                  | 2,317.97     | 17,637.01  |
| Weber State University                   |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 2,766.02                                                   | 162.77       | 2,928.79  | 11,473.65                                              | 676.87       | 12,150.52 | 10,985.20                                                | 613.10       | 11,598.30 | 11,229.43                | 644.99       | 11,874.42 | 12,612.44                  | 726.37       | 13,338.81  |
| Southern Utah University                 |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 903.27                                                     | 124.10       | 1,027.37  | 4,473.70                                               | 519.63       | 4,993.33  | 4,132.41                                                 | 491.67       | 4,624.08  | 4,303.06                 | 505.65       | 4,808.71  | 4,754.69                   | 567.70       | 5,322.39   |
| Snow College                             |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 200.06                                                     | 19.43        | 219.49    | 2,435.30                                               | 265.40       | 2,700.70  | 2,236.50                                                 | 198.67       | 2,435.17  | 2,335.90                 | 232.04       | 2,567.94  | 2,435.93                   | 241.75       | 2,677.68   |
| Applied Technology Education (1)         | 34.47                                                      | 0.00         | 34.47     | 141.46                                                 | 0.00         | 141.46    | 181.28                                                   | 0.00         | 181.28    | 161.37                   | 0.00         | 161.37    | 178.61                     | 0.00         | 178.61     |
| Subtotal - Snow                          | 234.53                                                     | 19.43        | 253.96    | 2,576.76                                               | 265.40       | 2,842.16  | 2,417.78                                                 | 198.67       | 2,616.45  | 2,497.27                 | 232.04       | 2,729.31  | 2,614.54                   | 241.75       | 2,856.29   |
| Dixie State College of Utah              |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 490.00                                                     | 53.20        | 543.20    | 3,864.15                                               | 474.56       | 4,338.71  | 3,461.04                                                 | 391.12       | 3,852.16  | 3,662.60                 | 432.84       | 4,095.44  | 3,907.60                   | 459.44       | 4,367.04   |
| College of Eastern Utah                  |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 186.53                                                     | 6.30         | 192.83    | 1,523.03                                               | 66.50        | 1,589.53  | 1,262.00                                                 | 50.23        | 1,312.23  | 1,392.52                 | 58.37        | 1,450.89  | 1,485.78                   | 61.52        | 1,547.30   |
| San Juan Center                          | 113.23                                                     | 2.60         | 115.83    | 344.43                                                 | 1.93         | 346.36    | 305.73                                                   | 2.67         | 308.40    | 325.08                   | 2.30         | 327.38    | 381.70                     | 3.60         | 385.30     |
| Subtotal - CEU                           | 299.76                                                     | 8.90         | 308.66    | 1,867.46                                               | 68.43        | 1,935.89  | 1,567.73                                                 | 52.90        | 1,620.63  | 1,717.60                 | 60.67        | 1,778.27  | 1,867.48                   | 65.12        | 1,932.60   |
| Utah Valley State College                |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 2,904.69                                                   | 757.71       | 3,662.40  | 13,057.72                                              | 1,717.46     | 14,775.18 | 12,320.22                                                | 1,481.83     | 13,802.05 | 12,688.97                | 1,599.65     | 14,288.62 | 14,141.32                  | 1,978.50     | 16,119.82  |
| Salt Lake Community College              |                                                            |              |           |                                                        |              |           |                                                          |              |           |                          |              |           |                            |              |            |
| Education and General                    | 4,342.92                                                   | 295.56       | 4,638.48  | 13,727.24                                              | 736.19       | 14,463.43 | 13,321.22                                                | 615.12       | 13,936.34 | 13,524.23                | 675.66       | 14,199.89 | 15,695.69                  | 823.44       | 16,519.13  |
| TOTAL - USHE                             | 20,277.97                                                  | 3,296.66     | 23,574.63 | 85,005.88                                              | 10,280.17    | 95,286.05 | 81,220.46                                                | 9,167.21     | 90,387.67 | 83,113.20                | 9,723.73     | 92,836.93 | 93,252.20                  | 11,372.05    | 104,624.25 |
| TOTAL - USHE (without UU SOM MD)         | 20,277.97                                                  | 3,296.66     | 23,574.63 | 85,005.88                                              | 10,280.17    | 95,286.05 | 81,220.46                                                | 9,167.21     | 90,387.67 | 83,113.20                | 9,723.73     | 92,836.93 | 93,252.20                  | 11,372.05    | 104,624.25 |

\* SLCC Skill Center enrollments are not considered in the enrollment reports. In 2004-05 "Budget Related" annualized fte enrollments for the Skill Center were 377.66 FTE and 298.29 for the academic year.

Table 4

## USHE 2004-05 End-of-Year Enrollment Report

## Self-Support FTE Enrollments by Term

## and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Summer Term 2004-05<br>Self-Support FTE<br>(End-of-Term) |              |          | Fall Term 2004-05<br>Self-Support FTE<br>(Composite) |              |          | Spring Term 2004-05<br>Self-Support FTE<br>(Composite) |              |          | Academic Year<br>2004-05 |              |          | Annualized Year<br>2004-05 |              |           |
|------------------------------------------|----------------------------------------------------------|--------------|----------|------------------------------------------------------|--------------|----------|--------------------------------------------------------|--------------|----------|--------------------------|--------------|----------|----------------------------|--------------|-----------|
|                                          | 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                    | 170.49                                                   | 449.56       | 620.05   | 294.63                                               | 207.54       | 502.17   | 232.53                                                 | 427.63       | 660.16   | 263.58                   | 317.58       | 581.16   | 348.82                     | 542.36       | 891.18    |
| 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              | 15.00                                                    | 5.20         | 20.20    | 0.40                                                 | 0.20         | 0.60     | 1.19                                                   | 0.30         | 1.49     | 0.79                     | 0.25         | 1.04     | 8.30                       | 2.85         | 11.15     |
| 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                            | 185.49                                                   | 454.76       | 640.25   | 295.03                                               | 207.74       | 502.77   | 233.72                                                 | 427.93       | 661.65   | 264.37                   | 317.83       | 582.20   | 357.12                     | 545.21       | 902.33    |
| Utah State University                    |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 900.73                                                   | 22.90        | 923.63   | 1,221.83                                             | 25.70        | 1,247.53 | 1,402.77                                               | 18.63        | 1,421.40 | 1,312.30                 | 22.17        | 1,334.47 | 1,762.67                   | 33.61        | 1,796.28  |
| Uintah Basin Continuing Ed. Center       | 4.44                                                     | 0.14         | 4.58     | 1.54                                                 | 0.00         | 1.54     | 0.94                                                   | 0.00         | 0.94     | 1.24                     | 0.00         | 1.24     | 3.46                       | 0.07         | 3.53      |
| Southeast Utah Continuing Ed. Center     | 0.00                                                     | 0.00         | 0.00     | 0.13                                                 | 0.00         | 0.13     | 1.40                                                   | 0.00         | 1.40     | 0.77                     | 0.00         | 0.77     | 0.77                       | 0.00         | 0.77      |
| Brigham City Continuing Ed. Center       | 3.06                                                     | 0.00         | 3.06     | 98.14                                                | 0.00         | 98.14    | 162.54                                                 | 0.00         | 162.54   | 130.34                   | 0.00         | 130.34   | 131.87                     | 0.00         | 131.87    |
| Tooele/Wasatch Continuing Ed. Center     | 45.10                                                    | 0.00         | 45.10    | 51.67                                                | 0.00         | 51.67    | 27.77                                                  | 0.00         | 27.77    | 39.72                    | 0.00         | 39.72    | 62.27                      | 0.00         | 62.27     |
| Subtotal - USU                           | 953.33                                                   | 23.04        | 976.37   | 1,373.31                                             | 25.70        | 1,399.01 | 1,595.42                                               | 18.63        | 1,614.05 | 1,484.37                 | 22.17        | 1,506.54 | 1,961.04                   | 33.68        | 1,994.72  |
| Weber State University                   |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 450.21                                                   | 379.77       | 829.98   | 1,276.22                                             | 581.99       | 1,858.21 | 1,756.27                                               | 558.41       | 2,314.68 | 1,516.24                 | 570.20       | 2,086.44 | 1,741.35                   | 760.09       | 2,501.44  |
| Southern Utah University                 |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 764.11                                                   | 14.70        | 778.81   | 356.98                                               | 14.83        | 371.81   | 484.29                                                 | 13.11        | 497.40   | 420.63                   | 13.97        | 434.60   | 802.69                     | 21.32        | 824.01    |
| Snow College                             |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 5.00                                                     | 0.74         | 5.74     | 293.23                                               | 0.00         | 293.23   | 102.93                                                 | 0.26         | 103.19   | 198.08                   | 0.13         | 198.21   | 200.58                     | 0.50         | 201.08    |
| 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                          | 5.00                                                     | 0.74         | 5.74     | 293.23                                               | 0.00         | 293.23   | 102.93                                                 | 0.26         | 103.19   | 198.08                   | 0.13         | 198.21   | 200.58                     | 0.50         | 201.08    |
| Dixie State College of Utah              |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 32.57                                                    | 1.59         | 34.16    | 231.35                                               | 33.22        | 264.57   | 85.32                                                  | 10.53        | 95.85    | 158.33                   | 21.88        | 180.21   | 174.62                     | 22.67        | 197.29    |
| College of Eastern Utah                  |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 1.40                                                     | 0.00         | 1.40     | 0.00                                                 | 0.00         | 0.00     | 13.13                                                  | 0.00         | 13.13    | 6.56                     | 0.00         | 6.56     | 7.27                       | 0.00         | 7.27      |
| San Juan Center                          | 0.00                                                     | 0.00         | 0.00     | 0.00                                                 | 0.00         | 0.00     | 9.34                                                   | 0.00         | 9.34     | 4.67                     | 0.00         | 4.67     | 4.67                       | 0.00         | 4.67      |
| Subtotal - CEU                           | 1.40                                                     | 0.00         | 1.40     | 0.00                                                 | 0.00         | 0.00     | 22.47                                                  | 0.00         | 22.47    | 11.23                    | 0.00         | 11.23    | 11.94                      | 0.00         | 11.94     |
| Utah Valley State College                |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 131.62                                                   | 133.37       | 264.99   | 1,350.53                                             | 587.98       | 1,938.51 | 538.80                                                 | 626.15       | 1,164.95 | 944.67                   | 607.06       | 1,551.73 | 1,010.47                   | 673.75       | 1,684.22  |
| Salt Lake Community College              |                                                          |              |          |                                                      |              |          |                                                        |              |          |                          |              |          |                            |              |           |
| Education and General                    | 163.41                                                   | 7.44         | 170.85   | 1,834.72                                             | 154.27       | 1,988.99 | 2,184.58                                               | 149.62       | 2,334.20 | 2,009.65                 | 151.94       | 2,161.59 | 2,091.36                   | 155.66       | 2,247.02  |
| TOTAL - USHE                             | 2,687.14                                                 | 1,015.41     | 3,702.55 | 7,011.37                                             | 1,605.73     | 8,617.10 | 7,003.80                                               | 1,804.64     | 8,808.44 | 7,007.57                 | 1,705.18     | 8,712.75 | 8,351.17                   | 2,212.88     | 10,564.05 |
| TOTAL - USHE (without UU SOM MD)         | 2,684.14                                                 | 1,010.41     | 3,694.55 | 6,660.37                                             | 1,547.73     | 8,208.10 | 6,656.80                                               | 1,748.64     | 8,405.44 | 6,658.57                 | 1,648.18     | 8,306.75 | 8,000.67                   | 2,153.38     | 10,154.05 |

Table 5

## USHE 2004-05 End-of-Year Enrollment Report

**Budget-Related and Self-Support FTE Enrollments by Term**

## and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Summer Term 2004-05<br>Budget-Related & Self Support FTE<br>(End-of-Term) |              |           | Fall Term 2004-05<br>Budget-Related & Self Support FTE<br>(Composite) |              |            | Spring Term 2004-05<br>Budget-Related & Self Support FTE<br>(Composite) |              |           | Academic Year<br>2004-05 |              |            | Annualized Year<br>2004-05 |              |            |
|------------------------------------------|---------------------------------------------------------------------------|--------------|-----------|-----------------------------------------------------------------------|--------------|------------|-------------------------------------------------------------------------|--------------|-----------|--------------------------|--------------|------------|----------------------------|--------------|------------|
|                                          | 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                    | 5,502.04                                                                  | 1,624.94     | 7,126.98  | 19,523.68                                                             | 3,636.27     | 23,159.95  | 18,868.32                                                               | 3,609.61     | 22,477.93 | 19,196.00                | 3,622.94     | 22,818.94  | 21,947.02                  | 4,435.41     | 26,382.43  |
| School of Medicine - MD                  | 3.00                                                                      | 5.00         | 8.00      | 351.00                                                                | 58.00        | 409.00     | 347.00                                                                  | 56.00        | 403.00    | 349.00                   | 57.00        | 406.00     | 350.50                     | 59.50        | 410.00     |
| School of Medicine - Non-MD              | 88.53                                                                     | 83.57        | 172.10    | 279.53                                                                | 189.92       | 469.45     | 262.93                                                                  | 161.63       | 424.56    | 271.23                   | 175.78       | 447.01     | 315.50                     | 217.56       | 533.06     |
| School of Medicine - Physician Assistant | 57.00                                                                     | 14.00        | 71.00     | 53.00                                                                 | 19.00        | 72.00      | 57.00                                                                   | 16.00        | 73.00     | 55.00                    | 17.50        | 72.50      | 83.50                      | 24.50        | 108.00     |
| Subtotal - UU                            | 5,650.57                                                                  | 1,727.51     | 7,378.08  | 20,207.21                                                             | 3,903.19     | 24,110.40  | 19,535.25                                                               | 3,843.24     | 23,378.49 | 19,871.23                | 3,873.22     | 23,744.45  | 22,696.52                  | 4,736.97     | 27,433.49  |
| Utah State University                    |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 2,681.43                                                                  | 586.87       | 3,268.30  | 12,809.24                                                             | 2,143.48     | 14,952.72  | 12,405.24                                                               | 1,920.65     | 14,325.89 | 12,607.24                | 2,032.07     | 14,639.31  | 13,947.96                  | 2,325.50     | 16,273.46  |
| Uintah Basin Continuing Ed. Center       | 404.87                                                                    | 4.47         | 409.34    | 917.37                                                                | 0.00         | 917.37     | 1,140.87                                                                | 0.00         | 1,140.87  | 1,029.12                 | 0.00         | 1,029.12   | 1,231.56                   | 2.24         | 1,233.80   |
| Southeast Utah Continuing Ed. Center     | 76.90                                                                     | 0.00         | 76.90     | 153.53                                                                | 0.00         | 153.53     | 174.20                                                                  | 0.00         | 174.20    | 163.87                   | 0.00         | 163.87     | 202.32                     | 0.00         | 202.32     |
| Brigham City Continuing Ed. Center       | 129.93                                                                    | 25.77        | 155.70    | 508.77                                                                | 7.07         | 515.84     | 600.87                                                                  | 5.27         | 606.14    | 554.82                   | 6.17         | 560.99     | 619.79                     | 19.06        | 638.85     |
| Tooele/Wasatch Continuing Ed. Center     | 531.90                                                                    | 8.17         | 540.07    | 1,037.42                                                              | 1.33         | 1,038.75   | 987.57                                                                  | 0.20         | 987.77    | 1,012.50                 | 0.77         | 1,013.27   | 1,278.45                   | 4.85         | 1,283.30   |
| Subtotal - USU                           | 3,825.03                                                                  | 625.28       | 4,450.31  | 15,426.33                                                             | 2,151.88     | 17,578.21  | 15,308.75                                                               | 1,926.12     | 17,234.87 | 15,367.55                | 2,039.01     | 17,406.56  | 17,280.08                  | 2,351.65     | 19,631.73  |
| Weber State University                   |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 3,216.23                                                                  | 542.54       | 3,758.77  | 12,749.87                                                             | 1,258.86     | 14,008.73  | 12,741.47                                                               | 1,171.51     | 13,912.98 | 12,745.67                | 1,215.19     | 13,960.86  | 14,353.79                  | 1,486.46     | 15,840.25  |
| Southern Utah University                 |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 1,667.38                                                                  | 138.80       | 1,806.18  | 4,830.68                                                              | 534.46       | 5,365.14   | 4,616.70                                                                | 504.78       | 5,121.48  | 4,723.69                 | 519.62       | 5,243.31   | 5,557.38                   | 589.02       | 6,146.40   |
| Snow College                             |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 205.06                                                                    | 20.17        | 225.23    | 2,728.53                                                              | 265.40       | 2,993.93   | 2,339.43                                                                | 198.93       | 2,538.36  | 2,533.98                 | 232.17       | 2,766.15   | 2,636.51                   | 242.25       | 2,878.76   |
| Applied Technology Education             | 34.47                                                                     | 0.00         | 34.47     | 141.46                                                                | 0.00         | 141.46     | 181.28                                                                  | 0.00         | 181.28    | 161.37                   | 0.00         | 161.37     | 178.61                     | 0.00         | 178.61     |
| Subtotal - Snow                          | 239.53                                                                    | 20.17        | 259.70    | 2,869.99                                                              | 265.40       | 3,135.39   | 2,520.71                                                                | 198.93       | 2,719.64  | 2,695.35                 | 232.17       | 2,927.52   | 2,815.12                   | 242.25       | 3,057.37   |
| Dixie State College of Utah              |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 522.57                                                                    | 54.79        | 577.36    | 4,095.50                                                              | 507.78       | 4,603.28   | 3,546.36                                                                | 401.65       | 3,948.01  | 3,820.93                 | 454.72       | 4,275.65   | 4,082.22                   | 482.11       | 4,564.33   |
| College of Eastern Utah                  |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 187.93                                                                    | 6.30         | 194.23    | 1,523.03                                                              | 66.50        | 1,589.53   | 1,275.13                                                                | 50.23        | 1,325.36  | 1,399.08                 | 58.37        | 1,457.45   | 1,493.05                   | 61.52        | 1,554.57   |
| San Juan Center                          | 113.23                                                                    | 2.60         | 115.83    | 344.43                                                                | 1.93         | 346.36     | 315.07                                                                  | 2.67         | 317.74    | 329.75                   | 2.30         | 332.05     | 386.37                     | 3.60         | 389.97     |
| Subtotal - CEU                           | 301.16                                                                    | 8.90         | 310.06    | 1,867.46                                                              | 68.43        | 1,935.89   | 1,590.20                                                                | 52.90        | 1,643.10  | 1,728.83                 | 60.67        | 1,789.50   | 1,879.42                   | 65.12        | 1,944.54   |
| Utah Valley State College                |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 3,036.31                                                                  | 891.08       | 3,927.39  | 14,408.25                                                             | 2,305.44     | 16,713.69  | 12,859.02                                                               | 2,107.98     | 14,967.00 | 13,633.64                | 2,206.71     | 15,840.35  | 15,151.79                  | 2,652.25     | 17,804.04  |
| Salt Lake Community College              |                                                                           |              |           |                                                                       |              |            |                                                                         |              |           |                          |              |            |                            |              |            |
| Education and General                    | 4,506.33                                                                  | 303.00       | 4,809.33  | 15,561.96                                                             | 890.46       | 16,452.42  | 15,505.80                                                               | 764.74       | 16,270.54 | 15,533.88                | 827.60       | 16,361.48  | 17,787.05                  | 979.10       | 18,766.15  |
| TOTAL - USHE                             | 22,965.11                                                                 | 4,312.07     | 27,277.18 | 92,017.25                                                             | 11,885.90    | 103,903.15 | 88,224.26                                                               | 10,971.85    | 99,196.11 | 90,120.77                | 11,428.91    | 101,549.68 | 101,603.37                 | 13,584.93    | 115,188.30 |
| TOTAL - USHE (without UU SOM MD)         | 22,962.11                                                                 | 4,307.07     | 27,269.18 | 91,666.25                                                             | 11,827.90    | 103,494.15 | 87,877.26                                                               | 10,915.85    | 98,793.11 | 89,771.77                | 11,371.91    | 101,143.68 | 101,252.87                 | 13,525.43    | 114,778.30 |

\* SLCC Skill Center enrollments are not considered in the enrollment reports. In 2004-05 "Budget Related & " annualized fte enrollments for the Skill Center were 420.72 FTE and 333.51 for the academic year.

Table 6

## USHE 2004-05 End-of-Year Enrollment Report

**Budget-Related and Self-Support Headcount Enrollments**

and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Summer Term 2004-05<br>Budget Related & Self Support Headcount<br>(End-of-Term) |              |        | Fall Term 2004-05<br>Budget Related & Self Support Headcount<br>(Composite) |              |         | Spring Term 2004-05<br>Budget Related & Self Support Headcount<br>(Composite) |              |         |
|------------------------------------------|---------------------------------------------------------------------------------|--------------|--------|-----------------------------------------------------------------------------|--------------|---------|-------------------------------------------------------------------------------|--------------|---------|
|                                          | Resident                                                                        | Non-resident | Total  | Resident                                                                    | Non-resident | Total   | Resident                                                                      | Non-resident | Total   |
| University of Utah                       |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 10,890                                                                          | 4,767        | 15,657 | 25,649                                                                      | 5,522        | 31,171  | 23,862                                                                        | 6,457        | 30,319  |
| School of Medicine - MD                  | 3                                                                               | 5            | 8      | 351                                                                         | 58           | 409     | 347                                                                           | 56           | 403     |
| School of Medicine - Non-MD              | 164                                                                             | 113          | 277    | 611                                                                         | 276          | 887     | 437                                                                           | 213          | 650     |
| School of Medicine - Physician Assistant | 57                                                                              | 14           | 71     | 53                                                                          | 19           | 72      | 57                                                                            | 16           | 73      |
| Less Duplicates <sup>(1)</sup>           | -24                                                                             | -8           | -32    | -432                                                                        | -118         | -550    | -376                                                                          | -101         | -477    |
| Subtotal - UU                            | 11,090                                                                          | 4,891        | 15,981 | 26,232                                                                      | 5,757        | 31,989  | 24,327                                                                        | 6,641        | 30,968  |
| Utah State University                    |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 7,419                                                                           | 1,013        | 8,432  | 17,212                                                                      | 2,340        | 19,552  | 16,751                                                                        | 2,113        | 18,864  |
| Uintah Basin Continuing Ed. Center       | 1,102                                                                           | 0            | 1,102  | 2,260                                                                       | 0            | 2,260   | 2,499                                                                         | 0            | 2,499   |
| Southeast Utah Continuing Ed. Center     | 141                                                                             | 10           | 151    | 288                                                                         | 0            | 288     | 333                                                                           | 0            | 333     |
| Brigham City Continuing Ed. Center       | 412                                                                             | 86           | 498    | 1,455                                                                       | 22           | 1,477   | 1,625                                                                         | 21           | 1,646   |
| Tooele/Wasatch Continuing Ed. Center     | 1,376                                                                           | 19           | 1,395  | 2,259                                                                       | 2            | 2,261   | 2,010                                                                         | 1            | 2,011   |
| Less Duplicates                          | -356                                                                            | -38          | -394   | -676                                                                        | -24          | -700    | -686                                                                          | -22          | -708    |
| Subtotal - USU                           | 10,094                                                                          | 1,090        | 11,184 | 22,798                                                                      | 2,340        | 25,138  | 22,532                                                                        | 2,113        | 24,645  |
| Weber State University                   |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 7,814                                                                           | 1,131        | 8,945  | 19,619                                                                      | 1,624        | 21,243  | 20,848                                                                        | 1,554        | 22,402  |
| Southern Utah University                 |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 5,256                                                                           | 263          | 5,519  | 7,016                                                                       | 562          | 7,578   | 7,345                                                                         | 521          | 7,866   |
| Snow College                             |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 499                                                                             | 52           | 551    | 3,414                                                                       | 278          | 3,692   | 2,868                                                                         | 227          | 3,095   |
| Applied Technology Education             | 144                                                                             | 0            | 144    | 540                                                                         | 0            | 540     | 683                                                                           | 0            | 683     |
| Less Duplicates                          | -6                                                                              | 0            | -6     | -82                                                                         | 0            | -82     | -80                                                                           | 0            | -80     |
| Subtotal - Snow                          | 637                                                                             | 52           | 689    | 3,872                                                                       | 278          | 4,150   | 3,471                                                                         | 227          | 3,698   |
| Dixie State College of Utah              |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 1,819                                                                           | 180          | 1,999  | 8,432                                                                       | 1,161        | 9,593   | 5,837                                                                         | 717          | 6,554   |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                           | 0            | 0       | 0                                                                             | 0            | 0       |
| Subtotal - DSC                           | 1,819                                                                           | 180          | 1,999  | 8,432                                                                       | 1,161        | 9,593   | 5,837                                                                         | 717          | 6,554   |
| College of Eastern Utah                  |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 408                                                                             | 14           | 422    | 2,012                                                                       | 64           | 2,076   | 1,634                                                                         | 48           | 1,682   |
| San Juan Center                          | 238                                                                             | 4            | 242    | 537                                                                         | 3            | 540     | 484                                                                           | 3            | 487     |
| Less Duplicates                          | -12                                                                             | 0            | -12    | -20                                                                         | 0            | -20     | 0                                                                             | 0            | 0       |
| Subtotal - CEU                           | 634                                                                             | 18           | 652    | 2,529                                                                       | 67           | 2,596   | 2,118                                                                         | 51           | 2,169   |
| Utah Valley State College                |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 8,143                                                                           | 1,536        | 9,679  | 23,868                                                                      | 2,922        | 26,790  | 21,565                                                                        | 2,847        | 24,412  |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                           | 0            | 0       | 0                                                                             | 0            | 0       |
| Subtotal - UVSC                          | 8,143                                                                           | 1,536        | 9,679  | 23,868                                                                      | 2,922        | 26,790  | 21,565                                                                        | 2,847        | 24,412  |
| Salt Lake Community College              |                                                                                 |              |        |                                                                             |              |         |                                                                               |              |         |
| Education and General                    | 10,465                                                                          | 609          | 11,074 | 29,488                                                                      | 2,401        | 31,889  | 30,441                                                                        | 1,490        | 31,931  |
| Less Duplicates                          | 0                                                                               | 0            | 0      | 0                                                                           | 0            | 0       | 0                                                                             | 0            | 0       |
| Subtotal - SLCC                          | 10,465                                                                          | 609          | 11,074 | 29,488                                                                      | 2,401        | 31,889  | 30,441                                                                        | 1,490        | 31,931  |
| TOTAL - USHE                             | 55,952                                                                          | 9,770        | 65,722 | 143,854                                                                     | 17,112       | 160,966 | 138,484                                                                       | 16,161       | 154,645 |
| TOTAL - USHE (without UU SOM MD)         | 55,949                                                                          | 9,765        | 65,714 | 143,503                                                                     | 17,054       | 160,557 | 138,137                                                                       | 16,105       | 154,242 |

<sup>(1)</sup> Duplicated headcounts between line items are subtracted to give an unduplicated total.<sup>(2)</sup> SLCC Skill Center enrollments are not considered in the enrollment reports. In 2004-05 "Budget-Related and Self-Support" Headcount Enrollments for Summer were 571 Resident and 41 Non Resident

Table 7

## USHE 2004-05 End-of-Year Enrollment Report

**Budget-Related & Self-Supporting FTE Enrollments**

## and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Spring Term 2003-04<br>Budget-Related & Self Support FTE<br>(Composite) |              |           | Spring Term 2004-05<br>Budget-Related & Self Support FTE<br>(Composite) |              |           | Difference Between Spring<br>Term 2003-04 and 2004-05 |              |         | % Change Between Spring<br>Term 2003-04 and 2004-05 |              |        |
|------------------------------------------|-------------------------------------------------------------------------|--------------|-----------|-------------------------------------------------------------------------|--------------|-----------|-------------------------------------------------------|--------------|---------|-----------------------------------------------------|--------------|--------|
|                                          | Resident                                                                | Non-resident | Total     | Resident                                                                | Non-resident | Total     | Resident                                              | Non-resident | Total   | Resident                                            | Non-resident | Total  |
| University of Utah                       |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 18,658.56                                                               | 3,487.24     | 22,145.80 | 18,868.32                                                               | 3,609.61     | 22,477.93 | 209.76                                                | 122.37       | 332.13  | 1.1%                                                | 3.5%         | 1.5%   |
| School of Medicine - MD                  | 348.00                                                                  | 58.00        | 406.00    | 347.00                                                                  | 56.00        | 403.00    | -1.00                                                 | -2.00        | -3.00   | -0.3%                                               | -3.4%        | -0.7%  |
| School of Medicine - Non-MD              | 216.08                                                                  | 170.05       | 386.13    | 262.93                                                                  | 161.63       | 424.56    | 46.85                                                 | -8.42        | 38.43   | 21.7%                                               | -5.0%        | 10.0%  |
| School of Medicine - Physician Assistant | 52.00                                                                   | 20.00        | 72.00     | 57.00                                                                   | 16.00        | 73.00     | 5.00                                                  | -4.00        | 1.00    | 9.6%                                                | -20.0%       | 1.4%   |
| Subtotal - UU                            | 19,274.64                                                               | 3,735.29     | 23,009.93 | 19,535.25                                                               | 3,843.24     | 23,378.49 | 260.61                                                | 107.95       | 368.56  | 1.4%                                                | 2.9%         | 1.6%   |
| Utah State University                    |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 12,534.35                                                               | 2,054.19     | 14,588.54 | 12,405.24                                                               | 1,920.65     | 14,325.89 | -129.11                                               | -133.54      | -262.65 | -1.0%                                               | -6.5%        | -1.8%  |
| Uintah Basin Continuing Ed. Center       | 1,098.03                                                                | 0.00         | 1,098.03  | 1,140.87                                                                | 0.00         | 1,140.87  | 42.84                                                 | 0.00         | 42.84   | 3.9%                                                | 0.0%         | 3.9%   |
| Southeast Utah Continuing Ed. Center     | 133.60                                                                  | 0.00         | 133.60    | 174.20                                                                  | 0.00         | 174.20    | 40.60                                                 | 0.00         | 40.60   | 30.4%                                               | 0.0%         | 30.4%  |
| Brigham City Continuing Ed. Center       | 510.04                                                                  | 7.63         | 517.67    | 600.87                                                                  | 5.27         | 606.14    | 90.83                                                 | -2.36        | 88.47   | 17.8%                                               | -30.9%       | 17.1%  |
| Tooele/Wasatch Continuing Ed. Center     | 899.90                                                                  | 0.40         | 900.30    | 987.57                                                                  | 0.20         | 987.77    | 87.67                                                 | -0.20        | 87.47   | 9.7%                                                | -50.0%       | 9.7%   |
| Subtotal - USU                           | 15,175.92                                                               | 2,062.22     | 17,238.14 | 15,308.75                                                               | 1,926.12     | 17,234.87 | 132.83                                                | -136.10      | -3.27   | 0.9%                                                | -6.6%        | 0.0%   |
| Weber State University                   |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 12,948.91                                                               | 1,142.59     | 14,091.50 | 12,741.47                                                               | 1,171.51     | 13,912.98 | -207.44                                               | 28.92        | -178.52 | -1.6%                                               | 2.5%         | -1.3%  |
| Southern Utah University                 |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 4,600.03                                                                | 499.94       | 5,099.97  | 4,616.70                                                                | 504.78       | 5,121.48  | 16.67                                                 | 4.84         | 21.51   | 0.4%                                                | 1.0%         | 0.4%   |
| Snow College                             |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 2,292.44                                                                | 228.73       | 2,521.17  | 2,339.43                                                                | 198.93       | 2,538.36  | 46.99                                                 | -29.80       | 17.19   | 2.0%                                                | -13.0%       | 0.7%   |
| Applied Technology Education (1)         | 167.42                                                                  | 0.34         | 167.76    | 181.28                                                                  | 0.00         | 181.28    | 13.86                                                 | -0.34        | 13.52   | 8.3%                                                | -100.0%      | 8.1%   |
| Subtotal - Snow                          | 2,459.86                                                                | 229.07       | 2,688.93  | 2,520.71                                                                | 198.93       | 2,719.64  | 60.85                                                 | -30.14       | 30.71   | 2.5%                                                | -13.2%       | 1.1%   |
| Dixie State College of Utah              |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 3,607.75                                                                | 377.14       | 3,984.89  | 3,546.36                                                                | 401.65       | 3,948.01  | -61.39                                                | 24.51        | -36.88  | -1.7%                                               | 6.5%         | -0.9%  |
| College of Eastern Utah                  |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 1,353.70                                                                | 54.93        | 1,408.63  | 1,275.13                                                                | 50.23        | 1,325.36  | -78.57                                                | -4.70        | -83.27  | -5.8%                                               | -8.6%        | -5.9%  |
| San Juan Center                          | 357.77                                                                  | 1.60         | 359.37    | 315.07                                                                  | 2.67         | 317.74    | -42.70                                                | 1.07         | -41.63  | -11.9%                                              | 66.9%        | -11.6% |
| Subtotal - CEU                           | 1,711.47                                                                | 56.53        | 1,768.00  | 1,590.20                                                                | 52.90        | 1,643.10  | -121.27                                               | -3.63        | -124.90 | -7.1%                                               | -6.4%        | -7.1%  |
| Utah Valley State College                |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 13,463.92                                                               | 2,199.53     | 15,663.45 | 12,859.02                                                               | 2,107.98     | 14,967.00 | -604.90                                               | -91.55       | -696.45 | -4.5%                                               | -4.2%        | -4.4%  |
| Salt Lake Community College              |                                                                         |              |           |                                                                         |              |           |                                                       |              |         |                                                     |              |        |
| Education and General                    | 15,205.26                                                               | 889.22       | 16,094.48 | 15,505.80                                                               | 764.74       | 16,270.54 | 300.54                                                | -124.48      | 176.06  | 2.0%                                                | -14.0%       | 1.1%   |
| TOTAL - USHE                             | 88,447.76                                                               | 11,191.53    | 99,639.29 | 88,224.26                                                               | 10,971.85    | 99,196.11 | -223.50                                               | -219.68      | -443.18 | -0.3%                                               | -2.0%        | -0.4%  |
| TOTAL - USHE (without UU SOM MD)         | 88,099.76                                                               | 11,133.53    | 99,233.29 | 87,877.26                                                               | 10,915.85    | 98,793.11 | -222.50                                               | -217.68      | -440.18 | -0.3%                                               | -2.0%        | -0.4%  |

Table 8

## USHE 2004-05 End-of-Year Enrollment Report

**Budget-Related & Self-Supporting Unduplicated Headcount Enrollments**

## and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Spring Term 2003-04<br>Unduplicated Headcounts<br>(Composite) |              |         | Spring Term 2004-05<br>Unduplicated Headcounts<br>(Composite) |              |         | Difference Between<br>Annualized Year 2004-05 and 2003-04 |              |        | % Change Between Annualized<br>Year 2004-05 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                    | 24,210                                                        | 5,772        | 29,982  | 23,862                                                        | 6,457        | 30,319  | -348                                                      | 685          | 337    | -1.4%                                                   | 11.9%        | 1.1%    |
| School of Medicine - MD                  | 348                                                           | 58           | 406     | 347                                                           | 56           | 403     | -1                                                        | -2           | -3     | -0.3%                                                   | -3.4%        | -0.7%   |
| School of Medicine - Non-MD              | 438                                                           | 219          | 657     | 437                                                           | 213          | 650     | -1                                                        | -6           | -7     | -0.2%                                                   | -2.7%        | -1.1%   |
| School of Medicine - Physician Assistant | 52                                                            | 20           | 72      | 57                                                            | 16           | 73      | 5                                                         | -4           | 1      | 9.6%                                                    | -20.0%       | 1.4%    |
| Less Duplicates <sup>(1)</sup>           | -400                                                          | -108         | -508    | -376                                                          | -101         | -477    | 24                                                        | 7            | 31     | -6.0%                                                   | -6.5%        | -6.1%   |
| Subtotal - UU                            | 24,648                                                        | 5,961        | 30,609  | 24,327                                                        | 6,641        | 30,968  | -321                                                      | 680          | 359    | -1.3%                                                   | 11.4%        | 1.2%    |
| Utah State University                    |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 16,817                                                        | 2,268        | 19,085  | 16,751                                                        | 2,113        | 18,864  | -66                                                       | -155         | -221   | -0.4%                                                   | -6.8%        | -1.2%   |
| Uintah Basin Continuing Ed. Center       | 2,411                                                         | 0            | 2,411   | 2,499                                                         | 0            | 2,499   | 88                                                        | 0            | 88     | 3.6%                                                    | 0.0%         | 3.6%    |
| Southeast Utah Continuing Ed. Center     | 229                                                           | 0            | 229     | 333                                                           | 0            | 333     | 104                                                       | 0            | 104    | 45.4%                                                   | 0.0%         | 45.4%   |
| Brigham City Continuing Ed. Center       | 1,433                                                         | 33           | 1,466   | 1,625                                                         | 21           | 1,646   | 192                                                       | -12          | 180    | 13.4%                                                   | -36.4%       | 12.3%   |
| Tooele/Wasatch Continuing Ed. Center     | 1,954                                                         | 2            | 1,956   | 2,010                                                         | 1            | 2,011   | 56                                                        | -1           | 55     | 2.9%                                                    | -50.0%       | 2.8%    |
| Less Duplicates                          | -691                                                          | -35          | -726    | -686                                                          | -22          | -708    | 5                                                         | 13           | 18     | -0.7%                                                   | -37.1%       | -2.5%   |
| Subtotal - USU                           | 22,153                                                        | 2,268        | 24,421  | 22,532                                                        | 2,113        | 24,645  | 379                                                       | -155         | 224    | 1.7%                                                    | -6.8%        | 0.9%    |
| Weber State University                   |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 21,060                                                        | 1,530        | 22,590  | 20,848                                                        | 1,554        | 22,402  | -212                                                      | 24           | -188   | -1.0%                                                   | 1.6%         | -0.8%   |
| Southern Utah University                 |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 7,173                                                         | 476          | 7,649   | 7,345                                                         | 521          | 7,866   | 172                                                       | 45           | 217    | 2.4%                                                    | 9.5%         | 2.8%    |
| Snow College                             |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 2,816                                                         | 240          | 3,056   | 2,868                                                         | 227          | 3,095   | 52                                                        | -13          | 39     | 1.8%                                                    | -5.4%        | 1.3%    |
| Applied Technology Education (1)         | 611                                                           | 1            | 612     | 683                                                           | 0            | 683     | 72                                                        | -1           | 71     | 11.8%                                                   | -100.0%      | 11.6%   |
| Less Duplicates                          | -73                                                           | 0            | -73     | -80                                                           | 0            | -80     | -7                                                        | 0            | -7     | 9.6%                                                    | 0.0%         | 9.6%    |
| Subtotal - Snow                          | 3,354                                                         | 241          | 3,595   | 3,471                                                         | 227          | 3,698   | 117                                                       | -14          | 103    | 3.5%                                                    | -5.8%        | 2.9%    |
| Dixie State College of Utah              |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 6,304                                                         | 503          | 6,807   | 5,837                                                         | 717          | 6,554   | -467                                                      | 214          | -253   | -7.4%                                                   | 42.5%        | -3.7%   |
| Less Duplicates                          | -1                                                            | 0            | -1      | 0                                                             | 0            | 0       | 1                                                         | 0            | 1      | 0.0%                                                    | 0.0%         | 0.0%    |
| Subtotal - DSC                           | 6,303                                                         | 503          | 6,806   | 5,837                                                         | 717          | 6,554   | -466                                                      | 214          | -252   | -7.4%                                                   | 42.5%        | -3.7%   |
| College of Eastern Utah                  |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 1,896                                                         | 55           | 1,951   | 1,634                                                         | 48           | 1,682   | -262                                                      | -7           | -269   | -13.8%                                                  | -12.7%       | -13.8%  |
| San Juan Center                          | 615                                                           | 3            | 618     | 484                                                           | 3            | 487     | -131                                                      | 0            | -131   | -21.3%                                                  | 0.0%         | -21.2%  |
| Less Duplicates                          | -39                                                           | 0            | -39     | 0                                                             | 0            | 0       | 39                                                        | 0            | 39     | -100.0%                                                 | 0.0%         | -100.0% |
| Subtotal - CEU                           | 2,472                                                         | 58           | 2,530   | 2,118                                                         | 51           | 2,169   | -354                                                      | -7           | -361   | -14.3%                                                  | -12.1%       | -14.3%  |
| Utah Valley State College                |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 22,320                                                        | 2,711        | 25,031  | 21,565                                                        | 2,847        | 24,412  | -755                                                      | 136          | -619   | -3.4%                                                   | 5.0%         | -2.5%   |
| Less Duplicates                          | -2                                                            | -1           | -3      | 0                                                             | 0            | 0       | 2                                                         | 1            | 3      | -100.0%                                                 | -100.0%      | -100.0% |
| Subtotal - UVSC                          | 22,318                                                        | 2,710        | 25,028  | 21,565                                                        | 2,847        | 24,412  | -753                                                      | 137          | -616   | -3.4%                                                   | 5.1%         | -2.5%   |
| Salt Lake Community College              |                                                               |              |         |                                                               |              |         |                                                           |              |        |                                                         |              |         |
| Education and General                    | 29,517                                                        | 3,962        | 33,479  | 30,441                                                        | 1,490        | 31,931  | 924                                                       | -2,472       | -1,548 | 3.1%                                                    | -62.4%       | -4.6%   |
| Less Duplicates                          | 0                                                             | 0            | 0       | 0                                                             | 0            | 0       | 0                                                         | 0            | 0      | 0.0%                                                    | 0.0%         | 0.0%    |
| Subtotal - SLCC                          | 29,517                                                        | 3,962        | 33,479  | 30,441                                                        | 1,490        | 31,931  | 924                                                       | -2,472       | -1,548 | 3.1%                                                    | -62.4%       | -4.6%   |
| TOTAL - USHE                             | 138,998                                                       | 17,709       | 156,707 | 138,484                                                       | 16,161       | 154,645 | -514                                                      | -1,548       | -2,062 | -0.4%                                                   | -8.7%        | -1.3%   |
| TOTAL - USHE (without UU SOM MD)         | 138,650                                                       | 17,651       | 156,301 | 138,137                                                       | 16,105       | 154,242 | -513                                                      | -1,546       | -2,059 | -0.4%                                                   | -8.8%        | -1.3%   |

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

Table 9

## USHE 2004-05 End-of-Year Enrollment Report

## Comparisons Between Funded Enrollment Targets and Annualized Year Actual Budget-Related FTE Enrollments for 2004-05

| Institution and Line Item                | Funded Enrollment Targets 2004-05 | Budget-Related Annualized Actuals 2004-05 | Differences From Targets | Percent Change |
|------------------------------------------|-----------------------------------|-------------------------------------------|--------------------------|----------------|
| University of Utah                       |                                   |                                           |                          |                |
| Education and General                    | 23,470                            | 25,491                                    | 2,021                    | 8.6%           |
| School of Medicine - MD <sup>(1)</sup>   | 400                               | 410                                       | 10                       | 2.5%           |
| School of Medicine - Non-MD              | 402                               | 522                                       | 120                      | 29.8%          |
| School of Medicine - Physician Assistant | 83                                | 108                                       | 25                       | 30.1%          |
| Subtotal - UU                            | <u>24,355</u>                     | <u>26,531</u>                             | <u>2,176</u>             | <u>8.9%</u>    |
| Utah State University                    |                                   |                                           |                          |                |
| Education and General                    | 14,877                            | 14,477                                    | -400                     | -2.7%          |
| Uintah Basin Continuing Ed. Center       | 851                               | 1,230                                     | 379                      | 44.6%          |
| Southeast Utah Continuing Ed. Center     | 150                               | 202                                       | 52                       | 34.4%          |
| Brigham City Continuing Ed. Center       | 381                               | 507                                       | 126                      | 33.1%          |
| Tooele/Wasatch Continuing Ed. Center     | 952                               | 1,221                                     | 269                      | 28.3%          |
| Subtotal - USU                           | <u>17,211</u>                     | <u>17,637</u>                             | <u>426</u>               | <u>2.5%</u>    |
| Weber State University                   |                                   |                                           |                          |                |
| Education and General                    | 12,811                            | 13,339                                    | 528                      | 4.1%           |
| Southern Utah University                 |                                   |                                           |                          |                |
| Education and General                    | 5,513                             | 5,322                                     | -191                     | -3.5%          |
| Snow College                             |                                   |                                           |                          |                |
| Education and General                    | 2,722                             | 2,678                                     | -44                      | -1.6%          |
| Applied Technology Education             | 205                               | 179                                       | -26                      | -12.9%         |
| Subtotal - Snow                          | <u>2,927</u>                      | <u>2,856</u>                              | <u>-71</u>               | <u>-2.4%</u>   |
| Dixie State College of Utah              |                                   |                                           |                          |                |
| Education and General                    | 4,153                             | 4,367                                     | 214                      | 5.2%           |
| College of Eastern Utah                  |                                   |                                           |                          |                |
| Education and General                    | 1,614                             | 1,547                                     | -67                      | -4.1%          |
| San Juan Center                          | 379                               | 385                                       | 6                        | 1.7%           |
| Subtotal - CEU                           | <u>1,993</u>                      | <u>1,933</u>                              | <u>-60</u>               | <u>-3.0%</u>   |
| Utah Valley State College                |                                   |                                           |                          |                |
| Education and General                    | 15,244                            | 16,120                                    | 876                      | 5.7%           |
| Salt Lake Community College              |                                   |                                           |                          |                |
| Education and General                    | 15,101                            | 16,519                                    | 1,418                    | 9.4%           |
| TOTAL - USHE                             | <u>99,308</u>                     | <u>104,624</u>                            | <u>5,316</u>             | <u>5.4%</u>    |
| TOTAL - USHE (without UU SOM MD)         | <u>98,908</u>                     | <u>104,214</u>                            | <u>5,306</u>             | <u>5.4%</u>    |

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



August 10, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE- Preview List, 2006-2007 Capital Development Projects

Background

USHE Institutions have submitted their top priorities for FY 2007 Capital Development.

Issue

The first step in the Regent's capital development process involves institutions designating their top priorities for the upcoming legislative session. Last year the Legislature approved projects for the University of Utah, Southern Utah University, and Dixie State College. Utah State University also received an appropriation to move agricultural facilities to allow for expansion of the innovation campus.

The attached spreadsheet provides a preliminary look at proposed projects, including non-state funded projects. The figures are preliminary as schools await further input from the State Building Board and the Division of Facilities Construction and Management. Schools will likely add non-state funded projects as the time for official submission nears.

I encourage individual Regents to consider visiting some of these projects as you prepare for the upcoming year. Mark Spencer and the Finance and Facility staff will be happy to make arrangements for any visit you would like to take in regard to these projects.

Recommendation

Information Only.

RK/MS/KW  
Attachment

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Richard E. Kendell, Commissioner

2005-06 USHE Institutional Priorities

| Q&P Rank                                             | Project                                                          | State Cost Request <sup>(1)</sup>                                                                                                                                                                                                                                                                                                                                   | Previous State Funds | Estimated State O&M <sup>(2)</sup> | Other Funds | Total Project | New GSF <sup>(2)</sup> | Renovated GSF | Disposed GSF | Net Additional GSF |  |  |  |  |
|------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------|-------------|---------------|------------------------|---------------|--------------|--------------------|--|--|--|--|
| TBD                                                  | University of Utah Renovation of Park Building Exterior          | <p><i>Project cost, size and anticipated O&amp;M needs have not been finalized with DFCM. This is presented to allow Regents an opportunity to become familiar with projects in anticipation of the formal request in September.</i></p> <p><i>The Commissioner encourages each Regent to visit campuses for a more complete understanding of the projects.</i></p> |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | USU College of Agriculture Replacement/Classroom Building        |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | WSU Classroom Building/Buildings 1 & 2 Replacement               |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | SUU Science Center Addition                                      |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | Snow College and Sanpete County Library/Classroom Building       |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | DSC Natural Sciences Renovation                                  |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | CEU Fine Arts Complex                                            |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | UVSC Digital Learning Center                                     |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| TBD                                                  | SLCC South City Campus Remodel and Addition                      |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
| <u>Additional Capital Development Considerations</u> |                                                                  |                                                                                                                                                                                                                                                                                                                                                                     |                      |                                    |             |               |                        |               |              |                    |  |  |  |  |
|                                                      | USU Agriculture relocation to expand Innovation Campus (Phase 2) | \$5,000,000                                                                                                                                                                                                                                                                                                                                                         | \$0                  | \$0                                | \$0         |               | 0                      | 0             | 0            | 0                  |  |  |  |  |
| Totals                                               |                                                                  | \$0                                                                                                                                                                                                                                                                                                                                                                 |                      | \$0                                |             |               | 0                      | 0             | 0            | 0                  |  |  |  |  |

Informational Items: UCAT Capital Development Priorities (as forwarded to the Building Board by the UCAT Board of Trustees)

| UCAT Rank | Project | State Cost Request <sup>(1)</sup> | Previous State Funds | Estimated State O&M <sup>(2)</sup> | Other Funds | Total Project | New GSF <sup>(2)</sup> | Renovated GSF | Disposed GSF | Net Additional GSF |
|-----------|---------|-----------------------------------|----------------------|------------------------------------|-------------|---------------|------------------------|---------------|--------------|--------------------|
| TBD       |         |                                   |                      |                                    |             | \$0           |                        | 0             | 0            | 0                  |
| TBD       |         |                                   |                      |                                    |             | \$0           |                        | 0             | 0            | 0                  |

Non-State Funded Projects

| Project                      | State Cost Request <sup>(1)</sup> | Previous State Funds | Estimated State O&M <sup>(2)</sup> | Other Funds  | Total Project | New GSF <sup>(2)</sup> | Renovated GSF | Disposed GSF | Net Additional GSF |
|------------------------------|-----------------------------------|----------------------|------------------------------------|--------------|---------------|------------------------|---------------|--------------|--------------------|
| UU Student Recreation Center | \$0                               | \$0                  | \$0                                | \$35,000,000 | \$35,000,000  | 157,000                | 0             | 0            | 157,000            |
|                              |                                   |                      |                                    |              | \$0           |                        | 0             | 0            | 0                  |

August 10, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE- Follow-up Report, Opportunities to Combine Bond Issues

Background

The Finance and Facility Committee of the State Board of Regents asked if it would be possible to combine bond issues for several schools into one offering.

Issue

The Regents deal with agenda items relating to bonds at almost every meeting. Regents asked whether combining issuances would save money in issuance costs and interest rates.

Each bond transaction comes with its own costs of issuance, a cost that would seem to be less if several offerings could be packaged into one transaction. However, such savings would be lost in the inefficiency of timing, the parsing of revenue streams and the management of continuing disclosure. A significant portion of the cost of issuance is based on the size of the bond through insurance – so increasing the size of the bond creates a corresponding increase in the fee. Fees for bond counsel are fixed through an RFP, but assume in large part the use of boilerplate language that is adjusted to fit each bond. A bond with multiple revenue streams and sources of collateral will likely increase fees rather than decrease them.

USHE bonds are issued under the authority of the State Board of Regents but the interest rate is based on institutional sources of revenue as well as the credit rating of the Regents. Rating agencies and bond holders want to be assured that each school's revenue stream is sufficient to fund debt service. For this to be centralized the Regents would need some sort of revenue stream. The State of Utah does this through a central Building Ownership Authority that issues bonds and collects rent from user agencies (including the USHE in some instances). The centralized cost of such a program would far exceed any savings that might arise.

While combining bond issues will not save money, other efforts are being made to maximize savings. USHE bonds are normally issued through negotiated sales where the Regents establish a range of acceptable interest rates. In contrast, the upcoming bonds for the Weber State Student Center will be issued competitively, resulting in the lowest interest rates available in the market.

Recommendation

Information Only.

RK/MS/KW

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Richard E. Kendell, Commissioner

August 10, 2005

**MEMORANDUM**

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – Institutional Annual Report on Research Grants and Contracts Activity

Issue

Regent Policy R532, *Acceptance and Approval of Contracts and Grants*, requires that each institution present an annual report that includes summary totals by college or unit for the number and dollar amounts of all funded projects for the fiscal year July 1 through June 30. Currently three USHE institutions participate in Research Grant Activity, University of Utah, Utah State University and Weber State University. The annual reports for these three institutions are located in attachment 1.

Commissioner's Recommendation

Discussion item only, no action needed.

REK/MHS/KW/KLH  
Attachment

\_\_\_\_\_  
Richard E. Kendell, Commissioner

DATE: August 1, 2005

TO: Michael K. Young  
 FROM: Raymond F. Gesteland  
 SUBJECT: 6-Part Monthly Activity Report

**Part I of VI--RESEARCH ACTIVITY SUMMARY**

|                                         | June 2005  |                       | June 2004  |                      | FISCAL YEAR TO DATE (7/04-6/05) |                         | FISCAL YEAR TO DATE (7/03-6/04) |                         |
|-----------------------------------------|------------|-----------------------|------------|----------------------|---------------------------------|-------------------------|---------------------------------|-------------------------|
|                                         | <u>No.</u> | <u>Total Amt.</u>     | <u>No.</u> | <u>Total Amt.</u>    | <u>No.</u>                      | <u>Total Amt.</u>       | <u>No.</u>                      | <u>Total Amt.</u>       |
| <b>AWARDS</b>                           |            |                       |            |                      |                                 |                         |                                 |                         |
| Research                                | 186        | \$28,381,117          | 209        | \$27,090,988         | 1,606                           | \$219,241,544           | 1,653                           | \$223,500,198           |
| Other                                   | 48         | 1,587,288             | 35         | 2,770,424            | 477                             | 34,857,533              | 390                             | 30,727,901              |
| Instruction                             | 37         | 3,328,174             | 48         | 3,290,882            | 225                             | 29,566,675              | 198                             | 19,890,715              |
| Clinical                                | 30         | 805,291               | 20         | 1,125,804            | 275                             | 14,239,212              | 245                             | 15,608,905              |
| <b>SUBTOTALS</b>                        | <b>301</b> | <b>34,101,870</b>     | <b>312</b> | <b>34,278,098</b>    | <b>2,583</b>                    | <b>297,904,964</b>      | <b>2,486</b>                    | <b>289,727,719</b>      |
| <b>Fellowships &amp; Financial Aids</b> |            | 445,609               |            | 194,672              |                                 | 20,239,230              |                                 | 19,573,590              |
| <b>ALL AWARD TOTALS</b>                 |            | <b>\$ 34,547,479</b>  |            | <b>\$ 34,472,770</b> |                                 | <b>\$ 318,144,194</b>   |                                 | <b>\$ 309,301,309</b>   |
| <b>PROPOSAL TOTALS*</b>                 | <b>153</b> | <b>\$ 123,997,086</b> | <b>190</b> | <b>\$ 94,064,923</b> | <b>1,907</b>                    | <b>\$ 1,238,980,512</b> | <b>1,893</b>                    | <b>\$ 1,015,428,438</b> |

\* Includes 14 resubmission proposals for the current fiscal month totaling \$16,397,254.

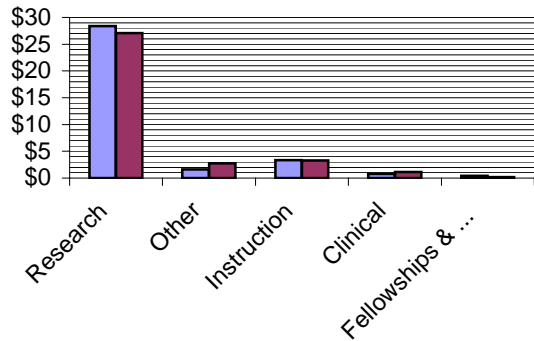
cc: Coralie Alder  
 James R. Bardsley  
 A. Lorris Betz  
 Jeffrey R. Botkin  
 Paul Brinkman  
 Brent Brown  
 Arnold B. Combe  
 Fred C. Esplin  
 John G. Francis  
 Raymond F. Gesteland  
 Jerry Kaplan  
 Richard E. Kendell  
 Elliott C. Kulakowski  
 Gary D. Levy  
 Nancy Lyon  
 J. Michael Mattsson  
 Barbara K. Nielsen  
 David W. Pershing  
 Ronald J. Pugmire  
 Lee Siegel  
 Laura Snow  
 Jeffrey J. West  
 Kimberly Wirthlin

**Raymond F. Gesteland**  
 Vice-President for Research

## Part I of VI Summary of University Research Activity June 2005

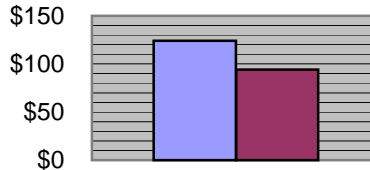
### June 2005 vs. June 2004

**Awards, In Millions**



■ Awards This Month  
■ Awards, Same Month Last Year

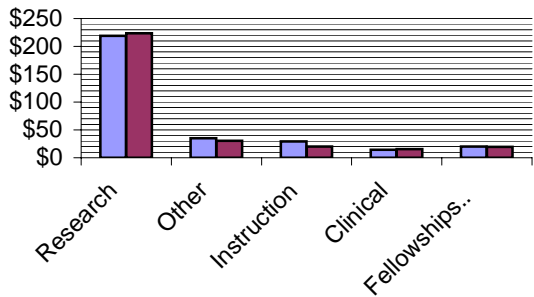
**Proposals, In Millions**



■ All Proposals, This Month  
■ All Proposals, Same Month Last Year

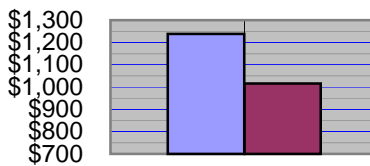
### FYTD June 2005 vs. FYTD June 2004

**Awards, In Millions**



■ Awards, This Fiscal Year To Date  
■ Awards, Same Month Last Fiscal Year To Date

**Proposals, In Millions**



■ All Proposals, This Fiscal Year To Date  
■ All Proposals, Last Fiscal Year To Date

**VICE-PRESIDENT FOR RESEARCH**  
*June 2005*

**Part II of VI--PROPOSALS AND AWARDS OVER \$1 MILLION**

DATE: August 1, 2005

**PROPOSALS**

|                               | <i>Department</i>           | <i>Sponsor Name</i>           | <i>Proposal Title</i>                                                                | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|-------------------------------|-----------------------------|-------------------------------|--------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| <b>College of Engineering</b> |                             |                               |                                                                                      |                   |                 |                     |
| Tyler, Bonnie J               | Chem & Fuels Engineering    | NIH/Natl Institutes of Health | Polyene Resistance In Candida Albicans Biofilms.                                     | 4/1/06            | 3/31/11         | \$1,841,125         |
| Silcox, Geoffrey D            | Chem & Fuels Engineering    | NSF/Natl Sci Fndn             | The Center For Engineering, Energy, The Environment And Learning (CEEEL).            | 1/1/06            | 12/31/09        | \$1,768,019         |
| Roemer, Robert B              | Mechanical Engineering      | NIH/Natl Institutes of Health | Optimization And Interactive Control Of HIFU Therapy.                                | 4/1/06            | 3/31/09         | \$1,458,520         |
| Brunvand, Erik L              | Computing, School Of        | NSF/Natl Sci Fndn             | Hardware Support For Real Time Ray Tracing.                                          | 1/1/06            | 12/31/09        | \$1,355,931         |
| Blair, Steven M               | Electr & Computer Engr      | NIH/Natl Institutes of Health | Biosensing Based Upon Molecular Confinement In An Array Of Metallic Nanocavities.    | 4/1/06            | 3/31/10         | \$1,261,100         |
| Metzger, Meredith M           | Mechanical Engineering      | NIH/Natl Institutes of Health | Real-Time Modeling, Simulation, And Tracking Of Plumes Using Mobile Sensor Networks. | 1/1/06            | 1/1/10          | \$1,069,159         |
| <b>School of Medicine</b>     |                             |                               |                                                                                      |                   |                 |                     |
| Li, Dean Y                    | Human Molec Biol & Genetics | NIH/Natl Institutes of Health | Novel Angiogenic Therapy In LVAD Patients.                                           | 4/1/06            | 5/31/11         | \$18,462,326        |
| Slattery, Martha L            | Family & Preventive Med     | NIH/Natl Institutes of Health | Diet, Activity, And Lifestyle As A Risk Factor For Colorectal Cancer.                | 6/1/06            | 5/31/11         | \$4,935,831         |
| Bale, James F Jr              | Pediatrics                  | NIH/Natl Institutes of Health | Universal Screening Of Congenital Cytomegalovirus Infection And Hearing Loss.        | 12/1/05           | 11/30/10        | \$3,684,685         |
| Cannon-Albright, Lisa         | Medical Informatics         | NIH/Natl Institutes of Health | Mapping And Cloning Prostate Cancer Predisposition Loci.                             | 8/1/06            | 7/31/11         | \$3,411,949         |
| Lane, Robert H                | Pediatrics                  | NIH/Natl Institutes of Health | Early Zinc Deficiency Affects Epigenetic Determinants.                               | 4/1/06            | 3/31/11         | \$3,156,073         |
| Morton, Kathryn A             | Radiology                   | NIH/Natl Institutes of Health | FDG PET In Cancer-Associated Venothromboembolic Disease.                             | 4/1/06            | 3/31/10         | \$2,569,045         |



## PROPOSALS (continued)

|                                       | <i>Department</i>              | <i>Sponsor Name</i>                 | <i>Proposal Title</i>                                                                                        | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|---------------------------------------|--------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| <b>School of Medicine (continued)</b> |                                |                                     |                                                                                                              |                   |                 |                     |
| Lund, Raymond D                       | Ophthalmology                  | NIH/Natl<br>Institutes of<br>Health | Prevention Of Photoreceptor<br>Degeneration.                                                                 | 4/1/06            | 3/31/10         | \$2,225,903         |
| Stillman, David J                     | Pathology                      | NIH/Natl<br>Institutes of<br>Health | Promoter Specificity Of<br>Transcription Factors.                                                            | 4/1/06            | 3/31/11         | \$1,868,750         |
| Chen, Xinjian                         | Pathology                      | NIH/Natl<br>Institutes of<br>Health | The Role of H2-O In Immunity<br>And Autoimmunity.                                                            | 4/1/06            | 3/31/11         | \$1,721,250         |
| Swoboda, Kathryn J                    | Neurology                      | Famil Of Spinal<br>Musc Atrophy     | Multicenter Phase II Trial Of<br>Valproic Acid And Carnitine In<br>Patients With Spinal Muscular<br>Atrophy. | 6/1/05            | 6/1/07          | \$1,700,000         |
| Summers, Scott                        | Internal Medicine              | NIH/Natl<br>Institutes of<br>Health | The Role Of Sphingolipids In<br>The Insulin Signal<br>Transduction.                                          | 4/1/06            | 3/31/10         | \$1,681,875         |
| Weis, John H                          | Pathology                      | NIH/Natl<br>Institutes of<br>Health | Role Of Pactolus In The Innate<br>Immune Response.                                                           | 6/1/06            | 5/31/11         | \$1,681,875         |
| Weyrich, Andrew S                     | Human Molec<br>Biol & Genetics | NIH/Natl<br>Institutes of<br>Health | Cholinergic Modulation Of<br>Peripheral Olfactory Function.                                                  | 4/1/06            | 3/31/11         | \$1,681,875         |
| Atkins, John F                        | Human Genetics                 | NIH/Natl<br>Institutes of<br>Health | Recoding: Dynamic<br>Reprogramming Of Genetic<br>Readout.                                                    | 4/1/06            | 3/31/09         | \$1,654,567         |
| Miller, Scott C                       | Radiology                      | NIH/Natl<br>Institutes of<br>Health | Development Of Improved<br>DTPA For Radionuclide<br>Chelation.                                               | 9/30/05           | 6/30/07         | \$1,535,105         |
| Leibold, Elizabeth A                  | Human Molec<br>Biol & Genetics | Childrens Hosp<br>/ Pittsburgh      | Genetic Analysis Of Iron<br>Homeostasis In Caenorhabditis<br>Elegans.                                        | 4/1/06            | 3/31/11         | \$1,520,000         |
| Di Bella, Edward V R                  | Radiology                      | NIH/Natl<br>Institutes of<br>Health | Selenoprotein Synthesis:<br>Redefinition Of Selenocysteine-<br>Encoding UGA Codons.                          | 4/1/06            | 3/31/11         | \$1,495,000         |
| Pershing, Lynn K                      | Dermatology                    | NIH/Natl<br>Institutes of<br>Health | Alcohol Metabolism And<br>Corticosteroid Response.                                                           | 4/1/06            | 3/31/10         | \$1,484,984         |
| Donahoe, Robert M                     | Pathology                      | NIH/Natl<br>Institutes of<br>Health | AIDS And Opiates: A Monkey<br>Model.                                                                         | 4/1/05            | 1/31/07         | \$1,337,596         |
| Howes, Kimberly A                     | Ophthalmology                  | NIH/Natl<br>Institutes of<br>Health | Roles Of Fzd-4 And Norrie In<br>Retinal Angiogenesis.                                                        | 7/1/06            | 6/30/11         | \$1,308,125         |
| Rogers, Scott W                       | Neurobiology &<br>Anatomy      | NIH/Natl<br>Institutes of<br>Health | Nicotine Receptors And COX2<br>In The Aging Brain.                                                           | 4/1/06            | 3/31/11         | \$1,308,125         |
| Yost, Christian C                     | Pediatrics                     | NIH/Natl<br>Institutes of<br>Health | Translational Regulation Of<br>Gene Expression In Neonatal<br>PMNs.                                          | 4/1/06            | 3/31/11         | \$1,297,400         |
| Elenitoba-Johnson, Kojo               | Pathology                      | NIH/Natl<br>Institutes of<br>Health | Quantitative Proteomic<br>Analysis Of Lymphoma<br>Transformation.                                            | 4/1/06            | 3/31/09         | \$1,235,221         |

## PROPOSALS (continued)

|                                              | <i>Department</i>         | <i>Sponsor Name</i>                     | <i>Proposal Title</i>                                                                                 | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|----------------------------------------------|---------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| <b>School of Medicine (continued)</b>        |                           |                                         |                                                                                                       |                   |                 |                     |
| McClain, Donald A                            | Internal Medicine         | Brigham & Womens Hosp (Prime NIH/NIDDK) | Vascular Dysfunction In IDDM: Genes, Inflammation, RAAS.                                              | 3/1/06            | 2/28/11         | \$1,145,617         |
| Light, Alan R                                | Anesthesiology            | NIH/Natl Institutes of Health           | Long-Term Hyperalgia Mediated By Spinal Dorsal Horn.                                                  | 4/1/06            | 3/31/09         | \$1,009,125         |
| <b>College of Mines &amp; Earth Sciences</b> |                           |                                         |                                                                                                       |                   |                 |                     |
| Tonon, Fulvio                                | Geology & Geophysics      | NSF/Natl Sci Fndn                       | Science Training & Education Program For Middle & High School Students In The Western States & China. | 7/1/05            | 6/30/08         | \$1,190,332         |
| <b>College of Nursing</b>                    |                           |                                         |                                                                                                       |                   |                 |                     |
| Smith, Sandra L                              | Nursing                   | NIH/Natl Institutes of Health           | Developmental Study Of Heart Period Variability In Critically Ill VLBW Infants.                       | 4/1/06            | 3/31/10         | \$1,420,250         |
| <b>College of Pharmacy</b>                   |                           |                                         |                                                                                                       |                   |                 |                     |
| Yost, Garold S                               | Pharmacology & Toxicology | NIH/Natl Institutes of Health           | 3-Methylindole-Induced Lung Injury.                                                                   | 4/1/06            | 3/31/11         | \$2,396,587         |
| Balagurunathan, Kuber                        | Medicinal Chemistry       | NIH/Natl Institutes of Health           | Heparanomics: Structure-Function Relationships.                                                       | 4/1/06            | 3/31/11         | \$2,028,705         |
| Ireland, Chris M                             | Medicinal Chemistry       | NIH/Natl Institutes of Health           | Antineoplastic Agents From Marine Organisms.                                                          | 4/1/06            | 3/31/11         | \$1,868,750         |
| Kopecek, Jindrich R                          | Pharmaceut & Pharm Chem   | NIH/Natl Institutes of Health           | A Polymeric Drug Delivery System For Cancer Therapy.                                                  | 4/1/06            | 3/31/11         | \$1,868,750         |
| Lu, Zheng-Rong                               | Pharmaceut & Pharm Chem   | NIH/Natl Institutes of Health           | Non-Invasive Imaging Of Drug Delivery In Cancer Treatment.                                            | 3/1/06            | 2/28/10         | \$1,196,000         |
| Reilly, Christopher A                        | Pharmacology & Toxicology | NIH/Natl Institutes of Health           | Prevention Of Photoreceptor Degeneration.                                                             | 4/1/06            | 3/31/10         | \$1,176,807         |
| <b>College of Science</b>                    |                           |                                         |                                                                                                       |                   |                 |                     |
| Keck, Gary E                                 | Chemistry                 | NIH/Natl Institutes of Health           | Chiral Approaches To Natural Product Synthesis.                                                       | 4/1/06            | 3/31/10         | \$2,368,211         |
| Fogelson, Aaron L                            | Mathematics               | NSF/Natl Sci Fndn                       | Formation And Function Of Physiological Gels.                                                         | 7/1/06            | 6/30/11         | \$2,071,870         |
| Babst, Markus                                | Biology                   | NIH/Natl Institutes of Health           | Vps4 And The MVB Sorting Pathway.                                                                     | 1/1/06            | 12/31/11        | \$1,868,750         |
| Flynn, Peter F                               | Chemistry                 | NIH/Natl Institutes of Health           | Studies Of A Key Structural Element Of The Spliceosome.                                               | 4/1/06            | 3/31/11         | \$1,495,000         |
| Poulter, C Dale                              | Chemistry                 | NIH/Natl Institutes of Health           | Predocctoral Training Program In Biological Chemistry.                                                | 7/1/06            | 6/30/11         | \$1,336,870         |

## PROPOSALS (continued)

|                                              | <i>Department</i>            | <i>Sponsor Name</i>                 | <i>Proposal Title</i>                                                              | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|----------------------------------------------|------------------------------|-------------------------------------|------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| <b>College of Science</b>                    |                              |                                     |                                                                                    |                   |                 |                     |
| Poulter, C Dale                              | Chemistry                    | NIH/Natl<br>Institutes of<br>Health | Predocotrual Training Program<br>In Biological Chemistry.                          | 7/1/06            | 6/30/11         | \$1,336,870         |
| David, Sheila S                              | Chemistry                    | NIH/Natl<br>Institutes of<br>Health | Recognition And Repair Of<br>Mismatched DNA By MutY.                               | 12/1/05           | 11/30/09        | \$1,171,250         |
| <b>Sr Vice-President for Health Sciences</b> |                              |                                     |                                                                                    |                   |                 |                     |
| Betz, A Lorris                               | Off VP Health<br>Sciences    | St of Utah /<br>Legislature         | 2004-2005 State Of Utah<br>Legislature, USTAR General<br>Fund Appropriation (Brain | 7/1/04            | 6/30/05         | \$3,000,000         |
| Ayer, Donald E                               | Huntsman<br>Cancer Institute | NIH/Natl<br>Institutes of<br>Health | Modulators Of Mad Family<br>Function: Mlx And mSin3A.                              | 5/1/06            | 4/30/11         | \$1,868,750         |

## AWARDS

|                                              | <i>Department</i>         | <i>Sponsor Name</i>             | <i>Award Title</i>                                                                                                  | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|----------------------------------------------|---------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| <b>College of Science</b>                    |                           |                                 |                                                                                                                     |                   |                 |                     |
| Pugmire, Ronald J                            | Chemistry                 | NIH / Natl Ctr<br>Res Resources | Extramural Research Facilities<br>Construction.                                                                     | 9/15/03           | 9/14/05         | \$3,783,855         |
| <b>Sr Vice-President for Health Sciences</b> |                           |                                 |                                                                                                                     |                   |                 |                     |
| Betz, A Lorris                               | Off VP Health<br>Sciences | St of Utah /<br>Legislature     | 2004-2005 State Of Utah<br>Legislature, USTAR General<br>Fund Appropriation (Brain<br>Institute Equipment Funding). | 7/1/04            | 6/30/05         | \$3,000,000         |

**VICE-PRESIDENT FOR RESEARCH**  
*June 2005*  
**Part III of VI--TOP 10 "OTHER" AWARDS**

DATE: August 1, 2005

|                    | <i>Department</i>              | <i>Sponsor Name</i>                                                | <i>Title</i>                                                                                                    | <i>Start Date</i> | <i>End Date</i> | <i>Total Amount</i> |
|--------------------|--------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------|-----------------|---------------------|
| Ries, Kristen      | Internal Medicine              | St of Utah /<br>Dept of Health<br>(Prime HRSA)                     | Ryan White Title II (Emerging<br>Communities).                                                                  | 7/1/01            | 3/31/06         | \$135,653           |
| Murdock, Richard T | Family &<br>Preventive Med     | St of Utah /<br>Dept of Health                                     | Computing Technical Services<br>For USIIS.                                                                      | 6/2/99            | 6/30/06         | \$112,359           |
| Hanson, Glen R     | Pharmacology                   | NIH / Natl Inst<br>on Drug Abuse                                   | Intergovernmental Personnel<br>Act (IPA).                                                                       | 5/1/05            | 4/30/06         | \$97,683            |
| Young, Paul C      | Pharmacotherapy                | St of Utah /<br>Dept of Health<br>(HHS /<br>Medicare-<br>Medicaid) | Utah Pediatric Partnership To<br>Improve Healthcare Quality<br>(UPIQ).                                          | 7/1/03            | 6/30/08         | \$88,775            |
| Plumlee, Marlene   | Accounting & IS,<br>School Of  | Taxpayer<br>Advocate Svc<br>(Prime IRS)                            | Low Income Taxpayer Clinic.                                                                                     | 6/1/05            | 12/31/05        | \$71,373            |
| Ries, Kristen      | Internal Medicine              | St of Utah /<br>Dept of Health<br>(Prime HRSA)                     | Ryan White Title II.                                                                                            | 3/15/00           | 3/31/06         | \$61,500            |
| Mamalis, Nick      | Ophthalmology                  | Calhoun Vision<br>Inc                                              | Evaluation Of Power<br>Adjustment And<br>Biocompatibility Of The Light<br>Adjustable Lens In A Rabbit<br>Model. | 9/1/01            | 7/31/06         | \$42,537            |
| Graves, James E    | Coll Health /<br>Dean's Office | Alta Club                                                          | Personnel Management And<br>Fitness Services For Fitness<br>Center.                                             | 3/1/05            | 8/31/05         | \$41,406            |
| Stanford, Joseph B | Family &<br>Preventive Med     | NIH / Natl Inst<br>on Child<br>Health Hum<br>Development           | Methodologic Strategies For For<br>Assessing Reproductive<br>Function.                                          | 6/13/05           | 5/31/06         | \$40,664            |
| Brodke, Darrel S   | Orthopedics                    | Depuy Spine                                                        | Kinematic Characterization Of<br>Uniplate V. Slim-Loc In Human<br>Cadaveric Cervical Spine.                     | 3/1/05            | 2/28/07         | \$37,598            |

**VICE-PRESIDENT FOR RESEARCH**  
**June 2005**  
**Part IV of VI--AWARDS BY SPONSOR**

DATE: August 1, 2005

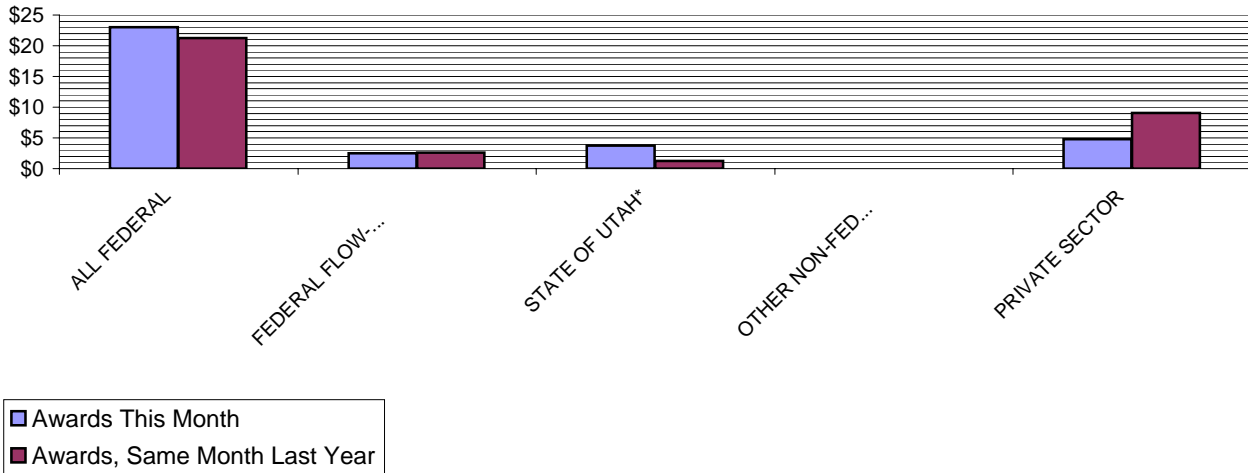
|                               | June<br>2005 |                      | June<br>2004 |                      | FISCAL<br>YEAR TO DATE<br>(7/04-6/05) |                       | FISCAL<br>YEAR TO DATE<br>(7/03-6/04) |                       |
|-------------------------------|--------------|----------------------|--------------|----------------------|---------------------------------------|-----------------------|---------------------------------------|-----------------------|
|                               | <u>No.</u>   | <u>Total Amt.</u>    | <u>No.</u>   | <u>Total Amt.</u>    | <u>No.</u>                            | <u>Total Amt.</u>     | <u>No.</u>                            | <u>Total Amt.</u>     |
| <b>ALL FEDERAL</b>            | <b>127</b>   | <b>\$ 23,016,969</b> | <b>146</b>   | <b>\$ 21,238,593</b> | <b>1,072</b>                          | <b>\$ 210,906,181</b> | <b>1,105</b>                          | <b>\$ 197,284,973</b> |
| <i>Misc. Federal Agencies</i> | 0            | -                    | 1            | 7,500                | 10                                    | 1,224,200             | 15                                    | 2,808,049             |
| Nat'l Aeronaut/Space Adm      | 3            | 73,332               | 3            | 166,955              | 13                                    | 995,618               | 26                                    | 1,902,742             |
| Nat'l Endowmt/Humanities      | 0            | -                    | 0            | -                    | 3                                     | 408,896               | 4                                     | 127,402               |
| Nat'l Science Foundation      | 23           | 2,792,487            | 29           | 3,236,856            | 146                                   | 22,290,811            | 190                                   | 28,000,033            |
| US Dept of Agriculture        | 0            | -                    | 0            | -                    | 7                                     | 565,717               | 3                                     | 145,360               |
| US Dept of Commerce           | 0            | -                    | 2            | 29,900               | 9                                     | 843,447               | 10                                    | 563,853               |
| US Dept of Defense            | 3            | 764,242              | 5            | 1,924,812            | 41                                    | 5,896,209             | 43                                    | 6,333,338             |
| US Dept of Education          | 3            | 482,724              | 4            | 521,215              | 23                                    | 3,622,444             | 24                                    | 3,887,507             |
| US Dept of Energy             | 15           | 1,928,225            | 11           | 1,386,204            | 92                                    | 12,497,675            | 59                                    | 7,419,946             |
| US Dept of the Interior       | 3            | 30,848               | 3            | 2,000                | 34                                    | 9,242,782             | 38                                    | 1,384,384             |
| US Dept of Transportation     | 0            | -                    | 1            | 57,454               | 4                                     | 187,395               | 2                                     | 119,280               |
| US Environmental Prot Agcy    | 0            | -                    | 0            | -                    | 18                                    | 2,838,258             | 11                                    | 2,235,400             |
| US Health & Human Servs       | 75           | 16,966,661           | 87           | 13,905,697           | 664                                   | 150,189,481           | 678                                   | 142,303,258           |
| US Veterans Admin             | 2            | (21,550)             | 0            | -                    | 8                                     | 103,248               | 2                                     | 54,421                |
| <b>FEDERAL FLOW-DOWN</b>      | <b>53</b>    | <b>2,478,131</b>     | <b>48</b>    | <b>2,584,184</b>     | <b>469</b>                            | <b>28,410,344</b>     | <b>446</b>                            | <b>25,883,955</b>     |
| <b>STATE OF UTAH*</b>         | <b>13</b>    | <b>3,767,056</b>     | <b>19</b>    | <b>1,285,314</b>     | <b>122</b>                            | <b>7,746,724</b>      | <b>156</b>                            | <b>8,460,068</b>      |
| <b>OTHER NON-FED GOVT.</b>    | <b>4</b>     | <b>65,106</b>        | <b>3</b>     | <b>56,645</b>        | <b>25</b>                             | <b>1,167,742</b>      | <b>12</b>                             | <b>409,706</b>        |
| <b>PRIVATE SECTOR</b>         | <b>104</b>   | <b>4,774,608</b>     | <b>96</b>    | <b>9,113,362</b>     | <b>895</b>                            | <b>49,673,973</b>     | <b>767</b>                            | <b>57,689,017</b>     |
| Commercial Sponsors           | 65           | 1,863,268            | 57           | 7,020,408            | 629                                   | 25,360,566            | 491                                   | 33,453,571            |
| Not-For-Profit Sponsors       | 39           | 2,911,340            | 39           | 2,092,954            | 266                                   | 24,313,407            | 276                                   | 24,235,446            |
| <b>GRAND TOTALS</b>           | <b>301</b>   | <b>\$ 34,101,870</b> | <b>312</b>   | <b>\$ 34,278,098</b> | <b>2,583</b>                          | <b>\$ 297,904,964</b> | <b>2,486</b>                          | <b>\$ 289,727,719</b> |

\* State of Utah prime source sponsorship only; "Federal Flow-Down" contains Federal flow-down funding through the State.  
Federal flow-down through the State of Utah totaled \$637,288 for June 2005, and \$3,468,251 for the Fiscal Year to date as of June 2005.

## Part IV of VI Summary of Awards by Sponsor June 2005

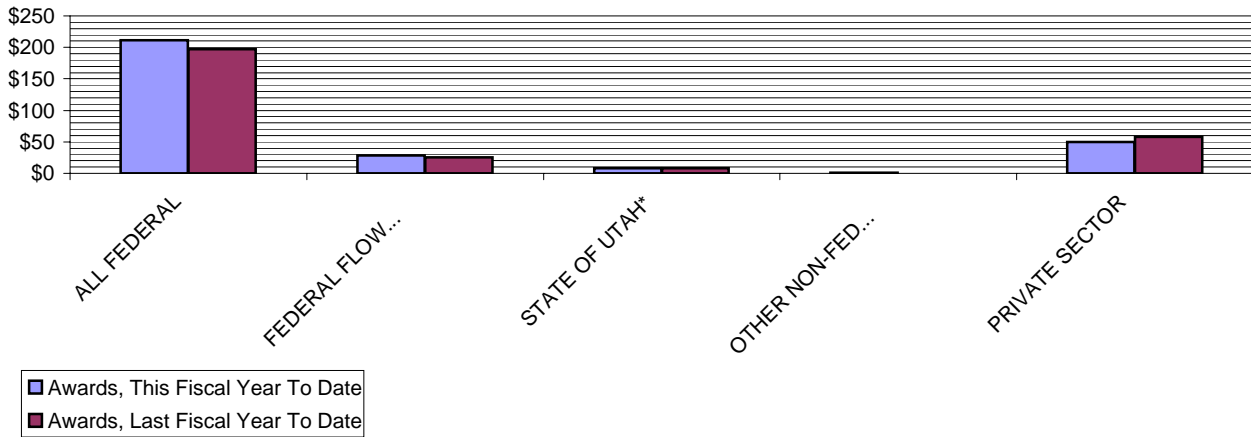
**June 2005 vs. June 2004**

**Awards, In Millions**



**FYTD June 2005 vs. FYTD June 2004**

**Awards, In Millions**



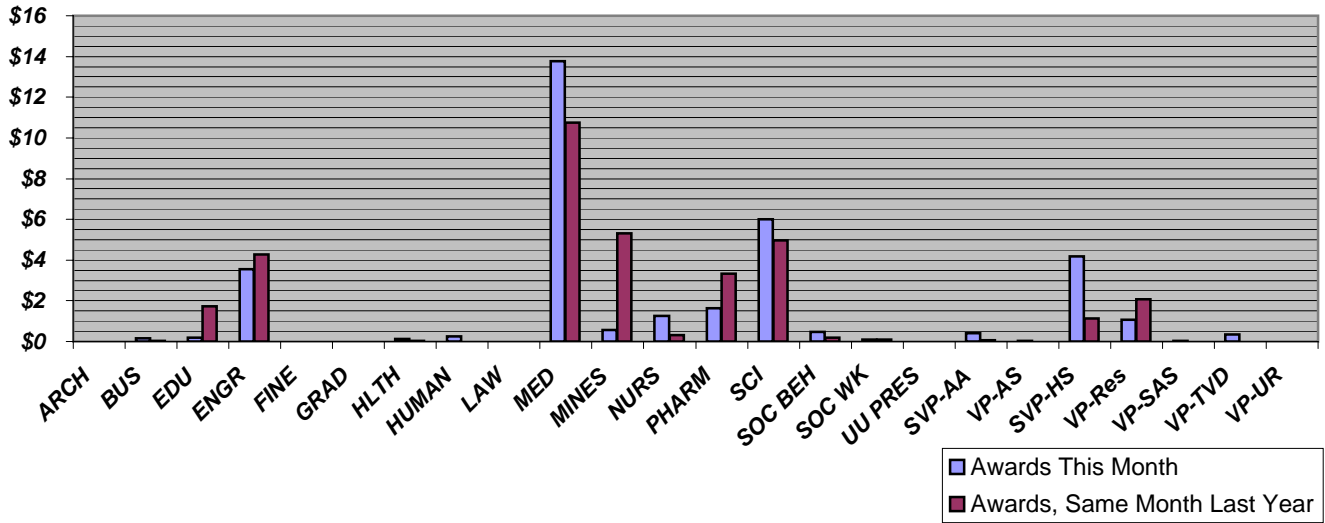
**VICE-PRESIDENT FOR RESEARCH**  
*June 2005*  
**Part V of VI--AWARDS BY COLLEGE**

DATE: August 1, 2005

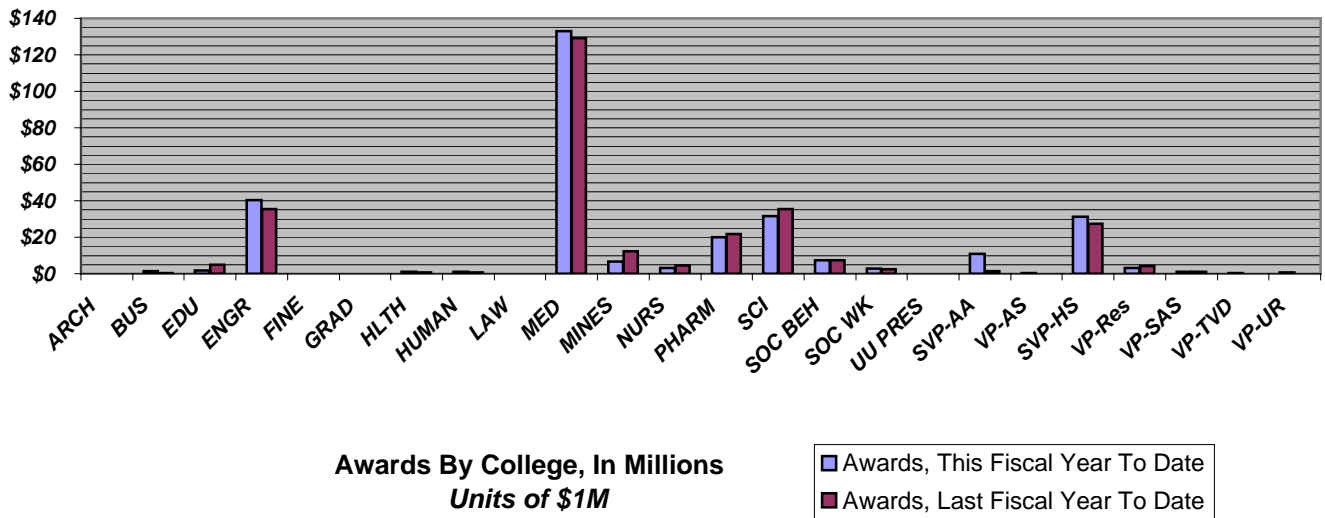
|                               | June 2005  |                     | June 2004  |                     | FISCAL YEAR TO DATE<br>(7/04-6/05) |                      | FISCAL YEAR TO DATE<br>(7/03-6/04) |                      |
|-------------------------------|------------|---------------------|------------|---------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                               | <u>No.</u> | <u>Total Amt.</u>   | <u>No.</u> | <u>Total Amt.</u>   | <u>No.</u>                         | <u>Total Amt.</u>    | <u>No.</u>                         | <u>Total Amt.</u>    |
| ARCHITECTURE & PLANNING       | 0          | -                   | 0          | -                   | 7                                  | 110,908              | 2                                  | 516                  |
| BUSINESS                      | 5          | 143,383             | 1          | 25,000              | 23                                 | 1,352,186            | 16                                 | 213,656              |
| EDUCATION                     | 1          | 192,314             | 13         | 1,725,518           | 23                                 | 1,699,919            | 36                                 | 4,842,271            |
| ENGINEERING                   | 46         | 3,552,969           | 52         | 4,261,264           | 479                                | 40,314,805           | 369                                | 35,601,221           |
| FINE ARTS                     | 0          | -                   | 0          | -                   | 2                                  | 3,000                | 1                                  | 44,000               |
| GRADUATE SCHOOL               | 0          | -                   | 0          | -                   | 1                                  | 30,000               | 0                                  | -                    |
| HEALTH                        | 5          | 130,463             | 3          | 42,460              | 23                                 | 1,206,757            | 25                                 | 838,646              |
| HUMANITIES                    | 2          | 236,000             | 2          | 8,000               | 11                                 | 1,159,599            | 17                                 | 737,922              |
| LAW                           | 0          | -                   | 1          | 3,875               | 1                                  | 7,300                | 2                                  | 4,875                |
| MEDICINE                      | 143        | 13,758,915          | 122        | 10,747,777          | 1,169                              | 133,060,189          | 1,112                              | 128,999,859          |
| MINES & EARTH SCIENCES        | 17         | 569,160             | 22         | 5,312,133           | 136                                | 6,606,184            | 141                                | 12,263,101           |
| NURSING                       | 9          | 1,250,880           | 4          | 307,565             | 28                                 | 3,171,170            | 35                                 | 4,569,915            |
| PHARMACY                      | 12         | 1,623,624           | 31         | 3,324,046           | 127                                | 19,928,113           | 155                                | 21,761,786           |
| SCIENCE                       | 20         | 6,012,505           | 36         | 4,951,318           | 199                                | 31,630,745           | 248                                | 35,446,406           |
| SOCIAL & BEHAVIORAL SCIENCES  | 10         | 482,100             | 5          | 189,936             | 78                                 | 7,407,781            | 62                                 | 7,364,984            |
| SOCIAL WORK                   | 1          | 99,998              | 3          | 100,500             | 35                                 | 2,662,594            | 43                                 | 2,445,794            |
| UNIVERSITY PRESIDENT          | 0          | -                   | 0          | -                   | 1                                  | 30,000               | 0                                  | -                    |
| VP/ACADEMIC AFFAIRS           | 9          | 409,163             | 2          | 75,000              | 39                                 | 10,784,584           | 20                                 | 1,364,584            |
| VP/ADMINISTRATIVE SERVICES    | 1          | 16,806              | 0          | -                   | 5                                  | 478,071              | 1                                  | 6,597                |
| VP/HEALTH SCIENCES            | 15         | 4,166,592           | 11         | 1,138,549           | 156                                | 31,054,372           | 147                                | 27,226,874           |
| VP/RESEARCH                   | 3          | 1,064,998           | 4          | 2,065,157           | 15                                 | 3,038,409            | 29                                 | 4,275,375            |
| VP/STUDENT AFFAIRS & SERVICES | 1          | 42,000              | 0          | -                   | 11                                 | 1,070,936            | 13                                 | 1,049,810            |
| VP/TECHNOLOGY VENTURE DEV     | 1          | 350,000             | 0          | -                   | 1                                  | 350,000              | 0                                  | -                    |
| VP/UNIVERSITY RELATIONS       | 0          | -                   | 0          | -                   | 13                                 | 747,342              | 12                                 | 669,527              |
| <b>GRAND TOTALS</b>           | <b>301</b> | <b>\$34,101,870</b> | <b>312</b> | <b>\$34,278,098</b> | <b>2,583</b>                       | <b>\$297,904,964</b> | <b>2,486</b>                       | <b>\$289,727,719</b> |

**Part V of VI**  
**Summary of Awards by College**  
**April 2005**

**April 2005 vs. April 2004**



**FYTD April 2005 vs. FYTD April 2004**





**VICE-PRESIDENT FOR RESEARCH**  
*June 2005*  
**Part VI of VI--GENERAL COLLEGE ACTIVITY**

DATE: August 1, 2005

|                                    |               | June<br>2005 |                   | June<br>2004 |                   | FISCAL<br>YEAR TO DATE<br>(7/04-6/05) |                   | FISCAL<br>YEAR TO DATE<br>(7/03-6/04) |                   |
|------------------------------------|---------------|--------------|-------------------|--------------|-------------------|---------------------------------------|-------------------|---------------------------------------|-------------------|
|                                    |               | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> |
| <b>ARCHITECTURE &amp; PLANNING</b> |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                   |               | 0            | -                 | 2            | 76,979            | 7                                     | 1,149,382         | 3                                     | 79,479            |
| <b>Awards</b>                      | Research      | 0            | -                 | 0            | -                 | 6                                     | 108,508           | 1                                     | 4,591             |
|                                    | Other         | 0            | -                 | 0            | -                 | 1                                     | 2,400             | 1                                     | (4,075)           |
|                                    | Instruction   | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | <b>Totals</b> | 0            | -                 | 0            | -                 | 7                                     | 110,908           | 2                                     | 516               |
| <b>BUSINESS</b>                    |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                   |               | 2            | 64,366            | 2            | 30,000            | 14                                    | 2,047,795         | 15                                    | 3,833,445         |
| <b>Awards</b>                      | Research      | 2            | 96,383            | 1            | 25,000            | 11                                    | 292,986           | 9                                     | 149,255           |
|                                    | Other         | 2            | (8,000)           | 0            | -                 | 11                                    | 1,004,200         | 7                                     | 64,401            |
|                                    | Instruction   | 1            | 55,000            | 0            | -                 | 1                                     | 55,000            | 0                                     | -                 |
|                                    | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | <b>Totals</b> | 5            | 143,383           | 1            | 25,000            | 23                                    | 1,352,186         | 16                                    | 213,656           |
| <b>EDUCATION</b>                   |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                   |               | 3            | 173,600           | 4            | 1,120,660         | 25                                    | 9,241,610         | 31                                    | 10,875,617        |
| <b>Awards</b>                      | Research      | 0            | -                 | 0            | -                 | 0                                     | -                 | 5                                     | 157,080           |
|                                    | Other         | 0            | -                 | 0            | -                 | 2                                     | -                 | 3                                     | 497,336           |
|                                    | Instruction   | 1            | 192,314           | 13           | 1,725,518         | 21                                    | 1,699,919         | 28                                    | 4,187,855         |
|                                    | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | <b>Totals</b> | 1            | 192,314           | 13           | 1,725,518         | 23                                    | 1,699,919         | 36                                    | 4,842,271         |
| <b>ENGINEERING</b>                 |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                   |               | 27           | 13,768,347        | 36           | 5,648,935         | 330                                   | 149,364,655       | 329                                   | 161,712,019       |
| <b>Awards</b>                      | Research      | 46           | 3,552,969         | 44           | 4,036,895         | 429                                   | 37,973,338        | 319                                   | 34,140,042        |
|                                    | Other         | 0            | -                 | 2            | 13,245            | 32                                    | 801,354           | 29                                    | 880,502           |
|                                    | Instruction   | 0            | -                 | 6            | 211,124           | 18                                    | 1,540,113         | 21                                    | 580,677           |
|                                    | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | <b>Totals</b> | 46           | 3,552,969         | 52           | 4,261,264         | 479                                   | 40,314,805        | 369                                   | 35,601,221        |
| <b>FINE ARTS</b>                   |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                   |               | 0            | -                 | 0            | -                 | 5                                     | 1,205,495         | 1                                     | 1,500             |
| <b>Awards</b>                      | Research      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | Other         | 0            | -                 | 0            | -                 | 1                                     | 1,000             | 0                                     | -                 |
|                                    | Instruction   | 0            | -                 | 0            | -                 | 1                                     | 2,000             | 1                                     | 44,000            |
|                                    | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                    | <b>Totals</b> | 0            | -                 | 0            | -                 | 2                                     | 3,000             | 1                                     | 44,000            |

|                        |               | June 2005  |                   | June 2004  |                   | FISCAL YEAR TO DATE (7/04-6/05) |                   | FISCAL YEAR TO DATE (7/03-6/04) |                   |
|------------------------|---------------|------------|-------------------|------------|-------------------|---------------------------------|-------------------|---------------------------------|-------------------|
|                        |               | <u>No.</u> | <u>Total Amt.</u> | <u>No.</u> | <u>Total Amt.</u> | <u>No.</u>                      | <u>Total Amt.</u> | <u>No.</u>                      | <u>Total Amt.</u> |
| <b>GRADUATE SCHOOL</b> |               |            |                   |            |                   |                                 |                   |                                 |                   |
| <i>Proposals</i>       |               | 0          | -                 | 0          | -                 | 1                               | 30,000            | 0                               | -                 |
| <i>Awards</i>          | Research      | 0          | -                 | 0          | -                 | 1                               | 30,000            | 0                               | -                 |
|                        | Other         | 0          | -                 | 0          | -                 | 0                               | -                 | 0                               | -                 |
|                        | Instruction   | 0          | -                 | 0          | -                 | 0                               | -                 | 0                               | -                 |
|                        | Clinical      | 0          | -                 | 0          | -                 | 0                               | -                 | 0                               | -                 |
|                        | <i>Totals</i> | 0          | -                 | 0          | -                 | 1                               | 30,000            | 0                               | -                 |

## HEALTH

|                  |               |   |         |   |           |    |           |    |            |
|------------------|---------------|---|---------|---|-----------|----|-----------|----|------------|
| <i>Proposals</i> |               | 2 | 133,610 | 7 | 2,705,292 | 34 | 7,192,460 | 32 | 10,040,387 |
| <i>Awards</i>    | Research      | 1 | 30,631  | 2 | 12,460    | 9  | 491,388   | 10 | 198,519    |
|                  | Other         | 2 | 49,655  | 1 | 30,000    | 9  | 372,575   | 12 | 544,101    |
|                  | Instruction   | 1 | 45,714  | 0 | -         | 4  | 338,331   | 2  | 85,563     |
|                  | Clinical      | 1 | 4,463   | 0 | -         | 1  | 4,463     | 1  | 10,463     |
|                  | <i>Totals</i> | 5 | 130,463 | 3 | 42,460    | 23 | 1,206,757 | 25 | 838,646    |

## HUMANITIES

|                  |               |   |         |   |        |    |           |    |            |
|------------------|---------------|---|---------|---|--------|----|-----------|----|------------|
| <i>Proposals</i> |               | 1 | 67,386  | 2 | 56,200 | 19 | 2,565,497 | 23 | 10,160,791 |
| <i>Awards</i>    | Research      | 1 | 10,000  | 0 | -      | 2  | 384,932   | 1  | 74,215     |
|                  | Other         | 0 | -       | 0 | -      | 3  | 5,600     | 8  | 25,703     |
|                  | Instruction   | 1 | 226,000 | 2 | 8,000  | 6  | 769,067   | 8  | 638,004    |
|                  | Clinical      | 0 | -       | 0 | -      | 0  | -         | 0  | -          |
|                  | <i>Totals</i> | 2 | 236,000 | 2 | 8,000  | 11 | 1,159,599 | 17 | 737,922    |

## LAW

|                  |               |   |   |   |       |   |       |   |        |
|------------------|---------------|---|---|---|-------|---|-------|---|--------|
| <i>Proposals</i> |               | 0 | - | 0 | -     | 0 | -     | 3 | 12,175 |
| <i>Awards</i>    | Research      | 0 | - | 0 | -     | 0 | -     | 0 | -      |
|                  | Other         | 0 | - | 1 | 3,875 | 1 | 7,300 | 2 | 4,875  |
|                  | Instruction   | 0 | - | 0 | -     | 0 | -     | 0 | -      |
|                  | Clinical      | 0 | - | 0 | -     | 0 | -     | 0 | -      |
|                  | <i>Totals</i> | 0 | - | 1 | 3,875 | 1 | 7,300 | 2 | 4,875  |

## MEDICINE

|                  |               |     |            |     |            |      |             |      |             |
|------------------|---------------|-----|------------|-----|------------|------|-------------|------|-------------|
| <i>Proposals</i> |               | 65  | 72,570,054 | 61  | 34,355,042 | 759  | 640,811,503 | 746  | 438,879,234 |
| <i>Awards</i>    | Research      | 70  | 10,569,074 | 73  | 8,437,868  | 592  | 93,000,306  | 657  | 96,314,368  |
|                  | Other         | 26  | 994,611    | 12  | 762,009    | 218  | 11,073,123  | 141  | 8,661,756   |
|                  | Instruction   | 24  | 1,601,956  | 20  | 717,857    | 118  | 16,376,703  | 96   | 9,853,541   |
|                  | Clinical      | 23  | 593,274    | 17  | 830,043    | 241  | 12,610,057  | 218  | 14,170,194  |
|                  | <i>Totals</i> | 143 | 13,758,915 | 122 | 10,747,777 | 1169 | 133,060,189 | 1112 | 128,999,859 |

## MINES & EARTH SCIENCES

|                  |               |    |           |    |           |     |            |     |            |
|------------------|---------------|----|-----------|----|-----------|-----|------------|-----|------------|
| <i>Proposals</i> |               | 9  | 2,373,053 | 21 | 4,614,418 | 115 | 32,245,008 | 112 | 24,634,456 |
| <i>Awards</i>    | Research      | 11 | 348,617   | 16 | 5,221,333 | 105 | 5,287,862  | 117 | 11,759,073 |
|                  | Other         | 5  | 77,913    | 5  | 15,800    | 30  | 1,175,692  | 23  | 429,028    |
|                  | Instruction   | 1  | 142,630   | 1  | 75,000    | 1   | 142,630    | 1   | 75,000     |
|                  | Clinical      | 0  | -         | 0  | -         | 0   | -          | 0   | -          |
|                  | <i>Totals</i> | 17 | 569,160   | 22 | 5,312,133 | 136 | 6,606,184  | 141 | 12,263,101 |

|                  |               | June<br>2005 |                   | June<br>2004 |                   | FISCAL<br>YEAR TO DATE<br>(7/04-6/05) |                   | FISCAL<br>YEAR TO DATE<br>(7/03-6/04) |                   |
|------------------|---------------|--------------|-------------------|--------------|-------------------|---------------------------------------|-------------------|---------------------------------------|-------------------|
|                  |               | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> |
| <b>NURSING</b>   |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b> |               | 2            | 1,794,500         | 4            | 4,064,519         | 19                                    | 20,194,917        | 23                                    | 19,076,061        |
| <b>Awards</b>    | Research      | 3            | 729,167           | 3            | 295,326           | 11                                    | 952,077           | 20                                    | 2,761,707         |
|                  | Other         | 3            | 154,809           | 1            | 12,239            | 6                                     | 534,300           | 7                                     | 704,972           |
|                  | Instruction   | 3            | 366,904           | 0            | -                 | 11                                    | 1,684,793         | 8                                     | 1,103,236         |
|                  | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                  | <b>Totals</b> | 9            | 1,250,880         | 4            | 307,565           | 28                                    | 3,171,170         | 35                                    | 4,569,915         |

## PHARMACY

|                  |               |    |            |    |            |     |            |     |            |
|------------------|---------------|----|------------|----|------------|-----|------------|-----|------------|
| <b>Proposals</b> |               | 10 | 11,000,097 | 17 | 12,876,480 | 128 | 80,330,146 | 152 | 90,943,166 |
| <b>Awards</b>    | Research      | 8  | 1,377,471  | 23 | 3,261,198  | 77  | 16,211,427 | 90  | 13,188,339 |
|                  | Other         | 3  | 204,594    | 6  | (189,439)  | 37  | 2,934,841  | 53  | 7,789,058  |
|                  | Instruction   | 0  | -          | 0  | -          | 4   | 445,979    | 4   | 268,635    |
|                  | Clinical      | 1  | 41,559     | 2  | 252,287    | 9   | 335,866    | 8   | 515,754    |
|                  | <b>Totals</b> | 12 | 1,623,624  | 31 | 3,324,046  | 127 | 19,928,113 | 155 | 21,761,786 |

## SCIENCE

|                  |               |    |            |    |            |     |             |     |             |
|------------------|---------------|----|------------|----|------------|-----|-------------|-----|-------------|
| <b>Proposals</b> |               | 15 | 14,326,348 | 13 | 13,603,769 | 184 | 133,833,834 | 176 | 115,687,295 |
| <b>Awards</b>    | Research      | 19 | 5,729,387  | 33 | 4,566,575  | 187 | 28,606,633  | 231 | 33,676,084  |
|                  | Other         | 0  | -          | 1  | 1,625      | 2   | 67,336      | 5   | 151,849     |
|                  | Instruction   | 1  | 283,118    | 2  | 383,118    | 10  | 2,956,776   | 12  | 1,618,473   |
|                  | Clinical      | 0  | -          | 0  | -          | 0   | -           | 0   | -           |
|                  | <b>Totals</b> | 20 | 6,012,505  | 36 | 4,951,318  | 199 | 31,630,745  | 248 | 35,446,406  |

## SOCIAL & BEHAVIORAL SCIENCES

|                  |               |    |         |   |           |    |            |    |            |
|------------------|---------------|----|---------|---|-----------|----|------------|----|------------|
| <b>Proposals</b> |               | 3  | 172,277 | 5 | 6,274,222 | 60 | 17,002,233 | 75 | 25,922,498 |
| <b>Awards</b>    | Research      | 10 | 482,100 | 4 | 186,873   | 54 | 6,919,299  | 48 | 4,756,527  |
|                  | Other         | 0  | -       | 0 | -         | 21 | 291,772    | 13 | 2,605,394  |
|                  | Instruction   | 0  | -       | 1 | 3,063     | 3  | 196,710    | 1  | 3,063      |
|                  | Clinical      | 0  | -       | 0 | -         | 0  | -          | 0  | -          |
|                  | <b>Totals</b> | 10 | 482,100 | 5 | 189,936   | 78 | 7,407,781  | 62 | 7,364,984  |

## SOCIAL WORK

|                  |               |   |         |   |         |    |           |    |           |
|------------------|---------------|---|---------|---|---------|----|-----------|----|-----------|
| <b>Proposals</b> |               | 2 | 470,507 | 2 | 199,838 | 22 | 4,053,745 | 23 | 6,073,143 |
| <b>Awards</b>    | Research      | 0 | -       | 1 | 40,500  | 7  | 238,990   | 23 | 1,991,199 |
|                  | Other         | 0 | -       | 2 | 60,000  | 26 | 2,223,608 | 20 | 454,595   |
|                  | Instruction   | 1 | 99,998  | 0 | -       | 2  | 199,996   | 0  | -         |
|                  | Clinical      | 0 | -       | 0 | -       | 0  | -         | 0  | -         |
|                  | <b>Totals</b> | 1 | 99,998  | 3 | 100,500 | 35 | 2,662,594 | 43 | 2,445,794 |

## UNIVERSITY PRESIDENT

|                  |               |   |   |   |   |   |         |   |   |
|------------------|---------------|---|---|---|---|---|---------|---|---|
| <b>Proposals</b> |               | 0 | - | 0 | - | 3 | 444,702 | 0 | - |
| <b>Awards</b>    | Research      | 0 | - | 0 | - | 0 | -       | 0 | - |
|                  | Other         | 0 | - | 0 | - | 1 | 30,000  | 0 | - |
|                  | Instruction   | 0 | - | 0 | - | 0 | -       | 0 | - |
|                  | Clinical      | 0 | - | 0 | - | 0 | -       | 0 | - |
|                  | <b>Totals</b> | 0 | - | 0 | - | 1 | 30,000  | 0 | - |

|                                    |  | June<br>2005 |                   | June<br>2004 |                   | FISCAL<br>YEAR TO DATE<br>(7/04-6/05) |                   | FISCAL<br>YEAR TO DATE<br>(7/03-6/04) |                   |
|------------------------------------|--|--------------|-------------------|--------------|-------------------|---------------------------------------|-------------------|---------------------------------------|-------------------|
|                                    |  | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> |
| <b>SR VP FOR ACADEMIC AFFAIRS*</b> |  |              |                   |              |                   |                                       |                   |                                       |                   |
| <i>Proposals</i>                   |  | 5            | 1,036,453         | 1            | 10,000            | 40                                    | 20,513,659        | 17                                    | 5,076,091         |

|               |               |   |         |   |        |    |            |    |           |
|---------------|---------------|---|---------|---|--------|----|------------|----|-----------|
| <i>Awards</i> | Research      | 3 | 289,853 | 1 | 3,000  | 8  | 461,153    | 8  | 81,112    |
|               | Other         | 5 | 54,900  | 0 | -      | 24 | 9,223,002  | 10 | 1,062,413 |
|               | Instruction   | 1 | 64,410  | 1 | 72,000 | 7  | 1,100,429  | 2  | 221,059   |
|               | Clinical      | 0 | -       | 0 | -      | 0  | -          | 0  | -         |
|               | <i>Totals</i> | 9 | 409,163 | 2 | 75,000 | 39 | 10,784,584 | 20 | 1,364,584 |

**VP FOR ADMINISTRATIVE SERVICES\***

|                  |  |   |         |   |   |   |           |   |       |
|------------------|--|---|---------|---|---|---|-----------|---|-------|
| <i>Proposals</i> |  | 1 | 129,407 | 0 | - | 5 | 1,479,688 | 1 | 7,330 |
|------------------|--|---|---------|---|---|---|-----------|---|-------|

|               |               |   |        |   |   |   |         |   |       |
|---------------|---------------|---|--------|---|---|---|---------|---|-------|
| <i>Awards</i> | Research      | 0 | -      | 0 | - | 0 | -       | 0 | -     |
|               | Other         | 1 | 16,806 | 0 | - | 5 | 478,071 | 1 | 6,597 |
|               | Instruction   | 0 | -      | 0 | - | 0 | -       | 0 | -     |
|               | Clinical      | 0 | -      | 0 | - | 0 | -       | 0 | -     |
|               | <i>Totals</i> | 1 | 16,806 | 0 | - | 5 | 478,071 | 1 | 6,597 |

**SR VP FOR HEALTH SCIENCES\***

|                  |  |   |           |    |           |     |            |    |            |
|------------------|--|---|-----------|----|-----------|-----|------------|----|------------|
| <i>Proposals</i> |  | 2 | 4,868,750 | 11 | 6,493,412 | 102 | 98,166,229 | 99 | 83,246,923 |
|------------------|--|---|-----------|----|-----------|-----|------------|----|------------|

|               |               |    |           |    |           |     |            |     |            |
|---------------|---------------|----|-----------|----|-----------|-----|------------|-----|------------|
| <i>Awards</i> | Research      | 9  | 3,890,597 | 7  | 853,960   | 104 | 26,884,128 | 95  | 22,124,528 |
|               | Other         | 0  | -         | 1  | 145,913   | 19  | 1,983,433  | 23  | 3,185,898  |
|               | Instruction   | 1  | 110,000   | 2  | 95,202    | 10  | 1,064,753  | 11  | 1,003,954  |
|               | Clinical      | 5  | 165,995   | 1  | 43,474    | 23  | 1,122,058  | 18  | 912,494    |
|               | <i>Totals</i> | 15 | 4,166,592 | 11 | 1,138,549 | 156 | 31,054,372 | 147 | 27,226,874 |

**VP FOR RESEARCH\***

|                  |  |   |   |   |           |    |            |    |           |
|------------------|--|---|---|---|-----------|----|------------|----|-----------|
| <i>Proposals</i> |  | 0 | - | 2 | 1,935,157 | 14 | 14,662,693 | 14 | 6,781,029 |
|------------------|--|---|---|---|-----------|----|------------|----|-----------|

|               |               |   |           |   |           |    |           |    |           |
|---------------|---------------|---|-----------|---|-----------|----|-----------|----|-----------|
| <i>Awards</i> | Research      | 2 | 924,868   | 1 | 150,000   | 4  | 1,045,667 | 13 | 1,313,598 |
|               | Other         | 0 | -         | 3 | 1,915,157 | 10 | 1,852,612 | 16 | 2,961,777 |
|               | Instruction   | 1 | 140,130   | 0 | -         | 1  | 140,130   | 0  | -         |
|               | Clinical      | 0 | -         | 0 | -         | 0  | -         | 0  | -         |
|               | <i>Totals</i> | 3 | 1,064,998 | 4 | 2,065,157 | 15 | 3,038,409 | 29 | 4,275,375 |

**VP FOR STUDENT AFFAIRS & SERVICES\***

|                  |  |   |        |   |   |   |         |   |         |
|------------------|--|---|--------|---|---|---|---------|---|---------|
| <i>Proposals</i> |  | 1 | 84,113 | 0 | - | 7 | 620,947 | 3 | 241,413 |
|------------------|--|---|--------|---|---|---|---------|---|---------|

|               |               |   |        |   |   |    |           |    |           |
|---------------|---------------|---|--------|---|---|----|-----------|----|-----------|
| <i>Awards</i> | Research      | 0 | -      | 0 | - | 0  | -         | 5  | 774,828   |
|               | Other         | 1 | 42,000 | 0 | - | 6  | 217,590   | 5  | 67,327    |
|               | Instruction   | 0 | -      | 0 | - | 5  | 853,346   | 3  | 207,655   |
|               | Clinical      | 0 | -      | 0 | - | 0  | -         | 0  | -         |
|               | <i>Totals</i> | 1 | 42,000 | 0 | - | 11 | 1,070,936 | 13 | 1,049,810 |

**VP FOR TECHNOLOGY VENTURE DEVELOPMENT\***

|                  |  |   |         |   |   |   |         |   |   |
|------------------|--|---|---------|---|---|---|---------|---|---|
| <i>Proposals</i> |  | 2 | 935,294 | 0 | - | 2 | 935,294 | 0 | - |
|------------------|--|---|---------|---|---|---|---------|---|---|

|               |               |   |         |   |   |   |         |   |   |
|---------------|---------------|---|---------|---|---|---|---------|---|---|
| <i>Awards</i> | Research      | 1 | 350,000 | 0 | - | 1 | 350,000 | 0 | - |
|               | Other         | 0 | -       | 0 | - | 0 | -       | 0 | - |
|               | Instruction   | 0 | -       | 0 | - | 0 | -       | 0 | - |
|               | Clinical      | 0 | -       | 0 | - | 0 | -       | 0 | - |
|               | <i>Totals</i> | 1 | 350,000 | 0 | - | 1 | 350,000 | 0 | - |

|                                     |               | June<br>2005 |                   | June<br>2004 |                   | FISCAL<br>YEAR TO DATE<br>(7/04-6/05) |                   | FISCAL<br>YEAR TO DATE<br>(7/03-6/04) |                   |
|-------------------------------------|---------------|--------------|-------------------|--------------|-------------------|---------------------------------------|-------------------|---------------------------------------|-------------------|
|                                     |               | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>   | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> | <u>No.</u>                            | <u>Total Amt.</u> |
| <b>VP FOR UNIVERSITY RELATIONS*</b> |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Proposals</b>                    |               | 1            | 28,925            | 0            | -                 | 12                                    | 889,019           | 15                                    | 2,144,386         |
| <b>Awards</b>                       | Research      | 0            | -                 | 0            | -                 | 1                                     | 7,350             | 1                                     | 35,133            |
|                                     | Other         | 0            | -                 | 0            | -                 | 12                                    | 739,992           | 11                                    | 634,394           |
|                                     | Instruction   | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                     | Clinical      | 0            | -                 | 0            | -                 | 0                                     | -                 | 0                                     | -                 |
|                                     | <b>Totals</b> | 0            | -                 | 0            | -                 | 13                                    | 747,342           | 12                                    | 669,527           |
| <hr/>                               |               |              |                   |              |                   |                                       |                   |                                       |                   |
| <b>Totals, Proposals</b>            |               | 153          | \$123,997,086     | 190          | \$94,064,923      | 1,907                                 | \$1,238,980,512   | 1,893                                 | \$1,015,428,438   |
| <b>Totals, AWARDS</b>               |               | 301          | \$34,101,870      | 312          | \$34,278,098      | 2,583                                 | \$297,904,964     | 2,486                                 | \$289,727,719     |

\* Amounts for Vice-Presidents' Offices may reflect activity by Institutes, Centers & other discrete organizational entities that report directly to their cognizant Vice Presidents, rather than to a College or Graduate School.

Utah System of Higher Education  
System Research Grant Report

Date: 7-28-05

Institution **UTAH STATE UNIVERSITY**

| Award Type                  | June 2005  |                      | June 2004  |                      | Fiscal Year 2005<br>(7/04 to 6/05) |                      | Fiscal Year 2004<br>(7/03 to 6/04) |                      |
|-----------------------------|------------|----------------------|------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                             | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> |
| Research                    | 89         | \$11,366,372.06      | 87         | \$10,191,810.64      | 876                                | \$96,854,550.99      | 964                                | \$139,886,180.84     |
| Other                       | 23         | \$3,428,851.77       | 16         | \$606,930.00         | 197                                | \$17,850,195.85      | 196                                | \$12,992,106.48      |
| Instruction                 | 4          | \$183,476.00         | 15         | \$905,474.47         | 65                                 | \$3,911,331.43       | 122                                | \$7,710,276.48       |
| Clinical                    |            |                      |            |                      |                                    |                      |                                    |                      |
| <b>SUBTOTAL</b>             | 116        | \$14,978,699.83      | 118        | \$11,704,215.11      | 1138                               | \$118,616,078.27     | 1282                               | \$160,588,563.80     |
| Fellowships & Financial Aid | 0          | \$0.00               | 0          | \$0.00               | 18                                 | \$2,927,974.83       | 34                                 | \$1,768,617.87       |
| <b>ALL AWARD TOTALS</b>     | 116        | \$14,978,699.83      | 118        | \$11,704,215.11      | 1156                               | \$121,544,053.10     | 1316                               | \$162,357,181.67     |
| <b>PROPOSAL TOTALS</b>      | 172        | \$39,893,331.61      | 139        | \$20,711,676.04      | 1319                               | \$468,546,430.94     | 1348                               | \$469,431,694.52     |

NOTE: RAMOS funding was rescinded by congressional action.

Utah System of Higher Education  
System Research Grant Report

Institution **Weber State University**

| Award Type                     | June 2005  |                      | June 2004  |                      | Fiscal Year 2005<br>(7/04 to 6/05) |                      | Fiscal Year 2004<br>(7/03 to 6/04) |                      |
|--------------------------------|------------|----------------------|------------|----------------------|------------------------------------|----------------------|------------------------------------|----------------------|
|                                | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u> | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> | <u>No.</u>                         | <u>Total \$ Amt.</u> |
| Research                       | 21         | \$1,190,891          | 14         | \$959,513            | 28                                 | \$1,684,596          | 18                                 | \$1,060,262          |
| Other                          | 110        | 5,563,402            | 93         | 5,577,377            | 193                                | 10,859,757           | 185                                | 9,480,768            |
| Instruction                    | 8          | 270,064              | 9          | 434,726              | 12                                 | 519,137              | 10                                 | 517,962              |
| Clinical                       | 0          | 0                    | 0          | 0                    | 0                                  | 0                    | 0                                  | 0                    |
| <b><i>SUBTOTAL</i></b>         | <b>139</b> | <b>7,024,357</b>     | <b>116</b> | <b>6,971,616</b>     | <b>233</b>                         | <b>13,063,490</b>    | <b>213</b>                         | <b>11,058,992</b>    |
| Fellowships &<br>Financial Aid |            |                      |            |                      |                                    |                      |                                    |                      |
| <b><i>ALL AWARD TOTALS</i></b> | <b>139</b> | <b>\$7,024,357</b>   | <b>116</b> | <b>\$6,971,616</b>   | <b>233</b>                         | <b>\$13,063,490</b>  | <b>213</b>                         | <b>\$11,058,992</b>  |
| <b><i>PROPOSAL TOTALS</i></b>  | <b>6</b>   |                      | <b>34</b>  |                      | <b>169</b>                         |                      | <b>180</b>                         |                      |

August 9, 2005

## MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Strategic Directions for Utah Higher Education, 2005-2007

Background

In April 2005 the Board of Regents hosted a series of workshops focused on some of the most pressing issues facing higher education in Utah. The workshops had broad representation from Regents, Trustees, institutional presidents, chief academic officers, Utah's Governor, and from other invited guests. The workshop reports have been summarized into six broad themes, and some action items for the system as a whole are indicated, e.g. priority actions for year one, and priority actions for year two. Some of the items cannot be addressed fully without better information, hence, several research efforts are listed.

The workshop reports have been discussed, revised, and edited since the initial workshop. And, while there is general agreement that the six topics are important ones, there are others that may need to be added. Presidents have indicated that while the topics address important system-wide issues, not enough attention has been given to the question of how individual institutions might initiate activities that are more local in nature but still fit within the system framework. Hence, a column for institutional initiatives has been added to the original spreadsheet for that purpose. There is also a need to better elaborate the budget consequences of the initiatives. As more work is done on each of the six themes, it will become easier to establish accurate funding requirements. It is anticipated that budgets will be added over time and added to the spreadsheet. All of these activities are intended to focus our energies on important priorities that will advance the value and importance of higher education in Utah for the purpose of better serving students and the long-term interests of the State.

Recommended Action

The new spreadsheet is enclosed for your review with a cover template to show the layout of future work. Please consider this a work in process. No formal action is required, but suggestions are welcome. Unless there are concerns or misgivings about this general approach, I will continue to organize activities and action items consistent with the workshop themes and priorities. I will provide an updated report at each Board of Regents meeting.

---

Richard E. Kendell, Commissioner

Attachments



Strategic Directions for Utah Higher Education  
2005 - 2007

| Strategic Direction | Year 1 Priority | Year 2 Priority | Research Implications | Institutional Initiatives | Budget Implications |
|---------------------|-----------------|-----------------|-----------------------|---------------------------|---------------------|
| I                   |                 |                 |                       |                           |                     |
| II                  |                 |                 |                       |                           |                     |
| III                 |                 |                 |                       |                           |                     |
| IV                  |                 |                 |                       |                           |                     |
| V                   |                 |                 |                       |                           |                     |
| VI                  |                 |                 |                       |                           |                     |

**Strategic Directions for Utah Higher Education**  
**2005 - 2007**

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 2 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Research Priority |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <p style="text-align: center;"><b>I</b></p> <p><b>K-16: Increasing Expectations, Enhancing Student Success</b></p> <p><b>Executive Summary:</b><br/>With a focus on enhancing student success in higher education, several issues face Utah's colleges and universities:</p> <ul style="list-style-type: none"> <li>• Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree.</li> <li>• Inconsistency of placement tests.</li> <li>• The achievement gap/college participation rate between whites and minorities.</li> <li>• Inadequate pre-college counseling and college level academic advising.</li> <li>• No mechanism to "track" students from K-12 through their post-secondary education.</li> <li>• Fewer high school graduates going to college than 10 years ago.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop "expectations for success" document. Distribute to all 8<sup>th</sup> grade students, parents, counselors, teachers, and school administrators the "Expectations Document" detailing the benefits of higher education and clearly explaining the high school preparation necessary to ensure student success in post-secondary education.</li> <li>• Launch a public information campaign               <ul style="list-style-type: none"> <li>a. Direct mailing to students</li> <li>b. Counselor Training</li> <li>c. Media Events</li> </ul> </li> <li>• Formalize K-16 Task Force</li> <li>• The Board and Commissioner should seek and obtain the support of the governor, legislators, minority advocates, and religious leaders, emphasizing the vital importance of rigorous high school study, and higher education, to the progress and vitality of individuals, families and communities.</li> <li>• Hold a widely publicized summit on higher education to which various government, education and community leaders (including minority advocates and religious leaders) are invited, to highlight the importance of higher education and narrowing the enrollment gap between K-12 and higher education.</li> </ul> | <ul style="list-style-type: none"> <li>• Alignment of Public Education Assessments and Standards with Higher Education Assessments, Standards, and Expectations</li> <li>• For purposes of improved data collection and accountability, the Commissioner's Office will explore with the State Board of Education and the various USHE institutions, the feasibility of developing and implementing a "common student number" system that would assign each public school student an identification number that would follow each student through the K-12 system and into USHE institutions.               <ul style="list-style-type: none"> <li>a. As a follow-up step, if funding is available, develop a multi-media presentation for 8<sup>th</sup>-10<sup>th</sup> grade students to encourage their interest in higher education. This presentation could be made available to schools for assemblies, individual DVD distribution, and use by school counselors.</li> </ul> </li> </ul> |                   |

| Strategic Direction | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2 Priority | Research Priority |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------|
|                     | <ul style="list-style-type: none"> <li>• The Board should require standardization of placement tests and scores at each of the USHE institutions, particularly those used at the “open access” institutions, to ensure more consistent decision making and data collection on issues related to college readiness, remediation, and completion.</li> <li>• Formalize the organization and implementation of <i>one</i> K-16 task force comprised of members of the Board of Regents and State Board of Education, the Governor’s Deputy on Education, and representatives from the Senate and House.</li> <li>• The Commissioner should initiate discipline-specific task forces of both public and higher education to ensure comparability of content for the purpose of facilitating transition to college.</li> </ul> |                 |                   |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Institutional Initiatives | Budget Implications |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------|
| <p><b>K-16: Increasing Expectations, Enhancing Student Success</b></p> <p><b>Executive Summary:</b><br/>           With a focus on enhancing student success in higher education, several issues face Utah's colleges and universities:</p> <ul style="list-style-type: none"> <li>• Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree.</li> <li>• Inconsistency of placement tests.</li> <li>• The achievement gap/college participation rate between whites and minorities.</li> <li>• Inadequate pre-college counseling and college level academic advising.</li> <li>• No mechanism to “track” students from K-12 through their post- secondary education.</li> </ul> <p>Fewer high school graduates going to college than 10 years ago. <b>K-16: Increasing Expectations, Enhancing Student Success</b></p> <p><b>Executive Summary:</b><br/>           With a focus on enhancing student success in higher education, several issues face Utah's colleges and universities:</p> <ul style="list-style-type: none"> <li>• Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree.</li> <li>• Inconsistency of placement tests.</li> <li>• The achievement gap/college participation rate between whites and minorities.</li> <li>• Inadequate pre-college counseling and college level academic advising.</li> <li>• No mechanism to “track” students from K-12 through their post- secondary education.</li> </ul> <p>Fewer high school graduates going to college than 10 years ago.</p> |                           |                     |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 2 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Research Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p style="text-align: center;"><b>II</b></p> <p style="text-align: center;"><b>Improving Student Retention and Graduation Rates; Role of Remedial Education</b></p> <p><b>Executive Summary:</b><br/>The role of remedial education in higher education has been debated across the country. While there are new and diverse incentives within colleges and universities to improve retention, time to graduation and remediation, there is general agreement that remedial education is an economic investment that is essential to assist some students to complete their credentials. The workshop considered three presentations regarding retention/time to graduation, the role of remedial education and state demographics/college readiness.</p> | <ul style="list-style-type: none"> <li>• USHE should develop a 'student success or retention/completion initiative' that would have the following elements:               <ol style="list-style-type: none"> <li>a. Increase the number of well-trained academic advisors.</li> <li>b. Eliminate barriers to timely program completion and graduation.</li> <li>c. Increase need-based financial aid and student scholarships.</li> <li>d. Fully fund concurrent enrollment.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>• The Board of Regents should request from each institution a plan for improving student retention and graduation with short- and long-term goals. Develop budgets to accomplish these goals.</li> <li>• The Regents should explore alternative methods for delivering remedial/developmental course work based on data collected in year one.</li> <li>• The Board should explore new funding models that would offer students and institutions incentives for completing their baccalaureate degrees in four academic years, such as reduced tuition incentives or payment if completion is within certain guidelines.</li> </ul> | <ul style="list-style-type: none"> <li>• The Commissioner's Office and the USHE should develop a tracking system that closely monitors retention and graduation of all students by institution.</li> <li>• The Commissioner's Office and USHE should evaluate the progress made by students in remedial programs and measure their success in subsequent coursework and degree/certificate completion. Such findings should drive future remedial opportunities.</li> </ul> |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Institutional Initiatives | Budget Implications |
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| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Year 2 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Research Priority |
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| <p style="text-align: center;"><b>III</b><br/><b>Increasing Access and Participation, Meeting Needs of Disadvantaged and Minority Student, Concurrent Enrollment</b></p> <p><b>Executive Summary:</b><br/>Higher education must prepare students with the knowledge and skills they need in today's rapidly changing economy. This means all students, not just the upper third, must have access to a first-class education. Although some progress has been made nationally and as a state, we must work harder to close the achievement gap between rich and poor, and between white and minority students. Workshop participants discussed the following issues: Utah's participation rate crisis, meeting the needs of disadvantaged and minority students, and the role of concurrent enrollment in providing access and opportunities for Utah students.</p> | <ul style="list-style-type: none"> <li>• The Regents should appoint a task force with representation from USHE institutions and the community at large to identify educational barriers minority and disadvantaged students experience.</li> <li>• The task force will prepare an action agenda with goals, timelines, and costs for implementation.</li> <li>• As Concurrent Enrollment has become more popular, state funding has not kept up with the demand. This issue needs to be addressed by the Legislature in order to sustain the Utah System of Higher Education's continued participation in the program. The funding level needs to provide both higher education and public education with the necessary resources to ensure an equitable and quality concurrent enrollment program for students across the state.</li> </ul> | <ul style="list-style-type: none"> <li>• Concerning matters of access the Regents should set reasonable goals for college participation and development initiatives that will expand the capacity of the system to ensure both access and success for all students statewide.</li> <li>• USHE and K-12 institutions should collaborate to develop and implement an early intervention system for minority and disadvantaged students, including but not limited to intervention programs such as Gear Up, TRIO, and Upward Bound, which assist in the recruitment of minority and disadvantaged students to higher education.</li> <li>• The Regents should require USHE institutions to implement plans outlined by the task force including culturally specific/sensitive tutoring and mentoring programs to assist minority and disadvantaged students to succeed once they begin their college careers.</li> </ul> |                   |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Institutional Initiatives | Budget Implications |
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| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 2 Priority                                                                                                                                                                                                     | Research Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p style="text-align: center;"><b>IV</b></p> <p style="text-align: center;"><b>Higher Education: Building Utah's Workforce, Now and Future</b></p> <p><b>Executive Summary:</b><br/>           Although the Utah System of Higher Education provides qualified graduates to Utah industries in a variety of ways, a perception sometimes exists that USHE is not meeting the needs of today's workforce. Through programs such as Custom Fit, Short Term Intensive Training, and USHE's Nursing and Engineering Initiatives, the System is providing graduates ready to meet the demands of every sector of Utah's economy. Even so, USHE must continue to monitor job needs and stay in front of a rapidly changing job market. The USHE must also publicize success and report strategic plans.</p> | <ul style="list-style-type: none"> <li>• The Commissioner's Office will develop a marketing strategy targeting students, industry, and key policymakers to ensure that all Utahns understand how the education provided by the System will benefit students and the state's economy. The marketing plan should include an emphasis on emerging workforce requirements. Currently existing system resources should be part of the market plan, i.e. UHEAA, UtahMentor, etc.</li> <li>• The Jobs Now program initiated during the 2005 legislature will be developed further to meet existing and future employer needs for jobs and economic development activities.</li> <li>• The USHE will sponsor one conference with key business, government, and higher education leaders to monitor changes and trends in Utah's economy and workforce.</li> </ul> | <ul style="list-style-type: none"> <li>• The USHE will sponsor one conference with key business, government, and higher education leaders to monitor changes and trends in Utah's economy and workforce.</li> </ul> | <ul style="list-style-type: none"> <li>• Data Availability – The Commissioner's staff will prepare a white paper outlining what the System and State knows about workforce needs and what it should know about graduates in the workplace. The paper should also provide solutions for addressing the question of "what we should know" and offer a plan for implementation of findings.</li> <li>• Coordination – Upon completion of the white paper, the System must take specific steps to implement a better data system and plan.</li> </ul> |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Institutional Initiatives | Budget Implications |
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| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year 2 Priority | Research Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p style="text-align: center;"><u>V</u></p> <p style="text-align: center;"><b>Linking Funding to Institutional Missions and Roles</b></p> <p><b>Executive Summary:</b><br/>           With considerable demands on Utah's tax dollars, it is imperative that the Utah System of Higher Education prioritize and prepare a process for budget requests that is deemed effective and efficient. The Regents have the responsibility to prioritize and articulate the most pressing needs of the entire System. CFOs and the Finance Committee should come to agreement on items to be considered as Mandated Costs. Second, the USHE will consider ways to infuse mission considerations into budget priorities. This could include funding new enrollment growth for freshmen differently for the community colleges and open-access universities than for research universities.</p> | <p>The Commissioner's finance staff will develop a first-draft proposal for an outline of the 2006-2007 USHE BUDGET PRIORITIES.</p> <ul style="list-style-type: none"> <li>• Proposed Category 1 – Compensation.               <ul style="list-style-type: none"> <li>a. Develop system-wide and institutional profiles outlining the impact of a 75/25 tuition policy for addressing compensation.</li> <li>b. Prepare comparative data with other states and institutions, and outline a plan for increasing the existing funding for faculty and staff retention.</li> <li>c. Prepare studies indicating the impact on UCAT for funding faculty salaries using the same 75/25 method as used for other higher education institutions.</li> </ul> </li> <li>• Proposed Category 2 – Common Mandated Infrastructure Cost Increases. CFOs and the Finance Committee will prepare metrics and budget request amounts. These will likely include:               <ul style="list-style-type: none"> <li>a. <b>Utility rate increases above 2004-2005 costs.</b> (Assumes "old" Fuel and Power not funded in 2005 is off the table.) Funding request is for documented new rate increases with a formula and plan.</li> <li>b. <b>Restore Higher Education Technology Initiative Funding (HETI) funding capacity.</b> These are funds</li> </ul> </li> </ul> |                 | <p>Proposed Category 3 – Special Initiatives</p> <ul style="list-style-type: none"> <li>• Appoint a Finance and Budget Committee and retain consultants to develop mission-based funding plans based on successful funding formulas/plans in other states. These may be system-wide or institution-specific, based on particular missions.</li> <li>• Seek models from WICHE, NCHEMS, ECS, ACE and others. Advance for consideration those plans/ideas that may work in Utah</li> </ul> |

| Strategic Direction | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 2 Priority | Research Priority |
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|                     | <p>needed for catch-up of funding for software license cost increases, such as Oracle, Microsoft, and McAfee Antivirus. (No HETI funding increases since 1999).</p> <ul style="list-style-type: none"> <li>c. <b>Americans with Disabilities ACT (ADA) Cost Increases.</b></li> <li>d. <b>Internal Service Fund (ISF) Increases.</b> Cost increases imposed by State Risk Management and State Fleet.</li> </ul> <ul style="list-style-type: none"> <li>• Update the five- and ten-year planning/financial matrix developed for the August 2004 Board of Regents Workshop.</li> </ul> |                 |                   |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Institutional Initiatives | Budget Implications |
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| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 1 Priority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 2 Priority | Research Priority |
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| <p style="text-align: center;"><b><u>VI</u></b></p> <p style="text-align: center;"><b>Higher Education’s Role in Building Utah’s Economy: Building Institutional and Business Partnerships</b></p> <p><b>Executive Summary:</b><br/>While higher education continues to play an important role in the economic development of the state, it has done so without being integrated into any statewide plan or initiative. Higher education’s workforce preparation programs and research and development activities help drive the economy and can successfully be coordinated with other statewide efforts. Other initiatives include the USTAR plan and the potential development of innovation centers strategically placed around the state. Successful innovation center models already exist. Utah does not need to create a new model, but needs to settle on a plan and move it ahead with adequate resources.</p> | <ul style="list-style-type: none"> <li>• The Commissioner will assist in the development of a refined framework (structure and funding) for Regional Innovation Centers. The centers will require a clear set of purposes and priorities.</li> <li>• The Commissioner will coordinate efforts with the Governor’s Office and support the USTAR initiative.</li> <li>• The Commissioner will present budget requirements to the Board outlining the complementary purposes of the higher education budget and the USTAR initiative.</li> <li>• The Commissioner and USHE will develop a collaborative effort to build legislative support.</li> </ul> |                 |                   |

| Strategic Direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Institutional Initiatives | Budget Implications |
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August 10, 2005

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

The Commissioner recommends that the Regents approve the following items on the General Consent Calendar:

A. Minutes –

1. Minutes of the Special Board of Regents Meeting held May 23, 2005 at Salt Lake Community College in Salt Lake City, Utah
2. Minutes of the Regular Board of Regents Meeting held June 10, 2005 at Ogden-Weber Campus, Utah College of Applied Technology, in Ogden, Utah, including ratification of actions taken in the absence of a quorum
3. Minutes of the Special Board of Regents Meeting held July 12, 2005 at Dixie State College in St. George, Utah

B. Grant Proposals – Approval to submit the following proposals:

1. University of Utah – National Institutes of Health; “Bone Adhesives Modeled After the Sandcastle Glue of P Californica;” \$3,356,878. Russell J. Stewart, Principal Investigator.
2. University of Utah – National Science Foundation; “Cyber Infrastructure for Multiscale Simulations of Nanoparticles in Aqueous Environments;” \$1,210,000. Grant D. Smith, Principal Investigator.
3. University of Utah – National Institutes of Health; “Strengthening Families Program Multi-Site Implementation in New Jersey;” \$2,127,368. Karol L. Kumpfer, Principal Investigator.
4. University of Utah – National Institutes of Health; “Strengthening Families for the Transition to Adulthood;” \$1,868,750. Karol L. Kumpfer, Principal Investigator.
5. University of Utah – National Institutes of Health; “Diet, Activity, and Lifestyle as a Risk Factor for Colo-rectal Cancer;” \$9,215,188. Martha L. Slattery, Principal Investigator.
6. University of Utah – National Institutes of Health; “Positional Identity in the Zebrafish Embryo;” \$5,782,432. David J. Grunwald, Principal Investigator.



7. University of Utah – National Institutes of Health; “Epigenetic Fingerprints in Breast Tumors of Hispanics and Whites;” \$4,564,706. Carol Sweeney, Principal Investigator.
8. University of Utah – National Institutes of Health; “Enhancing Self-Management in Opioid Refractory Chronic Back Patients;” \$3,324,472. Akiko Okifuji, Principal Investigator.
9. University of Utah – National Institutes of Health; “Genes Involved in Energy Homeostasis and Cancer Risk;” \$2,865,776. Roger Wolff, Principal Investigator.
10. University of Utah – National Institutes of Health; [Title not available]; \$2,508,393. Stephen T. Tiffany, Principal Investigator.
11. University of Utah – National Institutes of Health; “Genetics of Angiogenesis and Proliferative Diabetic Retinopathy;” \$2,086,000. Kang Zhang, Principal Investigator.
12. University of Utah – National Institutes of Health; “Pro-Inflammatory Roles of Glucocorticoids on Host Defense and Disease;” \$1,868,750. Raymond A. Daynes, Principal Investigator.
13. University of Utah – National Institutes of Health; “Consequences of AF: Sympathetic Activity and Ventricular Repolarization;” \$1,868,750. Mohamed H. Hamdan, Principal Investigator.
14. University of Utah – National Institutes of Health; “WNT/Beta-Catenin Signaling in Exocrine Pancreas Development and Regeneration;” \$1,868,750. Lewis C. Murtaugh, Principal Investigator.
15. University of Utah – National Institutes of Health; “A Genetic Screen for Modifiers of Motor-neuronal Toxicity in SMA;” \$1,868,750. Aloisia T. Schmid, Principal Investigator.
16. University of Utah – National Institutes of Health; “Cholinergic Modulation of Peripheral Olfactory Function;” \$1,859,345. William C. Michel, Principal Investigator.
17. University of Utah – National Institutes of Health; “Renal Function of PPARgamma;” \$1,844,000. Tianxin Yang, Principal Investigator.
18. University of Utah – National Institutes of Health; “Virus Reactivation During Adhesion Molecule Immunotherapy for Multiple Sclerosis;” \$1,842,763. Robert S. Fujinami, Principal Investigator.
19. University of Utah – Children’s Hospital/Pittsburgh; “Pediatric Traumatic Brain Injury Consortium: Hypothermia;” \$1,736,703. Douglas L. Brockmeyer, Principal Investigator.

20. University of Utah – National Institutes of Health; “Selenoprotein Synthesis: Redefinition of Selenocysteine-Encoding UGA Codons;” \$1,713,805. Michael T. Howard, Principal Investigator.
21. University of Utah – National Institutes of Health; “Retinoid Signaling and Axon Growth in the Limb;” \$1,681,875. Sheryl A. Scott, Principal Investigator.
22. University of Utah – National Institutes of Health; “Ceramide and Apoptosis;” \$1,681,875. Scott Summers, Principal Investigator.
23. University of Utah – National Institutes of Health; “Genetic Models of Cardiovascular Renal and Pulmonary;” \$1,609,491. Mario R. Capecchi, Principal Investigator.
24. University of Utah – National Institutes of Health; “Progression of Temporal Lobe Epilepsy;” \$1,529,309. F. Edward Dudek, Principal Investigator.
25. University of Utah – National Institutes of Health; “Gene SNPs to Genome SNPs;” \$1,225,549. Robert B. Weiss, Principal Investigator.
26. University of Utah – US Army/Med Res Materiel Command; “Development of Transcutaneous Infection Prevention Protocol;” \$1,201,100. Roy D. Bloebaum, Principal Investigator.
27. University of Utah – SAMHSA/Substance Abuse Mental Health Services Administration; “Expansion of Family-Centered Suicide Prevention Services for Juvenile Offenders in Utah;” \$1,200,000. Michelle A. Moskos, Principal Investigator.
28. University of Utah – National Institutes of Health; “Local Interactions Between Hippocampal Neurons;” \$1,149,375. F. Edward Dudek, Principal Investigator.
29. University of Utah – National Institutes of Health; “Spinning-Slit Collimation for Small Animal SPECT;” \$1,051,452. Geng-Sheng L. Zeng, Principal Investigator.
30. University of Utah – National Institutes of Health; “High Resolution Tensor Imaging of MS Spinal Cord;” \$1,009,125. Eun-Kee Jeong, Principal Investigator.
31. University of Utah – National Institutes of Health; “Primary Afferent Receptors Mediating Fatigue and Myalgia;” \$1,009,125. Alan R. Light, Principal Investigator.
32. University of Utah – Coca-Cola Foundation; “Science Training and Education Program for Middle and High School Students in the Western States and China;” \$1,214,952. Ray H. Beckett, Principal Investigator.

33. University of Utah – National Institutes of Health; "Telephone Linked Care: An IT Enabled Integrated System for Cancer Symptom Relief;" \$5,149,013. B. Kathleen Mooney, Principal Investigator.
34. University of Utah – National Science Foundation; "Cyber Enabled Chemical Data Sharing Infrastructure;" \$3,077,201. Thanh N. Truong, Principal Investigator.
35. University of Utah – National Science Foundation; "Connecting with Biology Through Multi-Scale Computer Simulation;" \$2,025,539. Gregory A. Voth, Principal Investigator.
36. University of Utah – Huntsman Cancer Foundation; "FY05 Huntsman Cancer Foundation Grant to Huntsman Cancer Institute;" \$10,000,000. Randall W. Burt, Principal Investigator.
37. University of Utah – University of Washington; "Retinoid Signaling and Axon Growth in the Limb;" \$3,787,878. Philip S. Bernard, Principal Investigator.
38. University of Utah – National Institutes of Health; "Developmental Biology Training Program;" \$2,513,273. Susan E. Mango, Principal Investigator.
39. University of Utah – National Institutes of Health; "Mechanism of Stilbene-Induced Cell Death;" \$1,505,000. Ruey-Min Lee, Principal Investigator.
40. Utah State University – US Department of Education; "To Operate Regional Resource Center, Region No. 5, Utah State University;" \$1,300,000. John Copenhaver, Principal Investigator.
41. Utah State University – National Science Foundation; "The Engineering Education Partnership at Utah State University;" \$1,501,687. Paul Schreuders, Principal Investigator.
42. Utah State University – Utah Division of Wildlife Resources; "Integrated Resource Assessment, Inventory and Monitoring of Wildlife and Gegetation Responses to Manipulation;" \$1,100,101. Thomas Edwards, Jr., Principal Investigator.
43. Utah State University – US Department of Education; "Improving Educational Access Through the Audio Description of Reading, Math, and Science Television Programs;" \$2,358,929. Marilyn Hammond, Principal Investigator.
44. Utah State University – US Department of Education; "Rehabilitation Training: Special Programs - National Clearinghouse of Rehabilitation Materials;" \$1,500,000. Jred Schultz, Principal Investigator.
45. Utah State University – National Institutes of Health; "Metalloproteases as Anti-Angiogenesis Drug Targets;" \$1,420,666. Richard Holz, Principal Investigator.

46. Utah State University – US Department of Defense/Missile Defense Agency; "Squadron Ground Station (GAS) Software Modification and System Acquisition, and SDS Sustainment;" \$3,654,198. Niel Holt, Principal Investigator.
  47. Utah State University – US Department of Defense/US Air Force; "Measurement and Analysis of Target Infrared Signatures for Improved Identification and Tracking of Objects in the Atmosphere and Space;" \$4,844,402.21. Jennifer Gardner, Principal Investigator.
  48. Utah State University – US Office of Naval Research; "Net-Centric Mobile Sensor Lab;" \$1,900,000. Robert Pack, Principal Investigator.
  49. Utah State University – USDA Natural Resources Conservation Service; "Research, Development, and Demonstration Using Diverse Agricultural Residues in the Production of Bioenergy, Biofuels, and Biobased Products;" \$2,146,287. Conly Hansen, Principal Investigator.
  50. Utah Valley State College – US Department of Education; "Projects With Industry;" \$750,000.
  51. Utah Valley State College – US Department of Education; "Gear-Up Statewide Initiative;" \$18,000,000.
- C. Grants Awarded –
1. University of Utah – National Park Service; "Assistance for the University of Utah Museum of Natural History;" \$4,930,000. Sarah B. George, Principal Investigator.
  2. Utah State University – NASA Langley Research Center; "Geostationary Imaging Fourier Transform Spectrometer (GIFTS);" \$1,560,203. Gail Bingham, Principal Investigator.
  3. Utah State University – US Department of Education; "To Operate Regional Resource Center, Region No. 5, Utah State University;" \$1,300,000. John Copenhaver, Principal Investigator.
  4. Utah State University – USDA Cooperative State Research Service; "Functional Genomics in Nature;" \$1,374,166. Bart Weimer, Principal Investigator.
  5. Utah State University – Duke University; "Epidemiology of Alzheimer's Dementia in Cache County, Utah;" \$1,457,927. Maria Norton, Principal Investigator.

REK:jc

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Richard E. Kendell, Commissioner

MINUTES OF SPECIAL MEETING  
UTAH STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
May 23, 2005

Regents Present

Nolan E. Karras, Chair  
E. George Mantes, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Janet A. Cannon  
Katharine B. Garff  
Meghan Holbrook  
Trent Kemp  
David J. Jordan  
Jed H. Pitcher  
Marlon O. Snow  
Maria Sweeten

Regents Excused

David J. Grant  
Michael R. Jensen  
John C. Pingree  
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner  
David Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
David S. Doty, Assistant Commissioner and Director of Policy Studies

Chair Karras called the meeting to order at 5:40 p.m. and welcomed the group assembled in the Student Center. He acknowledged the presence of several members of the SLCC Board of Trustees, as well as Senator Brent Goodfellow and Representative Kory Holdaway.

Chair Karras said the search for a new president of Salt Lake Community College had been a long process. He expressed the Regents' deep appreciation to President Judd Morgan, whom he called "one of the gems of this state." The Regents owe a great debt of gratitude to him for what he has done as SLCC Interim President.

Regent Karras assured the SLCC community that the Regents understand the important role of Salt Lake Community College. This institution plays a key role in the state's economic development. The Regents are grateful for everyone who is a part of this great institution. He acknowledged and thanked the Presidential Search Committee for their hard work and perseverance.

**Regent Bonnie Jean Beesley, Chair of the SLCC Presidential Search Committee, moved the appointment of Dr. Cynthia Bioteau as President of Salt Lake Community College. Regent Maria Sweeten, also a member of the search committee, seconded the motion, which carried unanimously. Commissioner Kendell escorted Dr. Bioteau and her husband, Frank, into the room to warm applause.**

Chair Karras said the Regents had been fortunate to have an incredible pool of candidates. He expressed the Regents' gratitude to the other candidates for their willingness to face the public and meet with the Regents and selected college representatives.

Dave Thomas, Chair of the SLCC Board of Trustees, said this was a great day for Salt Lake Community College. He thanked the Regents for recognizing Salt Lake Community College's contributions to the lives and economy of this state. The Trustees are very excited and look forward to working with Dr. Bioteau. Chair Thomas thanked Regent Beesley, Regent Jordan and Regent Sweeten and the other members of the presidential search committee for their tireless service in making sure that the right president was chosen. He also expressed the Trustees' appreciation to President Morgan and to everyone who helps to make SLCC such a great college.

Regent Beesley said the search had been conducted according to established procedures. It was an aggressive, comprehensive process, and the search committee chose with great care. The committee was representative of the entire community, both internal and external to the college, and its members served with dedication and commitment. She gave special recognition to Commissioner Kendell for his hard work on this search. She also thanked Joyce Cottrell and Dave Doty for their hard work behind the scenes. She commended Chair Thomas and thanked him for his continued commitment to Salt Lake Community College.

Chair Karras said Dr. Bioteau comes to Utah from North Carolina, where she has been very successful in her job. She is personable yet aggressive in accomplishing what needs to be done at her institution. She is a strong leader who listens and works with her colleagues with great compassion. He welcomed her to Utah on behalf of the Utah System of Higher Education.

Dr. Bioteau said she had been impressed with the high level of commitment on the part of the Regents, faculty, staff, students and others at SLCC. She looked forward to working with colleagues such as those individuals she had met on her visits to Salt Lake City. She was also impressed that SLCC was truly the community's college. Nationally, SLCC is a premiere college with its amazing programs, students, faculty and staff and it will be a great privilege to work at this institution.

Commissioner Kendell joked that one of the requirements for the SLCC presidency was the ability to leap tall buildings at a single bound. It is always encouraging when a president can emerge from such a rigorous process. Dr. Bioteau is a remarkable leader who will make a major impact on this college and this community. The Commissioner thanked the Regents for taking the time to select the right president. He gave special thanks to Regent Beesley, and expressed his hope that she will now be able to finally sleep through the night. Commissioner Kendell recalled that a year ago he and Regent Beesley had come to the college to determine who should be chosen to serve on the presidential search committee. He promised Dr. Bioteau that this could be one of the most rich and rewarding experiences of her life.

Vice President Deneece Huftalin explained that Judd and Pauline were in Juneau, Alaska and asked to make a special presentation on his behalf. She said all of the faculty, staff and students were happy that the long search had concluded so successfully. She presented the Bioteaus with SLCC apparel and welcomed them to Salt Lake Community College.

Chair Karras thanked everyone for their attendance and said he expected this great institution to become even greater.

The meeting adjourned at 6:00 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved



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UTAH STATE BOARD OF REGENTS  
OGDEN-WEBER CAMPUS, UTAH COLLEGE OF APPLIED TECHNOLOGY  
June 10, 2005

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
OGDEN-WEBER CAMPUS, UTAH COLLEGE OF APPLIED TECHNOLOGY  
June 10, 2005

Regents Present

Nolan E. Karras, Chair  
Daryl C. Barrett  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Trenton Kemp  
John C. Pingree  
Jed H. Pitcher  
Maria Sweeten

Regents Excused

E. George Mantes, Chair  
Jerry C. Atkin  
Bonnie Jean Beesley  
Janet A. Cannon  
Katharine B. Garff  
David J. Grant  
Sara V. Sinclair  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Amanda Covington, Director of Communications  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Brian Foisy, Assistant Commissioner for Budget and Finance  
Kimberly Henrie, Budget Officer  
Becky Hudson, Administrative Assistant  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities and Executive Director, UHEAA  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Kevin Walthers, Assistant Commissioner for Finance and Facilities  
Lynne Ward, Assistant Commissioner and Executive Director, UESP  
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES:

University of Utah

Michael K. Young, President  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold B. Combe, Vice President for Administrative Services  
Gordon Crabtree, Administrative Executive Director, UU Hospital and Clinics  
Charles A. Evans, Director  
Nancy S. Lyon, Assistant Vice President for Governmental Affairs  
Michael Perez, Associate Vice President for Facilities  
David W. Pershing, Senior Vice President for Academic Affairs  
Laura Snow, Special Assistant to the President and Secretary to the University

Utah State University

Stan L. Albrecht, President

Clinton G. Moffitt, Assistant Vice President for Finance/Controller  
Kevin C. Womack, Associate Vice President for Business and Finance

Weber State University

F. Ann Millner, President  
G. Richard Hill, University Counsel  
Gretta Spendlove  
Michael Vaughan, Provost

Southern Utah University

Steven D. Bennion, President  
Gregory L. Stauffer, Vice President for Administrative and Financial Services

Snow College

Rick Wheeler, Vice President of College Relations  
Bradley A. Winn, Provost

Dixie State College

Robert C. Huddleston, President  
Phillip J. Alletto, Vice President of Student Services  
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President  
Val Peterson, Vice President for Administrative and External Affairs  
J. Karl Worthington, Associate Academic Vice President

Salt Lake Community College

David Richardson, Vice President of Academic Services  
Don Porter, Vice President of Administrative Services

Utah College of Applied Technology

Darrell K. White, President  
Jared Haines, Vice President of Instruction and Student Services  
Russ Galt, Davis ATC  
Sandra Grimm Mullen, Assistant to the President and Graduation/Credentials Analyst  
Collette Mercier, Ogden-Weber ATC  
David Peterson, Ogden-Weber ATC

Representatives of the Media

Stephen Speckman, *Deseret Morning News*  
Amy K. Stewart, *Standard-Examiner*  
Shanika Sykes, *Salt Lake Tribune*

Others

Andy Archibald  
Brent Crane, AON Consulting  
Nancy Faville, AON Consulting  
Ken Nye, Deputy Director, Division of Facilities Construction and Management

Chair Karras called the meeting to order at 9:00 a.m. and welcomed everyone in attendance. He thanked the Odgen Weber Applied Technology Center for their warm welcome. He excused Vice Chair Mantes and Regents Atkin, Beesley, Cannon, Garff, Grant, Sinclair, and Snow. Chair Karras also excused Joyce Cottrell, who had shattered her elbow, and said the Regents wished her a comfortable recovery. He thanked Becky Hudson for filling in for her.

The Regents were dismissed to meet with their respective committees.

The Committee of the Whole reconvened at 11:00 a.m.

Chair Karras introduced president Brent Wallace as one of the finest people in education in the state. President Wallace has been with the OWATC for 20 years. Chair Karras thanked President Wallace, and his staff for their generous hospitality. He noted that the culinary arts department provided the meals which were exceptional. The Regents showed their appreciation with a large round of applause.

Reports of Board Committees

Programs Committee

University of Utah – Master of Public Policy Degree (Tab A). Chair Jardine noted that this is the only program of its kind to be offered within the state. **Chair Jardine moved approval of the program. The motion was seconded by Regent Barrett and adopted.**

Utah State University – Bachelor of Science Degree in Biochemistry (Tab B). Chair Jardine said that as the science programs grow in sophistication, a Bachelor of Science Degree in Biochemistry at Utah State University makes sense. **Regent Jardine moved approval of the program. The motion was seconded by Regent Barrett and adopted.**

Snow College – Associate of Applied Science Degree in Culinary Arts (Tab C). Chair Jardine noted that there is a large demand for a culinary arts program at Snow College. **Regent Jardine moved approval of the program. The motion was seconded by Regent Barrett and adopted.**

Utah Valley State College – Baccalaureate Degrees in Dance (Tab D). Chair Jardine said that Utah Valley State College has a very impressive dance program which has been nationally recognized and competed at an international level. He stated that there had been concern expressed regarding institutional overlap; however, the University of Utah's program has more demand than is being met. **Regent Jardine moved approval of the program. The motion was seconded by Regent Barrett and adopted.**

Utah College of Applied Technology – Mission Statement (Tab E). Chair Jardine stated his belief that the mission statement of the Utah College of Applied Technology is appropriate and focused. He stated that it allows some flexibility for the structural diversity of each campus. **Regent Jardine moved approval of the statement. The motion was seconded by Regent Kemp and adopted.**

Dixie State College - Revised Mission Statement (Tab F). Chair Jardine remarked that Dixie State College did a good job of explaining its two interdependent tiers within the Mission Statement. The Program Review Committee resolved to remove the word "comprehensive" from the Mission Statement in paragraph two, the heading of paragraph eight, and within paragraph eight. **Chair Jardine expressed his thanks to Dixie State College and moved approval of the statement with the above-noted changes. The motion was seconded by Regent Sweeten and adopted.**

Concurrent Enrollment – Revision of Regents Policy R165 (Tab G). Chair Jardine noted that the revision of Policy R165 clarifies the structure of concurrent enrollment, although it does not resolve the issues surrounding funding. **Regent Jardine moved approval of the revised policy. The motion was seconded by Regent Sweeten and adopted.**

Consent Calendar – Programs Committee (Tab H). **On motion by Chair Jardine and seconded by Regent Barrett, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah –
  - i. Creation of The Brain Institute
  - ii. Creation of the Institute of Public and International Affairs
- B. Utah State University – Creation of a Distance Education Bachelor's of Business
- C. Southern Utah University – Restructure a Bachelor's of Fine Arts

Information Calendar – Programs Committee (Tab I<sup>1</sup>). The board discussed the University of Utah's proposal to offer a Certificate in Revitalization of Endangered and Languages and the proposal for creation of an undergraduate minor in Campaign Management.

#### Finance, Facilities and Accountability Committee

Proposed Revision to Policy R541, *Managing and Reporting Institutional Investments* (Tab I<sup>2</sup>). Chair Pitcher stated that the change in Regent Policy R541 implements provisions of the Uniform Management for Institutional Funds Act and the State Money Management Act. The reporting process will be redesigned to verify compliance in a single step. He noted that this is a nice change for higher education investments.

Chair Pitcher stated that the Committee is encouraging institutions to partner when possible. Chair Karras noted that in the event of a partnership, the institutions will present the issue to the Board for approval. **Chair Pitcher moved approval of the policy revision. The motion was seconded by Regent Jensen and was adopted.**

University of Utah – Authorizing Resolution, Replacement Standby Bond Purchase Agreements, Auxiliary and Campus Facility Bonds, Series 1997 – Stadium Project (Tab J). Chair Pitcher said the University of Utah has requested to enter into a Standby Bond Agreement in order to replace previous bonds with those offering lower basis points. **Upon motion by Chair Pitcher and second by Regent Jensen, the resolution and was adopted by the following vote:**

|      |                                                                                                                                                    |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| AYE: | Daryl C. Barrett<br>Meghan Holbrook<br>James S. Jardine<br>Michael R. Jensen<br>Nolan E. Karras<br>Trenton Kemp<br>Jed H. Pitcher<br>Maria Sweeten |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------|

|      |        |
|------|--------|
| NAY: | (None) |
|------|--------|

University of Utah – Proposed Purchase of Building 585 in Research Park (Tab K). Chair Pitcher said the University of Utah's lease on the above-referenced property will expire in October of 2005; however, a lease option offers the University the opportunity to purchase the property at a significant savings. **Chair Pitcher moved approval of the purchase. The motion was seconded by Regent Sweeten and was adopted.**

Utah State University – Purchase of Building in Moab (Tab L). Chair Pitcher noted the funds to purchase the above-referenced property will be gifted to the University. **Chair Pitcher moved approval of the purchase. The motion was seconded by Regent Holbrook and was adopted.**

Weber State University – Expansion of Lease in Roy (Tab M). Chair Pitcher noted that the considerable growth in the Roy area requires the expansion of the lease in the Roy Crossroads Retail Center for the Weber State University Continuing Education West Center. **Chair Pitcher moved approval of the purchase. The motion was seconded by Regent Jensen and was adopted.**

Consent Calendar – Finance Committee (Tab N). **On motion by Chair Pitcher and seconded by Regent Jensen, the following items were approved on the Finance, Facilities, and Accountability Committee Consent Calendar:**

1. USHE – UofU and USU – Capital Facilities Delegation Reports
2. USU – Granting of Easement/Sale of Property in Logan to UDOT
3. USHE – 2004-2005 Final Work Program Revisions

4. USHE – 2005 -2006 Work Program
5. USHE – 2005 -2006 President Salaries

Chair Karras noted the gap in salaries of the Utah institutional presidents with the USHE's peer groups. He expressed the Board's appreciation to each of the USHE Presidents for their patience and understanding as the Board attempts to narrow the gap in salaries. He noted that the salary comparison study should be complete by May of 2006. He gave special thanks to President Huddleston for his long tenure with Dixie State College.

Final Capital Improvement Funding Allocations (Tab O). Chair Pitcher presented the Capitol Improvement Funding Allocations that were approved by the State Building Board. Chair Karras expressed his deep appreciation to Ken Nye and DFCM for presenting USHE's requests to the Building Board. He noted that 61% of the allocated funds for building projects funded this year are for higher education facilities. Chair Karras asked Commissioner Kendell to draft a letter of appreciation to DFCM.

Revenue Bond Refinancing Opportunities (Tab P). Chair Pitcher discussed bond refunding options and noted that 18 of the 32 USHE bonds are refunding bonds. He noted that bond advisors and institutional representatives will continue to look for refunding opportunities as interest rates increase.

Report on Technical Corrections to Data Elements within Q&P (Tab Q). Chair Pitcher encouraged the Board to review the corrections to the data elements within the Q&P. He noted no recommendation to significantly change future reports.

Update on Employee Health Plans, 2004 -2005 Benchmark Scores and Proposed 2005-2006 Plans (Tab R) Chair Pitcher presented the Update on Employee Health Plans. He encouraged the Board to review the premium index presented in Attachment 1 calculated in 2002-03 when the study began. The second study shows the tremendous efforts made by institutions to maximize benefits at a time when funds were short. He expressed his pleasure at the steady decrease of the Health and Benefits Premium Index when compared to the State of Utah PEHP benefit plan.

Reports from Trustee Audit Committees (Tab S) Chair Pitcher noted the Trustee Audit Committees are working as designed and expressed his pleasure with the progress that had been made. He noted that additional audits were included as handouts.

Utah College of Applied Technology – Odgen Weber ATC Campus Master Plan (Tab T) President Wallace reviewed the Campus Master Plan. He noted that there are 3,000 students on campus every day and gave an update of the Roy location of the Iomega Business Park.

#### Planning and Training /Committee of the Whole

Training Session for Regents and Presidents (Tab U). Commissioner Kendell stated that the Strategic Directions for Utah Higher Education document is intended to be a comprehensive plan that will span a number of years. The proposal will involve public engagement and therefore the major task will not be met in one day,



but will be an ongoing process. He noted that significant strides in creating this plan have already been made with the creation of UCAT and key partnerships between USHE's institutions. Large amounts of information and research led to the policy workshop topics and work plan.

Commissioner Kendell stated that the United States no longer leads the world in higher education graduation rates. He said that this information should be a call to action from the higher education community. Utah is ranked at 32<sup>nd</sup> in the nation for graduates at a baccalaureate level. There are global issues to address as well as local issues.

In order to improve the level of education within the state, higher education needs to connect with K-12 in a more significant way by agreeing on a set of expectations for access and success. He noted that high school graduation requirements, such as math requirements, correlate directly with completing college degrees. He noted that encouraging young people to go to college should be the joint responsibility of the USHE, the State Board of Education, parents, and cultural and religious organizations in the community.

Commissioner Kendell stated that more data will be required to complete this process. It will help answer questions relating to the correlation between concurrent enrollment and graduation rates. He noted that public education has developed a common numbering system to gauge success. A K-16 task force would be very helpful in identifying necessary improvements within the education system at all levels. Commissioner Kendell said an assertive agenda about improving education in the state needs to be adopted.

Chair Karras referred to page 7 of 57 and asked the Regents to identify any missing components.

President Thomas stated that to begin this type of analysis, uniform data collection will be necessary. He noted that a systematic way of collecting retention and graduation rates should be considered, particularly when referring to transfer students.

Regent Jardine noted that in order to be successful, good data and a way to measure improvement will be necessary.

President Sederburg said enrollment growth should be considered, as well higher education's role in economic development needs. This is a time to think outside of the box in terms of innovation and creative partnerships with industry. The Regents and Presidents agreed that innovative distance education should be explored, also.

President Bennion recommended that faculty retention, salaries and inflating O& M costs be considered. He suggested that the institutional research component be considered as well.

The Regents and Presidents discussed counseling tools. Commissioner Kendell noted an increase of student advisors at UVSC to improve tracking and retention.

Commissioner Kendell pointed out that remedial education studies will be very important to the success of developmental education. A study of the delivery and effectiveness of remedial education may help

determine the direction of higher education. Commissioner Kendell discussed the graduation rates of minority and disadvantaged students and said finding more effective ways to make financial aid available is imperative.

Chair Karras recommended that the types of programs offered be considered. Educating students regarding career paths and available options for employment is necessary to this process.

The Regents and Presidents agreed that one plan, rather than varying plans at each institution, be adopted. It can be a unified statement if it is programmatic, not regulatory. The plan will include all ten institutions and cover all degrees or certificates to post-graduate education. They agreed that presenting overall initiatives to the legislature is helpful.

Commissioner Kendell reviewed the three pieces of the proposal: economic development, finance, and K-16 collaboration.

Chair Karras stressed the importance of support from the community, religious leaders, and trustees.

#### General Consent Calendar

General Consent Calendar (Tab V). **On motion by Regent Sweeten and seconded by Regent Jardine, the following items were approved on the General Consent Calendar:**

- A. Minutes – Minutes of the Regular Board of Regents Meeting held April 20-21, 2005 at Dixie State College in St. George, Utah
- B. Grant Proposals (on file in the Commissioner's Office)
- C. Grants Awarded
  1. University of Utah – "Center for Simulation of Accidental Fires and Explosions (CSAFE);" \$4,575,000. David W. Pershing, Principal Investigator.
  2. University of Utah – "The Kronos Early Estrogen Prevention Study (KEEPS);" \$1,591,497. Eliot A. Brinton, Principal Investigator.
  3. University of Utah – State of Utah/Department of Human Services; "Title IV-E: Training Grant;" \$1,519,615. Norma J. Harris, Principal Investigator.
- D. Executive Session(s) – Approval to hold a properly-noticed executive session or sessions, as needed, prior to or in connection with the meetings of the State Board of Regents to be held August 18-19, 2005

#### Report of the Commissioner

Commissioner Kendell reported that Joyce Cottrell was on the mend after surgery on her elbow, and wished her well. He stated that she was pleased with her recovery and would be returning to the office within four to six weeks. He expressed his appreciation to the staff who contributed to the agenda and meeting.

The Commissioner reviewed notable achievements of the institutions, as highlighted by his written report in the Regents' folders.

#### Report of the Chair

Chair Karras expressed his gratitude to Regent Kemp for his contributions to the Board and recognized that his term will expire June 30. He expressed his appreciation to Regent Kemp for his refreshing attitude and willingness to speak up and asked him to keep the Board apprised of his progress.

Regent Kemp thanked the Board for the opportunity to serve with them. He expressed his gratitude to the Board for their selfless service to the students of the state. He told a story of USU graduation and the impact the Regents make on so many lives, including his own as he moves toward his goal of becoming a higher education administrator. The Regents showed their appreciation to Regent Kemp with a round of applause.

Chair Karras expressed his appreciation to Commissioner Kendell and his staff for their excellent work from which the students and state of Utah will benefit. He noted the Board's responsibility to educate society. He asked the Regents to add emphasis and input to the document provided as Tab U.

Chair Karras expressed the Board's appreciation for the phenomenal job Judd Morgan has done as Interim President at Salt Lake Community College. Chair Karras stated that President Morgan stepped into a very difficult situation with great style. **Regent Pitcher moved creation of a resolution to honor President Morgan. The motion was seconded by Regent Jardine and was adopted.**

Chair Karras expressed his appreciation to President Huddleston who will retire from DSC this year. He said that President Huddleston has been a wonderful addition to higher education. He noted that President Huddleston has been with DSC for twelve years and should very proud of the work he has done there. President Huddleston's knowledge of the budget, tracking students and collecting data has raised the level of higher education within the state.

#### Adjournment

Chair Karras thanked President Wallis for hosting the Regents and asked him to convey the Board's appreciation to his staff for their efforts. The meeting adjourned at 2:25 p.m.

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Becky Hudson

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Date Approved

MINUTES OF SPECIAL MEETING  
UTAH STATE BOARD OF REGENTS  
DIXIE STATE COLLEGE, ST. GEORGE, UTAH  
July 12, 2005

Regents Present

Nolan E. Karras, Chair  
Jerry C. Atkin  
Bonnie Jean Beesley  
Janet A. Cannon  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
Trent Kemp  
John C. Pingree  
Jed H. Pitcher  
Marlon O. Snow  
Maria Sweeten

Regents Excused

E. George Mantes, Vice Chair  
Daryl C. Barrett  
Michael R. Jensen  
David J. Jordan  
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Kevin Walthers, Assistant Commissioner for Finance and Facilities

Representatives of the Media

Mark Havnes, *Salt Lake Tribune*  
Stephen Speckman, *Deseret Morning News*  
Rachel Tueller, *The Spectrum*

A complete listing of meeting attendees is on file in the Commissioner's Office.

Chair Karras called the meeting to order at 4:38 p.m. and welcomed the large crowd assembled in the Dolores Doré Eccles Fine Arts Center. He acknowledged the presence of Senator Bill Hickman and Representatives Brad Last and Steve Urquhart.

**Regent Jerry Atkin, chair of the Presidential Search Committee, moved that Dr. Lee Caldwell be appointed president of Dixie State College. Regent David Grant, also a member of the Presidential Search Committee, seconded the motion. The ensuing vote carried unanimously.**

Dr. Caldwell and his wife, Bonnie, entered the room to applause as the local community cheered the Regents' decision.

Regent Atkin said the committee had been delighted to have a great slate of candidates from which to choose the next president of Dixie State College. He recognized and thanked the following members of the

search committee who were present: Regent Garff, Regent Grant, Trustees Stephen Wade, Jeannine Holt, Bill Ronnow and Vicki Wilson, David Borris, Sheila Cannon, Steve Caplin, Donna Dillingham-Evans, Addison Everett, Jackie Freman, Jake Hunt, Curtis Larsen, Stan Plewe, Randy Wilkinson and Diane Winger. Tim Eicher, Lena Judee, Kassie Christensen, Bob Lichfield, Bob Prince, Max Rose and Ron Wade also served on the committee but were not able to be present.

Stephen Wade, Chair of the DSC Board of Trustees, said he had great respect for the presidential selection process. He thanked Commissioner Kendell and Assistant Commissioner Doty for their work on the college's behalf. Chair Wade presented the Caldwells with DSC apparel and extended the Trustees' warm welcome.

Regent Karras commended President Huddleston and said the Regents had a great deal of respect for him. Dixie State College has been a great place because of his contributions. Chair Karras expressed the Regents' appreciation to the other members of President Huddleston's administrative staff. He also thanked Commissioner Kendell for his contributions and leadership of the Utah System of Higher Education.

Regent Karras congratulated President Caldwell and said choosing from the four outstanding candidates had not been an easy decision for the Regents. Each would have made an excellent president for Dixie State College.

President Caldwell credited his wife, Bonnie, for the decision to come to St. George a year ago. He acknowledged that it was the first time in his professional life that he had asked her where she wanted to go, and her immediate response had been "St. George, Utah." He thanked the hard-working faculty and staff of the college and thanked the Regents for the opportunity to serve the community as the Dixie's next president. He also thanked President Huddleston for leaving the college on a sound financial basis and noted that over half of the faculty now have terminal degrees. Dr. Caldwell said it would be exciting to work to provide greater educational opportunities for the residents of southern Utah and to try to build the state's economy. He thanked the Regents and the community for their support.

Commissioner Kendell congratulated Dr. and Mrs. Caldwell and praised Dixie State College as an institution with enormous possibilities and a wonderful future. He thanked the Regents and search committee for their hard work with this presidential search. Former Regent Fred Stringham once commented that he would still be a bank teller if he'd had to go through the rigorous selection process by which USHE presidents are chosen. Commissioner Kendell assured Dr. Caldwell of his personal support and said he looked forward to many years of collaboration.

Chair Karras announced that the State Board of Education and State Board of Regents would be launching a campaign, reaching deep into the grade schools and junior high schools, to emphasize education. He requested everyone's support in once again making higher education a top priority in Utah and in helping the state's decision makers understand how critical it is for students to complete their education.

The meeting adjourned at 4:57 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

MEMORANDUM

August 9, 2005

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: UESP Settlement Agreement

Issue

On August 4, 2005 the Utah Educational Savings Plan (UESP) entered into a settlement agreement with the Salt Lake City District Office of the Securities and Exchange Commission (SEC). Under the agreement, UESP agreed to make certain improvements to its internal controls, systems and procedures; and to make clarifications and improvements to its disclosure documents.

The SEC did not impose any fine, nor were there any criminal or civil charges filed against UESP. The UESP has already fulfilled the terms of this agreement. There have been a significant number of recent improvements in the program so that it is better and stronger than ever.

Recommendation

This report is for information only.

REK/MHS  
Attachment

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Richard E. Kendell, Commissioner





Utah Educational  
Savings Plan

## News Release

**FOR IMMEDIATE RELEASE:**  
August 4, 2005

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### **UESP and SEC Enter into Settlement Agreement** *Under new direction, UESP has tightened internal controls and improved computer systems*

(Salt Lake City, Utah) - The Utah Educational Savings Plan (UESP) has entered into a settlement agreement with the Salt Lake City District Office of the Securities and Exchange Commission (SEC). Under the agreement, UESP agreed to make certain improvements to its internal controls, systems and procedures; and to make clarifications and improvements to its disclosure documents.

UESP has already fulfilled the terms of this agreement. While the SEC does not regulate 529 college savings plans, the UESP agreed to SEC jurisdiction in this case and cooperated fully with the investigation. The SEC did not impose any fine, nor were there any criminal or civil charges filed against UESP.

“The changes required by the SEC, as well as many other improvements, have already been implemented, and our program is better than ever,” said current UESP Director Lynne Ward. “When I began as the full-time director in January 2005, I worked to strengthen the program with new disclosures, implement a new computer database system, improve our marketing materials, and strengthen internal controls.” One example of improved disclosures is UESP’s new Program Description which provides detailed information to current and potential account owners. The Program Description was written to comply with the Disclosure Principles adopted in 2004 by the National Association of State Treasurers and the College Savings Plans Network. UESP has also retained an outside consultant who has assisted UESP in establishing stronger internal controls.

The SEC’s investigation was initiated in connection with the 2004 internal investigation and termination of former UESP Director Dale Hatch. Hatch pleaded guilty to 2<sup>nd</sup> degree felony theft for misappropriating monies into UESP accounts which he owned or controlled. He recently served court-ordered jail time. Beginning in 2002, when changes were made to UESP’s computer database system, a timing difference was created between the trade execution dates in the database and the pooled Vanguard accounts. This timing difference resulted in gains and losses, which, due to favorable market conditions, resulted in a net accumulation of \$505,976 in gains in the omnibus accounts which were not allocated to specific participant accounts, called “unallocated gains”. Hatch obtained control of the unallocated gains and sought to misappropriate these funds for his own use. Until exposed by an internal audit, Hatch also concealed the existence of the unallocated gains from others at UESP and its investors.

Hatch took \$85,500 of the gains. All of these funds have been recovered from him or covered by insurance. Hatch has been court-ordered to repay the amount that was covered by UESP’s insurance policy. All of the unallocated gains have been distributed to investors. Specifically, UESP account holders of record as of March 31, 2005 received a distribution of 63 cents of the unallocated gains for every \$1,000 invested on that date.

Following the 2004 discovery of Hatch’s theft, UESP issued two press releases. The press releases were intended to quickly communicate information about the theft. The press releases contained the term “administrative funds” instead of the correct term, “unallocated gains.” The second press release was intended to outline needed internal control improvements and explain steps UESP was taking to improve internal controls. However, the press release did not describe in detail the timing difference that created the “unallocated gains”, nor did it specifically state that the timing differences would continue until the computer database system was replaced.

- More-

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“Utah’s 529 plan has made important improvements,” says Andrea Feirstein, national 529 plan expert and UESP consultant. “UESP has the right management team in place to ensure that their program is in good hands for the days ahead.”

Since January 1, 2005, the Utah Educational Savings Plan (UESP) has made the following program improvements:

- **New Management** – On January 4, 2005, Lynne Ward began full-time as UESP Director. Ward is credited with bringing the program into compliance with the disclosure principles recently adopted by the national College Savings Plans Network.
- **Computer Database System** – On January 28, 2005 UESP went live with a new computer system created for UESP. The new computer system improves UESP’s security, accuracy, and internal controls. UESP hired outside quality control accountants to assist in testing the functionality of the new system, and designing and documenting internal controls and policies and procedures.
- **A New Program Description** – UESP’s new Program Description provides detailed information to current and potential account owners. The Program Description was written to comply with the Disclosure Principles recently adopted by the National Association of State Treasurers and the College Savings Plans Network. A copy was sent to all current account owners in February of 2005. This document is provided to anyone requesting information about UESP and to all account owners before they open an account.
- **Forms** – All new forms used externally and internally were created in conjunction with the new computer system and Program Description. These new forms contain more complete information about the program and appropriate certifications.
- **Marketing Materials** – New marketing materials were made available with the release of the new Program Description. They comply with national standards and requirements including appropriate disclosures and references. The materials include a tri-fold brochure and full-piece folder.
- **Web site** – UESP’s Web site ([www.uesp.org](http://www.uesp.org)) has been redesigned to provide more complete information in an easy-to-navigate format. The Web site design is also consistent with the look-and-feel of the marketing materials. The Web site provides links to all UESP forms, the Program Description, the underlying investment companies’ Web sites, UESP account view access for account owners, and an e-mail link to UESP customer service.
- **State Legislation, H.B. 102** – The Utah State Legislature unanimously passed H.B. 102 this session. The bill updated the statute and eliminated redundant and obsolete language. It also included technical changes to make clarifications and to bring Utah’s revenue and taxation code in conformity with federal tax law.

UESP, a not-for-profit agency administered by the Utah State Board of Regents and the Utah Higher Education Assistance Authority, began in 1996. UESP currently has more than 60,500 accounts. Investors receive favorable federal tax benefits, gift tax benefits, and, for Utah residents, Utah state tax benefits.\* For more information about UESP, call 1.800.418.2551 or visit our Web site, [www.uesp.org](http://www.uesp.org).

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\*Note: For details, please read our Program Description at [http://www.uesp.org/pdfs/UESP\\_description.pdf](http://www.uesp.org/pdfs/UESP_description.pdf)