



## **AGENDA**

### **MEETING OF THE UTAH STATE BOARD OF REGENTS**

**December 8, 2006**

*Supplemental Material Added December 8, 2006 to:*  
*Tabs E & R*  
*Report of the Commissioner*  
*Report of the Chair*

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

MEETING OF THE STATE BOARD OF REGENTS  
BOARD OF REGENTS OFFICES, SALT LAKE CITY, UTAH  
DECEMBER 8, 2006

AGENDA

9:00 a.m. - MEETINGS OF BOARD COMMITTEES  
10:30 a.m.

ACADEMIC (PROGRAMS) COMMITTEE  
Commissioner's Board Room – 5<sup>th</sup> Floor

CONSENT:

- |   |       |
|---|-------|
| 1. Dixie State College – Institute for Business Integrity | Tab A |
|---|-------|

INFORMATION:

- |  |       |
|--|-------|
| 2. Information Calendar, Programs Committee  | Tab B |
| A. Southern Utah University – Stand-alone Minor in Philosophy                          |       |
| B. Utah Valley State College   |       |
| i. Changes within Philosophy/Humanities Department                                     |       |
| ii. Integrated Studies Emphases in Anthropology  |       |
| iii. Name Change: Bachelor of Science Degree in Earth Science with Emphasis in Geology |       |
| iv. Environmental Studies Emphasis in Integrated Studies Degree                        |       |
| 3. Utah Valley State College – Request for Mission and Name Change                     | Tab C |

REPORTS:

- |   |       |
|---|-------|
| 4. Southern Utah University – College of Science Program Review | Tab D |
| 5. Remediation in Utah  | Tab E |

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE  
Large Board Room, Lobby Level

ACTION:

- |   |       |
|---|-------|
| 1. Utah State University/Utah College of Applied Technology – Proposed Ground Lease of USU-owned Land for Construction of a UCAT Building in Vernal | Tab F |
| 2. Weber State University – Proposed Sale of Donated Property   | Tab G |
| 3. Snow College – Property Transfer to Richfield City   | Tab H |

CONSENT:

- |   |       |
|---|-------|
| 4. Consent Calendar, Finance Committee                  | Tab I |
| A. UofU and USU – Capital Facilities Delegation Reports |       |

INFORMATION/DISCUSSION:

- |   |       |
|---|-------|
| 5. Progress Report on Actuarial Review of Post-Retirement Obligations (GASB 45 & 47)                  | Tab J |
| 6. Executive Summary Report of Enrollment Audits for Southern Utah University and Dixie State College | Tab K |
| 7. Request for Information for Administrative Systems Disaster Recovery and Banner Support            | Tab L |
| 8. Executive Summary Report of USHE System Information Security Readiness                             | Tab M |

- |     |  |       |
|-----|--|-------|
| 9.  | UHEAA – Informational Update (including Cohort Default Rates)                          | Tab N |
| 10. | Dixie State College – Follow-up Report on Future Plans for the Institutional Residence | Tab O |

## STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE

Small Board Room – Lobby Level

### ACTION:

- |    |   |       |
|----|---|-------|
| 1. | Recommendations of Minority Participation Task Force            | Tab P |
| 2. | Revised Format of Measuring Utah Higher Education Annual Report | Tab Q |
| 3. | Expanded Communications/ Outreach Plan                          | Tab R |

### INFORMATION:

- |    |  |       |
|----|--|-------|
| 4. | Report of NCSL Blue Ribbon Commission: “Transforming Higher Education: National Imperative – State Responsibility” | Tab S |
| 5. | Legislative Outreach Update  | Tab T |

10:30 a.m. -	COMMITTEE OF THE WHOLE
11:30 a.m.	

- |    |                                    |       |
|----|------------------------------------|-------|
| 1. | General Consent Calendar           | Tab U |
| 2. | Reports of Board Committees        |       |
|    | A. Programs – Tabs A - E           |       |
|    | B. Finance – Tabs F - O            |       |
|    | C. Strategic Planning – Tabs P - T |       |
| 3. | Report of the Commissioner         |       |
| 4. | Report of the Chair                |       |

11:30 a.m. -	LUNCHEON MEETINGS
1:30 p.m.	(Buffet on Lobby Level)

## EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS

Executive Conference Room (4<sup>th</sup> Floor)

Chief Academic Officers – Library (5<sup>th</sup> Floor)  
 Chief Financial Officers – EdNet Room (5<sup>th</sup> Floor)  
 Chief Information Officers – UCAT Board Room (Floor P5)  
 Legislative Representatives – Small Board Room (Lobby Level)  
 Others – Commissioner’s Board Room (5<sup>th</sup> Floor)

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

November 27, 2006

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.

**Dixie State College Proposal to Establish an Institute for Business Integrity**

**Request:** The purpose of the Institute for Business Integrity is to provide a special ethics resource to the college and community at large. This will be accomplished by the following:

- Integrate ethics across the business curriculum
- Offer ten business seminars during the academic year
- Develop a website which describes DSC's effort in promoting business integrity and provide information links to assist businesses in improving their own business integrity practices and culture
- Recognize businesses in the region which exemplify integrity in their business practices
- Partner in this effort with the Small Business Development Center, St. George Chamber of Commerce, and the Washington County Economic Development Council
- Establish and utilize an advisory committee to assist the Director in the promotion of the Institute
- Explore the possibility of conducting a regional or national conference on business integrity

**Need:** Dixie State College is pursuing accreditation with the Association of Advanced Collegiate Schools of Business (AACSB). AACSB requires ethics to be integrated into the business curriculum. Dixie State College plans to accomplish this by offering a required course in Business and Professional Ethics and seeing that each undergraduate course integrates ethics into their curriculum.

**Institutional Impact:** The recent malfeasance such as WorldCom and Enron continue to weigh on investors' trust in the marketplace. Similar breaches of public and private trust occur in large and small organizations throughout the entire world. Never has it been more critical to promote business integrity.



Corporate America is pleading with the Colleges of Business to partner with them to restore the public's confidence in their leadership.

**Finances:** The cost to run the Institute will be approximately \$17,100. The resources needed to finance this activity will initially come from a discontinued program within the Business Department, but the college is currently seeking funding from outside sources.

The budget for the program will be as follows:

Eight hours of reassigned time	4,000
Honorariums for speakers	10,000
Current expense (advertising)	3,100

Eventually there will be the opportunity for college students to earn college credit for their participation in the IBI forums. This new program is intended to enhance the DSC business program curriculum and foster a greater understanding of, and appreciation for, proper ethical practices in the business community. It is designed to improve the quality and desirability of future DSC graduates, rather than to increase enrollment. The IBI will have no adverse effect on any DSC instructional program or any existing administrative structure. No new facilities or equipment will be required.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Dixie State College to establish an Institute for Business Integrity.

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Richard E. Kendell, Commissioner

REK/LS/JMC

November 27, 2006

**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. SOUTHERN UTAH UNIVERSITY**

**The Request:** Southern Utah University requests approval to offer a minor in philosophy effective Fall Semester, 2007. The proposed program was approved by the institutional Board of Trustees on September 22, 2006. The designated CIP code will be 38.0101.

**Need:** SUU has the mission of being "a comprehensive regional university." The term "comprehensive," in this context, implies that such a university offers some degree in philosophy. Currently there is no formal degree offered in philosophy anywhere in Utah south of Provo. So, the entire Southern Utah region is without a formal degree in philosophy. The minor in philosophy will begin to fill the void by allowing students in Southern Utah to explore the philosophical aspects of any B.S. or B.A. major.

**Institutional Impact:** No additional faculty are being requested because current faculty will teach all courses in the program; Tuition and fees will fund all aspects of the program; Resources to offer the program are already in place. No additional funding is required.

**Finance:** No new faculty or appropriated funding will be required to offer the minor in philosophy.

**A. UTAH VALLEY STATE COLLEGE**

**i. Environmental Studies Emphasis in the Integrated Studies  
Baccalaureate Degree Program**

**The Request:** Utah Valley State College (UVSC) has implemented an Environmental Studies Minor endorsed by the Faculty Senate Curriculum Committee on February 17, 2006, and the

institutional Board of Trustees on April 13, 2006. It is requested that this Minor be offered as an Environmental Studies Emphasis in the Integrated Studies Baccalaureate Degree Program.

**Need:** The need for an Environmental Studies Emphasis is manifest in at least three ways: (1) an Environmental Studies Emphasis responds to student demand for a greater variety of liberal arts programs. In doing so, an Environmental Studies Emphasis is likely to improve UVSC's student retention rate by offering expanded educational opportunities; (2) as the human interaction with the biosphere becomes increasingly complex, persons trained to address public policy issues will, without question, become increasingly sought after in the job market. Environmental Studies students help meet this demand; and (3) an Environmental Studies Emphasis makes efficient use of existing resources and furthers UVSC mission to appropriately serve its many students and the State of Utah. To this end, UVSC needs strong degree programs in popular areas like Environmental Studies. Not only is Environmental Studies intrinsically rewarding to those who study it, a strong Environmental Studies program enhances and supports other degree programs and the college as a whole.

**Institutional Impact:** Since the entire curriculum of the Environmental Studies Emphasis is comprised of pre-existing Environmental Studies Minor curricula, Integrated Studies students seeking the Environmental Studies Emphasis will be absorbed into regularly scheduled classes, resulting in a more efficient use of institutional resources.

**Finances:** Since the Environmental Studies Emphasis will be directly absorbed into the pre-existing structure of the Environmental Studies Program, no additional funding sources will be needed, and there will be no impact on existing budgets.

ii. **Add Integrated Studies Emphasis in Anthropology and remove Integrated Studies Emphasis in Behavioral Science**

**The Request:** Utah Valley State College (UVSC) requests that an Emphasis in Anthropology be added to the Integrated Studies Program and the Integrated Studies Emphasis in Behavioral Science be removed.

**Need:** This emphasis will provide another avenue for students to acquire the type of cross-cultural knowledge base that is becoming more valued in an increasingly globalized society. Combining Anthropology with another emphasis can result in a unique perspective on a variety of issues confronting our graduates whether they go into the workforce, go on to graduate school, or choose another life path. Additionally, providing an Integrated Studies emphasis in Anthropology would also increase enrollments in existing Anthropology courses, thereby supporting the Anthropology emphasis in the Behavioral Science BS degree program. The Behavioral Science Department currently offers Integrated Studies Emphases in two of our other programs (Psychology and Sociology). There has been a steady increase in students interested in Anthropology since it began being offered as an emphasis in 2003, and each year several students ask about the possibility of an IS emphasis in Anthropology. The Integrated Studies Emphasis in Behavioral Science is an artifact from the time before Behavioral Science had its own four-year degree programs. No students have taken the emphasis in Behavioral Science in the Integrated Studies Degree for nearly 5 years.

**Institutional Impact:** No major impacts on the Department or the anticipated institution. A small number (5-8 per year) of potential Behavioral Science Students might choose the Integrated Studies Emphasis in Anthropology rather than the typical Anthropology emphasis in the department. There will be no change in existing administrative structure nor will physical facilities or equipment be impacted. Faculty members in Anthropology may need to serve on 2 or 3 Integrated Studies Thesis committees each year.

**Finances:** No budgetary impact is anticipated.

iii. **Change the name of a degree program from Bachelor of Science in Earth Science with an Emphasis in "Earth Science" to Bachelor of Science in Earth Science with an Emphasis in "Geology"**

**The Request:** Change the name of a degree program from Bachelor of Science in Earth Science with an Emphasis in "Earth Science" to Bachelor of Science in Earth Science with an Emphasis in "Geology."

**Need:** The old title of the degree program, Bachelor of Science in Earth Science with an Emphasis in Earth Science, was confusing and redundant. Furthermore, the new name, Bachelor of Science in Earth Science with an Emphasis in Geology, better reflects the curriculum of the program. The name change will provide a more accurate distinction between the emphasis in question and the other emphasis for the Bachelor of Science in Earth Science, Environmental Management.

**Institutional Impact:** The name change is not expected to have any significant impact on enrollments in instructional programs of affiliated departments or programs, administrative structures, faculty, physical facilities or equipment. The change will be less confusing to students and it will give students and others a better idea of the content of the degree program.

**Finances:** No notable costs are involved in this change.

iv. **Add Stand-Alone Minor and Integrated Studies Emphasis in Humanities**

**The Request;** Create a Humanities Minor in the School of Humanities, Arts and Social Sciences and an Integrated Studies Emphasis in the School of General Academics.

**Need:** In the spring of 2005 the Humanities area of the Philosophy/Humanities Department formed a committee with the intent that a Humanities Minor be created at UVSC. The purpose of this committee was to: 1) ascertain the demand for a Humanities Minor and an Integrated Studies Emphasis in Humanities; 2) evaluate Humanities minors at peer colleges and universities; 3) identify Humanities courses currently offered through the Philosophy/Humanities Department which correlate to minors at peer colleges; 4) develop curriculum for additional courses needed to create a minor in Humanities; and 5) create an emphasis in Integrated Studies identical to the Humanities Minor.

The Humanities offerings at UVSC have not been examined and/or changed for several years. Institutional offerings consist only of Humanities 1010 (which fills GE requirements for the liberal arts) and Humanities 2010 and 2020, courses which serve as electives. The only curriculum change in several years was to add the Topics course (Humanities 292R) which has drawn substantial interest from students and has been offered with consistently high enrollments. Through research and discussion, the committee found that courses offered through the Department comprised the basic core for a Humanities Minor. The addition of only three courses would make the proposed program equivalent to other Humanities programs reviewed.

**Institutional Impact:** The proposed Humanities Minor and Integrated Studies Emphasis will positively affect enrollments in current programs and departments, and will complement and enhance Humanities on the UVSC campus. The Humanities Minor will be administered through the current administrative structure in the Philosophy/Humanities Department. The Emphasis in Integrated Studies will be administered by the Integrated Studies Program in the School of General Academics. Offering the Humanities Minor will allow students to apply currently taught Humanities courses toward a minor. UVSC believes the addition of the three upper-division courses will cultivate the growing interest in the Humanities by offering students upper-division courses and a wider variety of topics for study through this minor and the IS emphasis. Faculty necessary to teach the additional upper-division courses are currently employed in the Humanities Department. No additional faculty members will be necessary to complete the development and implementation of these programs. The new courses will be scheduled only one per semester. With the recent addition of a new full-time faculty member and the economizing and improved scheduling of courses over the past several semesters, no additional sections should be necessary or will be very limited.

**Finances:** Little budgetary impact is anticipated. Some additional adjunct budget could possibly be required to provide a section of one of the new courses. No additional facilities or administrative staff will be necessary to implement these added programs.

### Commissioner's Recommendation

This information is provided for the Regents' information only. No action is required.

REK/LS/JMC

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Richard E. Kendell, Commissioner

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Request for Mission and Name Change

Issue

Utah Valley State College requests approval for a mission change from *Baccalaureate Colleges/ Associate's Colleges Type III* to *Master's Colleges and Universities: Type II*, as defined in Regent Policy R3I2, with the accompanying change in designation from "college" to "university." This institution currently offers short-term and certificate training, two-year degrees in both the Associate of Applied Science and the Associate of Science and Arts, and four-year baccalaureate degrees. UVSC's intent is to maintain its mission as detailed but to add graduate degrees.

Background

Utah Valley State College is an institution that has been sensitive to meeting the needs of prospective students and the ever-expanding population of Utah County and the surrounding area. In 1987, the Regents approved moving the school to comprehensive community college status. Again, in 1993, the Regents approved a name change from "Community" to "State" College and also authorized UVSC to offer baccalaureate degrees in addition to maintaining its comprehensive community college status.

The College has experienced consistent enrollment growth for several decades. Since 2001, FTE annualized enrollment has grown by 4.3 percent. Fall 2006 headcount enrollment was 20,262. FTE enrollment was 13,877. Even with constant participation rates, headcount enrollment could increase to 24,430, and FTE enrollment could grow to 16,040 within ten years. Since 2001, UVSC has addressed this demand by hiring 200 additional faculty and adding approximately 275,016 square feet of space. This footage is primarily assigned to academics. Additionally, a new library building is under construction. The college presently offers 52 baccalaureate degrees; this number includes the 14 education degrees attached to majors. The number of baccalaureate degrees is comprehensive and reflective of those offered at comparable institutions. Present plans include adding two to three degrees per year over the next five years.

Rapid enrollment growth and frequent changes in mission in a relatively frugal State environment, however, has not been easy. For example, the reliance on adjuncts has historically been rather heavy and is presently at about 50 percent. The intent is to move this percentage down about 5 percent which aligns the ratio more closely with comparable institutions. Additionally, moving to university status will require a reduction in faculty work loads, most particularly at the graduate level. Other support personnel and structures will need

to be added and a reallocation of faculty time to accommodate the requirements of graduate-level programs. The new library will, of course, be foundational to this change in mission; however, library holdings, sufficient to support graduate degrees, will need to be in place.

### Policy Items

The Board of Trustees at Utah Valley State College, the Faculty Senate, and the Student Council have approved this document as an information item for the Regents' review. Additionally, the document has been and is being circulated among other groups, both on and off campus.

It appears as though there are issues that need to be addressed before university status is approved, primarily those requiring additional financing. They are the following:

First: The ratio of adjunct to contract faculty needs to be reduced. This reduction can only be accomplished by hiring new faculty, and the reduction has been translated in the attached document by hiring 70 new faculty. This hiring represents a significant financial commitment.

Second: Academic planning reflects an addition of one to three new degrees for the next five years. Some of these degrees would more nearly complete an entire complement of degrees generally found at baccalaureate-granting institutions.

Third: Moving to university status requires a reduction in faculty workload that more nearly reflects workloads found in comparable institutions but most specifically in place for those faculty directly involved in graduate teaching and mentoring. Graduate education requires additional individualized instruction and mentoring than is typical of undergraduate programs.

Fourth: The library is core to a university. Certainly, the new library facility is a major component in this request for change in status. Nevertheless, the holdings are significant and will need to be in place for requested graduate degrees.

Fifth: The attached plan reflects an addition of approximately 30 support staff, which will also be costly.

Sixth: A graduate office is needed as graduate degrees are added over time.

### Commissioner's Recommendation

The present report (case statement) is a response to one of the key issues outlined in a development plan between the Regents and UVSC. The report outlines past accomplishments and a plan for further development. Clearly, much progress has been made. The report is considered a draft document by UVSC and may receive additional editing before the final document is released. The proposition of university status must now be made to the Utah Legislature with the assumption that new ongoing revenue will be needed for UVSC to achieve the conditions required for university status. The funding support is estimated to be \$10 million.

The 2007-2008 USHE budget request includes a first installment of \$3 million to be applied toward the \$10 million goal. The Utah Legislature may accelerate the allocation of funds based on the availability of

revenue and general legislative support. It is anticipated that a phased funding approach would take a minimum of two years, indicating that university status might be achievable following the 2008-2009 budget year.

The proposed mission change is presented as an information item at this time. The Commissioner recommends that the Board of Regents take this matter under advisement and pose questions they wish UVSC or the Commissioner to address prior to the mission change being brought to the Board as an action item. Formal Regent approval should be based on continued institutional progress and legislative funding.

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Richard E. Kendell, Commissioner

REK/LS/jc  
Attachment





# THE <sup>RATIONALE</sup> FOR A UNIVERSITY MISSION



# THE RATIONALE FOR A UNIVERSITY MISSION

## REQUEST FOR ACTION

Utah Valley State College requests approval for a mission change from Baccalaureate Colleges/Associates Colleges: Type III to Masters Colleges and Universities: Type II . Type II institutions “typically offer a wide range of associate and baccalaureate programs, and are committed to graduate education through the masters degree.”

Consistent with this request, UVSC is an institution dedicated to offering a wide range of associate and baccalaureate programs and is well positioned to offer graduate programs in high demand areas built upon strong undergraduate programs to better meet the needs of its students and constituents. This change of mission type is endorsed by the UVSC Board of Trustees, Deans Council, Faculty Senate, Professional Association of College Employees (PACE), and the Associated Students of Utah Valley State College (ASUVSC). (See Endorsements section 11).

## RATIONALE

The legacy of UVSC is found in the lives of students who have attained a higher education. Consistent with its beginning as the Central Utah Vocational School charged to fill the demand of a skilled workforce in trades, UVSC continues to be a dynamic institution meeting the mission to provide quality educational opportunities to students through two and four-year degree programs . However, the need to expand the educational opportunities offered at UVSC, to reinforce and expand undergraduate degree programs and add some master degree programs, is necessary if UVSC is to continue to fulfill its charge of meeting the educational needs of its students and constituents and the employment demands of the region and state. In order to offer graduate coursework and degrees, Regent Policy (R312) requires a change in institutional type and mission.

The energy for a mission change for UVSC has been growing over the past decade as student and constituent needs for expanded educational offerings and opportunities have increased. Many bachelor-degree graduates living and working in Utah County want additional educational opportunity. When President William A. Sederburg was recruited in 2003, the topic of university status for UVSC was discussed openly by the hiring committee and others. President Sederburg was charged with the task of assessing the readiness of the institution for this mission change as well as to align and mature standards and processes consistent with a university serving Central Utah.

As the Commissioner of Higher Education Richard Kendall recently noted, there is no template for this type of change request. Thus, this document is in response to and in collaboration with the Commissioner’s office, and guided by the Commission-

er’s letters (September 12, 2005 and September 5, 2006) and the consultant’s report (Next Steps if Utah Valley State College is to be Granted University Status: A Report to the Commissioner of Higher Education, Utah System of Higher Education, July 2006). The majority of data and charts supporting this document are included and sourced in the Appendix.

## HISTORY

Utah Valley State College has undergone multiple transitions since its origin in 1936 to provide vocational education as part of the Central Utah school districts. In 1941, the structural organization changed, and the new school, Central Utah Vocational School, was established as part of the Provo School District. This school became a State institution in March 1945, and was made a permanent State institution in 1947. In March 1963, the name was changed to Utah Trade and Technical Institute. The school was given a mission change and approval in 1966 to grant Associate of Applied Science degrees; and in March 1967, the name was again changed to Utah Technical College at Provo. The mission was expanded when the school was granted Associate of Science degrees with general education in 1981, on a three-year probationary basis, followed by permanent approval and new accreditation in 1985. In 1987, the Legislature approved a name change to Utah Valley Community College. The mission and name of the College changed again in 1993 with the approval of the Board of Regents for Utah Valley State College to offer baccalaureate degrees.

The request to again expand the mission of UVSC comes as a result of institutional dedication to the students for their needs and success. UVSC has a culture of positive collaboration that values teaching, community service, scholarly work and creative accomplishments. Structurally, the campus of UVSC has been built with mostly smaller classrooms to foster high levels of interaction between faculty and students—a hallmark of UVSC’s educational experience that will continue. The faculty are committed scholars, with personal passion for teaching. Many courses and programs are expansive and cross disciplinary, requiring collaboration between faculty and departments. Such a learning culture has made UVSC an ideal environment for developmental programs that have nourished students and challenged them to success in their higher educational aspirations.

## THE FUTURE

Utah Valley State College has developed over the years as an academic, cultural and intellectual community. It is a place for the exchange of ideas, for the expansion of knowledge, and for the commitment to helping adults become effective citizens in a

vibrant democracy. From performing groups to guest lecturers, and from the classroom to the athletic field, UVSC provides life changing learning experiences that help prepare its students to succeed in a global economy.

The demand for social and cultural contributions is growing, as is the need to drive innovation, creativity and economic development. According to the Governor’s Office of Planning and Budget, the population of the UVSC service area, which includes Utah, Wasatch and Summit Counties, will grow by over a quarter of a million people in the next 15 years. Paralleling population growth, the UVSC student population will likely grow to close to 30 thousand by 2015 (See Figure i).

**COMPARATIVE READINESS**

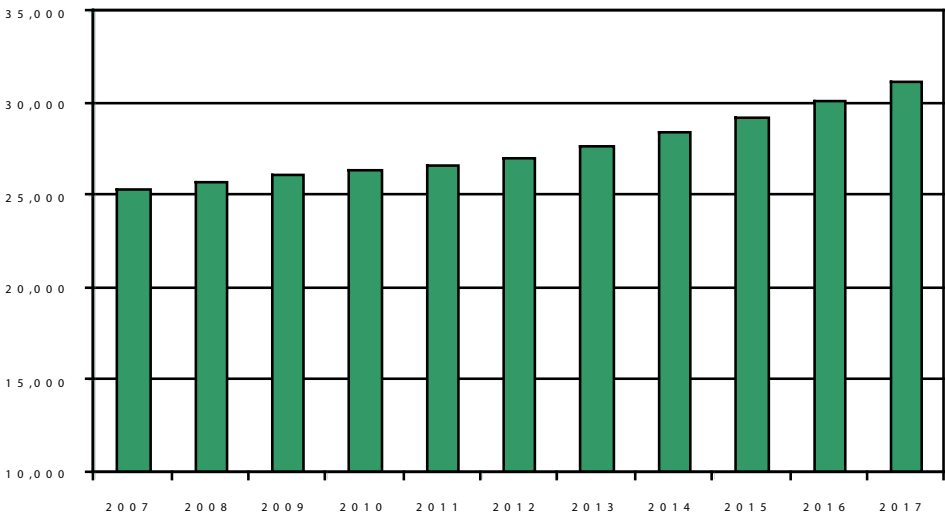
The movement from college to university is unusual but not unprecedented. Across the United States this happens between four and seven times per year, mostly with small, private colleges that become universities for marketing reasons or with the redesignation of school categories by legislative bodies. In Utah the most recent ascensions to university status were granted by the legislature to Weber State College and Southern Utah State College in 1989. Comparing the current data from UVSC with the data from Weber State College and Southern Utah State College at that transition point in 1988, (Figures ii, iii and iv) UVSC has a much higher headcount and a relative equivalent number of students in upper division programs today compared to Weber State in 1989. It is most notable in that comparison that the percentage of UVSC faculty with terminal degrees (PhD, JD, and EdD) in 2005 is comparable with Weber State University today (Figure v).

Consistent with Regent policy R312 Master’s Colleges and Universities: Type II, UVSC’s programs and services will be focused on transmitting knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs and selected graduate programs in high demand areas. Student success will continue to be supported through developmental programs and services associated with comprehensive state and community colleges. The remaining structure of this document is organized into sections that categorically address issues outlined in the Commissioner’s letters in the context of UVSC’s current capacity, readiness for mission change, and the resources needed to enhance the quality of its degree and program offerings. Additionally, an executive summary and Appendices are included to provide the reader easy access to information and supporting data.

**A DIALOGUE ON A UNIVERSITY MISSION**

While this document represents a plan to move towards a university mission, the greatest value of this document comes in its creation. The writing of this document has facilitated an integrative dialogue between faculty and staff, departments and schools, the institution and the community, about what it means to be a university. The process has formally involved the Trustees, the Deans, the Academic Forum, student government, the Faculty Senate, the Office of Academic Affairs, and the President’s Council. It has resulted in hundreds, perhaps thousands of informal conversations leading towards a greater clarity of a new mission.

**Figure i UTAH VALLE Y STATE COLLEGE  
ENROLLMENT PROJECTIONS**



Source: USHE 2006-07 Enrollment Projections Q&P

Figure ii  
Student Enrollment

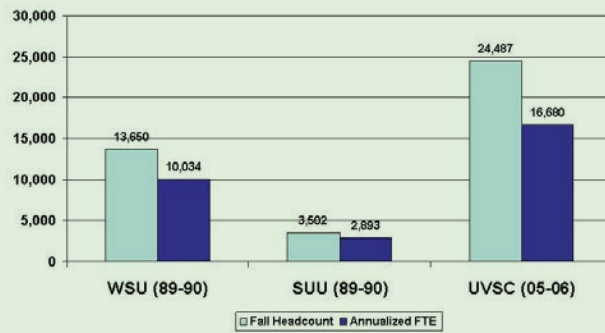


Figure iii  
Student Enrollment

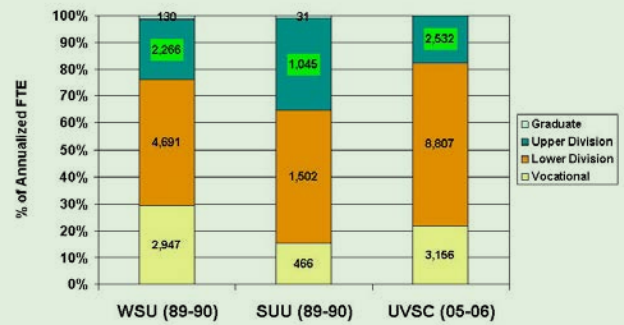


Figure iv  
Graduates

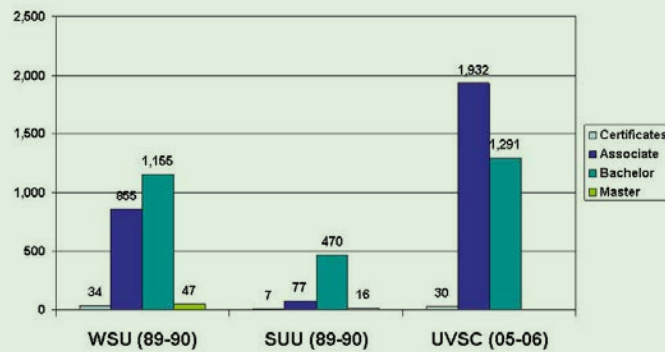


Figure v --Salaried Faculty  
Academic Qualifications  
Fall 2005

	Doctorate	Master	Bachelor	> Than Bachelor
Utah Valley State College	52.2%	35.5%	7.4%	4.9%
Weber State University	61.6%	29.8%	3.6%	4.9%

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# EXECUTIVE SUMMARY

This request to move from college to university status is an appeal to expand UVSC's capacity to serve a ready community. In the complex relationships between people and programs, stakeholders and economic systems, contributors and constituents are eight critical reasons why UVSC should be granted a mission change from a Type III institution to a Type II institution.

## ① UNDERGRADUATE PROGRAMS ARE UNIVERSITY QUALITY AND GETTING STRONGER.

UVSC currently offers 51 bachelor degrees and dozens of associate degrees and certificates. Degree offerings need to continue to expand. The vast majority of new resources associated with university mission will continue to support quality undergraduate degrees and certificates that emphasize value, ethics and employability.

## ② UVSC IS READY TO OFFER HIGH QUALITY MASTER DEGREE PROGRAMS THAT SERVE A SPECIFIC NEED.

There is a strong demand for career specific graduate programs, particularly for place-bound students. Other institutions (USU, University of Phoenix, Stevens-Henager) have recognized this demand. Nearly 50 percent of UVSC faculty in business, education and health sciences have taught graduate courses. UVSC could be ready for Board of Regents approval for limited number of master degree programs within 2-3 years.

## ③ FACULTY QUALITY IS AT UNIVERSITY STANDARDS...

The UVSC faculty has grown by almost 200 faculty positions since 1995. Scholarly and creative contributions have risen significantly. The vast majority of new faculty have terminal degrees (PhD, JD, EdD). 70-80 new faculty will be needed to strengthen and continue to develop quality academic programs.

## ④ STUDENT SUCCESS WILL BE ENHANCED BY UNIVERSITY STATUS.

UVSC provides opportunities for student success from any starting point. Some entering students may require ESL, basic math and English, while others are prepared for honors or advanced coursework. UVSC students pay similar tuition to university students and receive similar high quality instruction; students seek the prestige of university on their transcripts and diplomas to enhance employability and acceptance in graduate schools.

## ⑤ ECONOMIC IMPACT WILL BE ENHANCED BY UNIVERSITY STATUS.

UVSC is one of the larger USHE institutions, with an estimated economic impact of \$302 million annually for Utah County. University status and mission expansion would enhance the economic footprint of UVSC. Direct benefits would include greater salaries leading to larger charitable donations and a stronger tax base.

Additional economic benefits come with the support of economic development activities.

## ⑥ STUDENTS AND COMMUNITY WILL RECEIVE EXPANDED SOCIAL BENEFIT FROM UNIVERSITY STATUS.

Already a community center for social and cultural activities, under the new mission, UVSC hopes to expand its contribution to social dialogue, cultural events, and the visual and performing arts. A more educated citizenry leads to increased participation in democracy, less crime and unemployment and better parenting.

## ⑦ FACILITIES THAT SUPPORT ACADEMIC PROGRAMS ARE SUFFICIENT TO SERVICE A QUALITY UNIVERSITY...

The 251-acre UVSC main campus consists of 37 buildings and over 1.8 million square feet located at a highly visible intersection between I-15 and University Parkway in Orem. UVSC is arguably one of the most accessible campuses in the USHE. Only five classrooms on the entire campus hold more than 100 students, and none hold more than 162. Small class sizes lead to high faculty contact with students. In addition to the new library under construction, UVSC will need to increase laboratory space, office space, and classroom space to fulfill an expanded mission. The new library will cause a trickle-down effect, opening up needed space for growth on campus.

## ⑧ STUDENT FOCUSED SERVICES AND PROCESSES CAN SUPPORT A QUALITY UNIVERSITY.

UVSC has implemented a "One Stop" service center where students find registration, payment, parking, and financial aid all in one place, increased the number of advisors, implemented an ACT requirement and enforcement of course prerequisites, and expanded efforts in assessment and human subject review (IRB) and is three years into a policy review process to increase accountability, access and awareness. UVSC demonstrates a culture of continuous improvement.

Moving to a university mission means providing a wider range of course offerings and degree programs, including selective graduate programs. It means developing existing faculty and hiring new faculty who are at the cutting edge of their disciplines. It is estimated that this will cost an additional 10 million dollars in appropriated funding (details provided in Resources section 9). Some 88 percent of the new resources will go towards strengthening existing and developing new undergraduate programs and services.



# 1

## UNDERGRADUATE PROGRAMS ARE UNIVERSITY QUALITY AND GETTING STRONGER.

Consistent with the mission to offer a “wide range of associate and baccalaureate programs,” Utah Valley State College provides academic programs leading to certificates, diplomas, associate, and baccalaureate degrees complemented with a variety of non-credit courses and programs (see Appendix 1A for list of all degrees & programs). Baccalaureate programs are built on solid, lower-division academic programs and strong, career-focused programs in career and technical education, with niche programs in areas such as Dental Hygiene, Electronical Automation and Robotics Technology, Culinary Arts, Aviation Science and Fire Science. UVSC’s general education requirements provide students the basis for independent thinking and learning including a focus on ethics and values and present a reasonable breadth and depth in linguistic and quantitative literacy.

From the originally approved three baccalaureate degrees (Business Management, Computer Science and Information Systems, and Technology Management) in 1993, the number and breadth of UVSC’s baccalaureate offerings have increased. In fall 2006, students could select from 51 bachelor degree programs as well as a growing number of emphases and minors (Appendix 1B for list of emphases and minors). The number of UVSC’s program offerings compares well with the peer institutions suggested by the USHE Consultants. Data reported in the Consultant’s report, indicated that UVSC was low in the number of bachelor degree programs as of 2003-04. Since that time, UVSC has added some 20 new degrees. These additional degrees place UVSC at midpoint or beyond the suggested peer group for the number of bachelor degree programs (see Appendix 1C.) UVSC’s certificate and associate degree programs also compare very well with the suggested peer group, and there are plans to add additional AA/AS/AAS degree programs and certificates in response to needs. While the growth of undergraduate programs has been rapid as compared to typical higher educational institutions, academic quality remains high. UVSC continues to be ranked in the top comprehensive four-year colleges in the west by U.S. News and World Report. Most importantly, in July 2005, the Northwest Commission on Colleges and Universities reaffirmed UVSC’s accreditation, stating, “the commission finds laudatory the faculty’s extraordinary commitment of time and energy to the creation of new academic programs and the revision of curricula critical to the future success of the institution.” (For the complete letter, see Appendix 1D). Eleven UVSC undergraduate programs have received specialty accreditations acknowledging their quality. In

November 2006 reviewers from the American Academy of Colleges and Schools of Business made a favorable recommendation towards accreditation for the School of Business. (See Appendix 1E for list of specialized accreditations.)

Utah Valley State College and the Mountainland College of Applied Technology are currently engaged in the USHE requested review of Career and Technical Education within this service region. UVSC is committed to providing credit CTE courses and programs, together with appropriate non-credit CTE courses. MCAT is committed to providing non-credit CTE courses and programs for both secondary and adult students. MCAT administration, UVSC’s School of Technology and Computing staff, and UVSC’s CTE director interface regularly and are developing energized relationships spawning unique opportunities for Career and Technical Education, both credit and non-credit. This continued relationship will ensure students and business/industry a wide range of CTE offerings to meet the changing needs of a skilled workforce.

### READINESS FOR NEW MISSION

To prepare for a change to a Type II Master’s University, UVSC has put a number of actions in motion, including:

- Provide a broad menu of quality undergraduate programs, as approved by the Board of Regents, that align with economic and student demand. UVSC anticipates adding an average of 2 to 3 programs per year over the next five years (see Appendix 1F). To ensure quality, UVSC continuously reviews all degree programs. These program reviews include internal self-assessment combined with external consultant review.
- Continue to seek and/or retain specialized accreditations that provide discipline-specific, peer quality control that ensures students are well prepared for careers and/or graduate level work.
- Build an initial limited number of masters programs that complement and reflect the strength of undergraduate programs. Programs and pedagogy will provide opportunity for graduate students to interact with and add value to the undergraduate experience. In some cases, programs may be designed to allow undergraduates to go directly into graduate programs, completing a bachelors and masters degree after 5 years of university study. All graduate programs will be designed to meet the needs of working professionals.
- Increase undergraduate research and internship opportunities. In a formal 2005 survey, 56 percent of UVSC faculty responded that they had worked with a student on undergraduate research in the last two years (see HERI Survey Results Summary, Appendix 1G). This focus is evidenced by UVSC’s participation at the National Conference on Undergraduate Research where UVSC had one of the largest groups of presenting students in the nation. A Utah Foundation report indicates that 49 percent of UVSC graduates had an internship experience, topped only by USU at 50 percent. UVSC seeks to provide every interested student the

Figure 1.1  
Expected Lifetime Earnings  
by Educational Attainment (in millions)

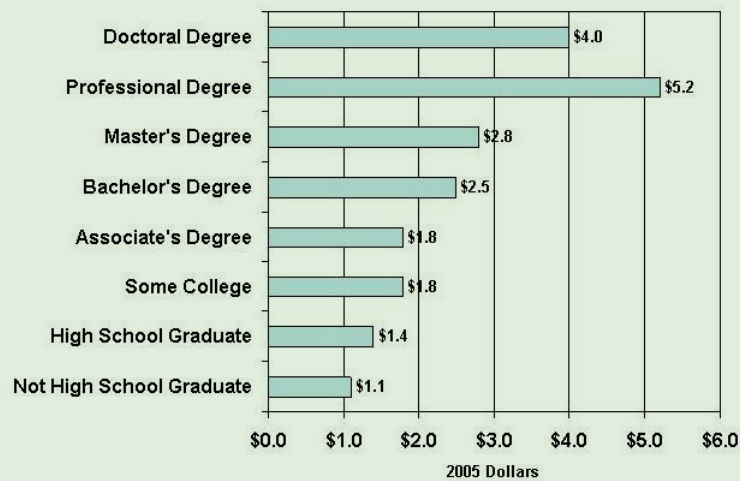
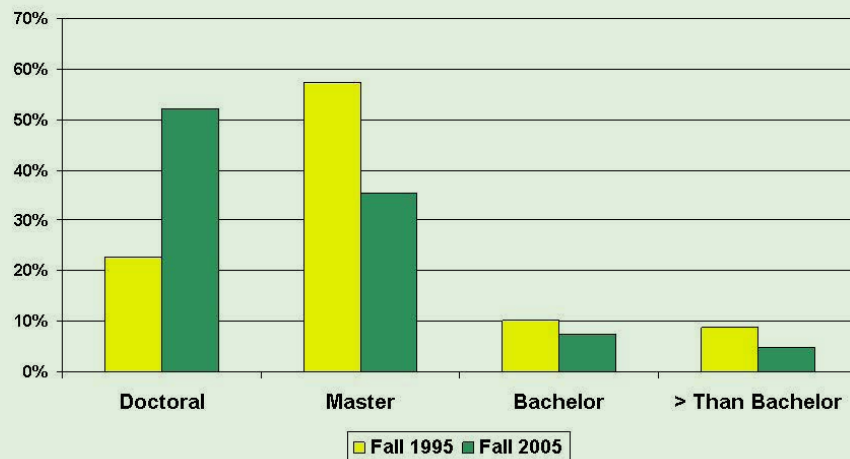


Figure 2.1  
UVSC Faculty Qualifications



opportunity for mentored undergraduate research and/or internship.

- Continue to support lower division courses. The larger faculty that will come with university status and the resources and emphasis on retention will allow UVSC to further shore up the lower division courses. Reduced adjunct rates will allow senior faculty opportunities to teach more first year and basic courses to strengthen undergraduate programs and student retention.

### **THE COSTS AND BENEFITS OF MISSION EXPANSION**

These expanded opportunities do not come without cost. While specific cost details are provided in a later section of this document, additional resource needs include faculty and staff to support existing and new undergraduate programs, full-time faculty to assist in rightsizing adjunct ratios, academic advisors to improve retention and completion efforts, facilities to provide appropriate office space for faculty and learning spaces for students, student services staff to support an academically diverse student population, and faculty, staff and administration to support graduate degrees and students. Enhanced resources are also needed to expand undergraduate research and internships.

UVSC has a history of service through opportunity. A UVSC degree offers opportunity for citizens in a region of the state where per capita personal income is below the state average and family size is large. According to the Utah Foundation, by 2012 nearly 80 thousand new jobs will be created in Utah that will require at least a bachelors degree. The 2003 Current Population Survey indicated that unemployment for Utahns with at least a bachelor's degree is one half the rate of those who have a high school diploma only. As reported by the Utah Foundation, those with at least a bachelor's degree enjoy better quality job opportunities, earn better salaries, and enjoy increased professional mobility. As indicated in Figure 1.1, income over life is significantly impacted by educational attainment. But the value of an undergraduate degree cannot be measured just by the resulting economic opportunity. It enhances the level of social and cultural connection to the community.

## **②**

### **UVSC IS READY TO OFFER HIGH QUALITY MASTER DEGREE PROGRAMS THAT SERVE A SPECIFIC NEED.**

Raising the ceiling of opportunity by adding master degree programs is essential if UVSC is to continue to respond to constituent and economic needs. Adopting the mission of a Masters College and University, Type II will assist UVSC students in competing favorably in the global economy. The gateway to personal economic opportunity and increased social and cultural contribu-

tions for both traditional and non-traditional student populations will be wider. Regions without institutions that are magnets of active scholarship, exploration and discovery fall behind in social development and economic prosperity (Appendix 2A). While undergraduate programs are and will continue to remain the priority at UVSC, meeting the under-served needs of students and industry with high quality master degree programs will bring significant economic and social benefits to this region, the State and the nation.

The Utah System of Higher Education is not meeting all the needs of constituents for master's level education. While the number of students graduating with bachelor degrees from USHE institutions increased by 38.99 percent from 2000-01 to 2004-05, the number of students graduating with master degrees from USHE institutions increased by only 15.15 percent. (See Appendix 2B.) Probable economic impacts of expanding master degree offerings are noted in a later section on economic development. Utah County is the second most populous county in Utah with over 456,000 residents and over one-sixth of the state's total population. Population projections developed by the Governor's Office of Planning and Budget indicate that Utah County's population will more than double to over 1.1 million by 2050 and will represent over one-fifth of the state's total population. While UVSC is positioned well to respond to the undergraduate educational needs of this growing population, UVSC baccalaureate graduates experience some unusual challenges in obtaining master degrees because of the lack of state supported graduate offerings in Utah County. This may be one reason only 8 percent of UVSC bachelor degree graduates are choosing to further their education with graduate level studies. Additionally, the Utah Foundation reports that 78 percent of UVSC graduates already have full-time jobs. This population of ambitious and persistent students is generally place-bound because of age, employment and marital status. Many cannot afford the expensive "for profit" schools, nor can they enter the less flexible traditional programs at Brigham Young University.

Recognizing the market demand, Utah State University is currently teaching 60-70 graduate students in programs on the UVSC/Orem campus and another 30 students on the UVSC Wasatch campus. The majority of USU/UVSC Orem Campus students are enrolled in two Master of Business Administration cohorts and are taught through EdNet or by visiting instructors. Others, in more specialized graduate programs, are taught exclusively through EdNet. Demand for those programs has been growing steadily with particular demand for programs in education and business. A survey of USU/UVSC Orem Campus business students suggests overall satisfaction with the USU program is strong, but they prefer to have resident instructors and a local cohort of students.

The University of Phoenix has located in Provo and is expanding programs in business and education. Stevens-Henager

has also opened a new campus within a few city blocks of the UVSC Orem campus and is offering an MBA degree. While these degrees give some service to those who are place bound, they are often taught exclusively by adjunct professors with abbreviated curricula and are expensive. Students would also be better served in fully accredited programs.

It can be inferred that the lack of availability of appropriate graduate programs contributes to a regional “brain drain.” The Utah Foundation reports that in Utah County, and throughout the state, there are a limited number of opportunities to pursue advanced degrees. The Foundation report says, “In many cases, students have no choice but to leave Utah to further their education...Overall 57 percent of students who decide to further their education leave the state (p. 5).” The Foundation reports that graduates from WSU and UVSC are most likely to remain within the state and region. UVSC graduates are more likely to use a graduate degree to advance in their current position than to seek opportunity elsewhere.

We cannot measure how the lack of education in a workforce may cause businesses to relocate. Lack of an appropriately educated workforce appears to be a reason that companies choose to not locate in Utah. Growing companies within Utah often need to go outside the state and import skilled workers. Some, like Novell, move part or all of their operations to other regions. Place-bound industries, such as health care, education, government, and some businesses cannot relocate, and thus import staff for high-end career opportunities.

### **THE READINESS FOR A NEW MISSION**

As a result of careful planning over recent years, UVSC is in a position of readiness to expand programs in select undergraduate areas to a graduate level. With appropriate resources and approval, UVSC will initially offer limited, quality programs in high demand areas such as those noted as being near ready by the consultants:

- 1) Health care administration or nursing targeted to working professionals to meet the needs of an industry growing to service an aging population.
- 2) Education targeted to working professionals with possible specialties in leadership, English as a Second Language, special education, science and math.
- 3) Business targeted to working professionals with possible emphasis on international business, accounting, or entrepreneurship. Indicators of institutional readiness to expand these programs include:
  - The percentage of faculty with PhDs, JDs, or EdDs has steadily increased over the last 10 years (see Figure 2.1). UVSC will need to continue to focus on hiring terminally qualified faculty to meet the demand of expanding undergraduate and graduate programs.
  - Almost half of the faculty members in these program areas

already have experience teaching graduate courses.

- Central to effective graduate programs is library access and small group meeting room space. The new library, currently under construction and opening in 2008, will provide space for the needed research capability and group work. Facilities will be addressed in more detail later in this document.
- The administration is committed to adding the necessary additional administrative support to meet the need of graduate students and faculty.

As appropriate resources are put into place, UVSC would seek approval for master degree programs following the normal process prescribed by USHE and the State Board of Regents.

### **THE COSTS AND BENEFITS OF A NEW MISSION**

Graduate programs would have a professional focus rather than be research intensive. While graduate faculty would be expected to remain current in their disciplines through active professional involvement and scholarly work, the graduate programs under consideration would not require extensive research laboratory facilities.

While there are specific marketing and administrative needs for master degree programs, a preliminary examination suggests that once funded, these programs could be largely self-sufficient due to higher graduate tuition and potential partnerships with industry. Masters programs would require additional faculty, some faculty workload adjustments, an expansion of administrative processes (graduate office and admissions), and expansion of marketing efforts specific to the target population for each program. Raising the ceiling of opportunity for place-bound students by providing targeted masters degree programs has both economic and social benefit. Over the period of a career, a masters degree graduate will earn more income, pay more taxes, contribute to more charitable organizations, and experience less unemployment, crime, substance abuse and divorce. The 2005 Utah Foundation Report says “Among all advanced degrees surveyed, the median salary was in the \$50,000 to \$59,000 range, and only 1.4 % are currently earning salaries lower than \$30,000 per year. In contrast...40%-69% of bachelor degree graduates were earning salaries below \$30,000 (p. 3).”

While many studies indicate that personal growth and enrichment is the primary motivation for students to go on to graduate school, the more direct social benefit of expanding the UVSC mission to include graduate programs is simply this--the growing region will be better able to staff hospitals and clinics as there is a national shortage of health care professionals, better staff schools as the teacher shortage expands to include qualified principals, administrators and specialists, and create more economic innovation through stronger global entrepreneurial networks.



### 3

## FACULTY QUALITY IS AT UNIVERSITY STANDARD.

The UVSC faculty, under the state college mission, has continued to grow in size and quality. The rapid growth of academic programs and numbers of students seeking opportunity has led to an increase of almost 200 faculty positions since 1995 (see Figure 3.1). More than half of UVSC faculty have been hired in the last 10 years. The vast majority of those faculty have terminal degrees (PhD, JD, EdD, MFA). While in 1995, only 22 percent of the faculty held terminal degrees, in 2005 that percentage had increased to 52 percent (see Figure 2.1) with eight faculty currently enrolled in PhD programs with ABD status. Faculty also come from a wide variety of post graduate schools, including UCLA, George Washington, Princeton, John Hopkins, and Oxford (see Appendix 3A).

With faculty growth, UVSC has experienced a dramatic rise in scholarly and creative contributions. UVSC faculty continue to excel in quality teaching. When asked in the 2005 Higher Education Research Institute (HERI) survey “How important is being a good teacher to you personally,” 100 percent of the 192 respondents said it was either very important or essential. Almost 40 percent said their interests lie “very heavily” in teaching, compared to 31 percent in the national peer group. Almost 49 percent said their interest leans towards teaching, with some research, compared to 47 percent in the national peer group (see Appendix 1G). After extensive review the Northwest Commission on Colleges and Universities said in July, 2005, “The Commission commends the College’s faculty, staff and administrators for being student-centered during times of significant institutional change, enrollment growth and financial austerity.”

While faculty service is often discipline oriented at other institutions, UVSC faculty value service to the region as well. The scope and breath of community service activities by faculty is deep and wide, even global, with activities in Africa, Asia and Eastern Europe. But the majority of service is focused on the Central Utah region. For example:

- Sociology Professor Ron Hammond works with students to teach college level courses at the Utah State Prison.
- Business Professor Peter Robinson and colleagues work with the Small Business Administration to support a business incubator where six new businesses are growing.
- Music Professor Bryce Rytting serves as Music Director and Conductor of the Utah Valley Symphony.
- Physical Education Professor Jason Slack has gained a national reputation studying the effectiveness of wellness and healthy life styles programs on college and university campuses such as UVSC.
- Business Professor Scott Hammond produces and hosts a

weekly television program broadcast state wide on KUEN which supports small businesses and entrepreneurship.

- Under the direction of James Harris, PhD, UVSC received a \$110,000 grant from the National Science Foundation to create a virtual herbarium that will make the Herbarium’s 10,000 plant specimens available online for worldwide access. The UVSC Virtual Herbarium is a three-year project where a high-resolution photograph of each dried plant specimen with a link to all collection information will be put online for students, researchers and anyone interested in Utah plants.

The many examples of service and learning beyond the borders of the college is a strong indication that the UVSC faculty is value-centered. In the HERI survey, 66 percent of UVSC faculty say there is close alignment between their values and their work, compared to 57 percent nationally. Indeed, UVSC faculty are unique for public institutions in the United States with about 40 percent claiming political view to be middle of the road, 30 percent claim to be conservative and 30 percent claim to be liberal or somewhat liberal.

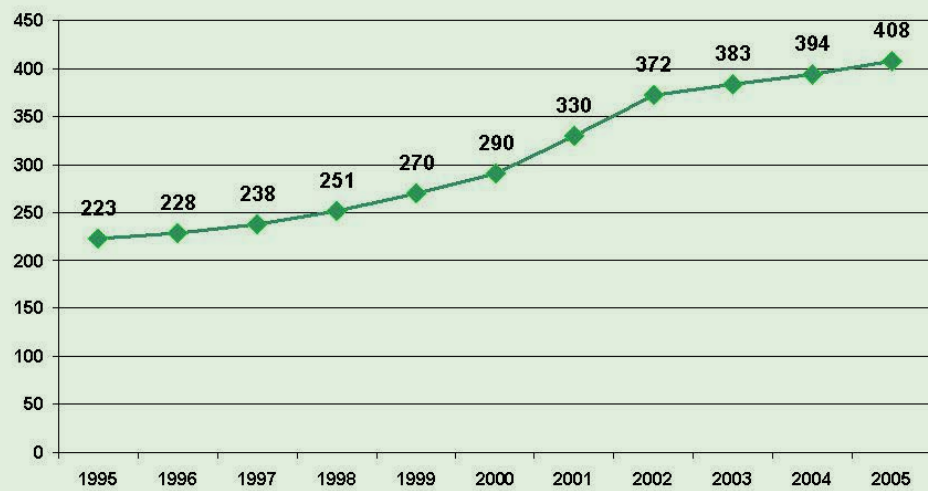
In addition to a strong full time faculty, UVSC relies heavily on adjunct faculty. In some areas such as the School of Business, accreditation requirements have already required a “right sizing” of adjuncts. Adjuncts are used to teach specific practitioner-oriented courses, such as entrepreneurship, where adjunct experience increased the quality of instruction. Additional resources will allow UVSC to target areas where adjunct faculty have been used to teach in areas where full-time professional faculty might better serve.

### THE READINESS FOR A NEW MISSION

In preparation for an expanded mission, UVSC faculty have greatly increased their academic and creative works. Since 1995 the number of faculty publications has grown significantly. Data gathered in 2003 suggests 57 percent of all faculty had published one or more articles. While atypical, according to the American Academy of Colleges and Schools of Business (AACSB) Self-Study, the School of Business faculty averaged 10.4 peer-reviewed publications or presentations over the five-year period between 2001 and 2005. During the same period they averaged almost three refereed journal articles per faculty. Almost half of those articles are in the area of pedagogy or are applied research. Faculty have produced plays and documentaries, choreographed dances, composed music, published books and articles at an ever-increasing rate. UVSC is home to the Journal of Business Inquiry, edited by Assistant Professor Greg Berry. In 2005, fourteen School of Business professors made presentations to the Western Academy of Management, exceeding contributions from any other western school.

Working with students in 2006, D. Terry Petrie wrote and produced “Echoes of American Slavery,” taken from a slave narrative collection assembled during 1936-1938. In sold out performances, the voices and images of former slaves were used,

Figure 3.1  
Salaried Faculty



accompanied by rhythmic dancing, traditional music, and film to tell the story of the slavery experience. Many other examples of faculty accomplishments were detailed in UVSC's 2005 Accreditation Self-Study for the Northwest Commission on Colleges and Universities.

With these successes, UVSC must also maintain hiring standards while adding a projected 70 to 80 new faculty members in the next few years. New faculty will allow undergraduate and graduate program expansion, lead to the "right sizing" of adjunct ratios, and continue to allow small class sizes at UVSC. With the addition of 62 new salaried faculty members, UVSC's adjunct instruction would be decreased by over 5 percent (to 45 percent) and salaried faculty teaching load would mirror that of Weber State. (See Appendix 3B). An additional 15 faculty will be added to support current and new academic degree programs, including new master degrees programs. While data comparing with peer institutions is helpful, UVSC has undertaken a careful department-by-department analysis to determine what the appropriate number of adjunct faculty would be for each discipline.

Faculty expansion necessitates additional support for professional development. Faculty development through discipline departments and the Faculty Center for Teaching Excellence (FCTE) must include increased opportunities for professional development and association through appropriate organizations. An increase in resources for travel and opportunities for developing a more mature culture of academic citizenship in discipline-based professional organizations is needed to ensure faculty are on the cutting edge of teaching quality including the enhancement of skills in the use of technology and technology-enhanced instructional design. Specific faculty development opportunities must also be extended to faculty who were hired when UVSC was a technical school or community college, including the facilitation of more advanced degree achievement.

### RESOURCES

The major cost of mission expansion will be the expansion of the faculty by nearly 20 percent. With new faculty positions comes need for additional support for the Faculty Center for Teaching Excellence and department faculty development and travel funds. Space needs will be discussed in a forthcoming chapter.

The benefits of an expanded faculty are immense. An influx of new faculty will enhance the organizational culture and expand the capacity of the institution. They will bring with them new contacts and networks which the institution will inherit and which will benefit students and alumni. As university faculty, they will serve as experts and knowledge brokers within the community, creating internships and professional relationships. They will also be service leaders, connecting students with opportunities to give back to their community. The service and scholarly work of department, school, and college committees will be enriched and effectively shared with these new faculty. Finally, many faculty

act as coaches and mentors for students who want to be entrepreneurs, or further explore in their discipline so that they can successfully enter graduate and professional schools.

#### WEB LINKS TO:

Ron Hammond's professional page - <http://www.uvsc.edu/profpages/view.cfm?user=hammonron>

SBA Business Incubator - <http://www.uvsc.edu/sbdc/Resources.html>

Utah Valley Symphony - <http://www.utahvalleysymphony.org/>

Jason Slack professional page - <http://www.uvsc.edu/profpages/view.cfm?user=slackja> Utah Business Boardroom video stream <http://www.uvsc.edu/profpages/view.cfm?user=slackja>

## 4

### STUDENTS' SUCCESS WILL BE ENHANCED BY UNIVERSITY STATUS.

UVSC's mission as a State College has been to provide opportunities for student success from any starting point. The UVSC student population is among the most wide-ranging in ability of any college in the country. Some entering students may require ESL or basic math and English, while others are prepared for honors or advanced coursework. Another growing subpopulation enrolls as transfer students to complete a four-year degree. Behind the policy of an open opportunity model for admissions is an institutional goal to find a way for each student to succeed. UVSC promotes student success through developmental education, honors courses, financial assistance, leadership training, undergraduate research, service learning, internships, cultural programs, and many other activities. UVSC students are primarily from Utah County and Utah (Figure 4.1.)

Approximately three-fourths of all Utah County residents enrolled in the USHE enroll at UVSC (Figure 4.2.)

UVSC's student population reflects UVSC's mission change with steady increases in the number of junior and seniors (Figure 4.3.) Student enrollments also reflect an increase number of transfer students.

UVSC provides opportunities for students to participate in institutional governance with involvement in the Associated Students of Utah Valley State College (ASUVSC), student senate, clubs, and committees. Student representatives serve on all major, campus-wide committees, including the President's Council and Board of Trustees. UVSC has no residential housing but is supported through strong private housing. Beginning in 2006 Presidential Leadership students began living in cohorts in privately-owned student housing enhancing their academic experi-

ence through socialization.

Measuring student success can be difficult, but can include employment and starting salaries of graduates. The Utah Foundation reports that “UVSC graduates overwhelmingly lead the way in terms of employments with 83.9 percent of its graduates in the workforce.” And, “the highest salaries for 2004 bachelor’s degree graduates are earned by UVSC graduates” with over 33 percent of graduates earning more than \$40,000 annually. For those who extend their education to graduate school, UVSC students have been accepted into some of the most prestigious schools in the country, including Harvard, George Washington, Duke, Stanford, American University, the University of Virginia, and others. The data suggests there is a growing interest in some UVSC students to pursue a graduate education.

UVSC supports integrating service into the curriculum through The Center for Service and Learning. Through programs and projects in the community, the Center works to increase social and cultural awareness, build a sense of community commitment, and extend meaningful educational opportunities that increase knowledge and enhance academic skill. But often service is an individual act related to intellectual inquiry. For example, UVSC biology major David Ricks, from San Jose, CA, spends Monday nights volunteering at the Utah Valley Regional Medical Center. Recently, he scored 35 on the Medical College Admissions Test (MCAT), a score that places him in the 93rd percentile nationwide.

In addition to service orientation, the typical UVSC student is hard working and opportunistic. The UVSC student population works more hours per week than any other student population in the state (see Figure 4.4). Some are building a business while getting an education. According to the Utah Foundation, 1 in 25 UVSC students owns his/her own business. In 2004, UVSC student Michael Stebinger won the Utah Entrepreneurship Challenge sponsored by the University of Utah Eccles School of Business, beating out MBA students as contestants. Stebinger went on to win the national contest, bringing home over \$60,000 in cash prizes. The UVSC School of Business sponsors an Entrepreneurship Institute where students have a unique opportunity to manage an investment fund that supports student entrepreneurship. The fund is expected to reach over 1 million dollars in the next few years.

UVSC frequently ranks #1 or #2 nationally in the SkillsUSA competition, an association of 284,000 students and instructors in public, career, and technical programs. At the National SkillsUSA Competition in June 2006, UVSC won 10 national medals (6 golds and 4 silver) and tied for the ranking of #2 in the nation. Forty-four states in the nation did not win as many college medals as UVSC did on its own. The State of Utah won a total of 28 medals, which earned the state the ranking of #4 in the nation. Of the 28 medals earned by the State of Utah, 36 percent were earned by UVSC. Lindsey Krey, who won a gold medal in radio

production said, “The judges from Sony kept telling us over and over how impressed they were. They couldn’t believe that college students were producing work with such high quality.”

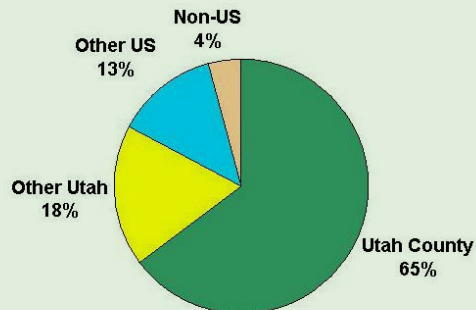
### THE READINESS FOR A NEW MISSION

UVSC has identified several initiatives which are underway to continue to promote student success:

- Implement plans to improve retention and the graduation rate. UVSC loses approximately 60 percent of its new student cohort during the first two years. In Fall 2006, UVSC announced a comprehensive plan to improve retention by focusing on the first-year experience. Funding from a \$2.3 million Title III grant, just awarded in October 2006 from the U.S. Department of Education, will support the first-year coursework and experience with new faculty, the selection of a director of the first-year experience, the acquisition and programming of a data warehouse to better track student retention issues, and the continued reduction of student to advisor ratios.
- Continue to reduce advisement ratios. During 2005-06 and 2006-07, UVSC has increased the number of advisors, developed advisor training, and refined the advisement philosophy and practice. The resource section of this document reflects UVSC’s goal to reduce the student to advisor ratio to 375 to 1 through the addition of 15 new advisors.
- Expand scholarships opportunities. UVSC (and Utah) students incur student debt at a much lower rate than other students across the nation. Rather, students choose to finance their education through part-time and full-time work. Many in this student population have their academic success significantly limited by financial constraints. UVSC financial aid staff work tirelessly to assist students in securing grant and scholarship aid and the value of aid awarded has recently increased dramatically. Privately-funded scholarships at UVSC lag behind peer institutions but are growing through efforts of UVSC’s Foundation, Alumni, and private donors.
- Continue support for opportunity students. While scholarships, honors, and national recognition are marks of improvement at the high end of student performance, many students, particularly remedial students, measure success simply as a better job or a better quality of life. UVSC is compelled to identify and assist prospective students who seek for such success but lack appropriate preparation or skills for college success. Collaborative efforts between Student Affairs and Academic Affairs continue to identify and refine developmental education and student support practices for this student population.
- Continue to support multiple exit points for graduates, with associate degrees feeding bachelor degrees, and, in some cases, master degrees.
- Expand recruiting and support to underrepresented populations. UVSC’s student population is gradually becoming more ethnically diverse. Population trends suggest a significant increase

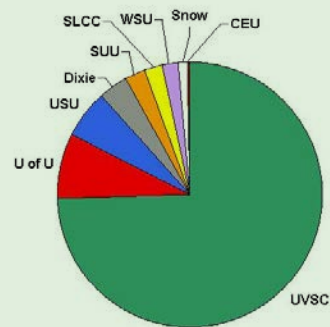


Figure 4.1  
UVSC Students  
Residency, Fall 2005



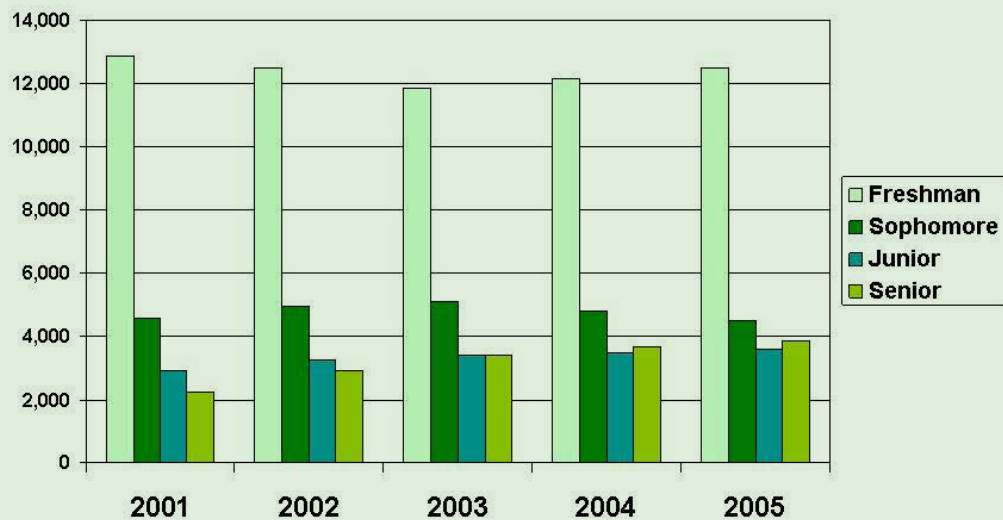
Source: USHE 2006-07 Data Book

Figure 4.2  
Fall 2005 Headcount Enrollment  
of Utah County Students



Source: USHE Data Book

Figure 4.3  
Student Headcount by Class Standing



Source: UVSC Office of Institutional Research, 2005-06 Fact Book

in Hispanic and Pacific Islander populations. UVSC is developing new recruiting efforts targeting and assisting potential Hispanic student. Additionally UVSC boasts a thriving Multicultural Center and global intercultural awareness through curricula, symposia and other community activities.

### **THE COST AND BENEFITS OF MISSION EXPANSION**

Ensuring future student success at UVSC will require additional resources. Specifically, UVSC seeks to increase the number of academic advisors and improve the first-year experience to enhance retention and, ultimately, completion rates. In addition to the resources for advisors and student support staff outlined in Section 9, UVSC will be utilizing the \$2 million Title III grant to improve retention rates. Private donations for both meritorious and need-based scholarships are a high priority for UVSC's development office.

Drawing a direct causal link between student success and personal economic success in Utah can be difficult. However, the next section will discuss how expanding the level of degree opportunities will likely have an indirect, long-term effect on individuals and communities.

What is clear from previous research is that Utah college students and graduates are closely tied to Utah. The Utah Foundation reported in 2005 that "80 percent of native Utah students who graduated in 2004 with advanced degrees from Utah public colleges did choose to stay in Utah after graduation, and 40 percent of the non-native graduates chose to stay. These are high retention rates compared to the overall numbers cited above (p. 3)." The Foundation also reports that 81 percent of UVSC graduates remain in Utah, topped only by Weber State at 89 percent. UVSC also acts as a talent magnet to the region. This same Foundation report indicates that 60 percent of all non-Utah graduates at UVSC are retained in the area, topping all Utah schools.

## **5**

### **ECONOMIC IMPACT WILL BE ENHANCED BY UNIVERSITY STATUS.**

As one of the larger USHE institutions, UVSC has an impact that is significant to the state and local economy. The faculty and staff employees, combined with the student population of approximately 24,000, make UVSC central to the region's economic wellbeing. Specifically, for every \$1 spent on UVSC, \$6.22 is returned to the local and state economy, which represents an estimated economic impact of \$306 million annually for Utah County alone with a multiplier effect of 1.8276.

In addition to the economic impact of its employees and students, UVSC provides services that support economic development. UVSC has been selected to be an active satellite participant

in the Utah Science and Technology Research (USTAR) initiative. UVSC sponsors a Small Business Development Center (SBDC), a Department of Defense Procurement Technical Assistance Center (PTAC), and the Utah Manufacturers Extension Partnership (UMEP). Each of these entities play a different role in sustaining, building, and growing economic development endeavors within UVSC's service region and throughout the state. For example, UMEP is a program designed to help manufacturers modernize techniques. UMEP alone has helped increase the profitability of almost 200 Utah manufacturing businesses throughout the state by assisting these companies increase their annual client sales by \$121 million dollars and annual payrolls by \$83 million dollars. Furthermore, the UMEP helped Utah manufacturing companies increase or maintain 1,055 jobs, which also helped create or maintain 2,719 jobs through supply-chain companies that deal directly with Utah manufacturing companies.

UVSC's School of Continuing Education has begun a partnership with Certiport to offer a Professional Success Track, which consists of 3 non-credit certificates in Desktop Computing, Advanced Desktop Administration, and Advanced Digital Production. This Success Track is geared to attract underemployed adults, high school students who don't have plans to attend college, and current Continuing Education students to provide work force development for local employers. UVSC is the only Licensed Official Registered Provider of Command Spanish® in the state of Utah. Since 2002, UVSC has trained over 300 students per year in areas ranging from law enforcement to business. UVSC also provides Contractor Continuing Education, helping over 500 Utah builders receive their continuing education since 2004. Personal trainer certification and real estate continuing education will begin January 2007.

### **READINESS FOR A NEW MISSION**

As the increase in resources is considered to support UVSC's mission, the question of return on investment (ROI) becomes more important. Computing actual ROI is problematic in education because it is a financial measure based on historic data. But likely and possible economic impacts that would result from an increased investment in a university mission should be considered. This examination includes what direct economic benefits will occur, and what indirect tangible and intangible benefits will occur as UVSC is granted a mission change.

#### **Direct Benefit**

- The direct economic impact of UVSC would be greater with a university mission for several reasons. First, the multiplier effect described above would mean additional funding to support UVSC's mission change would flow through a larger faculty and employee base into the Utah County economy. Second, by offering masters degrees, UVSC can help improve the regional economy even more through its graduate degree recipients'

increased earnings and propensity to stay local. The Utah Foundation estimates that 81 percent of UVSC graduates stay in the local area.

- With increased earnings, graduates increase income and economic influence. As students persist to graduation they come close to doubling their income (see Appendix 1J and <http://deseretnews.com/dn/print/1,1442,650201789,00.html>). As graduate degrees are earned, income increases nearing \$80,000 per year, according to “Educational Attainment in the United States: 2005” published by the U.S Census Bureau. (Note that the figures in this study are more optimistic than Utah Foundation figures cited earlier in this document.) Five or six years of college will, on average, quadruple an individual’s lifetime income. Of course, all of these factors have a significant influence in the state and local economy. Highly educated populations are more likely to contribute to charities, pay more taxes and are much less likely to be unemployed.
- The emphasis on entrepreneurship provides an opportunity for student projects to become successful business start-ups. Enhanced resources combined with UVSC’s strategic emphasis on economic development, additional growing business also find support through the Small Business Development Center (SBDC), the School of Business’s Incubator, the Center for Digital Design, and emerging centers and institutes within UVSC. As noted previously in this document, a number of UVSC students already own businesses.

### **Indirect (long term) Tangible Benefits**

- University status and graduate programs may attract more private donations and grant monies. In some instances, private donors and grant awarding entities limit their resources to universities or institutions with graduate programs. The mission change may impact in some modest way UVSC’s ability to be successful in obtaining government/private grants and private donations.

### **Indirect (intangible) Benefits**

- University status will increase the prestige and employability of graduates, leading to even higher salaries and better employment.
- University title will develop and strengthen global relations. International students from Asia, Europe and the Middle East are reluctant to come to a “college” because often in these countries a “college” is a post high school one or two year degree granting institution of low esteem. The term “university” will clarify UVSC’s quality and level of academic programs, thus easing UVSC’s ability to recruit international students and provide an enriched academic and cultural environment.

### **THE COST AND THE BENEFIT**

While the missions of Type II and Type III institutions are similar, the potential impact on the local and state economy dif-

fers in that Type II institutions can develop graduates with masters degree who will most likely earn more and thus contribute more to the economy. Therefore, increasing access for citizens (particularly those in Utah County) to participate in masters degree programs has a direct and positive impact on the local and state economy as citizens further their education and thereby increase in their individual wealth.

Citizens of UVSC’s service area (Utah, Wasatch, and Summit Counties), which according to the Governor’s Office of Planning and Budgeting currently represent 20 percent of Utah’s total population, do not have access to locally-granted, state supported graduate degree programs. In less than fifteen years, by the year 2020, UVSC’s service area population is estimated to represent 22 percent of the state’s total population. Ironically, the citizens of Utah County represent the highest percent of Utah’s population that hold at least a bachelor’s degree. These taxpaying citizens must currently rely on private institutions (profit and non-profit) to support their graduate education needs within Utah County. These demographic considerations, combined with the transportation needs along the Wasatch Front, increase the urgency of the need for increased educational opportunities at UVSC.

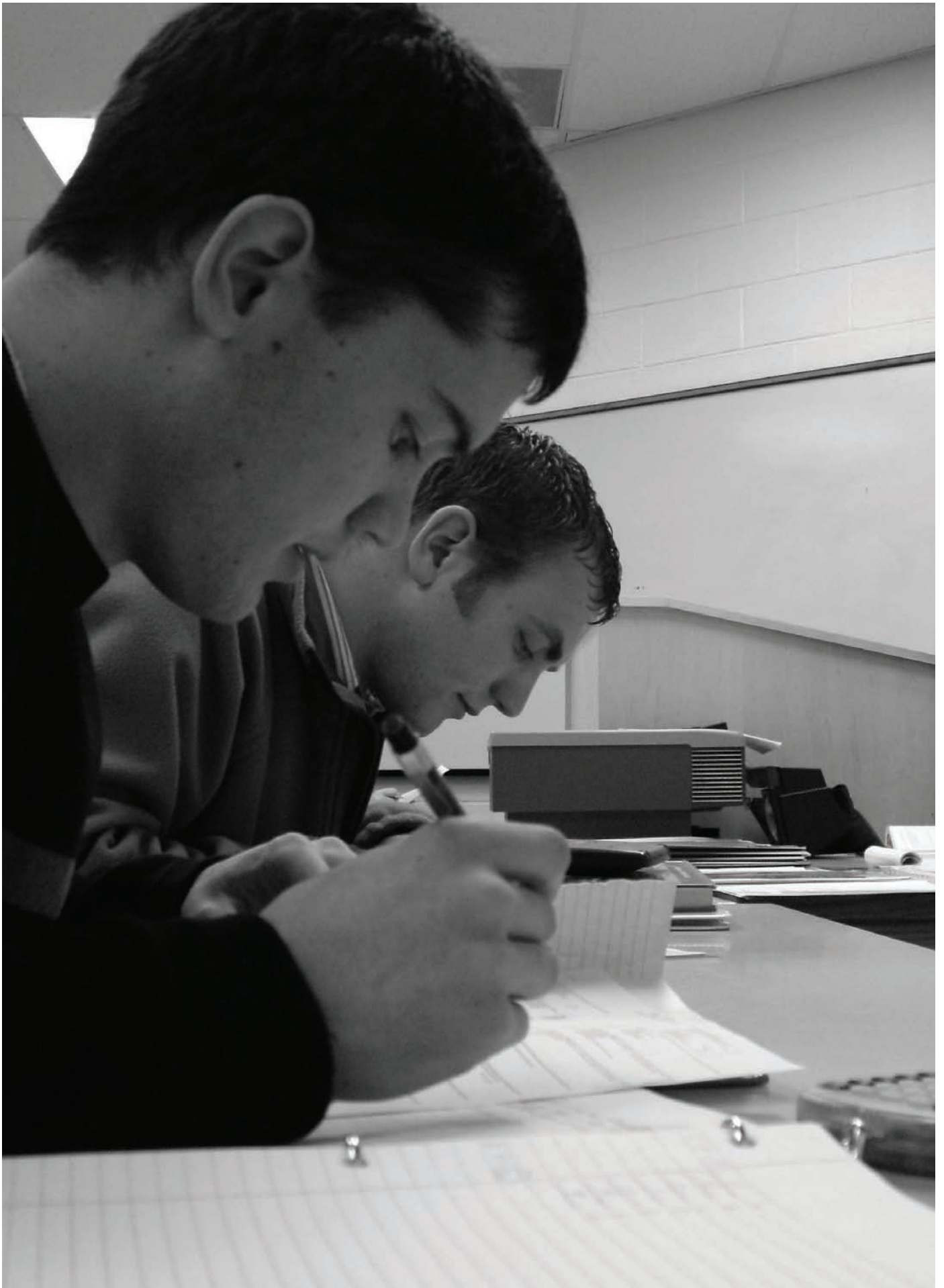
With economic development as one of the top of four priorities for the state of Utah, as stated by Governor Huntsman and with higher education viewed as the “economic engine” of the state, UVSC’s request for mission change and master degree programs aligns with the future economic success of Utah.

Secretary of Education Margaret Spellings’ report, *A Test of Leadership: Charting the Future of U.S. Higher Education*, calls for state systems and individual institutional focus on accessibility, affordability, and accountability. UVSC’s request for mission change responds directly to accessibility. Place-bound citizens, who would pursue higher educational opportunities, may self-select out of increasing their education because appropriate opportunities are not accessible in their local area; thus their options are severely restricted. With the U.S. no longer the leading world in higher educational outputs (having slid to 8th in the world as of 2003 for the percent of adults with an associate’s degree or higher), new opportunities for access and participation must be aggressively developed and supported.

## **⑥**

### **STUDENTS AND COMMUNITY WILL RECEIVE EXPANDED SOCIAL BENEFIT FROM UNIVERSITY STATUS.**

Educator Parker Palmer said, “To teach is to create a space for the practice of the community of truth.” The role of education is to create community. Indeed, students first test their notions of democracy, pluralism, and social responsibility when they encounter differences in the safe learning communities of higher





education. They see modeled respect for difference, inquiry and dialogue in communities of higher education. These translate directly into better citizenship, social responsibility and economic self sufficiency. It can be said both empirically and philosophically that higher education is an essential element in any sustainable social system.

Utah County is the fastest growing (in pure numbers) county in the state. As a university, UVSC will have an expanded capacity to create a wider variety of learning communities that can benefit the entire region. While difficult to quantify, the effects of higher education on society are widely known. Educated people have lower incarceration rates, are less likely to smoke, pay more taxes and have higher levels of civic participation (see Figures 6.1-6.4). College graduates are almost twice as likely to live under the umbrella of health insurance and two-and-a-half times more likely to be covered by a retirement pension (Figure 6.5). Education and learning in “the community of truth” creates hope by raising awareness of others and self, promoting democracy and citizenship, and building positive social networks.

The benefits of a higher education are also passed on to the next generations. A recent report by the College Board (2006) concludes that “College-educated parents discuss community, national and world events with their tenth graders and participate in activities related to sports, religion or culture more frequently than parents without a college education.” (for more information [http://www.collegeboard.com/prod\\_downloads/press/cost06/education\\_pays\\_06.pdf](http://www.collegeboard.com/prod_downloads/press/cost06/education_pays_06.pdf)). A university leaves a larger social footprint in the community, bringing these much needed benefits to a broader segment of the population.

As a State College, UVSC has enhanced the social benefit of education by:

- Servicing disadvantaged populations. The UVSC Center for Personal and Career Development provides support to men, women, and families who are experiencing financial and emotional crisis by providing classes and services that promote independence and personal responsibility. Services include completing education goals, building personal relationships, obtaining training, providing education and child care scholarships, learning job seeking skills, and exploring career options and mastering communication skills.
- Leading an ongoing dialogue on ethics. UVSC’s commitment to ethics education was expanded in 1993 into a school-wide project titled Ethics Across the Curriculum (EAC) through a Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE) grant. UVSC received \$240,000 over three years to create the first and only Ethics center in the Utah System of Higher Education. Over 34,000 students have completed a basic ethics course, which has been applauded by scholars throughout the country as a model for interdisciplinary education. The Ethics Center produces a series of public events that are well attended, featuring nationally known scholars, community

and civic idea leaders.

- Engaging local and nationally-recruited student athletes. Many Utah high school athletes dream of playing in front of a hometown crowd, with parents and family looking on. UVSC is becoming a place where Utah’s expanding population of high school athletes can succeed without leaving Utah. UVSC is in the fourth year of a seven year provisional status in NCAA Division I, being the first, and only, NJCAA program to move directly to Division I in NCAA history. While UVSC does not offer football, teams in other sports such as men’s baseball, women’s softball, basketball, volleyball and soccer have posted impressive victories, winning 54 percent of their games against Division I schools. Men’s baseball has posted victories over BYU and the University of Utah. In 2006, women’s soccer defeated Utah State and Weber State. The men’s basketball victory over Arizona State in 2005 was the biggest single win for the UVSC program. This change to NCAA Division I athletics is not without cost. Recognizing this cost, the 2004-05 ASUVSC student leaders approached administration with a proposal to increase funding for Athletics. The proposal included additional resources through general student fees, allocation of institutional funds and increased private athletic fundraising. The student portion of their proposal included an increase in general student fees for Athletics of \$12.88 for 2005-06 with a similar increase for 2006-07 and 2007-08. The 2005-06 ASUVSC leaders further proposed an additional general student fee increase to provide set-aside funding to support a conference affiliation for major sports (men’s and women’s basketball, etc.) Through these student-led initiatives, UVSC athletics resources are increasing sufficiently to support successful athletic programs and student athletes.

### READINESS FOR THE NEW MISSION

As a university, UVSC must continue to provide service learning and leadership experiences important to quality education. In 2006, over 40,000 college and high school students in Utah attended one or more activities sponsored by the Center for the Advancement of Leadership (CAL). Using a service-based holistic leadership development model, CAL provides a comprehensive leadership certificate program for college students, a high school concurrent enrollment program, and an annual Leadership Conference for high school and college students attracting over 5,000 students to campus.

UVSC plays an important role in supporting K-12, linking one learning community to another. For example, in summer 2005 and 2006, the Entrepreneurship Institute offered a one-week Entrepreneurship Boot Camp for 20-30 local high school students. Such activities expose secondary students to career and educational opportunities early. These exposures may lead to interest in needed public service sectors. The Utah Fire and Rescue Academy, home of the Institute for Homeland Security, trains basic and advanced fire fighting, hazardous waste management

Figure 6.1  
Incarceration Rates by Education Level, 1997

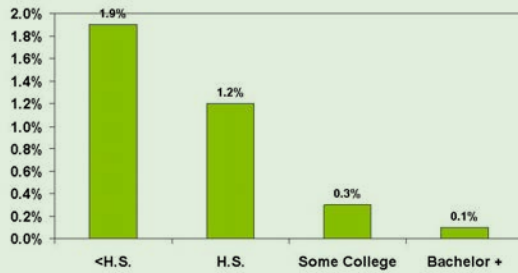


Figure 6.2  
Smoking by Education Level, 2000

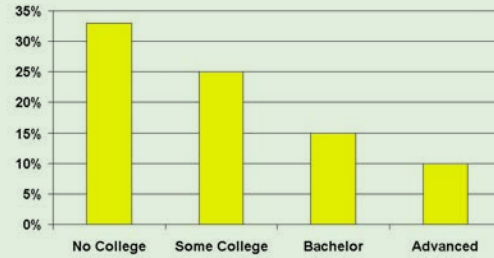


Figure 6.3  
Median Earnings and Tax Payments  
by Level of Education, 2003

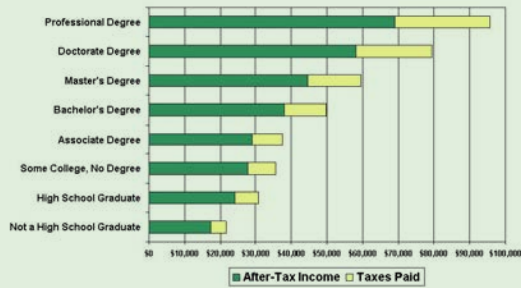


Figure 6.4  
Volunteer Activity by Education Level, 2003

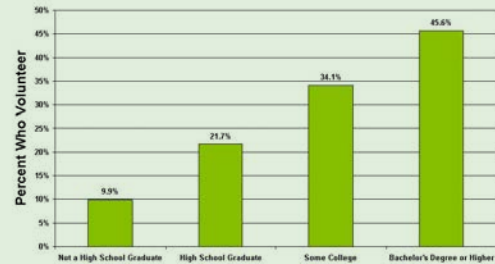
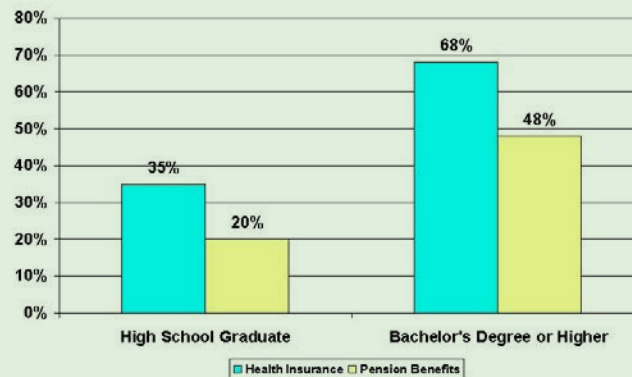


Figure 6.5  
Percent of Entry-Level Workers Covered  
by Employer-Provided Benefits



and emergency medical professionals for agencies from every part of the state.

Community support also creates enriching opportunities in the visual and performing arts. UVSC is home to the Utah Regional Ballet, performing four sessions per year. The company's outreach programs provide lectures and performances for over 8,000 children each year. Utah Regional Ballet dancers have received scholarships for summer study at San Francisco Ballet, Boston Ballet School, Pacific Northwest Ballet School, Juilliard, and the School of American Ballet. Former URB dancers have gone to professional careers with Ballet West, Het National Ballet Amsterdam, Oregon Ballet Theatre, Nevada Theatre Ballet and Pacific Northwest Ballet. UVSC's Ballroom dance team has also been recognized as a world leader, with success in Blackpool, UK, and other tournaments.

Because the UVSC community strongly believes in values-based education, the protection of free speech rights and particularly academic freedom is a common value. Written into the UVSC Tenure Policies is language to protect faculty from political retaliation. But more importantly, UVSC has created a community relations board to lead the debate on free speech by modeling open inquiry and discussion that promotes increased understanding.

#### THE COST AND BENEFIT OF AN EXPANDED MISSION

Secondary schools are the social boundary breakers in our community. Without them, people compartmentalize around race, religion or social status. A state college can continue the social effects of secondary education, creating learning communities where people encounter and grow through difference. A university has a broader and a deeper reach; a reach more required in this period of history. As globalization and retrenchment, immigration and migration continue to create a population flow, the university becomes an ideal leader, a social and cultural gathering place, and a place where opportunity blooms. A university has the will and the resources to extend social benefit to a wider range of citizens through service, outreach and involvement. A university is at the center of the "community of truth" described by Parker Palmer. A negative cost comes to all when benefits are limited to one economic or social class. A positive effect comes when a quality learning community raises students to become quality citizens.

**You're not going to be able to support yourself and a family with a high school degree, bottom line. These are low skilled jobs, and they come and go. The only protection from the future is you've got to get an associate's degree or a journeyman's training of licensed or skilled...or into a field of high demand-nursing, pharmacy or accounting-and you'll be a self-sustaining adult."**

**Richard Kendall, Commissioner Utah System of Higher Education**

<http://deseretnews.com/dn/view/1%2C1249%2C650201789%2C00.html>

7

## FACILITIES THAT SUPPORT ACADEMIC PROGRAMS ARE SUFFICIENT TO SERVICE A QUALITY UNIVERSITY.

UVSC's Orem campus housed on 251-acres consists of 37 buildings and over 1.8 million square feet located at the highly visible intersection between I-15 and the University Parkway in Orem. UVSC is arguably one of the most accessible campuses in the USHE system. The oldest UVSC building in use today was constructed in 1976, and the newest was completed in 2003. Additionally, UVSC has a 70,000 square foot building in Wasatch County and a 100,000 thousand square foot complex at the Provo Airport that houses programs in aviation and the emergency services. While square footage at UVSC has more than doubled between 1995 and 2005 (see Figure 7.1), UVSC still ranks among the lowest in the USHE system in space per student (see Figure 7.2). Through the support of the Board of Regents and the Utah Legislature, a 190,000 square foot library (Digital Learning Center) is under construction with a scheduled opening of July 2008. Figure 7.1

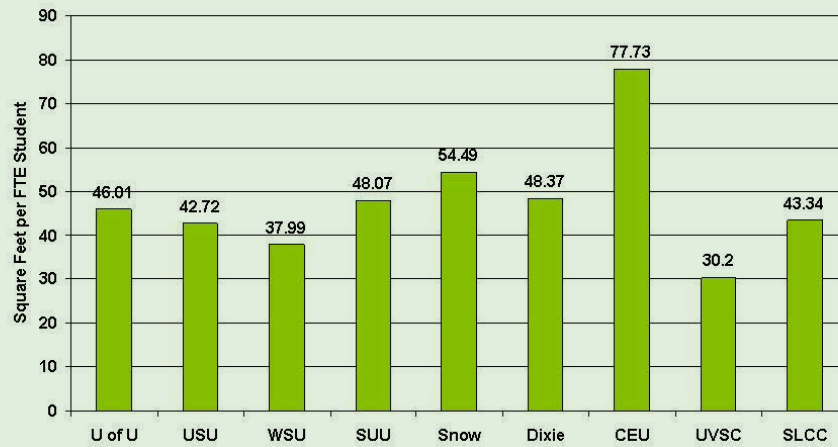
**Figure 7.1  
UVSC Facilities**

Year	Total Gross Square Feet
1995	882,918
2006	1,892,113

Equally important to space is access to technology. UVSC has over 250 servers to handle online instruction and inquiry. The Orem campus has 1,500 computers available for student use. Computer projection, CD, and DVD are available in all classrooms, with many classrooms having "smart classroom" configurations which allow internet access and other instructional support for teachers and students. Ninety percent of campus is covered by wireless network, with access granted to students and employees. Within its state college mission, UVSC has become a regional centerpiece for culture and learning which extends beyond students, faculty and staff to the entire community. The McKay Events Center, Wasatch Campus, Ragan Theater, baseball stadium and Sorensen Student Center are often used for concerts, trade shows, weddings, festivals, performing events, etc. While these events are limited by the size and availability of facilities, a large number of visitors come to campus. Additionally, UVSC operates the Woodbury Art Gallery at the University Mall hosting local and regional art exhibits.

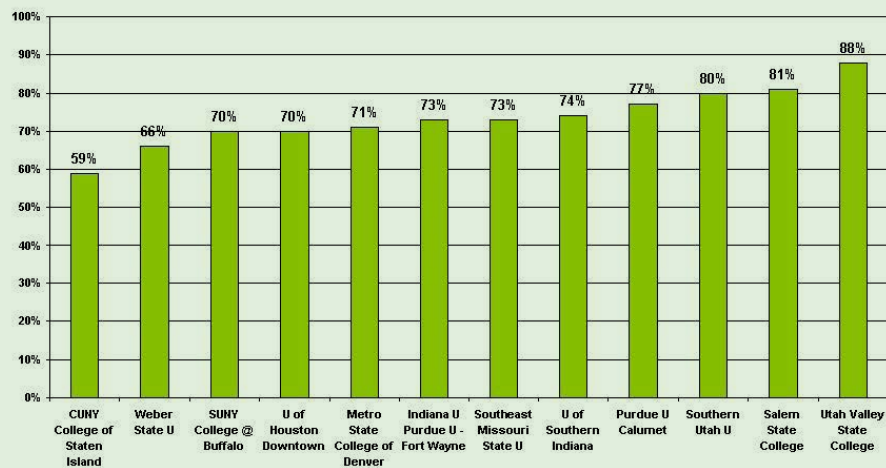
UVSC's space reflects UVSC's values. The UVSC campus is unique for what it does not have--large auditorium-type classrooms. Only five classrooms on the entire campus hold more

Figure 7.2  
Square Feet Per FTE by Institution 2004



Source: Utah System of Higher Education Data Book, 2005-06

Figure 7.3  
Percent of Classes with Fewer than 20 Students







than 100 students, and none hold more than 162. The majority of classrooms can accommodate 35 to 40 students. Eighty-eight percent of UVSC's course sections have 30 or fewer students, the highest percentage of small classes reported by peer institutions (Figure 7.3). With quality teaching as a core value, UVSC continues to create spaces that support small classes, faculty mentoring and guidance, and a close, scholarly community.

While UVSC has expanded significantly in the last decade and yet still ranks among the lowest in the UHSE system for space per student, UVSC makes efficient use of existing space. Because UVSC services a large working student population who require flexibility, UVSC space is used from the early morning hours (7 a.m.) until late at night (10 p.m.) and on weekends. Some courses are "blended" where students meet several times per week online, reducing the pressure on classroom space. Currently UVSC offers two complete bachelor degrees online in Aviation Science and Public Emergency Service Management. The complete Business Management course series will be available online within a year. Expansion of online degree programs and blended learning is anticipated to not only serve students but also alleviate pressures on space.

#### **READINESS FOR NEW MISSION**

In order to appropriately fulfill a university mission, UVSC will need to increase laboratory, office, and classroom teaching space. USHE space data reflects a particular need for additional lab space. UVSC is currently remodeling the Pope Science Building to improve existing science lab space. In addition, UVSC's highest building priority is to construct an addition to the Pope Science building which will more than double laboratory and classroom space for the sciences.

Fortunately, the completion of the new UVSC library will have a trickle-down effect, responding significantly to the need for new office and classroom space. Once occupied in 2008, the new UVSC library will be approximately 190,000 square feet, making it the largest building on campus. The current Losee Learning Center (over 91,000 sq. ft.) will provide a central location for Student Services. Relocating Student Services will free up space in the Browning Administration Building and portions of the Woodbury Business building to accommodate other space needs including faculty and staff offices.

As undergraduate programs continue to develop and mature, as graduate programs are added and as future enrollment projections are realized, space needs will continue to increase. As the Orem campus is relatively landlocked, UVSC is exploring an expansion to the west campus, land banking for future satellite locations in Utah County, and the potential purchase of the existing Latter Day Saint Institute of Religion when the LDS Church builds a new facility. In addition to state funds to support new construction, UVSC continues to seek private funding to support high priority buildings including a Fine and Performing Arts Building.

#### **THE COSTS AND BENEFIT OF A NEW MISSION**

As with the new Library, future opportunities for facility expansion may require an increased focus on fundraising. UVSC has taken significant steps in the direction of fundraising. In 2006, philanthropists Ira and Mary Lou Fulton visited UVSC and challenged students, faculty and staff to set fundraising goals for their Schools and units. The Fultons agreed to match any contribution from a person directly affiliated with UVSC (students, faculty, alumni, etc.) in an effort to create a culture of philanthropy at UVSC. This effort has opened many doors, expanded development boards and created community interest in giving to UVSC. Additionally, the Community Library Development Committee has committed to raise \$3.5 million to complete and furnish the Library and expand volumes.

### **8**

#### **UVSC'S STUDENT FOCUSED SERVICES AND PROCESSES CAN SUPPORT A QUALITY UNIVERSITY.**

Improving the quality of the student experience begins long before students reach the classroom. Students expect clear and manageable systems for enrollment, advisement, financial aid, etc. Staff expects growth and development opportunities and effective management tools that promote efficiency. In recent years, UVSC has taken important steps in promoting student service and outcomes assessment, developing employees at all levels, and in making sound and appropriate use of resources.

To enhance student services, UVSC has implemented a "One Stop" service center where students find registration, payment, parking, and financial aid all in one accessible location. UVSC has also implemented a revision to its advising model and, as previously mentioned, increased the number and accessibility of advisors. To better assess students' abilities so that they can be placed in the appropriate classes, UVSC has implemented an ACT requirement and enforcement of course prerequisites. This has resulted in more students starting college in the "right" class and should improve retention. UVSC has placed an enhanced emphasis on math success through internal and external collaborations. Assuring the appropriate standard in quantitative literacy is particularly essential for student success in the health sciences, business and engineering. UVSC has also recently expanded the size of the Student Senate to ensure that more students have an opportunity to have an experience in student leadership.

Central to the management philosophy at UVSC has been the willingness to provide development opportunities for employees at all levels. While historically development has been offered at an individual level, under the leadership of President William A. Sederburg, development has also become more formalized.

For example, each year UVSC offers “Summer University” to all employees (required for staff and encouraged for faculty). This three-day series of developmental activities engages campus, local, regional, and national experts in training for all employees. In an effort to develop future leaders within UVSC’s workforce, UVSC’s executive team developed Utah Valley State Executive Leadership Fellows (UVSELF) an in-depth annual program for 12-18 selected UVSC employees. These employees engage in a summer retreat, monthly activities focused on current topics and higher education leadership, and shadowing and mentoring experiences.

Each of these development opportunities has increased the culture of learning at UVSC, contributing to the positive work environment. In a recent survey conducted by students for a sociology class, 84 percent of UVSC employees say they feel they “continue to learn new things about their job,” 72 percent feel they “are positively influencing lives of people through their work,” 78 percent “really like their job” and 84 percent are “highly satisfied with their lives.”

In 2003, President Sederburg formed a task force to develop a new planning, budgeting and effectiveness process. This task force recommended a process that strengthened planning, linked planning to budgeting, and integrated accountability (assessment). The Planning, Budgeting, and Accountability (PBA) process is framed around annual strategic directions with linked initiatives developed at the department level and prioritized within each division and centrally. Resource allocations align with the strategic directions and plans aim toward progress on institutional and divisional goals and objectives. PBA is an open process at all levels, involving virtually all college employees in conversations of planning, accountability and budgeting (See Appendix 8A). PBA models openness and accountability expected in a public university.

In the past three years UVSC has initiated improvements in hiring processes, web interaction with students, scholarship processes, faculty tenure and promotion, faculty workload, strategic planning, recruitment and space allocation. UVSC has also moved to strengthen ties with other institutions, particularly with international universities in China, Eastern Europe, Mexico, Canada, and Japan. Based on a recent survey of faculty and staff, UVSC’s global engagement includes:

- 29 different nationalities represented among faculty and staff
- 22 different native languages spoken
- 991 aggregate years of international experience
- 89 countries of faculty/staff residence
- 32 different languages spoken
- 44 active international research projects.

### **READINESS FOR A NEW MISSION**

UVSC continues to identify areas for improvement and utilized task forces and quality improvement teams to develop and

initiate change. UVSC’s Board of Trustees reflect this commitment to improved processes and standards with the creation of new Trustee subcommittees to focus on issues such as underserved student populations and fundraising. They recognize that UVSC must continue to increase capacity to fund raise. By expanding the capacity to court private donors and help them invest in scholarship funds, program expansion and construction. It also includes expanding the capacity to write and obtain foundation and government grants.

In 2003, UVSC revamped its policy approval process making it more transparent and accessible. Additionally, a policy task force was created to benchmark UVSC policies with those of its peer institutions and report on the best practices of regional state universities. As a result, UVSC is taking important steps to ensure the quality and appropriateness of policies in light of state and national standards. A web-based tracking system has been created which makes UVSC a national leader in the policy management and approval process.

UVSC must also expand its ability to market academic programs to specific target populations, such as those who might be interested in graduate school and those who traditionally may not have attended college or university. To support blended and technology-based learning, UVSC must continue to stay on the leading edge of technology and enhance capacity for distance education. A university mission means increased scholarly and research opportunities, sometimes with human subjects. To ensure the ethical treatment of human subjects, UVSC has strengthened an Institutional Review Board (IRB) with faculty representatives from each school and with designated staff support. The UVSC IRB is modeled after universities with similar research commitments. The 32-page policy manual guides potential researchers, whether they be students or faculty, through the IRB approval process. The key to success under any mission is continuous improvement. In an active, open environment of a university, a key role of leadership is not just to create certain outcomes, but to manage the processes. This means continually working towards making the processes more inclusive, efficient, effective and clear.

### **COST AND BENEFIT OF A NEW MISSION**

Much is already in place to mature this organization to university status. With continuous improvement as a philosophy, each new cycle of PBA, for example, becomes more effective. Time refines processes in a culture of continuous improvement. For example, failure in obtaining one grant has lead to success in another. The Title III grant to improve student retention previously described in this document came after two failed attempts. After making adjustments from previous applications, the 2006 application received a perfect score from three reviewers.

Some new costs may emerge. It is likely, for example, that there will be expanded technical needs in the future to support management processes. It is also likely that additional support



for grant writing and fund raising will require additional FTEs, though those activities are generally self funding. It should also be noted that employee development, planning, budgeting and accountability processes, policy management openness and continuous improvement are not issues impacted by mission change. These are examples of strong administrative leadership and a legacy of a committed workforce that have created a positive and productive work environment. This commitment at levels of the institution will continue regardless of the mission of this institution.

## 9

### RESOURCES NEEDED FOR A NEW MISSION

This proposed mission change cannot be accomplished without supporting resources. This document has highlighted a number of resource needs for an expanded university mission, including additional faculty, staff, and advisors. Note that many of the resources go to shore up the quality of existing programs regardless of institutional mission. Tables 9.1 and 9.2 provide a summary of anticipated funding needs linked with planned outcomes.

The Regents 2007-08 budget request includes \$3 million for Institutional Priorities for UVSC. UVSC projects the \$3 million would be allocated with \$1.5 million to strengthen undergraduate education to align adjunct ratios and faculty teaching load, \$700,000 for advising and student support services, and \$800,000 to support new undergraduate degree programs. This requested \$3.0 million would provide funding for about 35 percent of the resources outlined for strengthening the undergraduate experience.

As noted earlier in this document, UVSC has also received a \$2 million Title III grant to improve student retention. Those funds are not included in this budget but will be utilized to enhance retention efforts and the first-year experience. UVSC is also more heavily engaged in private fundraising including the Fulton Challenge and a library campaign.

The only tuition revenue included in this budget is for graduate programs. While graduate tuition rates are yet to be specifically determined, UVSC anticipates rates similar to those of Weber State University. Undergraduate tuition at UVSC is currently comparable to both Weber State University and Southern Utah University (see Figure 9.1). Future tuition adjustments, particularly second-tier tuition increases, will be (as in the past) closely related to the level of state tax fund increases and tuition rate increases at WSU and SUU.

Because UVSC's revenue mix is an outlier in the USHE (see Figure 9.2) and UVSC's cost per FTE is at the lower end of USHE institutions (see Figure 9.3), additional tax fund appropriations are preferable to additional second-tier tuition increases. Students during the past six years have supported second-tier

tuition increases to enhance both academic quality and student services. This past support has significantly improved UVSC's adjunct ratios, advising ratios, and faculty teaching loads and allowed expansion of baccalaureate offerings (see Appendix 9A.)

Utah has been referred to as having "high performance (FTE undergraduates) to funding (total funding per FTE)" by NCHEMS. Funding (inputs) is reflected in the peer comparison provided by the consultants (see Appendix 9B). "Money is only an input, and not a measure of greatness." While UVSC ranks 10 of 11 for Total E&G (all funds) 2003-04 expenditures, UVSC ranks 7 of 11 for total graduates (see Table 9.3). This efficiency is reflective of UVSC's commitment to wise stewardship, management, and accountability of resources.

Since 2004-05, UVSC has utilized a process of Planning, Budgeting and Accountability (PBA) which ensures that "planning drives the budget rather than budgeting driving the plan." This process allows administrators to continuously ask, "How effectively do we deliver on our mission and make a distinctive impact, relative to our resources?" As evident in UVSC's past success, wise resource utilization will continue as additional state revenues are invested in support of UVSC's mission.

## 10

### THE VISION OF A UTAH VALLEY UNIVERSITY

Moving from success as a college to greater significance as a university means providing a wide range of course offerings and degree programs, including selective graduate programs and adding quality and rigor to bachelor programs.. It means developing existing faculty and hiring new faculty who are current in their disciplines. It means more than just a name change. It means a change in mission and a change by future serving the region at a higher level, and a deeper reach into student sub populations, giving students greater opportunity for employment and advancement in their careers.

#### A SUBSTANTIAL AND SUSTAINABLE IMPROVEMENT

Historian Alexis de Tocqueville said, "The world which is arising is still half-buried in the ruins of the world falling into decay...and no one can know which of the old institutions...will continue to hold their heads and which in the end will go under." His observation made two centuries ago challenges us to look through the fog of the present and ask how UVSC will look ten years from now if granted a change in mission. From 20,000 feet, the institution will not look much different. There will be a familiar but slightly different footprint, with a new library and perhaps a performing arts center or business school.

Table 9.1

## Undergraduate Experience

### **Increase Percent of Instruction Provided by Salaried Faculty and Align Faculty Teaching Load**

Target: Reduce percent of adjunct instruction to 45% and reduce average teaching load by .5 instructional credit hours

	Salaries	Hourly	Benefits	Operating Expenses	Total	Tuition	Tax Funds
62 full-time faculty	\$3,410,000		\$1,674,000	\$300,000	\$5,384,000		
Reduce adjunct faculty		-\$333,400	-\$35,100		-\$368,500		
Staff support (8 positions)	\$228,800		\$170,700	\$20,000	\$419,500		
<b>TOTAL</b>	<b>\$3,638,800</b>	<b>-\$333,400</b>	<b>\$1,809,600</b>	<b>\$320,000</b>	<b>\$5,435,000</b>		<b>\$5,435,000</b>

### **Provide Higher Quality, More Accessible Academic Advising**

Target: Reduce student to advisor ratio to 375 to 1

	Salaries	Hourly	Benefits	Operating Expenses	Total	Tuition	Tax Funds
15 Academic Advisors	\$465,000		\$321,700	\$37,500	\$824,200		\$824,200

### **Enhance Quality of Existing and Proposed Academic Programs**

Target: Ensure adequate faculty and support staff for most recent and proposed degree programs

	Salaries	Hourly	Benefits	Operating Expenses	Total	Tuition	Tax Funds
15 full-time faculty	\$825,000		\$403,000	\$100,000	\$1,328,000		
Professional lab support staff (4)	\$180,000		\$98,500	\$10,000	\$288,500		
Staff support (4 positions)	\$114,400		\$85,400	\$10,000	\$209,800		
Student Services support staff (4)	\$100,000		\$82,000	\$10,000	\$192,000		
Faculty Development				\$50,000	\$50,000		
Supplies and equipment				\$150,000	\$150,000		
Library acquisitions				\$50,000	\$50,000		
<b>TOTAL</b>	<b>\$1,219,400</b>	<b>\$0</b>	<b>\$668,900</b>	<b>\$380,000</b>	<b>\$2,268,300</b>		<b>\$2,268,300</b>

<b>TOTAL UNDERGRADUATE EXPERIENCE</b>	<b>\$5,323,200</b>	<b>-\$333,400</b>	<b>\$2,800,200</b>	<b>\$737,500</b>	<b>\$8,527,500</b>	<b>\$0</b>	<b>\$8,527,500</b>
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Table 9.2

## Graduate Programs

### **Provide High Quality Master's Degrees**

Target: Ensure adequate faculty and instructional support staff for proposed degree programs (initially 3 degrees)

	Salaries	Hourly	Benefits	Operating Expenses	Total	Tuition*	Tax Funds
9 full-time faculty	\$750,000		\$299,500	\$30,000	\$1,079,500		
Instructional staff support (2)	\$58,000		\$43,000	\$4,000	\$105,000		
<b>TOTAL</b>	<b>\$808,000</b>	<b>\$0</b>	<b>\$342,500</b>	<b>\$34,000</b>	<b>\$1,184,500</b>	<b>\$300,000</b>	<b>\$884,500</b>

\*Projected tuition offset of \$3,000 per FTE student; 100 FTE projected students

Table 9.2 cont.

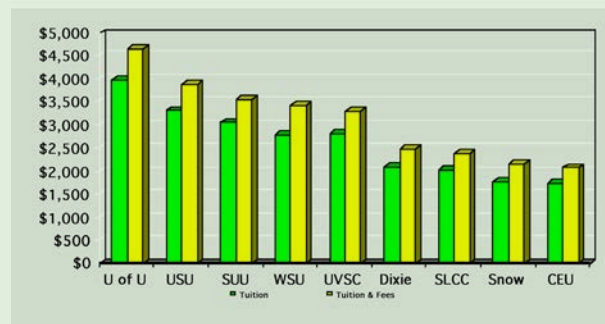
**Provide Appropriate Support to Graduate Programs, Faculty and Students**

	Salaries	Hourly	Benefits	Operating Expenses	Total	Tuition*	Tax Funds
Graduate Studies Office (2)	\$120,000		\$57,000	\$15,000	\$192,000		
Admissions and Graduation Staff (2)	\$50,000		\$41,000	\$5,000	\$96,000		
<b>TOTAL</b>	<b>\$170,000</b>	<b>\$0</b>	<b>\$98,000</b>	<b>\$20,000</b>	<b>\$288,000</b>		<b>\$288,000</b>

<b>TOTAL GRADUATE PROGRAMS</b>	<b>\$978,000</b>	<b>\$0</b>	<b>\$440,500</b>	<b>\$54,000</b>	<b>\$1,472,500</b>	<b>\$300,000</b>	<b>\$1,172,500</b>
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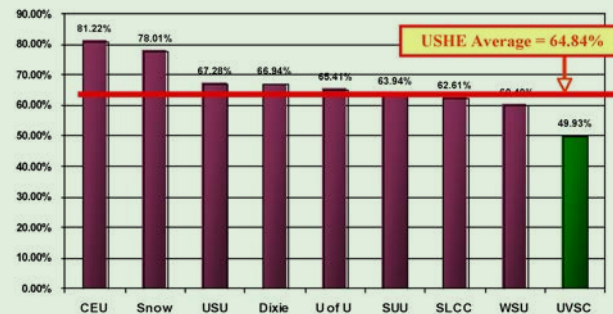
2006-07 USHE Tuition & Fees  
(Academic Year, 15 Credits, Resident)

Fig. 9.1



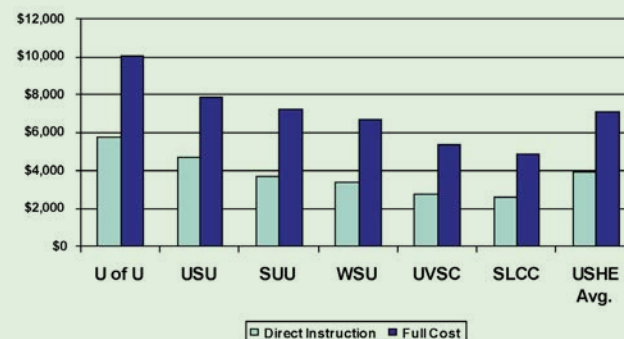
State Tax Funds % of Appropriated Budget  
2006-07

Fig. 9.2



Cost of Instruction 2004-05  
(Appropriated Only)

Fig. 9.3



There might be a new satellite campus location in growth areas around Central Utah. As you zoom in you might see a different demographic. There will be more people-of-color in the student population, more non-traditional students, and more traditional students. Parents might be attending school with their own children. There will be more visitors on campus attending academic, athletic and cultural events, and receiving job specific training and support from places like the Small Business Development Center. But the most important changes will be only partially visible because they will impact relationships that are internal, external and with the entire USHE system.

**Internal:** UVSC will offer a broader menu of higher quality undergraduate programs with continued emphasis on multiple exit points and job readiness. There will be an ongoing emphasis on retention through graduation with measurable results. Increasing retention by just one percent per year, and attracting just one percent of students who do not initially plan college will have a tremendous social and economic impact on individual lives and the community over ten years. As master degree programs that service specific needs are added, the economic contributions of a significant portion of the population will go up. The institutional challenge will be to systematically identify that which should be placed on the rubbish heap of history and that which should be guarded against any loss. Deciding what elements to preserve and what elements to let go is the challenge of the new century educator. Clearly UVSC is well positioned with a tradition of small classes and mentoring professor who are innovative in pedagogy and taking full advantage of new technologies. Futurists Alvin and Heidi Toffler have recently written in their book *Revolutionary Wealth: How it will be created and how it will change our lives* (2006) that “Mass education designed for the industrial age meets the needs of neither the pre-industrial village nor the post industrial future.” The Tofflers go on to say that education needs to be reconceptualized. “Today technology offers educators a tool for customizing education to diverse cultures and needs of small groups and even individuals” (p. 313).

So ten years from now, a “reconceptualized” UVSC education will still need to be “close to home,” with a centering on values; economical, with a centering on return-on-investment; and practical, with a centering on employability.

**External-**UVSC will have a deeper role in the economic and cultural development of the region. A regional university “focuses on imperatives of an innovative economy, livable communities, collaborative governance and social inclusion (Tool and Insights, 2006).” The American Association of State Colleges and Universities (AASCU) says the world is moving from an economy of inherited assets related to place. To create assets related to place, a region needs to support an educated population and cultural amenities. In previous decades the central Utah region has benefited by the created assets of Brigham Young University. But in the last decade BYU has focused on serving national and interna-

tional constituents, necessitating the increased role of UVSC. In addition, the population and footprint of the region has grown dramatically, beyond the service capacity of a single institution.

UVSC will become a cultural center for the community, expanding offerings in performance and visual arts, offering lectures and dialogues, and facilitating inquiry and conflict resolution. An active regional university is an essential centerpiece socially, economically and culturally in sustainable communities, contributing to the growth of strong families, informed citizens, vibrant careers and economic opportunity.

**System-** In this emergent process UVSC must remain a good citizen of the USHE system, with affordable tuition while avoiding excessive tuition increases. It must work carefully with USHE, accrediting agencies and other quality feedback systems to maintain the rising standards of excellence in education while continuing to grow.

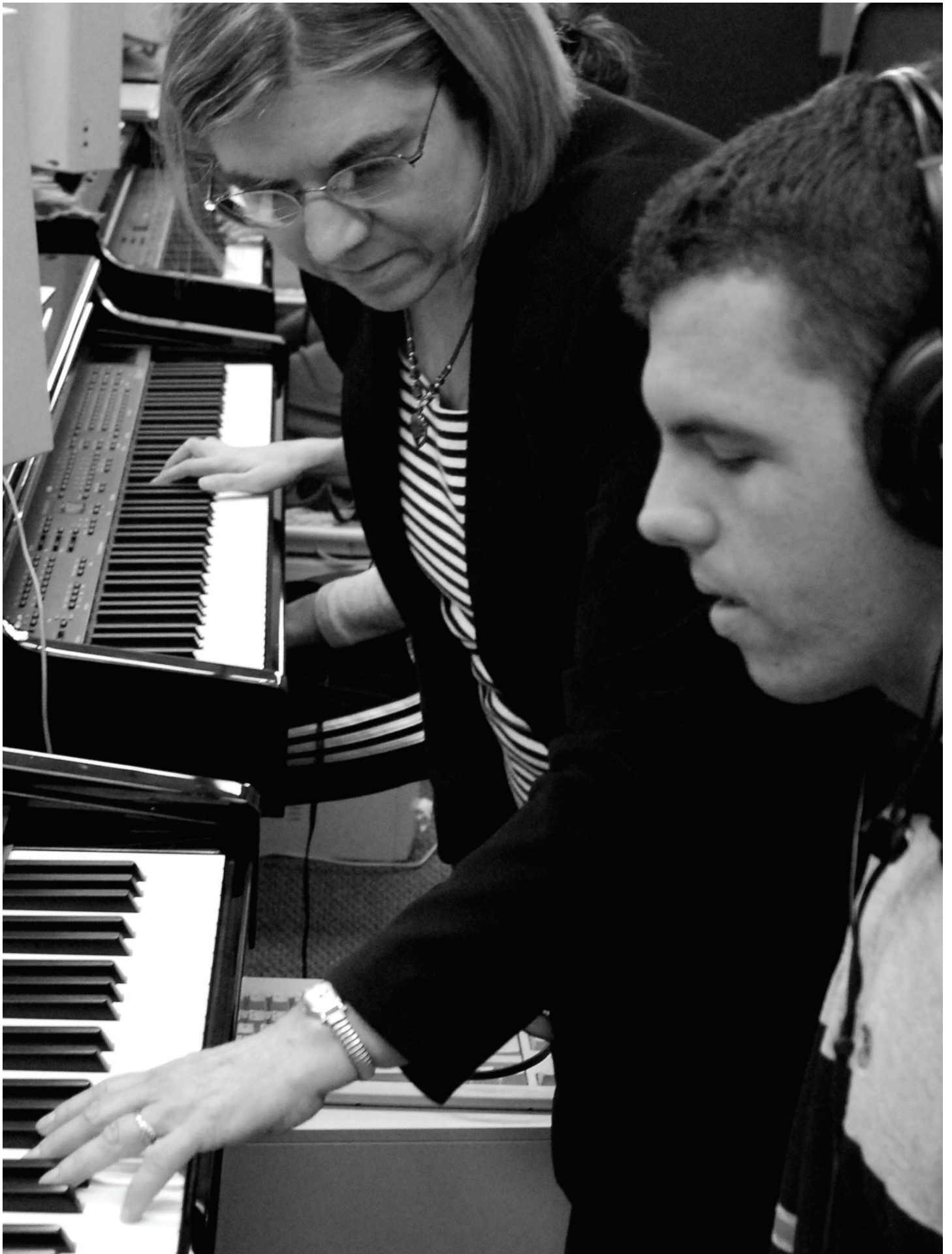
athletic and cultural events, and receiving job specific training and support for places like the Small Business Development Center. But the most important changes will be only partially visible because they will impact relationships that are internal, external and with the entire USHE system.

### WHAT ARE THE NEXT STEPS?

This document is a rationale for changing the mission of UVSC. The language of a mission statement from Type III to Type II institutions is relatively simple, but the implications of that language are not. While undergraduate programs, faculty, students, and facilities are in a relative state of readiness, there is also much work to ready graduate programs, to fortify existing undergraduate programs and to create new undergraduate programs essential for the new mission.

This cannot be done without focused leadership, the support and feedback of the faculty, the support from the community and the partnership with the UVSC Board of Trustee’s, Commissioner of Higher Education, the USHE staff and the Board of Regents. In the end investing in a mission change for UVSC will once again be a leap of faith. Investments in technology are easier because they leave a temporary impression of being on the cutting edge. Investments in buildings are tangible. Naming rights and other visible rewards can be attached to private contributors. But investing in a learning community is a less visible impact. It requires a historical trust that the new resources will be used to marshal the intangibles for tangible results. If UVSC’s history is any indication, it is an investment that will not disappoint the stewards of public resources nor the citizens of central Utah.







⑪

## ENDORSEMENTS

# **DRAFT**

**August 10, 2006**

## **Vision for the Academic Potential and Status of Utah Valley State College**

### ***Utah Valley State College Academic Deans' Council***

Through many years of change, the goal of this institution has remained steady. We seek to provide the highest quality academic experiences for students. As leaders and stewards of that academic mission, the Academic Deans' Council is resolutely committed to excellence in learning and teaching.

We steadfastly support and endorse those elements of change that improve academic standards and the related supporting structures and processes at UVSC. We also make the argument that the academic structure and quality at Utah Valley State is equal to or beyond what is offered at other universities in the state. A number of quality indicators validate that claim: qualifications of our faculty; national, regional, and specialized accreditations; student and employer satisfaction surveys, rankings on national certification examinations, and professional school acceptances. The title of university acknowledges the current breadth, quality, and stature of our undergraduate academic programs.

We also acknowledge that the current trajectory of maturation and development at this institution would hasten with continued attention to more reliance on full-time faculty and additional academic advisors who are wholly available to engage and involve students. We are and will be committed to creating quality teaching and learning environments that foster innovation and collaboration.

As academic deans, we commit to continue to develop and to nourish educational offerings of university quality. Based on such a bedrock of academic excellence and integrity, this institution will be a university that is current, connected, and relevant not only to our students but also to the community, the region, and the state.

## **ASUVSC Resolution in Support of University Status**

We, the Student Council of the Associated Students of Utah Valley State College (ASUVSC), as representatives of the UVSC student body, are charged with being the student voice on matters pertinent to the welfare of the student experience. It is in this capacity and interest we write this letter in support of UVSC's request for a change in mission type, which includes the change to university status and the offering of graduate degrees.

We feel the change in name from college to university, while admittedly a matter of prestige, is a more accurate distinction of the quality of education we already receive here at UVSC. As we feel we are on par with other universities in the state in terms of size, quality, and tuition; we believe we deserve to have a diploma from a university, not a college.

We believe that the distinction of university will enhance the social experience and thereby increase the level of affinity UVSC students will establish, which will directly impact their desire to give back to the university. There is something about attending a *university* that enriches school pride and helps students feel like they are part of a larger community—a community that continues long after graduation through an even more active alumni association. Raising private donations is a vital facet of obtaining and maintaining the resources necessary in providing the highest quality of education possible. That larger base of active alumni more willing to give back to the university, will only help improve our student experience.

Beyond prestige and school spirit, the ability to pursue graduate degrees without being compelled to commute or move from our community is very important to many of our students. There are many students who we represent who, for a variety of person or professional reasons, are not able to make such a commute or move away in order to pursue their goal of earning a master's degree. By allowing UVSC to change its mission and thereby offer graduate degrees, these students would be able to pursue the educational goals here locally, which would also help boost the local economy and quality of life.

UVSC is a great institution that offers its students a quality education. One reason for this is the caliber of its faculty and staff who are dedicated to the students. We see university status as a means to help retain our great faculty and staff, as well as to attract those that share the same desire to enrich the student learning experience. We, the students of UVSC, do not see university status changing quality of teacher to student attention that UVSC is known for.

The students of UVSC are involved at higher levels with its faculty and administration than most other students and student associations. Students have a sincere voice at UVSC and have presence on all major boards, committees and task forces to ensure that student insight is appropriately understood. It has been no different with this initiative to move UVSC to university status. The students of UVSC support this initiative and endorse the administration's efforts to make UVSC the university it already is in name. What's in a name? If you ask a UVSC student, a lot!

Sincerely,

The Students of Utah Valley State College  
and members of the ASUVSC Student Council

# Utah Valley State College Faculty Senate

## Resolution on University Status

Whereas, Utah Valley State College will be better able to serve student and community needs as a student centered university offering masters degrees;

Whereas, "University" more accurately reflects Utah Valley State College's current and future role;

Whereas, Utah Valley State College will be better able to enhance the quality and variety of academic programs, including masters degrees, as a university;

Whereas, Utah Valley State College will be better able to recruit new students and faculty with the prestige associated with a university;

Whereas, Utah Valley State College students will be more competitive in obtaining jobs and admission to graduate programs with a degree from a university;

Whereas, Utah Valley State College will be better able to improve the faculty's capacity for teaching, scholarship, and service as a university;

Whereas, The Faculty Senate of Utah Valley State College recognizes that becoming a university requires additional resources from the state and should not occur without such resources; therefore, be it

*Resolved*, That the Faculty Senate of Utah Valley State College supports the current initiative to gain university status with commensurate state resources while reaffirming our commitment to our current programs.

**Utah Valley State College  
Professional Association of College Employees  
(PACE)**

**Resolution on University Status**

Whereas, As a regional state university, Utah Valley State College will provide opportunities for students to pursue advanced degrees while maintaining its commitment to one- and two-year degree programs;

Whereas, As a university Utah Valley State College will continue our focus on being a student centered institution with a commitment to quality teaching;

Whereas, Utah Valley State College will be better able to recruit and retain students and staff with the prestige associated with a university;

Whereas, Many functions and services that are currently provided by the staff are university quality and having the name association acknowledges their current level of service;

Whereas, The name “university” allows the opportunity for increased funding from legislators, private donors, alumni, etc;

Whereas, Being a university will allow more educational and professional development opportunities for staff, which will enhance the quality of service and the reputation of the institution;

Whereas, Equity funding for Utah Valley State College is needed to ensure the quality of its educational experience is continued with university status and should include hiring adequate staff to support the academic function of the institution;

Whereas, Students will be more competitive in obtaining jobs and admission to graduate programs with a degree from a university; therefore, be it

Resolved; That the Professional Association of College Employees at Utah Valley State College supports the initiative to change UVSC’s mission from a Type III college mission to a Type II university mission; and, therefore be it further

Resolved; That PACE pledges continued resolve to enhancing the quality and institutional focus on student success and centeredness.

Passed by PACE on 10/??/2006





## APPENDIX

## APPENDIX 1A - UVSC Degrees and Programs

### Bachelor Degrees (51)

BS	Accounting
BFA	Art and Visual Communications
BA/BS	Art and Visual Communications
BS	Aviation Professional Pilot
BS	Ballroom Dance
BA/BS	Behavioral Science
BS	Biology
BS	Biology Education
BS	Business Management
BS	Business/Marketing Education
BS	Chemistry
BS	Chemistry/Physics Education
BAT	Bachelor of Applied Technology
BS	Community Health
BS	Computer Science
BS	Criminal Justice
BFA	Dance
BS	Dance Education
BS	Early Childhood Education
BS	Earth Science
BS	Earth Science Education
BS	Elementary Education
BA/BS	English
BA/BS	English Education
BS	Forensic Science
BA	History
BS	History Education
BS	Hospitality Management
BS	Information Systems
BS	Information Technology
BA/BS	Integrated Studies
BS	Mathematics
BS	Mathematics Education
BS	Movement Studies
BS	Multimedia Communication Technology
BA/BS	Music
BS	Music Education
BS	Nursing
BS	Paralegal Studies
BA/BS	Philosophy
BA/BS	Physical Education and Recreation
BS	Physical Education Teacher Education
BS	Physics
BA/BS	Political Science
BS	Public Emergency Services Management
BS	School Health Education
BA	Spanish

BA	Spanish Education
BS	Technology Management
BA/BS	Theatre Arts
BS	Theatre Arts Education

### Associate Degrees (39)

APE	Associate in Pre-Engineering
ASB	Associate in Science in Business
ASN	Associate in Science in Nursing
AA /AS	Associate in Arts/Science
Pre-Major	Accounting
Pre-Major	Administrative Information Management
Pre-Major	Art and Visual Communications
Pre-Major	Automotive Technology
Pre-Major	Aviation Science
Pre-Major	Behavioral Science
Pre-Major	Biology
Pre-Major	Building Construction and Construction Management
Pre-Major	Business
Pre-Major	Cabinetetry and Architectural Woodwork
Pre-Major	Communication
Pre-Major	Community Health
Pre-Major	Computer Science
Pre-Major	Criminal Justice
Pre-Major	Dance
Pre-Major	Drafting Technology
Pre-Major	Early Childhood Education
Pre-Major	Electrical Automation and Robotics Technology
Pre-Major	English
Pre-Major	Fire Science
Pre-Major	General Academics
Pre-Major	History and Political Science
Pre-Major	Hospitality Management
Pre-Major	Humanities
Pre-Major	Information Systems and Technology
Pre-Major	Integrated Studies
Pre-Major	Mathematics
Pre-Major	Music
Pre-Major	Paralegal Studies
Pre-Major	Philosophy
Pre-Major	Physical Education and Recreation
Pre-Major	Physical Science
Pre-Major	Pre-Elementary Education
Pre-Major	Pre-Engineering
Pre-Major	Technical Communication
Pre-Major	Theatre Arts



**Associate of Applied Science (27)**

Accounting  
 Administrative Information Support  
 Air Conditioning and Refrigeration Technology  
 Apprentice  
 Art and Visual Communications  
 Automotive Technology  
 Aviation Science  
 Building Construction and Construction Management  
 Building Inspection Technology  
 Business Management  
 Cabinetry and Architectural Woodwork  
 Collision Repair Technology  
 Computer Engineering

Computer Science  
 Computing and Networking Sciences  
 Culinary Arts  
 Dental Hygiene  
 Diesel Mechanics Technology  
 Drafting Technology  
 Electrical Automation and Robotics Technology  
 Facilities Management  
 Fire Science  
 Hospitality Management  
 Information Systems and Technology  
 Lineman Technology  
 Multimedia Communication Technology  
 Welding Technology

**APPENDIX 1B - UVSC Emphases and Minors**
**Emphases (96)**

Accounting  
 Air Conditioning and Refrigeration Technology  
 Aircraft Mechanics  
 American Government  
 American Sign Language  
 Anthropology  
 Apprentice  
 Art and Visual Communications  
 Automotive Technology  
 Aviation Science  
 Ballet  
 Ballroom Dance  
 Behavioral Science  
 Biology  
 Building Construction and Construction Management  
 Building Inspection Technology  
 Business Management  
 Cabinetry and Architectural Woodwork  
 Carpenter Union (JATC)  
 Collision Repair Technology  
 Communication  
 Community Health  
 Community Health Education  
 Computer Engineering  
 Computer Networking  
 Computer Science  
 Creative Writing  
 Custom Street Rod  
 Database Administration  
 Design/Illustration  
 Diesel Mechanics Technology

Drafting Technology  
 Earth Science  
 Electrical Automation and Robotics Technology  
 Electrical Construction  
 Electrical Union (JATC)  
 English  
 Enterprise Systems  
 Entrepreneurship  
 Environmental Management  
 Exercise Science  
 Facilities Management  
 Finance and Banking  
 Fine Arts  
 Fire Officer  
 Fire Science  
 Firefighter/Paramedic  
 Forensic Chemistry  
 French  
 General Business  
 General History  
 Geology  
 Graphic Design  
 Health Services Administration  
 Heating, Ventilation & Air Conditioning  
 History  
 Hospitality Management  
 Illustration  
 Industrial Maintenance  
 International Business  
 International Relations  
 Leadership  
 Lineman Meter

Lineman Substation  
 Lineman Technology  
 Literary Studies  
 Marketing  
 Military Science  
 Modern Dance  
 Multimedia Communication Technology  
 Music  
 Network Administration and Security  
 Office Management  
 Outdoor Leadership  
 Outdoor Recreation Management  
 Philosophy  
 Photography  
 Physical Education  
 Plumber  
 Political Philosophy/Public Law  
 Professional Chemistry  
 Psychology  
 Political Philosophy/Public Law  
 Professional Chemistry  
 Psychology  
 Public History  
 Recreation  
 Religious Studies  
 Semiconductor Instrumentation and Maintenance  
 Sheet Metal  
 Social Sciences  
 Social Work  
 Sociology  
 Software Engineering  
 Spanish  
 Street Rod  
 Technology Management  
 Welding Technology  
 Wildland Fire Management

#### **Minors (31)**

Accounting  
 American Indian Studies  
 American Studies  
 Biology  
 Business Education  
 Business Information Technology  
 Business Management  
 Chemistry  
 Community Health Education

Computer Science  
 Criminal Justice  
 Deaf Studies  
 Earth Science  
 English Education  
 English Literary Studies  
 Environmental Studies  
 Gender Studies  
 History  
 Information Systems and Technology  
 Mathematics  
 Paralegal Studies  
 Peace and Justice Studies  
 Philosophy  
 Physical Education  
 Physics  
 Political Science  
 Religious Studies  
 School Health Education  
 Spanish  
 Technical Communication  
 Theatre Arts

#### **Diploma (6)**

Automotive Technology  
 Cabinetry and Architectural Woodwork  
 Collision Repair Technology  
 Diesel Mechanics Technology  
 Lineman Technology  
 Welding Technology

#### **1-Yr Certificate (15)**

Accounting  
 Administrative Support  
 Art and Visual Communications  
 Automotive Technology  
 Building Construction  
 Building Inspection Technology  
 Business Management  
 Cabinetry & Architectural Woodwork  
 Collision Repair Technology  
 Diesel Mechanics Technology  
 Early Care and Education  
 Firefighter Recruit Candidate  
 Network Administration  
 Paramedic  
 Programmer

## APPENDIX 1C - Degree Programs, Consultants Peer Group

Appendix 1C						
Degree Programs, Consultants Peer Group						
2003-04 NCHEMS Data						
<i>(Note: The methodology for counting the number of programs is not clear; both UVSC and Weber State's numbers are much lower than anticipated)</i>						
Institution	Certificates	Associates	Bachelors	Masters	Doctorates	First Professional
Boise State University	10	14	22	15	1	0
CUNY College of Staten Island	1	6	17	8	0	0
Ferris State University	7	17	18	4	0	1
Indiana-Purdue University-Fort Wayne	9	11	21	10	0	0
Mesa State College	4	9	15	1	0	0
Miami Dade College	8	15	0	0	0	0
University of Alaska Anchorage	7	11	20	10	0	0
University of North Florida	0	1	19	10	1	0
<b>Utah Valley State College</b>	<b>10</b>	<b>22</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>
Weber State University	3	12	23	3	0	0
Youngstown State University	3	8	23	11	1	0
Peer Group Mean w/o UVSC	5.2	10.4	17.8	7.2	0.3	0.1
Peer Group Midpoint w/o UVSC	5.5	11	19.5	9	0	0

## APPENDIX 1D

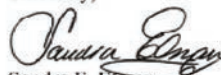
Dr. William A. Sederburg  
July 1, 2005  
Page Two

The Commission commends the College's faculty, staff, and administrators for being student centered during times of significant institutional change, enrollment growth and financial austerity. Moreover, the Commission finds laudatory the faculty's extraordinary commitment of time and energy to the creation of new academic programs and revision of curricula critical to the future success of the institution. The Commission applauds UVSC for its extraordinary efforts to utilize restricted resources to address the needs of its rapidly growing student body and the administrators and faculty of UVSC for implementing the inclusive and transparent Planning, Budgeting, and Accountability process. Lastly, the Commission commends the College for the development and implementation of its Ethics Across the Curriculum Faculty Fellows Program and its national recognition as the recipient of the Theodore M. Hesburgh Award to Enhance Undergraduate Teaching and Learning. The Ethics Center is to be commended for its dedication to the exploration of ethical issues across a variety of academic disciplines.

Again, congratulations on receiving this recognition. Please feel free to contact me regarding your thoughts on the comprehensive evaluation process, suggestions for improving the process and for any assistance we may provide your institution.

Best wishes for a renewing summer.

Sincerely,



Sandra E. Elman  
Executive Director

SEE:pja

Enclosure

cc: Dr. Karl Worthington, Associate Academic Vice President  
Dr. Richard E. Kendell, Commissioner and Chief Executive Officer, Utah System of Higher Education

## APPENDIX 1E

Specialized Accreditation	School/Department/Program
AACSB (Association to Advance Collegiate Schools of Business) – Candidacy status; site visit November 2006; site team recommending accreditation to be finalized January 2007	School of Business
ABA (American Bar Association)	School of Business; Legal Assistant
ABET (Accreditation Board for Engineering and Technology, Inc.	School of Technology & Computing; Electronics (TAC—Technology Accreditation Commission) and Computer Science (CAC—Computing Accreditation Commission)
ACF (American Culinary Federation)	School of Technology & Computing; Culinary Arts
ADA (Accreditation Standards for Dental Hygiene Education Programs of the American Dental Association)	School of Science & Health; Dental Hygiene
ASE (Automotive Service Excellence)	School of Technology & Computing; Automotive Technology
CAAHEP (Commission on Accreditation of Allied Health Education Programs)	School of Science & Health; Community Health
FAA (Federal Aviation Administration, Part 141, Certified Flight and Ground School)	School of Technology & Computing; Aviation Science
NACEP (National Alliance of Concurrent Enrollment Partnerships)	UVSC
IFSAC (International Fire Service Accreditation Congress)	School of Technology & Computing; Fire Science
NLNAC (National League for Nursing Accreditation Commission)	School of Science & Health; Nursing
TEAC (Teacher Education Accreditation Council)—initial visit 2007-08	School of Education
USOE (Utah State Office of Education)	School of Education

## APPENDIX 1F - Undergraduate Programs Under Development/Consideration

2006-07

Other Degrees for Future Consideration

Deaf Studies	BA/BS	Construction Management	BS
Biotechnology	BS	Computer Engineering	BS
Software Engineering	BS	Instrumentation & Control Systems Eng. Tech.	BS
Economics	BA/BS	Culinary Arts	BS
Engineering Technology (Mechatronics)	AAS	French	BA/BS
Water and Wastewater Operations	Certificate	Electronic Engineering Technology	BS
		Social Work	BSW
		Veterinary Technology	AAS

2007-08 and 2008-09

Environmental Studies	BA/BS
Engineering Graphics Design Technology	BS
Art Education	BA
General/Liberal Studies	BA/BS
Mild/Moderate Special Education	BS





## Views On Education

How important is the following goal for undergraduates?

### Critical Thinking

	UVSC	National
Essential or Very Important	99.5%	99.0%

### Preparation for Employment

	UVSC	National
Essential or Very Important	88.4%	76.3%

### Preparation for Responsible Citizenship

	UVSC	National
Essential or Very Important	67.9%	62.2%

### Preparation for graduate or advanced education

	UVSC	National
Essential or Very Important	65.8%	62.0%



## Perspectives on Students

How satisfied are faculty with the quality of students?

	UVSC	National
Satisfied or Very Satisfied	47.8%	42.5%

Faculty feel most students are well prepared academically.

	UVSC	National
Agree Strongly or Somewhat	23.1%	27.9%

Most students are treated like "numbers in the book."

	UVSC	National
Very Descriptive	4.2%	3.2%



## Perspectives on Teaching

How important is being a good teacher to you personally?

	UVSC	National
Very Important or Essential	100%	98.6%

My teaching is valued by my department.

	UVSC	National
Agree somewhat or strongly	86.4%	85.5%



## Perspectives on Teaching (cont.)

Do your interests lie primarily in teaching or research?

	UVSC	National
Very heavily in teaching	39.8%	31.2%
In both, but leaning towards teaching	48.7%	47.4%
In both, but leaning towards research	9.9%	19.4%
Very heavily in research	1.6%	2.0%



## Perspectives on Teaching (cont.)

In how many courses do you use community service as a part of course work?

	UVSC	National
Most or All	10.9%	7.7%

Have you ever taught a service learning course?

	UVSC	National
Yes	22.6%	20.4%



## Perspectives on Teaching (cont.)

In the past 2 years have you worked with undergraduates on a research project?

	UVSC	National
Yes	56.6%	63.6%

Importance of serving as a role model for students.

	UVSC	National
Very Important or Essential	89.3%	88.6%

## HERI Perspectives on Teaching (cont.)

In the past 2 years have you worked with undergraduates on a research project?

	UVSC	National
Yes	56.6%	63.6%

Importance of serving as a role model for students.

	UVSC	National
Very Important or Essential	89.3%	88.6%

## HERI Views on the Institution

Faculty at UVSC respect each other.

	UVSC	National
Very Descriptive	53.6%	49.5%

There is respect for expression of diverse values and beliefs.

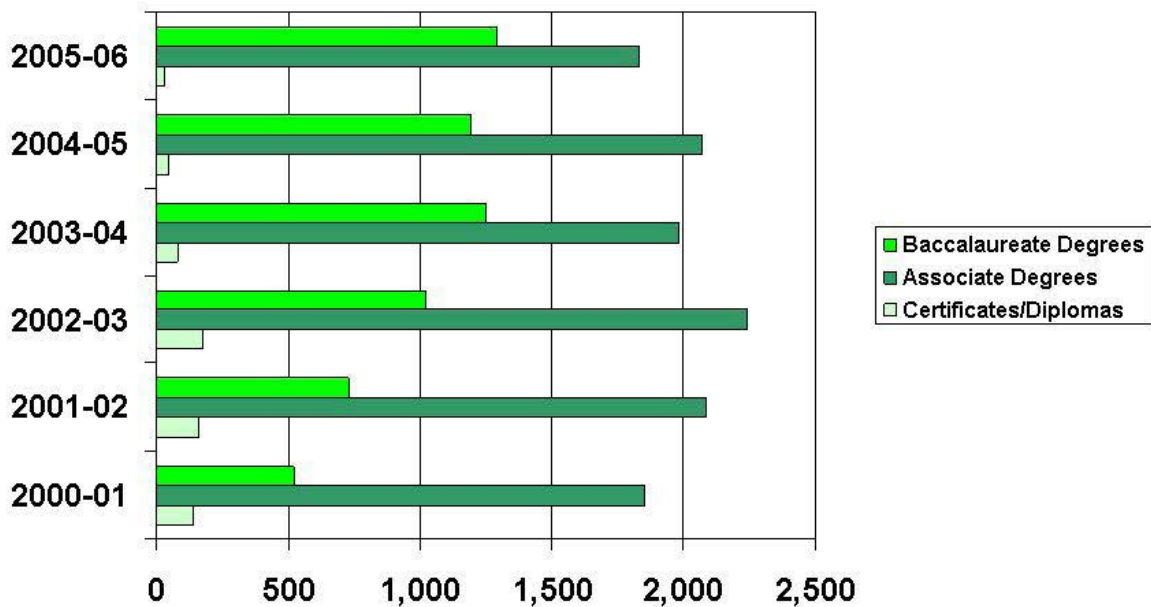
	UVSC	National
Very Descriptive	20.8%	30.2%

Faculty are typically at odds with Administration.

	UVSC	National
Very Descriptive	13.5%	15.6%

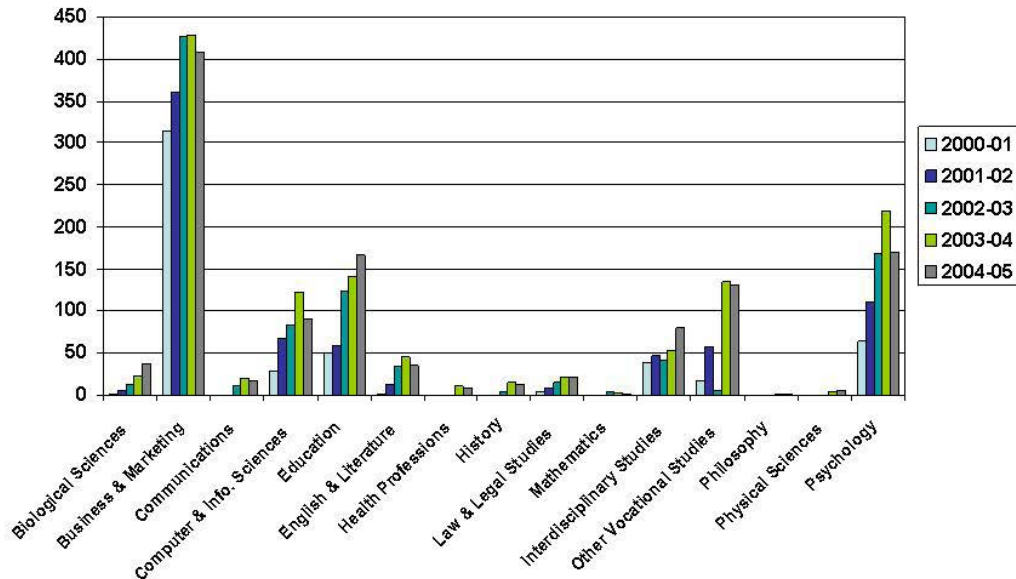
## APPENDIX 1H - HISTORY OF DEGREES AND AWARDS

# Appendix 1H History of Degrees and Awards



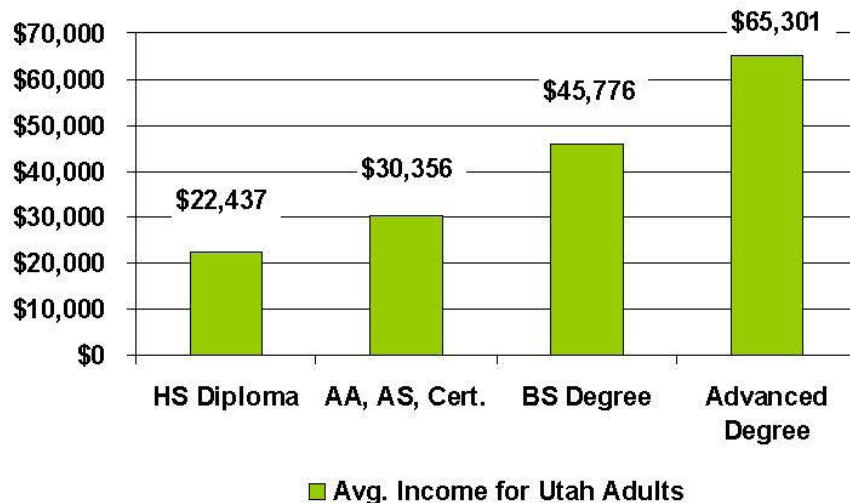
Source: USHE Data Books

## Appendix 1I UVSC Five-Year History of Bachelor's Degrees Awarded by Field of Study

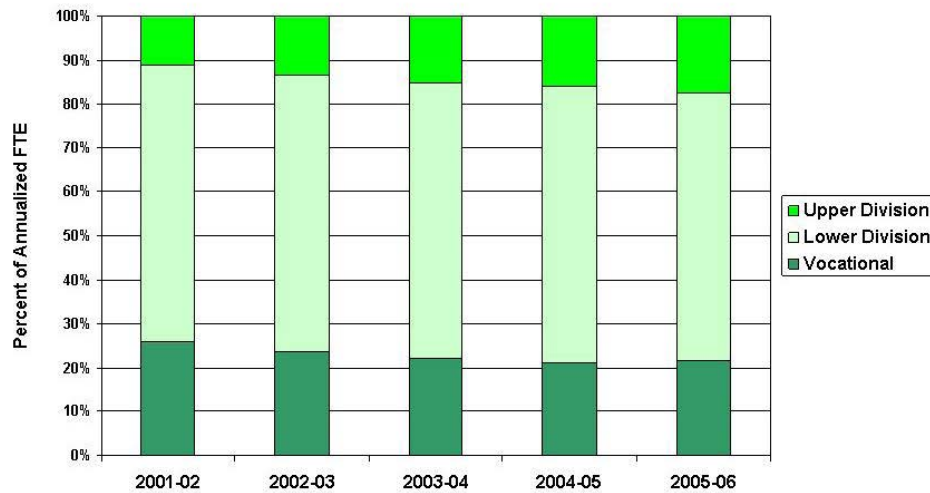


Source: USHE Data Book

## Appendix 1J Education and Training Pay Median Income by Education Level



## Appendix 1K UVSC Enrollments by Level of Instruction



Source: USHE Data Books

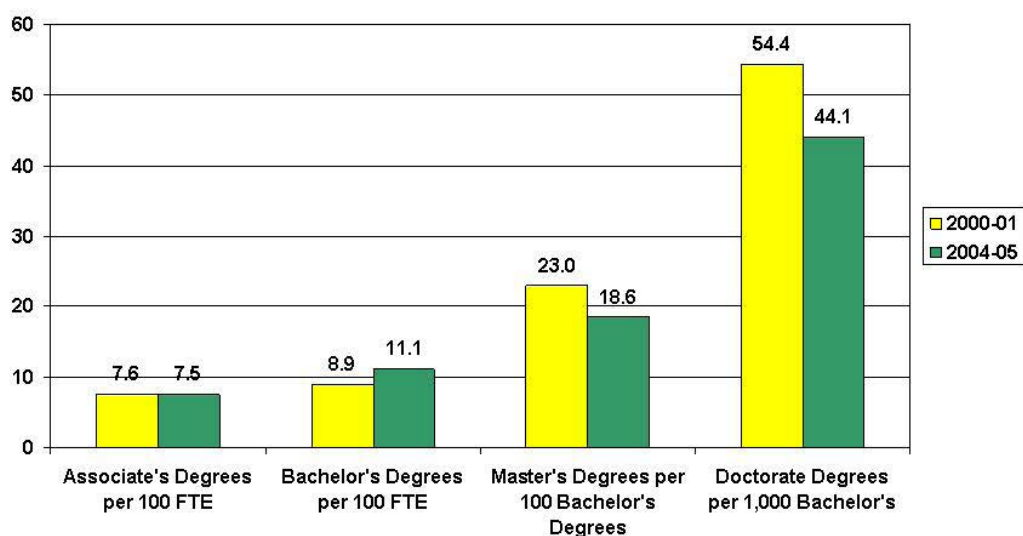
## APPENDIX 2A - UTAH SCIENCE, TECHNOLOGY & RESEARCH ECONOMIC DEVELOPMENT INITIATIVE

New Companies	422	Accelerate Technology Transfer and Commercialization
New Jobs	123,400	Develop more new products and technologies sooner
New Earnings	\$62 billion	
State Tax Revenue	\$5 billion	<b>HERE IS HOW IT WORKS...</b>
State Investment	\$15 million ongoing	New Investment \$30 million annually
	\$50 million one-time	\$175 million this year for 2
	Bonding Authority for \$280M	new buildings
Private Investment	\$15 million ongoing	New Research Grants \$4.9 billion over 30 years
Recruit and Hire Research Teams		<i>Investment Actions Results Benefits</i>
Attract renowned scientists		
Focused in areas where Utah has an advantage such as genetics and life sciences		
Build New Laboratories and Purchase Equipment		
Research Buildings		
Latest Equipment		
Develop Technology Innovation Centers		
Cache Valley, Ogden, Vernal, Washington County, and Utah County		



## Appendix 2B

### Degree Production of USHE Institutions



Source: USHE 2005-06 Data Book

## APPENDIX 3A - UNIVERSITIES REPRESENTED BY DOCTORATES OF CONTRACT FACULTY; FALL 2005

**FACULTY**

Abbott, Scott  
 Albrecht-Crane, Christa  
 Anderson, Genan  
 Anderson, Karin  
 Anderson, Thor  
 Andrist, Kathryn  
 Armstrong, Vaughn  
 Ashworth, Heather  
 Bahr, Damon L  
 Barger, Brent  
 Barthel, Brian  
 Bayer, Virginia  
 Benioni, Juanita N  
 Bennett, Lyn Ellen  
 Benson, Alvin K  
 Benson, Linda Fait  
 Berry, Gregory R  
 Birch, Brian D  
 Black, Katherine D  
 Bond, Calvin  
 Bracken, Mark E  
 Briscoe, Gregory G  
 Brown, Kathren A  
 Bule, Steven C  
 Bulger, Jeffrey W  
 Bullock, Brent  
 Bunds, Michael P  
 Bybee, Paul  
 Caka, Fern M  
 Callison, James

**INSTITUTION**

Princeton University  
 Michigan Technological University  
 Brigham Young University  
 University of Utah  
 Utah State University  
 Brigham Young University  
 Arizona State University  
 Brigham Young University  
 Brigham Young University  
 University of Illinois, Urbana-Champaign  
 Southern Illinois University, Carbondale  
 College of Veterinary Medicine Ithaca NY  
 Brigham Young University  
 University of Kansas  
 Brigham Young University  
 Brigham Young University  
 University of Alberta, Canada  
 Claremont Graduate University  
 California Davis, McGeorge School of Law  
 University of Maryland, College Park  
 Brigham Young University  
 University of Pennsylvania  
 Bowling Green State University  
 Ohio State University  
 University of Tennessee  
 Brigham Young University  
 University of Utah  
 Brigham Young University  
 Brigham Young University  
 University of Arizona

**FACULTY**

Carey, Ernest  
 Carney, Rob  
 Chan, Jeannine  
 Chen, Hsiu-Chin  
 Chipman, Kenneth  
 Chou, Hui-Tzu Grace  
 Christensen, Trudy  
 Clark, Steven C  
 Clarke, Alan  
 Cousins, Robert J  
 Crane, Mark E  
 DeBry, Roger  
 Desart, Jay  
 Dinklage, William S  
 Downs, Douglas  
 Durney, Brian  
 Eagar, L Brent  
 Englehardt, Elaine  
 Fairbanks, Donna  
 Fairclough, Dennis  
 Faurot, Don  
 Fearnley, David Lawrence  
 Ferreira, Debora  
 Flint, David  
 French, Kathryn  
 Fullmer, David  
 Fullmer, Stephen  
 Galloway, Shane  
 Gardner, Norman D  
 Gibson, Stephen D

**INSTITUTION**

University of Hawaii  
 University of SW Louisiana  
 Utah State University  
 University of Utah  
 Brigham Young University  
 University of California, Riverside  
 Brigham Young University  
 University of New Hampshire  
 Western Michigan University  
 Purdue University  
 University of Louisville  
 University of Utah  
 University of Wisconsin, Milwaukee  
 University of California, Santa Barbara  
 University of Utah  
 University of Oregon  
 University of Washington  
 University of Utah  
 University of Arizona, Tucson  
 Brigham Young University  
 University of Oregon  
 University of Oxford  
 University of Georgia  
 Texas A&M University  
 University of Illinois, Urbana-Champaign  
 University of Washington  
 Capella University  
 Indiana University  
 University of Utah  
 University of Houston

## FACULTY

Glenn, Lowell  
Gordon, Philip  
Goshert, John C  
Gray, Lawrence J  
Greer, Dennis P  
Griffin, Rick  
Gunawardena, Gamini  
Haisch, Karl  
Hamblin, Laura  
Hammond, Ronald  
Hammond, Scott C  
Hanewicz, Wayne  
Harris, James G  
Harston, Stott P  
Hartman, Larry D  
Henage, Richard Thomas  
Hillman, Vance Guy  
Horn, Mathew  
Horns, Daniel  
Howard, Carolyn E  
Huo, Yang Hwae  
Islam, Fairdul  
Jasperson, Jill O  
Jeffreys, Mark  
Jensen, Douglas C  
John, Cameron R  
Johnson, David W  
Johnson, Steven D  
Jones, Christopher D  
Keele, Reba  
Kirsi, Jorma  
Knowlton, David Clark  
Kochniuk, Rosalinda  
Kojcinovic, Slobodan M  
Kokol, Martin L  
Kopp, Olga  
Kuddus, Ruhul H  
Kunakemakorn, Numsiri  
Kyburz, Bonnie  
Lamarche, Pierre  
Lehnardt, Eberhard V  
Li, Ya  
Liang, Jingdong  
Ling, Jun (Michael)  
Loveland, Ellen  
Madsen, David  
Madsen, Susan Rae  
Makasci, Kemal  
Matheson, Philip L  
Mcarthur, David N  
Mcdonald, Richard  
Mcghie, Shaunna  
Mcgunigall-Smith, Sandy  
Mckenna, Hazel  
McMurtrey, Allison  
Mcpherson, Kathryn  
Measom, Gary J  
Mecham, Harvey  
Merrin, Christine R  
Merrin, Stephen D  
Minaie, Afsanaeh  
Miner, M Vinson  
Miner, Odell  
Miraglia, Stephen J  
Mizell, Karen  
Moody, Richard L  
Moore, Jon  
Musset, Shannon  
Nanie, Joylin  
Nell, Julie  
Nichols, Julie  
Nielson, Troy  
Olson, Floyd  
Olson, Keith  
Oyler, Dee E  
Perkins, Thomas M  
Peterson, Nancy

## INSTITUTION

George Washington University  
University of Illinois, Urbana-Champaign  
Purdue University  
Arizona State University  
Utah State University  
University of Mississippi  
University of Utah  
University of Florida  
University of Denver  
Brigham Young University  
University of Utah  
University of Michigan  
University of Alberta, Canada  
Brigham Young University  
Oklahoma State University  
University of Utah  
Southern Illinois University  
University of Chicago  
University of California, Davis  
Brigham Young University  
Virginia Polytechnic Institute/St. Univ.  
Northern Illinois University  
Brigham Young University  
Emory University  
University of Iowa  
University of Arizona  
University of Michigan  
Virginia Polytechnic Institute/St. Univ.  
West Virginia University  
Purdue University  
Brigham Young University  
University of Texas, Austin  
University of Idaho  
University of California, San Diego  
Boston University  
University of Tennessee  
University of Pittsburgh  
Purdue University  
University of Southern Florida  
University of Texas, Austin  
Rice University  
University of Utah  
University of Utah  
State Univ. of NY, Buffalo  
Brigham Young University  
University of Utah  
University of Minnesota  
University of Nebraska-Lincoln  
Brigham Young University  
University of South Carolina  
University of South Florida  
Brigham Young University  
University of Wales  
Brigham Young University  
University of Utah  
Emory University  
University of New Mexico  
Brigham Young University  
New Mexico State University  
New Mexico State University  
University of Oklahoma  
University of Wyoming  
University of Utah  
Arizona State University  
University of Oklahoma  
Brigham Young University  
Ohio State University  
Villanova University  
University of California, San Diego  
University of Washington  
University of Utah  
University of Utah  
University of Northern Iowa  
University of Utah  
Brigham Young University  
Brigham Young University  
University of Virginia

## FACULTY

Peterson, S Todd  
Petrie, Terry  
Pierce, Linda  
Poulson, Barton  
Price, James V  
Rasmussen, Kirk  
Richards, Grant L  
Robbins, Robert  
Robinson, Peter  
Rode, Hugh J  
Rushforth, Sam  
Rytting, Bryce  
Samad, Abdus  
Sanati Mehrizi, Reza  
Shaw, Michael  
Shively, Michael Jay  
Shumway, Del K  
Sievers, Raymond A  
Shively, Michael Jay  
Shumway, Del K  
Sievers, Raymond A  
Simmerman, Susan  
Simmons, Ryan P  
Simon, Alexander T  
Slack, Jason  
Smith, Kay A  
Smith, Sheldon  
Snedegar, Keith  
Stecker, Alexander T  
Stephen, Daniel A  
Stephens, Catherine  
Tanner, Paul  
Tayler, Paul L  
Teng, Abraham C  
Thornton, Debra Lynn  
Tijerino, Yuri  
Tolman, Richard R  
Torlina, Jeffrey  
Van Buren, Renee  
Van Frankenhuijsen, Machiel  
Vawdrey, Colleen  
Veit, George  
Vener, Jamie  
Vogel, Charles A  
Wager, Jans  
Walsh, Robert O  
Wasserbaech, Steven R  
Weigel, Christine M  
Welborn, Curtis Ray  
Wellington, Janis  
Whaley, Brian  
Whaley, Wayne  
Whelan-Berry, Karen  
Whitt, Laurie Ann  
Wilkes, Floyd  
Wilson, Bruce  
Wilson, David R  
Yells, David P  
Zhu, Yingxian

## INSTITUTION

University of Alabama  
Brigham Young University  
Brigham Young University  
University of New York  
University of Colorado, Boulder  
University of Utah  
Brigham Young University  
University of Illinois  
Brigham Young University  
Brigham Young University  
Brigham Young University  
Princeton University  
University of Illinois, Chicago  
University of Oklahoma  
Villanova University  
Purdue University  
Washington University, St. Louis  
University of Northern Colorado  
Purdue University  
Washington University, St. Louis  
University of Northern Colorado  
Univ. of CA, Riverside  
Washington State University  
Simon Fraser University  
University of Utah  
Brigham Young University  
Michigan State University  
University of Oxford  
Hebrew University of Jerusalem  
Texas A & M University  
Texas A&M University  
Bowling Green State University  
University of Utah  
Brigham Young University  
University of NM, Albuquerque  
Osaka University - Osaka, Japan  
Oregon State University  
Univ. at Albany, State U of New York  
Arizona State University  
Katholieke Universiteit Nijmegen  
Utah State University  
New York University  
University of Utah  
University of California  
University of California  
University of Idaho  
Stanford University  
Temple University  
Texas Tech University  
University of New Mexico  
Brigham Young University  
Brigham Young University  
Boston College  
University of Western Ontario  
University of Oregon  
Texas A&M University  
Brigham Young University  
University of Nebraska  
Arizona State University

Source: Office of the Vice President of Academic Affairs

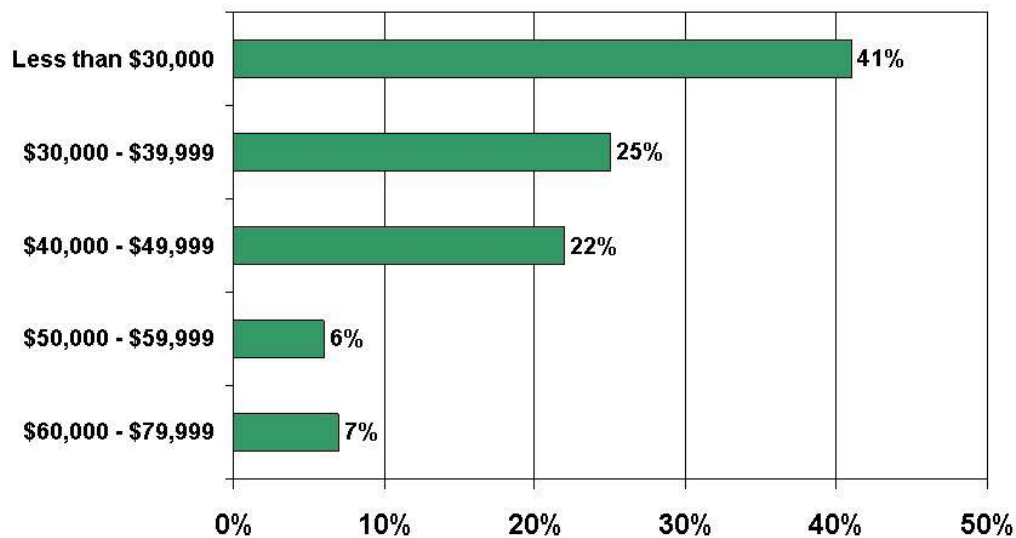
APPENDIX 3B - UVSC FACULTY TEACHING DATA

## UVSC Faculty Teaching Data

	Fall 2005	Goal	Difference
Salaried Faculty Teaching FTE	367.4	429	62
Average Instructional Credit Hours per FTE Faculty*	13.05	12.5	-0.55
Percent of Instructional Credit Hours Delivered by Adjunct Faculty (excludes Concurrent Enrollment)	50.46%	45.00%	-5.46%
Student FTE to Salaried Faculty Teaching FTE	37	32	-5
<i>Note: WSU Fall 2005--12.49</i>			

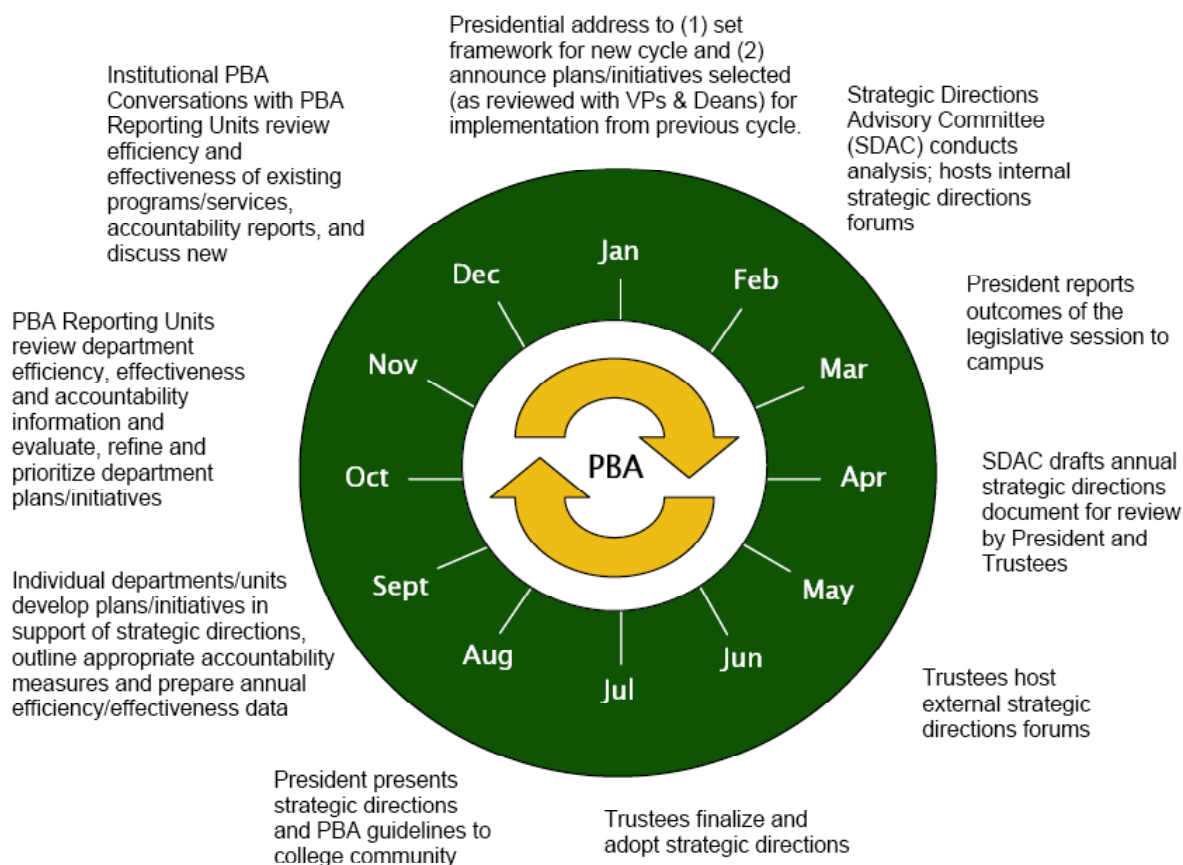
APPENDIX 4A - SALARIES OF 2004 UVSC GRADUATES

## Appendix 4A SALARIES OF 2004 UVSC GRADUATES



Source: Utah Foundation Research Report 673, December 2005

### Planning, Budgeting & Accountability Cycle



### APPENDIX 9A - STUDENT INVESTMENT IN UVSC THROUGH SECOND TIER TUITION INCREASES 2001-02 through 2006-07

Total Cumulative Second Tier Tuition Investment--\$16,750,000

- Salaried faculty positions to prevent increases in and/or reduce adjunct faculty ratios and to support new academic degree programs—90.5 FTE positions
- Instructional, Academic and Institutional Support staff—20.4 FTE positions
- Student Services support staff—17.3 FTE positions
- Academic Advisors to improve the student to advisor ratio—9 FTE positions
- Library staff (3 FTE positions) and acquisitions
- Course rate increase of 22.83% for adjunct faculty
- Technology enhancements including BANNER implementation, security, networks, and servers
- Compensation funds for faculty and staff retention, equity, and benefits
- Various student experience enhancements including ADA support, tutoring labs, recruitment, and student success

# APPENDIX 9B - EDUCATION AND GENERAL EXPENDITURES

Appendix 9B

## Education and General Expenditures Per FTE Student 2003-04

All Funds

Source: NCHEMS

	Instruction		Research		Academic Support		Student Services	
Institution	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Boise State University	\$5,374	5	\$654	2	\$1,010	4	\$645	
CUNY College of Staten Island	\$5,385	4	\$270	4	\$540	10	\$1,085	
Ferris State University	\$6,231	2	\$38	8	\$1,848	1	\$1,057	
Indiana/Purdue University--Fort Wayne	\$4,875	6	\$70	7	\$436	11	\$632	
Mesa State College	\$3,242	11	\$94	6	\$607	9	\$544	
Miami Dade College	\$3,814	8	\$0	10	\$871	7	\$762	
University of Alaska Anchorage	\$6,698	1	\$1,165	1	\$1,156	2	\$1,690	
University of North Florida	\$4,134	7	\$521	3	\$1,042	3	\$1,162	
Utah Valley State College	\$3,341	10	\$0	10	\$735	8	\$735	
Weber State University	\$3,732	9	\$35	9	\$972	5	\$804	
Youngstown State University	\$5,399	3	\$143	5	\$921	6	\$769	
Comparison Group Mean	\$4,748		\$272		\$922		\$899	
UVSC Difference from Mean	-\$1,407		-\$272		-\$187		-\$164	
Comparison Group Median	\$4,875		\$94		\$921		\$769	
UVSC Difference from Median	-\$1,534		-\$94		-\$186		-\$34	
	Institutional Support		Operation &		Scholarships and		Total	
Institution	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Boise State University	\$982	10	\$696	10	\$658	9	\$10,728	
CUNY College of Staten Island	\$1,724	3	\$1,654	2	\$813	6	\$11,580	
Ferris State University	\$1,869	2	\$1,476	3	\$1,090	3	\$13,643	
Indiana/Purdue University--Fort Wayne	\$1,709	4	\$974	6	\$547	10	\$9,649	
Mesa State College	\$342	11	\$668	11	\$540	11	\$6,060	
Miami Dade College	\$1,576	5	\$2,103	1	\$1,946	1	\$11,132	
University of Alaska Anchorage	\$1,509	6	\$1,256	4	\$711	7	\$15,062	
University of North Florida	\$1,290	8	\$803	8	\$1,070	4	\$10,881	
Utah Valley State College	\$1,395	7	\$722	9	\$875	5	\$7,813	
Weber State University	\$1,148	9	\$985	5	\$702	8	\$8,565	
Youngstown State University	\$2,002	1	\$872	7	\$1,144	2	\$12,051	
Comparison Group Mean	\$1,413		\$1,110		\$918		\$10,651	
UVSC Difference from Mean	-\$18		-\$388		-\$43		-\$2,838	
Comparison Group Median	\$1,509		\$974		\$813		\$10,881	
UVSC Difference from Median	-\$114		-\$252		\$62		-\$3,068	

<b>Ratio of Instructional Credit Hours*</b>		
<b>Delivered by Salaried Faculty and Adjunct Faculty</b>		
<b>By School</b>		
Fall 2005		
School	Salaried	Adjunct
Business	61.40%	38.60%
Education	52.90%	47.10%
General Academics	45.60%	54.40%
Humanities, Arts, and Social Sciences	42.40%	57.60%
Science & Health	61.20%	38.90%
Technology & Computing	46.70%	53.30%
*Note: <u>Excludes Concurrent Enrollment courses</u>		







November 27, 2006

**MEMORANDUM**

**TO:** State Board of Regents

**FROM:** Richard E. Kendell

**SUBJECT:** Information Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee: College of Science Review, Southern Utah University

The College of Science, Southern Utah University, conducted a program review 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 College of Science at Southern Utah University offers seven baccalaureate degree programs in agriculture, human nutrition, biology, chemistry, geology, nursing and physical science, including an associate degree in agriculture and certificate programs in agriculture and geographical information systems. In addition, a Master of Science degree program in forensic science was approved by the Utah Regents during the 2005-2006 academic year.

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 together with an institutional response to the program review teams. The program reviews are on file in the Commissioner's Office.

Academic Program Review Committee Report

**Agriculture/Nutrition - Department: Agriculture and Nutrition Science:**

**Strengths:** (1) The Agriculture Program is oriented toward hands-on learning. (2) Utah opinion leaders identify the SUU Agriculture Program as being in the top five of SUU's best academic programs. (3) The Agriculture Program is embedded in the region and offers significant consulting, service, student internship opportunities and community events. (4) The Agriculture Program has a high level of involvement in undergraduate research. (5) The number of students enrolled in the Nutrition Program continues to increase in spite of the lack of a stand-alone dietetics/nutrition degree. (6) The Nutrition Program provides consultation and service to other degree programs, notably those in physical education, family and consumer science, and human services, and (7)

The Nutrition program has a strong emphasis on hands-on learning through internships and undergraduate research.

**Weaknesses:** (1) Agriculture Department faculty are stretched between teaching classes and finding time to support extensive service and farm concerns. (2) Identifying an adequate source of funding for the university farm is a concern, especially if the proposed degree program in Equine Science imposes additional resource demands. (3) Headcount dropped from 29 to 18 during the 2004-2005 academic year, though this drop may be an indirect result of programmatic changes to the Family and Consumer Science Program that impact enrollment in Nutrition courses. (4) While generally the number of vocational hours is increasing, lower division hours are decreasing. This downward drift may be due to the lack of a Bachelor's program. Movement toward new degrees in Equine Science and Nutrition could substantially impact the resources of both programs.

**Recommendations:** (1) Aggressively pursue BS degree programs in Human Nutrition and Equine Science. (2) Explore strategies for compensating faculty actively engaged in undergraduate research. (3) Carefully monitor operational costs for the Valley Farm and explore cost reduction strategies.

#### **Biology - Department: Biology**

**Strengths:** (1) Biology is one of the strongest programs in the College of Science. (2) The program feeds pre-med/dental/nursing programs; therefore, significant growth of the program is not accurately reflected in the number of degrees granted. (3) Biology faculty members strongly support undergraduate research.

**Weaknesses:** (1) The new Forensic Science program could potentially tax limited faculty, space, and equipment resources. (2) Math requirements are lower than at other institutions, but this is apparently not problematic given the high acceptance rate of graduates. (3) No additional compensation is provided for faculty involved in undergraduate research, and additional laboratory space and equipment are needed to support undergraduate research projects

**Recommendations:** (1) Closely monitor the new Forensic Science program to ensure adequacy of faculty and other resources and increase these resources as the program grows. (2) Create a centralized pool of funds (including revenues from student fees) to support acquisition of additional resources for undergraduate research activities. (3) Explore compensation strategies including adjustment to teaching load for faculty who are heavily involved in undergraduate research.

#### **Nursing - Department: Nursing**

**Strengths:** (1) Nursing is a very dynamic, rapidly growing program. (2) CCNE accreditation standards are met to a very high degree. (3) Health care agencies in the community and state provide financial and clinical support. The program has sought and obtained outside funding both legislatively and from private (IHC) resources. (4) Given adequate resources, the program has the potential to continue to boom.

**Weaknesses:** (1) Recruitment of qualified faculty is hampered by relatively low compensation compared to other institutions. (2) While allocations of space and equipment meet the needs of the present program, additional resources are needed to accommodate rapid growth.

**Recommendations:** (1) At least two additional faculty members are needed to maintain the present program. (Note: An additional faculty member was hired in 2005-06 after submission of this report). Growth and accreditation of the program have been a "labor of love," but faculty cannot be expected to sustain the program, even at its present level, without additional resources. (2) Additional laboratory space and equipment will be needed to sustain the growth of the program.

### External Reviewer's Report

Conducted by Dr. Howard Ross, Dean of the College of Letters and Sciences  
and Dr. Bruce Eschelman, Department of Biological Sciences

**Description of the University:** Located in Cedar City, Utah, Southern Utah University (SUU), is a comprehensive regional institution serving the southern region of the state. Founded in 1897, the University offers a wide range of undergraduate and graduate programs, including training programs in applied technology. The administrative structure consists of a president, provost, 3 vice presidents, 7 deans, and 25 department chairs. There are seven colleges/school: the College of Science, the School of Business, the College of Computing, Integrated Engineering and Technology, the College of Education, the College of Humanities and Social Sciences, the College of Performing Arts and Visual Arts, and the School of Continuing and Professional Studies. All together, these entities serve approximately 5,881 students with 223 full-time faculty members.

**The College of Science:** From all appearances, the College of Science is a solid unit with an effective executive team. The College was recently reorganized in 2004-05 and now includes the Department of Agricultural and Nutritional Science along with the other departments of biology, nursing, and physical science. These departments are housed in the Science Center, Life Science, general classroom buildings. The College offers seven baccalaureate degree programs in agriculture, family and consumer sciences – nutrition (shared with education), biology, chemistry, geology, nursing and physical science, including an associate degree in agriculture and certificate programs in agriculture and geographical information systems.

**General Observations:** According to the mission statement, the purpose of the College is to provide comprehensive classroom and experiential learning that emphasizes critical thinking, problem solving, decision making, and communication in science for students, and to become the most respected undergraduate science unit in Utah and the Southwestern United States. This mission also includes having well qualified faculty who are recognized nationally and regionally as educators and scholars. The College views undergraduate education as its highest priority and values lifelong learning, and undergraduate research.

Each of the science programs has its own mission statements listed in the university catalogue. I reviewed the assessment plans and reports listed on the university web page for the programs in the College. They were comprehensive and well done. The college has generally strong academic programs and a productive, dedicated and committed faculty who have meaningful interaction with

students both in and outside of the classroom. Along with their primary role as teachers, the faculty serves as advisors, mentors, and they may be the reason why such a high percentage of students get into graduate and professional schools.

Given the current national shortage of nursing, the college made a wise strategic decision to offer a nursing degree. With the excellent career prospects available for graduates in nursing, student enrollment in this program will continue to increase. It appears that the College is accomplishing its mission and producing excellent, high achieving students; 65 percent of them successfully enter graduate or professional degree programs after completing their degrees, but the College is also reaching a point where the lack of space and financial resources is having a negative impact on program quality.

Without adequate funding support, the College will not be successful in recruiting and retaining faculty members. There can be extremely negative consequences for academic programs, especially in the science areas where expensive equipment is needed in classes and labs. It is clear the College is experiencing some growing pains and that there are viable programs in place that are producing quality students. The overwhelming issue is that most of the departments in the College are chronically under funded. The programs are at a point that with sufficient funding they will flourish. Without it, it is doubtful that they will be able to sustain their current rate of growth without sacrificing the quality teacher/student interaction they so rightfully prize. The new Department of Nursing appears to be a rising star and is undergoing significant growth. While there is certainly a need for this department to acquire more resources to sustain this growth curve, there is a danger of not supplying the other departments with needed resources.

Maintaining the balance among departments will be a challenge for the dean. A major area of concern is the lack of funding to support research both at the faculty and undergraduate level. It is no longer a secret that undergraduate research is a very productive experience that prepares students to compete for positions in the world of work, graduate and professional schools. Indeed, it is often this experience that can tip the balance in favor of the student. With this knowledge, it is troublesome that SUU has not supported this area of education more completely. Every department identified the need for more resources for research, including space, time and equipment.

Attracting and retaining quality faculty is a main challenge for the College. It is extremely difficult, if not impossible, to maintain and grow programs without adequate faculty. Every department identified this area as a major challenge for them and this may very well be the most critical challenge facing the College.

**The Department of Agriculture and Nutritional Science:** The agriculture program, one of the top 5 programs at the university, is embedded in the region, and provides opportunities for consulting, service, and internships, and students can learn practical skills by working on the Valley Farm. However, it appears that the faculty is stretched between teaching classes and finding time to support extensive service and farm concerns. Another related concern is that the College must find a way to maintain and update the farm, an independent and self supporting operation, managed and operated by the college. The nutrition program provides consultation to other programs and works well with students in undergraduate research and internships, and transfers. A major identified weakness of the program was the lack of a nutrition/dietetics degree. Thus,

students who were interested in getting a degree in the program had to transfer to another institution. This weakness has been addressed, when the Agricultural and Nutritional Science Department submitting a letter of intention to the SUU Board of Trustees to establish a BS degree in nutrition. The College received approval to offer a BS degree in nutrition. However, the College stills needs a fully equipped nutritional analysis lab and additional personnel to have a quality program.

**The Biology Department:** The Department of Biology is a well established department at SUU. Student enrollment is stable and it has a highly educated diversified faculty. The department is located within a half hour drive of five major ecological provinces, and provides students with a wonderful opportunity to interact with a diversity of ecosystems. The program has small class and lab sizes, effective student advising, and undergraduate research opportunities are provided. However, the challenges faced by the program are fairly significant. First, there is the challenge of providing research space to faculty and modern well equipped classes for teaching and undergraduate research. Faculty members, especially in the science areas, required dedicated research space or labs in order to remain current in their own research fields, but the space is also needed for undergraduate research projects with students, and for remaining competitive on external research grants. A second challenge is to stop the high faculty turnover by addressing the compression program in the College. A third and related challenge is to upgrade the scientific equipment.

**The Department of Nursing:** The nursing program, while new to the campus and college, is a much needed addition, as the shortage of nurses in the country has now reached the critical stage. Thus, the campus and college is well positioned to meet the needs of its region and the nation. At some future juncture, when resources are more stable, the campus may want to explore the idea of establishing an online nursing program. Unlike some of the other programs in the college, the nursing program has received additional funding, support for 2 – 3 new faculty positions, and excellent campus and community support. However, nursing faces the same problem as the other programs in the sciences, and perhaps the entire campus, that the recruitment of new faculty and retention of present faculty are hampered by a relatively low academic pay scale relative to industry standards. A new nursing building would enable the College to address the lack of resources for the program.

**The Department of Physical Science:** The department is divided into three divisions – chemistry, geosciences, and physics. The geosciences are further divided into geography, geology, and geographic information systems. The strengths of the physical science program are small upper-level class and lab sizes, classes are taught by faculty members, faculty advise students and help place them into graduate and professional schools, and a strong undergraduate research program. However, there are several challenges that if not addressed will have a fundamental negative impact on the program as a whole. First, there is a difficulty in attracting qualified faculty due to low salaries, and there is a lack of support for undergraduate and professional research. There is a shortage of class and research space. I concur with the vision of the department, that the accreditation of the chemistry program should be a priority in the College.

**Final conclusions:** I have been a dean for the past 12 years and faced many of the challenges currently facing SUU. I cannot underscore enough the role that faculty play in this process. Without a core group of faculty in each discipline, the overall mission of the programs will suffer. The issue

of attracting and maintaining faculty must be addressed if the College wants to continue to be competitive and accomplish its mission. In addition, compression, an issue I am currently facing at my own institution, has to also be addressed, otherwise it will be extremely difficult to hold on to your most productive faculty. However, to end this review on a high note, the College is well positioned to meet the needs of its constituencies. Your students are successful and you have dedicated and productive faculty, but funds must be provided to maintain this level of excellence.

#### Commissioner's Recommendation

The Commissioner recommends the Regents review the program reviews submitted by the Southern Utah University 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/LS/JMC



## MEMORANDUM

November 22, 2006

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Remediation in Utah: Full Report

### Issues

USHE offers remediation to students who have not developed the proper skills in reading, writing, and mathematics and to non-traditional students who need remediation because their skills in reading, writing, and mathematics deteriorate over time. In Utah, approximately 14% of all lower division students are in at least one remedial course for a given academic year. Until this report, USHE has not studied the success rate of remedial students. Thus, a report was needed to determine who is being served (demographics) by remediation, what courses remedial students complete, and their retention and graduation rates.

### Background

The *Remedial Education in Utah* report was conducted by USHE's Office of the Commissioner to investigate academic success of students in remedial education. Specifically, the report investigated retention rates and on-time graduation rates for USHE students in remediation as compared to non-remedial peers. The report also provides descriptive and demographic information of students in remediation from 1999 to 2005. The Executive Summary with key findings is attached.

### Conclusions

The positive conclusion drawn from the report is that remediation is valuable for students who pass their remediation course(s). However, students who fail or withdraw from remediation do not perform as well as their non-remedial peers. As a result of this conclusion, a task force will be established under the direction of the K-16 Alliance to develop and implement initiatives to identify and address remedial needs of students as early in their education as possible.

### Commissioner's Recommendation

The executive summary page is included for your review. The complete report will be mailed separately prior to the Board of Regents meeting. No action is needed at this time.

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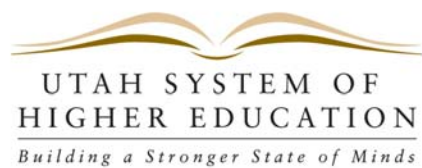
Richard E. Kendell, Commissioner

REK/LS/JC

# ***Remedial Education in Utah***

**Jorie Colbert**  
**Research Analyst, Office of the**  
**Commissioner of Higher Education**

***December 2006***



# Executive Summary

## *Introduction*

This report was conducted by Utah System of Higher Education's (USHE) Office of the Commissioner to investigate later academic success for students in remedial education. Remedial students were defined as those being in remedial Math and remedial English courses (limited to at least 2 credit courses and composition based English courses) at each USHE institution, with the exception of the University of Utah. Part I provides descriptive and demographic information of students in remediation from 1999 to 2005. Part II provides information on academic success of remedial students. As a measure of academic success, this report investigated retention rates and on-time graduation rates. On-time graduates are defined as students who earn an Associate's degree or two year certificate in three years or a Bachelor's degree in six years.

## *Key Findings*

- From 1999 to 2005, the majority of remedial students completed just one remedial course (appx. 50%)
- The only large ethnic disparity between remedial students and the overall college population occurred for Hispanics. Seven percent of remedial students are Hispanic, but only 4% of the overall college population is Hispanic
- Remedial students had a retention rate of 51%, while non-remedial students had a 48% retention rate.
- Non-remedial students had a higher on-time graduation rate (25%) than remedial students (17%)
- Students who passed remedial Math and/or remedial English had higher retention and on-time graduation rates than students who failed or withdrew from remedial coursework.

## *Conclusions*

When compared to all remedial students, non-remedial students are not more likely to be retained. Non-remedial students were significantly more likely to graduate on-time than all remedial students. However, when compared to those students who passed remedial courses, non-remedial students were not more likely to graduate on time. Therefore, the key to academic success for remedial students is to pass remedial coursework.

**Part 1:**  
**Descriptive and Demographic Information of Students in**  
**Remediation from 1999 to 2005**

This report investigates students in remedial Math and remedial English courses at each USHE institution with the exception of the University of Utah. The University of Utah only offers remedial course work through continuing education. Additionally, courses were restricted to those with two credit hours or more. Remedial English courses were composition based not reading based. USHE institutions offer different numbers of remedial English and remedial Math courses. Table 1 reports the number of courses offered organized by course subject and institution. Appendix A provides titles and course descriptions of specific remedial Math and remedial English courses. Table 1 reflects current offerings as of 2005. The numbers of courses have varied slightly across years for some institutions because some courses have been added or deleted. Refer to Appendix A for more details on that matter.

**Table 1**

*Number of Remedial Math and Remedial English Courses for each Institution*

Institution	Remedial Math	Remedial English
USU	1	1
WSU	2*	2*
SUU	2	1
SNOW	2	2
DSC	2	2
CEU	2	2
UVSC	4	2
SLCC	4	2

*\*WSU's catalogue shows 3 remedial Math and 3 remedial English courses, but only 2 came up for each course subject when the data were extracted.*

The number of students in at least one of the remedial courses in Table 1 has changed in the past six years. In 1999\*, there were 7,953 students in at least one remedial Math or remedial English course. By 2005, there were 12,486 students in at least one remedial Math or remedial English course. The number of overall college students in USHE has also increased from 1999-2005, so percentages of students in remedial courses as compared to all lower division students (i.e. first year, second year students) are provided in Table 2.

*\*Each time a year is mentioned in the report it refers to an Academic year. For example, the Academic year 1999 encompasses Summer 1998, Fall 1998, and Spring 1999.*

**Table 2**

*Percentage of Students in at Least One Remedial Course as Compared to all Lower Division Students*

<b>Year</b>	<b>Remedial Students</b>	<b>Lower Division Students</b>	<b>Percent Remedial</b>
1999	7,953	75,296	<b>11%</b>
2000	10,199	83,445	<b>12%</b>
2001	11,551	90,601	<b>13%</b>
2002	13,212	97,027	<b>14%</b>
2003	12,855	88,918	<b>14%</b>
2004	12,786	86,643	<b>15%</b>
2005	12,486	89,688	<b>14%</b>

Table 2 shows that the percentage of remedial students has varied across years with a low of 11% in 1999 and a high of 15% in 2004.

Students in at least one remedial Math course as compared to students in at least one remedial English course are provided in Table 3.

**Table 3**

*Students in at Least One Remedial Math Course as compared to at Least One Remedial English Course*

<b>Year</b>	<b>Remedial Math Students</b>	<b>Remedial English Students</b>
1999	6031	2806
2000	6893	3234
2001	7578	3418
2002	8568	3886
2003	8407	3489
2004	8418	3313
2005	8227	3157

Table 3 shows that for each year more students were in at least one remedial Math course as compared to at least one remedial English course.



Percentages of courses completed or attempted are provided in Table 4.

**Table 4**

*Number of Remedial Courses Completed or Attempted\**

Year Started	Courses					
	1	2	3	4	5	6*
1999	53%	29%	12%	4%	1%	1%
2000	51%	30%	12%	5%	2%	1%
2001	50%	30%	12%	5%	2%	1%
2002	50%	30%	12%	5%	2%	1%
2003	50%	30%	13%	4%	2%	1%
2004	50%	29%	14%	5%	1%	1%
2005	52%	29%	12%	4%	1%	1%

*\*Attempted because some students took the same course more than once if they failed the first time \*\*There were students who completed or attempted more than 6 courses, but they represented less than 1% for each year.*

Table 4 shows that the majority of students attempted or completed just one remedial course.

The next two tables provide ethnicity (Table 5) and gender (Table 6) percentages for remedial students across years.

**Table 5**

*Ethnicity of Remedial Students*

Ethnicity	Year						
	1999	2000	2001	2002	2003	2004	2005
Asian	3%	3%	3%	3%	2%	2%	2%
Black, Non-Hispanic	1%	1%	1%	2%	2%	2%	2%
Hispanic	6%	6%	7%	7%	6%	5%	7%
American Indian/Alaskan	2%	2%	2%	2%	3%	2%	3%
Non-Resident Alien	1%	1%	1%	1%	2%	2%	1%
Pacific Islander/Hawaiian	1%	1%	1%	1%	1%	1%	1%
White, Non-Hispanic	81%	81%	79%	78%	78%	79%	75%
Unspecified	5%	5%	6%	6%	6%	7%	9%

Table 5 shows that ethnicity percentages remained stable from 1999 to 2005. These percentages are also fairly consistent with the most recent ethnic makeup for USHE (excluding University of Utah). In 2005 the overall ethnic makeup was: 2% Asian, 1% Black, 4% Hispanic, 1% American Indian/Alaskan, 2% Non-Resident Alien, <1% Pacific Islander/Hawaiian, 80% White, and 10% Unspecified. Thus, the only large difference is 7% of remedial students are Hispanic, but only 4% of the overall college population is Hispanic.

**Table 6**

*Gender of Remedial Students*

Year	% Female	% Male
1999	50%	50%
2000	51%	49%
2001	49%	51%
2002	48%	52%
2003	48%	52%
2004	47%	53%
2005	48%	52%

Table 6 shows that percentages of females and males have been fairly equal from 1999-2001. Starting in 2002 there were slightly more males than females in remedial courses. According to recent gender figures for USHE population (excluding University of Utah), 49% of students are female and 51% are male.

## **Part II: Academic Success of Remedial Students**

Academic success for the purpose of this report will be investigated in terms of the number of students who persist to a second year and number who graduate on-time. Specifically, retention and on-time graduation rates will be calculated for students who started their first year of college in 1999. A student who returns to a second year of school or graduates by 2000 is counted as being retained. On-time graduates are defined as students who earn an Associate's degree or two year certificate in three years or a Bachelor's degree in six years from the date of initial enrollment. For the purpose of this report, on-time graduation was calculated system-wide. Thus, if a student started at one institution and graduated from another USHE institution, they were counted as graduating on time if they attained their degree in the specified time.

It should be noted that most reported retention and graduation rates are only based on first-time, full-time, degree seeking students. However, not all college students fit that description. Thus, all freshmen were extracted for this report, which included part-time students and full-time students, students who start college fall or spring semester, and students who are degree seeking or certificate seeking. Additionally, students who transfer to another USHE institution were tracked for on-time graduation rates. Since this student description is more broadly defined, retention and on-time graduation rates in this report will be lower than what is typically expected.

Remedial first-year students will be compared to non-remedial first year students in terms of retention and on-time graduation rates. Remedial first-year students are students who enrolled in at least one remedial Math or remedial English course in 1999. All other first-year students from 1999 were designated as non-remedial. There were 4,265 first-year students in remedial coursework for fall 1998 and spring 1999. There were 22,315 non-remedial students who were first-year students in 1999. Note that there were other students in remedial courses for 1999 (about 3,000) who were not first-year students.

### ***Retention***

Fifty-one percent of remedial first-year students in 1999 returned for a second year of school or had graduated by 2000. Forty-eight percent of non-remedial first year students returned for a second year of school or had graduated by 2000. Stratified samples of 400 remedial students and 400 non-remedial students were drawn to statistically compare retention rates. The samples were stratified in terms of the proportion of students who were retained. Logistic regression revealed that the odds of being retained were not significantly related to student type,  $\chi^2(1) = 0.61, p > 0.05$ . Thus, remedial students were no more likely to be retained than non-remedial students.

Retention rates varied across institutions. Table 7 provides retention rates organized by student type (remedial, non-remedial) and first-year institution.

**Table 7***Retention Rates Organized by First-Year Student Type and Institution*

Institution	Remedial Students*	Non-Remedial Students
USU	59%	57%
WSU	50%	52%
SUU	63%	56%
SNOW	53%	56%
DSC	45%	52%
CEU	54%	40%
UVSC	52%	44%
SLCC	51%	41%
USHE Average	51%	48%

\*Students enrolled in at least on remedial course

Table 7 shows that retention rates were higher for remedial students as compared to non-remedial students at USU, SUU, CEU, UVSC, and SLCC.

Retention rates also differed as a function of part-time/full-time status. Regardless of student type, full-time students had higher retention rates than part-time students. Specifically, 54% of full-time remedial students were retained, while 46% of part-time remedial students were retained. For non-remedial students, 57% of full-time students were retained and 37% of part-time students were retained.

Regardless of student type, retention rates were higher for females as compared to males. Specifically, 57% of remedial females and 46% of remedial males were retained. Sixty percent of non-remedial females and 35% of non-remedial males were retained. Finally, retention rates also varied across student ethnicity. Table 8 provides retention rates for student type and student ethnicity.

**Table 8***Retention Rates Organized by First Year Student Type and Ethnicity*

<u>Ethnicity</u>	<u>Remedial Students</u>	<u>Non-Remedial Students</u>
American Indian	47%	35%
Asian	52%	50%
Hawaiian/Pacific Islander	33%	31%
African American	36%	35%
Hispanic	48%	40%
White	52%	50%
Non-Resident Alien	n/a	49%
Unspecified	50%	44%

Table 8 shows that regardless of ethnicity, remedial students have higher retention rates than non-remedial students.

***On-time Graduation***

Seventeen percent of remedial first year students from 1999 graduated on time. Twenty five percent of non-remedial students graduated on time. Stratified samples of 400 remedial students and 400 non-remedial students were drawn to statistically compare on-time graduation rates. The samples were stratified in terms of the proportion of students who graduated on time. Logistic regression revealed that the odds of graduating on time were significantly related to student type,  $\chi^2(1) = 8.68, p = 0.003$ , with non-remedial students having higher odds (0.33) of graduating on-time than remedial students (0.20). Remedial student's lower on-time graduation rate is expected because they have to complete more courses than their non-remedial peers. Table 4 showed that the majority of students completed one remedial course, but there were also a large percentage of students (29%) who completed two remedial courses. Thus, the majority of remedial students must wait a semester or more before they can start Math and English courses that their non-remedial peers can start in their first semester of college.

There were differences in on-time graduation rates based on full-time/part-time enrollment status. As expected, full-time students had higher on-time graduation rates than part-time students. Specifically, 20% of full-time remedial students from 1999 graduated on time, while only 10% of part-time remedial students graduated on-time. For non-remedial students, 38% of the full-time students graduated on time, while only 9% of the part-time students graduated on time.

There were also differences in on-time graduation rates based on gender. Female remedial students had an on-time graduation rate of 18%, which was higher than male remedial students' on-time graduation rate (15%). Similarly, female non-remedial students had a higher on-time graduation rate (31%) than male non-remedial students' on-time graduation rate (22%). Thus, female students not only had higher retention rates than males, but they also had higher on-time graduation rates than males.

Finally, on-time graduation rates also differed as a function of student ethnicity. Table 9 provides on-time graduation rates organized by student type and ethnicity.

<b>Table 9</b>		
<i>On-time Graduation Rates Organized by First Year Student Type and Ethnicity</i>		
<u>Ethnicity</u>	<u>Remedial Students</u>	<u>Non-Remedial Students</u>
American Indian	9%	13%
Asian	20%	17%
Hawaiian/Pacific Islander	8%	4%
African American	11%	14%
Hispanic	10%	13%
White	17%	26%
Non-Resident Alien	n/a	19%
Unspecified	26%	22%
<u>Average</u>	<u>17%</u>	<u>25%</u>

Table 9 shows that remedial Asian and remedial Hawaiian/Pacific Islander students had higher on-time graduation rates than non-remedial Asian and non-remedial Hawaiian/Pacific Islander students.

Even though graduation rate was computed system-wide, there were differences in on-time graduation rates for each institution in which students started in 1999. Table 10 provides on-time graduation rates based on the institution at which a student completed remedial coursework or was a non-remedial first-year student at in 1999. Please note these rates do not reflect on-time graduation rates for each institution. They are the percent of students who graduated on time after enrolling in a particular institution for their first year.



**Table 10***On-time Graduation Rates based on First Year Student Type and “Starting” Institution*

Institution	Remedial Students	Non-Remedial Students
USU	19%	35%
WSU	16%	32%
SUU	23%	29%
SNOW	18%	39%
DSC	20%	40%
CEU	24%	19%
UVSC	18%	24%
SLCC	12%	8%
USHE Average	17%	25%

Table 10 shows that on-time graduation rates were higher for remedial students than non-remedial students at CEU and SLCC.

***Academic Success based on Course Subject and Grade***

Additional factors like grades earned in remedial courses and remedial subjects could mediate retention and on-time graduation rates. Thus, the effects of grades will be investigated separately for remedial Math and remedial English in terms of retention and on-time graduation rates. USHE institutions have different cut-off grades for what is considered passing in remedial coursework. Passing grades in remedial courses varied from a B- to no minimum passing grade across USHE institutions. (For specific passing grades at each institution refer to Appendix B).

***Remedial Math.*** Of the 4,265 first year students in remedial coursework for 1999, 3,379 were in at least one remedial Math course. Table 11 provides retention rates based on grade type (pass, fail, withdrawal). Again, the pass/fail cut-off was based on each institution’s policy that can be found in Appendix B. Students were only counted once. Thus, if a student completed the same course twice or more then one remedial Math course, their first grade earned in their first remedial math course was used for Table 11. Additionally, students who earned an audit (N = 43) and one student who earned an IP (in progress) were not included in Table 11. Retention rate percentages were found within each grade type. For example, USU’s retention rate for students who passed remedial Math was 73%. This figure was found by dividing the number of students who passed remedial Math and were retained (N = 105) by the overall number of students who passed remedial Math (N= 144).

**Table 11***Retention Rates based on Grade Type in Remedial Math and Institution*

Institution	Pass	Fail	Withdrawal
USU	73%	36%	29%
WSU	66%	52%	32%
SUU	78%*	67%*	50%*
SNOW	66%*	**	0%*
DSC	70%	29%	40%
CEU	65%	33%	27%*
UVSC	63%	32%	34%
SLCC	59%	33%	16%

*\*Note: These rates are based on less than 30 students. \*\*Snow's policy does not specify In failing grade*

As expected, students who passed their remedial coursework had higher retention rates than those who failed or withdrew from their remedial coursework. Additionally, retention rates for students who pass remedial Math was higher than retention rates for non-remedial students at each institution (refer back to Table 7 for non-remedial students' retention rates).

To determine if students who passed remedial math were significantly more likely to be retained than non-remedial students, samples of students who passed remedial math were compared to samples of non-remedial students. Since each institution has different passing scores and a different number of students in remedial Math, it is more accurate to compare retention rates for students who pass remedial math to non-remedial students at each institution separately. Schools with less than 30 students (SUU and SNOW) who passed remedial Math could not be reliably compared to non-remedial students. If an institution had between 45 and 150 students (DSC, CEU, USU) who passed remedial Math, samples of 75 students were randomly drawn for both student types. If an institution had over 151 students who passed remedial math (WSU, UVSC, SLCC), samples of 150 students were randomly drawn for both student types. Samples were stratified in terms of the proportion of students who were retained. Logistic regression was used to compare the relationship between student type (students who passed remedial Math, non-remedial students) and retention outcome. Logistic regression revealed a significant relationship between student type and retention outcome for all six schools; DSC:  $\chi^2(1) = 5.55, p = 0.020$ , CEU:  $\chi^2(1) = 8.77, p = 0.003$ , USU:  $\chi^2(1) = 4.27, p = 0.039$ , WSU:  $\chi^2(1) = 5.55, p = 0.019$ , UVSC:  $\chi^2(1) = 10.59, p = 0.001$ , SLCC:  $\chi^2(1) = 9.77, p = 0.002$ . Thus remedial students at those six schools were more likely to be retained than their non-remedial peers.

Table 12 provides on-time graduation rates based on grade type for students in remedial Math. Again, on-time graduation rates were calculated system-wide. Thus, the rates in Table 12 reflect on-time graduation rates based on the institution a student completed remedial coursework at in 1999.

**Table 12***On-time Graduation Rated based on Grade Type in Remedial Math and Institution*

Institution	Pass	Fail	Withdrawal
USU	27%	6%	0% *
WSU	28%	14%	0%
SUU	47% *	17% *	0% *
SNOW	30% *	**	0% *
DSC	33%	7%	17%
CEU	38%	0%	0% *
UVSC	25%	5%	3%
SLCC	14%	2%	0%

**\*Note:** These rates are based on less than 30 students. \*\*Snow's policy does not specify  
In failing grade

As expected, students who passed remedial Math had higher on-time graduation rates than those that failed or withdrew. SUU has much higher on-time graduation rates than other USHE institutes. This higher rate could be a function of their high grade criterion for passing, which is a B-. Thus, students who earn a failing grade at SUU would be considered as earning a passing grade at other institutions. The on-time graduation rate for SUU, CEU, UVSC, and SLCC students who passed remedial Math was higher than the on-time graduation rate for non-remedial students at those institutions (refer back to Table 10 for non-remedial students' on-time graduation rates). However, when samples of students who passed remedial Math were compared to samples of non-remedial students CEU, UVSC, and SLCC, no significant relationship for study type was found for likelihood of graduating on time,  $\chi^2(1) < 3.84$ ,  $p > 0.05$  for each school. Note that a remedial sample of students from SUU could not be reliably drawn because less than 30 students passed remedial Math. The sample sizes for CEU, UVSC, and SLCC were the same that were used to compare retention rates, and they were stratified in terms of on-time graduation outcome. Floor effects (i.e. low rates) could be a reason why no differences were detected between on-time graduation rates for students who pass remedial Math as compared to non-remedial students.

**Remedial English.** Of the 4,265 first year students in remedial coursework for 1999, 1,783 were in at least one remedial English course. Table 13 provides retention rates based on grade type (pass, fail, withdrawal). Again, students were only counted once, and students who earned an audit (N = 15) were not included in Table 13.

**Table 13***Retention Rates based on Grade Type in Remedial English and Institution*

Institution	Pass	Fail	Withdrawal
USU	46%*	20%*	50%*
WSU	58%	52%*	5%
SUU	65%	60%*	40%*
SNOW	59%*	**	40%*
DSC	64%	22%	37%
CEU	67%	9%*	20%*
UVSC	56%	28%	16%
SLCC	69%	30%	60%*

*\*Note: These rates are based on less than 30 students. \*\*Snow's policy does not specify In failing grade*

As expected, students who passed their remedial coursework had higher retention rates than those that failed or withdrew from their remedial coursework. Additionally, the retention rates for students who passed remedial English were higher than retention rates for non-remedial students (refer back to Table 7 for non-remedial students' retention rates) at each institution except for USU and SNOW.

To determine if students who passed remedial English were significantly more likely to be retained than non-remedial students, samples of students who passed remedial English were compared to samples of non-remedial students. Schools with less than 30 students (DSC and SNOW) who passed remedial English could not be reliably compared to non-remedial students. Samples sizes of 30 students were randomly drawn for CEU and USU, 100 students for WSU, and 150 students for DSC, UVSC, and SLCC. Samples were stratified in terms of the proportion of students who were retained. Logistic regression was used to compare the relationship between student type (students who passed remedial English, non-remedial students) and retention outcome. Logistic regression revealed a significant relationship between student type and retention outcome for DSC:  $\chi^2(1) = 3.97, p = 0.046$ , UVSC:  $\chi^2(1) = 3.86, p = 0.049$ , and SLCC:  $\chi^2(1) = 23.02, p = 0.001$ . Thus remedial students at those three schools were more likely to be retained than their non-remedial peers. No significant relationship was found between student type and retention outcome at CEU, SUU, and WSU,  $\chi^2(1) < 3.84, p > 0.05$  for each school. Thus, overall non-remedial students were not more likely to be retained than students who passed remedial English.

Table 14 provides on time graduation rates based on grade type for students in remedial English.

**Table 14***On-time Graduation Rates based on Grade Type in Remedial English and Institution*

Institution	Pass	Fail	Withdrawal
USU	0%*	0%*	0%*
WSU	20%	9%*	0%
SUU	32%	0%*	0%*
SNOW	21%*	**	10%*
DSC	32%	4%	8%
CEU	29%	9%*	0%*
UVSC	21%	3%	3%
SLCC	25%	3%	0%*

**\*Note:** These rates are based on less than 30 students. \*\*Snow's policy does not specify  
In failing grade

Students who passed remedial English had higher on-time graduation rates than students who failed or withdrew from remedial English. Students who passed remedial English at SUU, CEU, and SLCC had higher on-time graduation rates than non-remedial students (refer back to Table 10 for non-remedial students' on-time graduation rates). However, when samples of students who passed remedial English at SUU, CEU, and SLCC were compared to non-remedial students, no significant relationship for student type was found for likelihood of graduating on-time,  $\chi^2(1) < 3.84$ ,  $p > 0.05$  for each school. The sample sizes were the same that were used to compare retention rates, and they were stratified in terms of on-time graduation outcome. Again, floor effects (i.e. low rates) could be a reason why no differences were detected between on-time graduation rates for students who pass remedial English as compared to non-remedial students.

### Conclusion

Until now, the USHE has not studied the success rate of remedial students. Thus, it is important to know how successful remedial students are academically in terms of retention and on-time graduation rates as compared to their non-remedial peers. When compared to remedial students, non-remedial students are not more likely to be retained. Non-remedial students were significantly more likely to graduate on time than remedial students. Remedial students should have a lower on-time graduation rate than non-remedial students because they have to complete more courses. However, when compared to those students who passed remedial courses, non-remedial students were not more likely to graduate on time. The fact that no significant difference in likelihood of graduating on time was found between students who pass remediation as compared to their non-remedial peers is quite impressive since remedial students must take more courses to graduate (i.e. remedial coursework). Therefore, the key to academic success for remedial students is to pass remedial coursework.

**Appendix A: Course Descriptions**

INSTITUTE	REMEDIAL MATH COURSES	REMEDIAL ENGLISH COURSES
Utah State University	<b>0900: Elements of Algebra (3)</b> Review of elementary algebra in preparation for MATH 1010. Remedial class not carrying USU or transfer credit. Remedial fee required.	<b>0010: Writing Tutorial (3)</b> Provides additional instruction for students whose score on the ACT is 16 or less, or who are advised into the course on the basis of writing diagnosis given the first day of class in ENGL 1010.
Weber State University	<b>0950: Pre-algebra (3)</b> Fundamental concepts of arithmetic including pre-algebra. Does not count for graduation.  <b>0955: Integrated Arithmetic and Beginning Algebra (6)</b> Fundamental concepts of arithmetic including pre-algebra. Relations, functions, positive and negative numbers, rational expressions, linear equations and inequalities. Does not count toward graduation.  <b>0960: First Course in Algebra (3)</b> Relations, functions, positive and negative numbers, rational expressions, linear equations and inequalities. Does not count toward graduation. Prerequisite: MATH ND0950 or placement test.	<b>0900: Fundamentals of Reading and Writing (3)</b> A course designed to help students develop fundamental reading, writing, and thinking skills. Students in this course work closely with Skills Enhancement Center tutors in both group and one-to-one settings. Students with ACT scores in either English or Reading of 12 and below are required to take ENGL ND0900. Students without ACT scores are also placed in this course unless they are otherwise placed by Accuplacer. Students must complete this course with a grade of C or better before enrolling in ENGL ND0955.  <b>0955: Developmental Reading and Writing (6)</b> A course to help students develop reading, writing, and critical thinking skills prerequisite for entry-level college courses. Students in this course are supported by the Skills Enhancement Center. Students who pass ENGL ND0900 with a grade of C or better, whose ACT scores in English or Reading run from 13 to 16, or who are placed by Accuplacer are placed in ENGL ND0955. Students must complete ENGL ND0955 with a grade of C or better before enrolling in ENGL EN1010.  <b>0960: Developmental Writing (3)</b> Developing fundamental reading, thinking, and writing skills. Focuses on sentence structure and essay development. <i>ND (non-degree) will not count toward hours required for graduation.</i>
Southern Utah University	<b>0900: Pre-Algebra (2)</b> Mathematical concepts necessary to study algebra: prime and composite numbers, least common multiple, greatest common factor, fractions, order of operations, decimals, ratios, and proportions, percents, basic geometry. Pass/Fail course; 80% grade required to pass. Credit not counted toward graduation. Student Support Center Permission required.	<b>0990: Reading &amp; Writing Skills (3)</b> This course is designed to develop the critical reading and writing skills necessary for survival in college courses. This course will prepare the student to enter Engl 1010. Students with A C T English scores below 15 are strongly recommended to take this course. 2001



	<p><b>0990: Beginning Algebra (4)</b> Exploration of signed numbers, linear equations and inequalities, integer exponents, polynomials and factoring. An introduction to the concepts of sequences, sets, graphing, radicals and quadratic equations is included. This class prepares students for Intermediate Algebra Pass/Fail course; 80% grade required to pass. Student Support Center permission required.</p>	<p><b>0900: Basic Vocabulary (2)</b> This class will expose students to the patterns of Latin and Greek root words in the English and Romance languages. This powerful tool combined with the awareness of base words will increase a person's ability to break down words, understand lectures and news programs, and spell correctly. See Student Support Services Staff- ST 205.</p> <p><b>Starting Fall 2004 the above course re-titled</b></p> <p><b>ENGL 0900 Basic Grammar (2)</b></p>
Snow College	<p><b>0990: Foundation Math (4)</b> Review of basic math principles, including addition, subtraction, multiplication, fractions, and decimals. The course will also include a review of geometry and introduce basic algebraic concepts, including sign numbers, equation, and graphing. Permission by Student Support Services Required</p> <p><b>0980: Pre-Algebra (3)</b> This course includes work with: Arithmetic with the real number system and percents with a heavy emphasis on practical problems. This course is for you if you did poorly in high school math classes or have not had any math for many years.</p> <p><b>As of Fall 2002 0980: Pre-Algebra was re-numbered to 0970 and became a 4 credit course.</b></p>	<p><b>0980: BEGINNING COMPOSITION (3 credit hours)</b> A first course in writing. A review of the basics including nouns, pronouns, prepositions, adjectives, adverbs, commas, apostrophes, capitalization, the simple sentence, coordination and subordination. The writing process will be explored through the development of a single paragraph. This process will include defining and narrowing a topic sentence, generating ideas, arranging ideas in a plan, writing coherently and revising the paragraph</p> <p><b>0990: BEGINNING GRAMMAR (5)</b> Same as 0980, but open to student support service participants only.</p>
Dixie State College	<p><b>0900: Basic Mathematics/Pre-Algebra (4.0)</b> Designed for students with an ACT score of 12 or lower or for students needing to learn or review basic mathematics skills. Covers operations on whole numbers, fractions, decimals, percents with applications, ratios and proportions, signed numbers, linear equations with applications, positive integral exponents, geometry, and polynomials. Graphing and polynomial factoring will be introduced. This course is offered in two delivery formats--lecture and individualized. Lecture Format: Traditional lecture given by the instructor four days per week. Tests and assignments are done on a cohort schedule. Individualized Format: A "Placement Inventory" is used to design a personalized program of study. Students work on their programs with an instructor present for individual instruction when needed. Minimum testing deadlines must be met. Satisfies prerequisites for Math 0930. Course fee required on Individualized Format courses. 4-5 class meetings per week.</p> <p><b>0930: Elementary Algebra (4.0)</b> Designed for students with an ACT</p>	<p><b>0750: Grammar and Sentence Skills (5 Credits):</b> This course focuses on sentence patterns, the organization of short paragraphs, and essential punctuation, as well as punctuation, sentence, paragraph, and essay skills. This class is for you if you need help in these areas. If your placement score is <b>40 or lower</b>, you must take this class before taking English 1010.</p> <p><b>ENGL 0750 was re-titled to Basic Writing, but then the entire course was discontinued Fall 2005</b></p> <p><b>0920: Beginning Writing (3.0):</b> For students whose English placement score is in the range of 41-49. This course teaches basics of paragraph and essay organization and development, as well as critical thinking, while preparing students to enter ENGL 1010. Assignments, activities and tests related to writing and critical reading skills. Successful students will be able to write structured, developed and coherent paragraphs and essays which are relatively free of</p>

	<p>math score of 13-17, or for students needing to learn or review elementary algebra. Covers operations on integers, fractions, integral exponent, polynomials with factoring, linear and quadratic equations with applications, rational expressions, linear systems, graphing, and radicals. Computer-assisted instruction. Satisfies prerequisites for MATH 1010.4 lecture hours per week. <i>Prerequisite: MATH 0900 or ACT score of 13 or higher</i></p>	<p>mechanical errors. They will also edit and proofread their work, as well as analyze the work of others in small and large groups.</p> <p><b>ENGL 0920 was made re-titled to 0990: Beginning Writing (3.0) in Fall 2005</b></p>
College of Eastern Utah	<p><b>0970: Fundamentals of Mathematics (4:4:0)</b> This course is a developmental course in arithmetic, designed to help students acquire or renew competency in calculations involving whole numbers, place value and rounding, exponents, order of operations, fractions, decimals, ratio and proportion, percents and basic business math. Other topics include elementary, statistics (median, mean, mode, frequency graphs, and histograms), English and metric measurement systems and conversions, perimeter, area and volumes of geometric figures, the Pythagorean Theorem, similar triangles, operations with integers, and an introduction to the basic concepts of algebra. Emphasis is given to the development of skills using work problems and application of these techniques to “real life” situations. MATH 0970 does not count towards graduation, but attempts to prepare the student for MATH 0990.</p> <p><b>0990: Preparatory Algebra (3:3:0)</b> This is a first course in algebra designed to prepare the student for intermediate algebra. Topics include an introduction to real numbers and algebraic expressions, solving equations and inequalities, operations on polynomials, factoring polynomials, rational expressions, and equations, graphs of equations and inequalities, and systems of equations. Word problems are utilized to help the student understand how algebra is used to solve problems. MATH 0990 does not count towards graduation, but attempts to prepare the student for MATH 1010. Prerequisite: MATH 0970</p>	<p><b>0900: Developmental Language Arts (3:3:0)</b> Intensive practice in reading, writing, grammar, and analytical skills as preparation for composition courses.</p> <p><b>0990: Developmental Composition (3:3:0)</b> Emphasizes basic composition skills: generating ideas, developing unified, coherent paragraphs, writing and revising short essays, and editing for clarity and grammatical correctness. Includes reading and analysis of short essays. Instructors use a variety of instructional methods including group work, lecture, and tests. Students demonstrate their competence primarily by writing and revising short papers.</p>
Utah Valley State College	<p><b>MAT 0800: Math Fundamentals (3.0)</b> <i>Prerequisite(s): Appropriate test scores.</i> Reviews whole number operations and covers fractions, prime factorization, greatest common factors, and least common</p>	<p><b>ENGH 0890: Basic Writing I (5.0)</b> Prerequisite: Appropriate placement score. Requires students to create portfolios to display their essays and to model the stages of writing. Teaches students to distinguish formal from informal writing.</p>

	<p>multiplies. Covers basic operations involving decimals, percents, ratios, and proportions. Includes the basic operations involving measurement and geometry. Introduces basic algebraic operations.</p> <p><b>MAT 0950: Foundations for Algebra (5.0)</b>  <i>Prerequisite(s): Appropriate test scores.</i> Designed for students requiring basic math and pre algebra instruction. Covers basic operations for number systems up to and including real numbers. Includes fractions, ratios, proportions, decimals, exponents, roots, linear equations, and polynomial expressions. A preparatory course for MAT 0990, Introductory Algebra.</p> <p><b>MAT 0980: Integrated Pre-Algebra and Beginning Algebra (5.0)</b>  <i>Prerequisite(s): Appropriate test scores</i> An accelerated preparatory class for MAT 1010, Intermediate Algebra, covering Pre-Algebra and Beginning Algebra in one semester. Topics of study include real numbers, algebraic expressions, polynomials, solving and graphing linear equations and inequalities, factoring, quadratic equations, rational expressions and equations, ratios, percents, systems of linear equations, roots and radicals, and an introduction to complex numbers.</p> <p><b>MAT 0990: Introductory Algebra (4.0)</b>  <i>Prerequisite(s): MAT 0950, MAT 0980, or appropriate test scores</i> For students who have completed a minimum of one year of high school algebra or who lack a thorough understanding of basic algebra principles. Teaches integers, solving equations, polynomial operations, factoring polynomials, systems of equations and graphs, rational expressions, roots, radicals, complex numbers, quadratic equations and the quadratic formula. Prepares students for MAT 1010, Intermediate Algebra.</p>	<p>Emphasizes writing as a reflection of their reading and speaking abilities. Fosters a community of writers by practicing literate activities in the classroom and online.</p> <p><b>ENGH 0990: Basic Writing II (5.0)</b>  <i>Prerequisite:</i> ENGH 0890 or Appropriate placement scores          Requires students to create portfolios that include informative, persuasive, and multiple source essays. Helps students to understand peer review and collaborative learning processes both in the classroom and online. Prepares students for ENGL 1010 and other writing intensive courses by asking them to write for various academic audiences.</p>
Salt Lake Community College	<p><b>0900: Basic Mathematics 3</b>          An introduction to basic mathematics, including operations with whole numbers, fractions, decimals, proportions, and percentages.</p> <p><b>0920: Developmental Math 6</b>          Includes whole numbers, fractions, decimals, proportions, percents and basic geometry. It also includes integers, linear equations, polynomials, and graphing. Computer- assisted instruction is available.</p> <p><b>0950: Pre-Algebra 3</b>  <i>Prereq:</i> A C or better in MATH 0900 or appropriate CPT score.</p>	<p><b>WRTG 0900: Basic Writing 5</b>  <i>Prereq:</i> ACT score of 14-15 or CPT score of 40-59 or ESL 1010 and ESL 1020 w/C or better. Introduces them to the writing process while building confidence and fluency. Students learn writing as a social act intended for different audiences and purposes.</p> <p><b>WRTG 0990: College Preparatory Writing 3</b>  <i>Prereq:</i> ACT score of 16-19 or CPT score of 60-80 or WRTG 0900 w/ C or better. Prepares students for college-level writing. Uses discussion, critical thinking, reading and writing to discover ideas and meaning for writer and reader alike.</p>

	<p>Includes integers, linear equations, polynomials, and graphing. It also includes a review of fractions, decimals, and percents. Computer-assisted instruction is available. Course may include a service-learning component.</p> <p><b>0970: Elementary Algebra 4</b> Prereq: MATH 0920 or MATH 0950 w/C or appropriate CPT score. Includes linear equations, systems, polynomials, factoring, graphing, and inequalities. It also includes rational and radical expressions and equations. Computer-assisted instruction is available.</p>	
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## Appendix B

### Remedial Passing Grades for Each USHE Institution

Utah State University	No letter grade, just <i>P</i> or <i>F</i> designation
Weber State University	C
Southern Utah University	B-
Snow College	No minimum passing score is needed
Dixie State College	C
College of Eastern Utah	D-
Utah Valley State College	C-
Salt Lake Community College	C

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Proposed Ground Lease of Property in Vernal to the Uintah Basin Applied Technology College

Utah State University (USU), in conjunction with its USU Uintah Basin Regional Campus, requests approval to enter into a ground lease with the Uintah Basin Applied Technology College (UBATC) of approximately 20 acres of land in Vernal, Utah, to be used to construct a UBATC building. Under Regent policy R712, USHE institutions may allow non-institutional entities to construct facilities on institutionally-owned land when it serves institutional and/or public purposes.

The 20 acres is part of a parcel of 137 acres recently donated to USU for the purpose of furthering education in the Uintah Basin. The University anticipates that there could be future USU buildings on this site. As compensation for the use of land, USU will share use of the building. The proposed lease agreement was approved by the UCAT Board of Directors on November 1, 2006, and is expected to be approved by the USU Board of Trustees on December 1, 2006. The proposed lease has also been reviewed by an Assistant Attorney General.

Commissioner's Recommendation

The Commissioner recommends approval of the ground lease between USU and UBATC contingent upon compliance with R712 and approval by the Utah State University Board of Trustees.

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Richard E. Kendell  
Commissioner of Higher Education

Attachment  
REK/MHS



November 29, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Weber State University – Sale of Donated Property

Issue

Sale of institutional property requires approval of the State Board of Regents. Property sales of considerable size are brought to the Board as action items; sales of small properties are dealt with on the consent calendar.

Background

Weber State University proposes the sale of donated property. The University owns a one half, undivided interest in 20.7 acres in northwest Kaysville. Use of this property is not in the long term plan of the University. A local developer is offering a purchase price, \$104,000 per acre, consistent with a recent appraisal, netting the University \$1,076,400. A map and photographs are attached.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the proposed sale of donated property by Weber State University.

Attachment  
REK/MHS

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Richard E. Kendell  
Commissioner of Higher Education



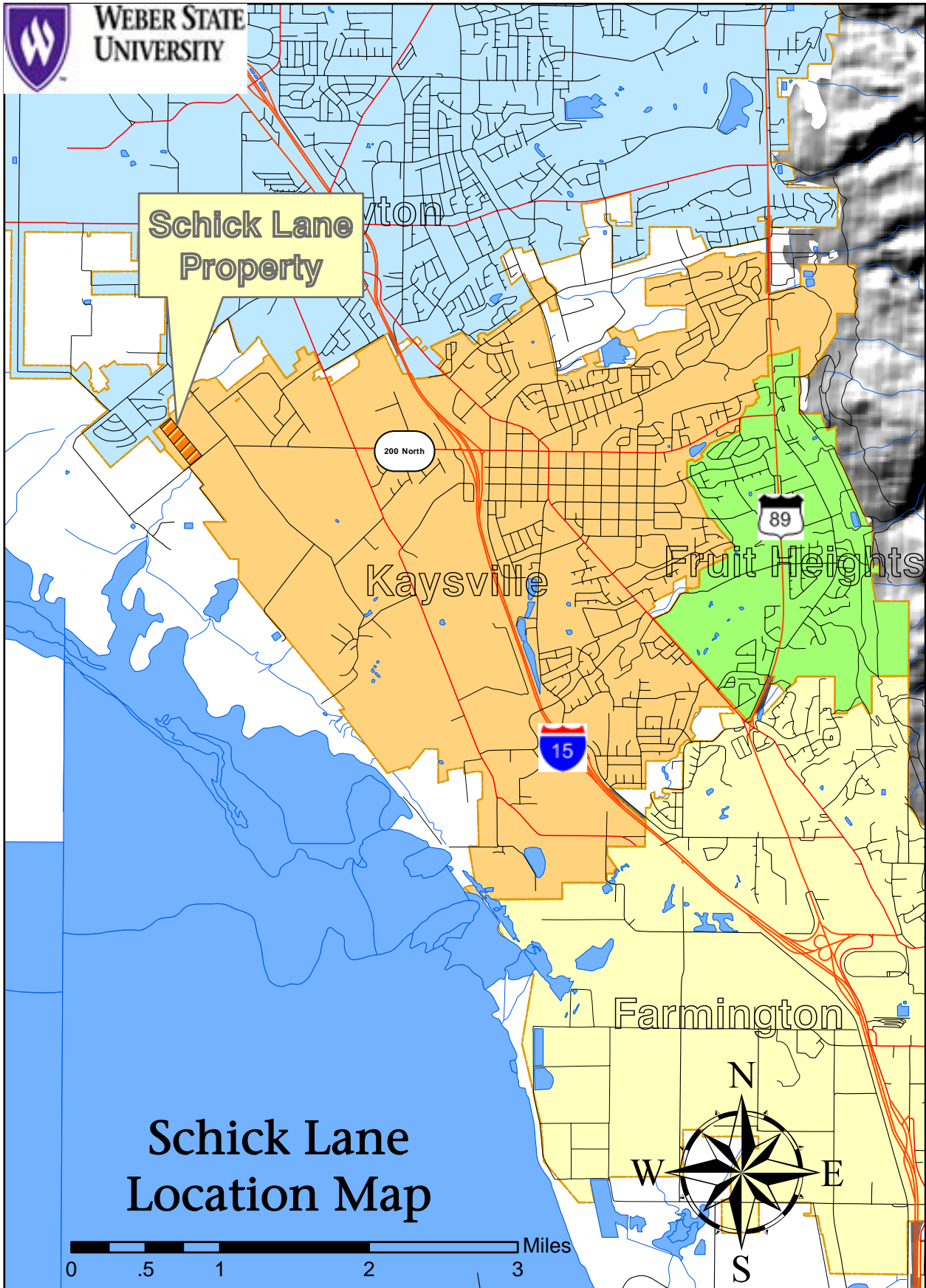
## Schick Lane Purchase Offer

### ***Weber State University Property:***

- Weber State University owns a one half, undivided interest in 20.7 acres.
- Weber State received the property from the Estate of Emily Barnes, of Kaysville in April of 2000.
- The other half interest is split among four surviving nieces and nephews of Emily Barnes.
- The property is currently zoned agricultural and is leased as pasture.
- The area is actively undergoing residential development.

### ***The Offer:***

- A local builder, Jayson Haskell, of Layton Utah secured a purchase agreement with the other interest holders in September of 2006.
- That agreement is contingent on successfully securing an agreement with Weber State University for its interest.
- The offer to Weber State is as follows:
  - ❖ Purchase price \$104,000 per acre for the effective area held by the University.  $\{20.7 \text{ acres} / 2\} * \$104,000 = \$1,076,400$ .
  - ❖ Contingent upon:
    - ◇ Board of Regents approval.
    - ◇ Successful rezone by the Builder to R-2.
    - ◇ Successful Plat approval for subdivision by the developer.
    - ◇ Successful closing with the other interest holders.
  - ❖ Mr. Haskell has until 7 September 2007 to secure the necessary changes and approvals, and complete the transaction.
- At the request of Weber State, the property was appraised by Rick Lifferth, an MAI Appraiser, and was valued at \$104,000 per acre.



Weber State University  
Schick Lane Parcel  
Township 4 North Range 1 West  
Salt Lake Meridian



600 300 0 600 Feet

1 inch equals 300 feet

RAS  
18 Sept 2007





WEBER STATE  
UNIVERSITY

## Schick Lane Property

Viewed from Northwestern corner looking southeast toward Kaysville / Farmington / Fruit Heights.



Viewed from Northwestern corner looking northeast along Kaysville / Layton City Limits.



November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Snow College – Property Transfer to Richfield City

Snow College requests permission to transfer ownership of property, including a section of a road called Technology Drive, to the city of Richfield. The College believes this transfer will be in the long-term interests of the College.

The perimeter road known as Technology Drive runs along the west side of the Snow College Richfield Campus. The road currently dead-ends into a College-owned parking area which services the Sevier Valley Center and the College administrative building. Richfield City has obtained Community Impact Board (CIB) funds to extend Technology Drive north to link to other city roads. As outlined in the attached letter from Dr. Richard White, the extension and improvements to this road will significantly enhance the ability of patrons to enter and exit this area of campus. In addition, the city becomes responsible for maintenance of the road.

The Commissioner is aware that in the past the Board of Regents has been reluctant to approve the transfer of contiguous institutional property. In this case, the Commissioner agrees that this transfer is in the best long-term interests of the College, and provides an opportunity for the College to contribute to the planning efforts of its host city. This property transfer has been reviewed by Assistant Attorney General Tom Anderson and approved by the Snow College Board of Trustees.

Recommendation

The Commissioner recommends transfer of Technology Drive to Richfield City.

REK/MHS  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education





November 28, 2006

Dr. Mark Spencer  
Utah System of Higher Education  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Dr. Spencer:

Snow College is requesting permission to turn over to Richfield City the perimeter road known as Technology Drive that runs along the west side of the Snow College Richfield Campus. The amount of property in question is approximately 2.45 acres. Two maps that show the campus and Technology Drive are enclosed.

Richfield City has obtained a two million dollar grant and loan from the Utah Permanent Community Impact Board to extend Technology Drive north from the northwest corner of the Snow College Richfield Campus to 500 North as shown on the maps. After discussion with the City and with Alyn Lunceford, Manager of Debt and Real Estate for DFCM, we believe it would be in the best interest of Snow College and the State of Utah to transfer the portion of Technology Drive now owned by Snow College to Richfield City. The transfer would occur in exchange for the City's commitment to extend and maintain Technology Drive as described below. This proposal has been approved by the members of the Snow College Board of Trustees.

We believe the proposal would be a positive action for the College and the City for the following reasons.

1. Richfield City would maintain the road in the future and make needed improvements thus relieving the College and the State from spending funds for that purpose.
2. Allowing the City to extend Technology Drive will increase access to the College campus and its buildings from the north, including the new Sevier Valley Center.
3. The Technology Drive extension to the north should greatly facilitate the flow of traffic leaving the College's north parking lot after events in the Sevier Valley Center.

**SNOW COLLEGE RICHFIELD CAMPUS**  
800 WEST 200 SOUTH - RICHFIELD, UT 84701  
(435) 896-8202

4. The proposed improvements to Technology Drive will include left turn lanes not presently extant at three different locations along College property, including the entrance to the north parking lot. This will provide better access and increased safety.
5. The extension of Technology Drive will provide a much-needed collector road for the City that will run from 500 North to 1300 South.
6. As a City-maintained road, Technology Drive should receive more monitoring by City police than presently occurs.
7. The possibility of Richfield City providing a bike and pedestrian path that would run parallel to Technology Drive has been discussed with the City.

The College would maintain ownership of the narrow strip of property that runs along the west side of the road. We believe any negative consequences for Snow in giving the College-owned portion of Technology Drive to the City would be minimal. The City's engineer expects the traffic flow along Technology Drive could increase from approximately 500 cars per day to 1500 per day.

We will be pleased to supply any additional information to assist the Regents in their review of our request. Thank you.

Sincerely,

Richard L. White  
Executive Vice President

Cc: President Michael Benson  
Tom Anderson, Assistant Attorney General



Jones & DeMille Engineering

1535 South 100 West - Richfield, Utah 84701  
Phone (435) 896-8266 Fax (435) 896-8268  
[www.jonesanddemille.com](http://www.jonesanddemille.com)



SCALE: 1" = 3000'

**RICHFIELD CITY**

FIGURE: 1

COLLECTOR STREET PLAN

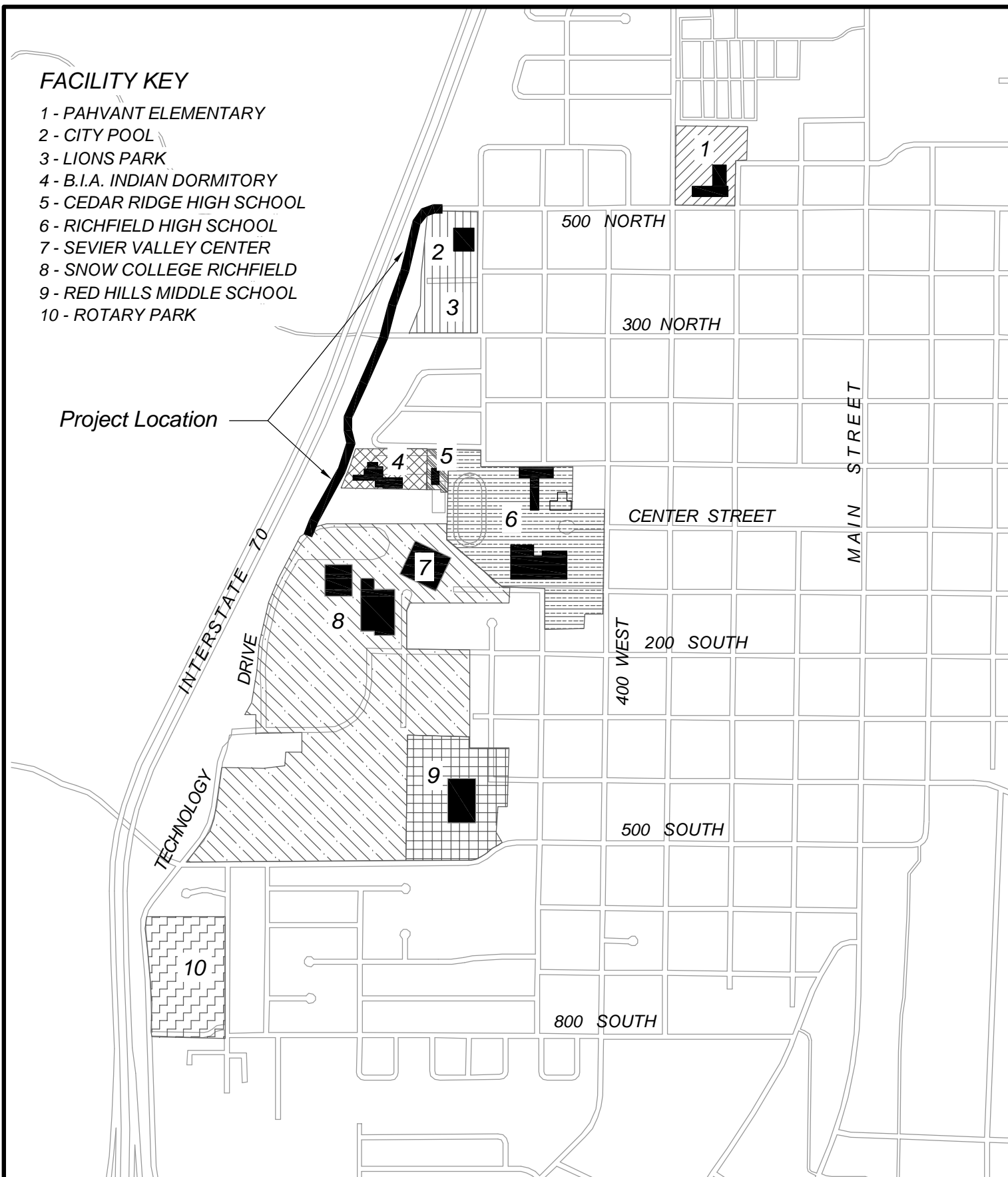
EXHIBIT MAP

DRAWN: B.L. 03-06	PEN TBL: _1stndrd-hp2600.ctb	PROJECT: 0601-124	SHEET: 1
CHECK: T.D. 03-06	FILE: LOCVIC	LAST UPDATE: 11/28/2006	

## FACILITY KEY

- 1 - PAHVANT ELEMENTARY
- 2 - CITY POOL
- 3 - LIONS PARK
- 4 - B.I.A. INDIAN DORMITORY
- 5 - CEDAR RIDGE HIGH SCHOOL
- 6 - RICHFIELD HIGH SCHOOL
- 7 - SEVIER VALLEY CENTER
- 8 - SNOW COLLEGE RICHFIELD
- 9 - RED HILLS MIDDLE SCHOOL
- 10 - ROTARY PARK

Project Location



**Jones & DeMille Engineering**

1535 South 100 West - Richfield, Utah 84701  
Phone (435) 896-8266 Fax (435) 896-8268  
www.jonesanddemille.com



SCALE: NONE

RICHFIELD CITY

FIGURE: 2

TECHNOLOGY DRIVE NORTH

AREA FACILITY MAP

DRAWN: B.L. 03-06	PEN TBL: _1stndrd-hp2600.ctb	PROJECT: 0601-124	SHEET: 2
CHECK: T.D. 03-06	FILE: LOCVIC	LAST UPDATE: 11/28/2006	

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner recommends that the Regents approve the following items on the Finance, Facilities, and Accountability Committee Consent Calendar:

**1) USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment).** 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.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/MV  
Attachments

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Progress Report on Actuarial Review of Post-Retirement Obligations (GASB 45 & 47)

*Background Information*

The Governmental Accounting Standards Board (GASB) establishes standards for state and local governmental accounting and financial reporting. GASB's "Statement 45 was issued to provide more complete, reliable, and decision-useful financial reporting regarding the costs and financial obligations that governments incur when they provide post employment benefits other than pensions (OPEB) as part of the compensation for services rendered by their employees."

GASB Statement 47 requires governmental agencies to acknowledge post-termination benefits (i.e., payment of sick leave, early retirement). The primary GASB 47 liability for USHE institutions comes from the early-retirement program. USHE schools offer early retirement as a management tool that allows senior faculty and staff to bridge the gap from retirement to age 65 or to the Social Security, Full Retirement Age, but not to exceed 60 months, while freeing up funds to hire new professors or junior staff members.

In December of 2005, the Legislative Auditor General (LAG) issued a report that attempted to estimate the GASB 45 liability that USHE institutions may have as a result of providing continuing benefits to retirees. The report estimated a long-term liability for the USHE of \$979 million based on estimates from public education school districts that offer lifetime benefits to retirees. In addition the Legislative Auditors made the recommendation that the USHE institutions complete an actuarial study to determine the actual GASB 45 & 47 liability and report back to the 2007 Legislature.

In January 2006, the Regents received a copy of the Commissioner's Response to the Legislative Auditor as well as a Digest version of the audit findings and recommendations. In May 2006, the Regents received a second update regarding the status of the actuarial study being completed at the University of Utah.

## *USHE Compliance with Legislative Audit Recommendations*

As recently as November the Commissioner was asked to provide a response to the Legislative Auditor identifying on the actions taken by the Board of Regents with respect to the audit findings. A copy of that response has been attached for Regent review.

As mentioned in the May 2006 update, the University of Utah completed its actuarial study and the findings showed a minimal liability for the University generated by an implied subsidy from a policy that allows certain University employees under the age of 65 to purchase health insurance once they leave University employment. The implied subsidy is based on the idea that those purchasing the insurance (because of their age) receive a "subsidy" because they are participating in the lower cost pool for the University as a whole. As a result, the University is modifying its plan to move these retirees into their own risk pool. Once segregated into their own pool, the implied subsidy and the resulting actuarial liability are eliminated.

Since 1995 the University of Utah's use of the early retirement program averaged \$1.8 million per year. The University of Utah GASB 47 actuarial study indicates that based on current year participation that the long term liability for the early retirement program totals approximately \$5 million, almost evenly split between state tax funds and non-state sources of revenue.

At the completion of the University of Utah study, the Commissioner's Office extended the contract with the actuary to complete the study for the other eight traditional institutions. As of November the actuary has indicated that he has received the pertinent information from each institution and had made preliminary judgments regarding the types of liabilities that each institution may be carrying. The initial reports indicate that the seven of the eight remaining traditional institutions have a GASB 47 liability with respect to their early retirement programs. The remaining institution has been found to have a GASB 45 liability.

The actuary is in the process of completing the calculation for the values of each institution's liability and has assured us that a final report will be available in time for the 2007 Legislative Session.

### Commissioner's Recommendation

This is an information item only; no action needed.

REK/MHS/KGW/KLH  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education



# A Review of Higher Education's Post-Retirement Benefits

December 2005 (Number 2005-12)

## Legislative Auditor - Recommendations

## Board of Regents – Reported Actions

### Chapter III

1. We recommend the Legislature require colleges, universities, and applied technology centers to assess their full liability by having actuarial studies completed by the 2007 General Session on all post-retirement benefits including stipends, insurance to age 65 and insurance after age 65.

1. The actuarial study is complete for the University of Utah, is in progress for eight other institutions, and will soon begin for UCAT. All studies will be finished for the 2007 Session.

2. We recommend the Legislature require colleges, universities, and applied technology centers to standardize key actuarial assumptions such as the medical inflation rate and the discount rate and report these assumptions during the 2006 Interim.

2. Actuarial assumptions have been determined and were reported to the Retirement Interim Committee and to the Executive Appropriations Committee during the 2006 Interim.

3. We recommend the Legislature require the Board of Regents to provide for the compilation and reporting of all actuarial study results to the Legislature during the 2007 General Session.

3. Complete study results will be reported during the 2007 Session.

4. We recommend the Legislature require colleges, universities, and applied technology centers to evaluate their post-retirement liabilities and, if necessary, modify or eliminate post-retirement benefits to a level that is affordable, sustainable, and more comparable with the state's costs.

4. The USHE has no unfunded liabilities. Post-retirement costs are budgeted annually and treated as a pay-as-you-go item. For eight institutions, early retirement is granted at the discretion of the institution and by policy is not an entitlement. For one institution, early retirement is in some ways treated as an entitlement, but is advance-funded year by year. This institution may consider revising its program. All existing benefit plans are affordable and sustainable. Higher education benefit costs are comparable when compared against the comprehensive package of benefits in place for state employees.

### Legislative Auditor - Recommendations

5. We recommend the Legislature require colleges, universities, and applied technology centers to develop plans to fund post-retirement obligations by modifying or eliminating benefits instead of requesting additional funding from the taxpayers or students and without negatively impacting educational services. These plans should be reported to the Legislature during the 2007 General Session.

6. We recommend that the Legislature consider fiscal sanctions or other appropriate measures if the progress reported by higher education during the 2007 General Session is not satisfactory.

### Board of Regents – Reported Actions

5. USHE will report during the 2007 Session whether some elements of some plans are being considered for change. Some changes were already underway at the time of the Legislative audit and will be finalized prior to the 2007 Session. USHE continues to believe that a limited, discretionary early retirement program serves a useful administrative purpose.

6. USHE looks forward to meeting with appropriate Legislative committees during the 2007 General Session. We believe that, to date, we have responded fully to requests for information and that we are in compliance with Legislative directives.

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Executive Summary Report of Enrollment Audits for Southern Utah University and Dixie State College

Commissioner's Staff recently completed reviews of enrollment reporting practices at Dixie State College and Southern Utah University. The purpose of these site visits was to assess institutional compliance with the enrollment reporting rules and procedures contained in regent policy and the enrollment reporting decision tree. Test data for the analysis were taken from the official enrollment extracts (provided by institutional personnel) for academic years 2004-05 and 2005-06. These reviews were conducted in connection with an ongoing and system-wide effort to improve the reliability and consistency of enrollment data. The Office of the Commissioner expects to complete 3-4 such reviews each year.

Administrators at Southern Utah University and Dixie State College are currently evaluating the results of the review process. Summaries of significant findings, along with institutional responses, will be hand-carried to the December 8<sup>th</sup> meeting.

Commissioner's Recommendation

Information Item Only.

REK/MHS/BRF  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Request for Information (RFI) for Administrative Systems Disaster Recovery and Banner Support

Issue

The recently approved USHE *Information Technology Strategic Plan* identifies two critical needs for which the system seeks new legislative support. These are the need to provide off-site disaster recovery of information and the need to provide central support for institutions which operate Banner administrative systems.

In anticipation of legislative support, the Office of the Commissioner has prepared a Request for Information (RFI) to distribute to USHE institutions. It is intended that this process will identify an institution which has a strong Banner team already in place which could be augmented to provide these new services for the system. This outsource approach was adopted to avoid building Banner expertise from scratch in the Commissioner's Office,

The Commissioner hopes to have a lead institution selected in time to make a positive report to the Regents and the Legislature during the 2007 legislative session.

Recommendation

No action is necessary. This report is for information only.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachment

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Executive Summary Report of USHE System Information Security Readiness

Under the direction of Assistant Commissioner/CIO Dr. Steve Hess, a statewide Security Committee chaired by Mr. Troy Jessup (University of Utah and UEN) conducted a survey of nine USHE institutions to determine their Information Technology security readiness. Results of the survey are summarized in the attached report.

USHE institutions are certainly aware of the need to protect personal private data and critical information needed for the operation of our colleges and universities data. Campus networks are constantly under attack by those who seek to disrupt, corrupt, or steal information. Each institution is seeking to improve its ability to withstand these attacks. The results of this survey will help each institution's chief information officer to improve security readiness.

A related area of concern for the system, also addressed in the report, is each institution's ability to have a disaster recovery and business continuity plan. Regents will recall that the USHE 2007-2008 Budget Request includes funding to address this concern.

The Commissioner will provide a follow-up progress report in December 2007.

Commissioner's Recommendation

This report is presented as information.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachment

# USHE Security and Disaster Recovery Survey Report

Prepared for the USHE Security and Disaster Recovery Committee

# USHE Security and Disaster Recovery Survey Report

## **Section 1 – Reporting Institutions and Report Generation**

### **Reporting entities:**

*Utah State University*  
*University of Utah*  
*Southern Utah University*  
*Weber State University*  
*Dixie State College*  
*Utah Valley State College*  
*Salt Lake Community College*  
*Snow College Ephraim*  
*College of Eastern Utah*

The survey instructions asked that, if possible, the Chief Information Officers (CIO) be involved in responding to the survey. All surveys were completed under the direction of the CIO. Over one half of the responses were completed by the CIO or designated IT Security Officer.

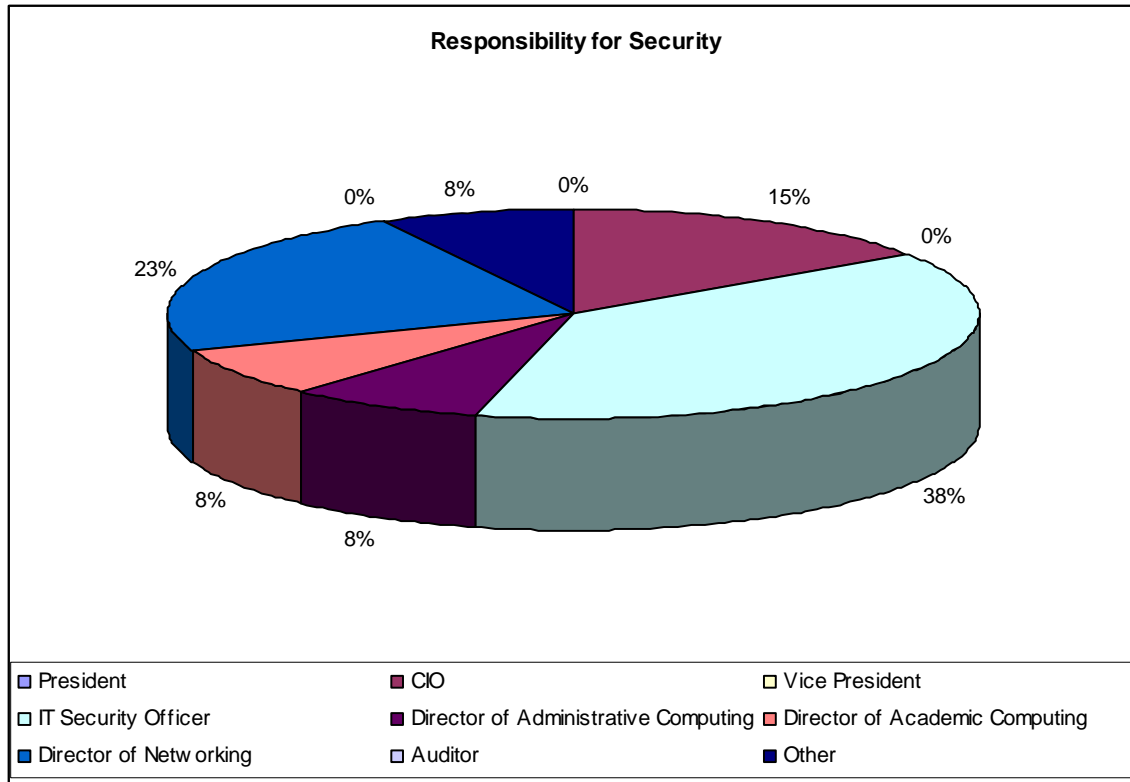
### **Report Generation, Conclusions and Recommendations:**

This report was compiled based on the results of a survey conducted by *Troy Jessup – Certified Information Systems Security Professional (CISSP)*. This report was reviewed by the USHE Security Committee on October 5, 2006, and the conclusions and recommendations were generated as a result of that committee meeting.

## **Section 2 – Security Operations Staffing**

Some Utah Institutions of Higher Education (Institutions) rely on IT professionals who are not fully trained or certified in IT security practices. Most Institutions have a designated IT Security Officer. Smaller Institutions typically have not designated an IT Security Officer. As a result, IT security functions are assigned to staff members whose primary responsibilities are the performance of a broad array of IT operational functions.





Of those Institutions that have appointed an IT Security Officer, some have done so within the past two years. In some cases the primary factor for designating an IT Security Officer has been the occurrence of a real or perceived IT security breach. Limited staff is cited as the primary reason why Institutions have relied on IT operations staff to perform IT security functions.

The survey indicates a need to review the reporting structure of IT Security Officers. Most do not report directly or regularly to senior leaders. IT security best practice suggests risks and issues should be communicated regularly to institutional leaders.

### **Section 3 – Security Policy**

Most institutions have an IT security policy. Some of these policies require updating due to the constantly changing IT environment. The table shows which policy issues are addressed and how many institutions are currently addressing each issue.

	Yes	No	Don't Know	Abstain
3.1 Individual employee responsibilities for information security practices	6	2	1	0
3.2 Acceptable use of computers, email, internet, and intranet	8	1	0	0
3.3 Protection of organizational assets	6	2	1	0
3.4 Managing privacy issues, including breaches of personal information	6	2	0	0
3.5 Identity management	3	6	0	0
3.6 Access control, authentication, and authorization	7	2	0	0
3.7 Data classification, retention and destruction	4	4	1	0
3.8 Sharing, storing, and transmitting institutional data	5	3	1	0
3.9 Vulnerability management	9	0	0	0
3.10 Disaster recovery planning	6	3	0	0
3.11 Incident reporting and response	5	3	0	1
3.12 Security compliance monitoring and enforcement	4	4	0	1
3.13 Change management processes	1	6	1	1
3.14 Physical security	8	0	1	0
3.15 Personnel clearances and background checks	2	5	2	0
3.16 Notification of security events to affected parties	7	2	0	0
3.17 Investigation and mitigation for security failures	6	2	0	1
3.18 Data backups and secure off-site storage	7	2	0	0
3.19 Secure disposal of data, media, or printer material containing sensitive information	5	1	2	1

### **Section 4 – Security Planning**

Security planning is the most important incident prevention process. Planning should take place at many organizational levels. Survey data indicates that most planning is occurring at operational levels of the organization. Inclusion in campus IT strategic plans builds awareness of IT security issues, emphasizes the importance of IT security planning throughout the campus organization, and provides momentum for the successful implementation of IT security programs.

Where security planning is not emphasized, Institutions tend to operate in a “reactive” mode. Security plans provide a foundation for network and systems upgrades and expansions. Because of limited resources, institutions must constantly weigh the cost of IT security measures against potential risks. Adding IT security tools and processes after a security incident or assessment is significantly more expensive than including these elements as a part of the initial planning and engineering of a network or system.

**Firewalls and Network Protection:**

Firewall technology should be implemented where the Internet enters the campus to mitigate known and ongoing threats. This is known as a perimeter firewall. Firewalls should also be implemented to protect local network segments and the IT resources that attach to those segments. The majority of the institutions have successfully implemented perimeter and internal firewalls.

**Disaster Recovery Planning:**

Some institutions reported that they do not yet have an up-to-date disaster recovery plan. In those cases where disaster recovery plans are in place, the plans have not always been fully tested. This is a major area of focus for the Utah State Higher Education (USHE) IT Strategic Plan. A request for disaster recovery resources is included in a legislative budget request.

**Section 5 – Security Awareness and Training**

IT Security is one of the top three IT issues identified by the USHE CIOs. Survey results show that there will be significant progress toward improving security awareness. Most institutions report that this is a major priority. In some cases, IT security awareness and training are not receiving adequate attention.

IT Security practices are being incorporated into existing network environments. Most noticeable of these practices is firewall implementation in systems where critical and sensitive services are housed. This trend, which in the past has been largely driven by security events, is expected to proceed in a more proactive manner.

A majority of Institutions have a mandatory or voluntary security awareness program. Programs have been incorporated into student and employee orientation programs, e-mail, and other communication channels. Awareness campaigns have improved the security “culture” on campuses. The survey data indicate that these awareness programs are effective.

IT Security staff are more focused on gaining and processing information about security issues. Improvement will be based on continuing the IT security focus among IT staff, and by assigning IT security responsibilities to specific staff members.

## **Section 6 – Security Incident Prevention and Enterprise Processes**

Proactive monitoring of security vulnerabilities is a critical process for maintaining a secure network. This is an area where Institutions require improvement. The majority of survey participants report that they do not perform regular vulnerability assessments on their networks. This is due in large part to lack of training, tools and resources to perform these tasks. Vulnerability assessments require specialized training. Where training has occurred, monitoring and assessing security risks are handled well. Anti-virus scanning is effectively administered in most Institutions.

The areas where vulnerability and proactive scanning needs improvement include:

- Network infrastructure monitoring
- Firewall testing
- Operating system vulnerability scanning
- Application security assessment

## **Section 7 – Security Incident Processes**

Defined security incident processes are a major issue which must be addressed. With the threat of an increased number of security incidents and the complexity of these incidents, it is very important to specify processes to deal with these security incidents and train the staff in these processes. Institutions that have trained IT staff also have a documented incident handling process. The opposite holds true, institutions that don't have trained IT staff don't generally have incident handling process.

## **Section 8 – Risk Assessment**

Risk Assessment is an important issue to address. Most institutions do not have adequate processes in place to perform risk assessments on IT infrastructure. Where processes are in place, they focus primarily on crucial IT services. More training in the area of risk assessment needs to be done.

## **Section 9 – Security Funding**

Funding for security is a significant challenge for institutions of higher education.

Generally, security funding is allocated in reaction to major security incidents and/or to comply with state or federal mandates. The resource allocation for security staff is inadequate. Adequate funding for IT security staff and infrastructure is the primary indicator for success.

## **Section 10 – Committee conclusions and recommended action**

### **Security Plan**

*Finding: A majority of institutions focus strategically on security. IT security planning and decision making are in campus strategic IT plans. As a result, IT security receives the attention of campus leaders.*

*Recommendation: All Institutions will have IT security plans.*

### **Security Policy**

*Finding: Most Institutions have an IT security policy. Some do not address all critical IT Security Issues as listed on page 4.*

*Recommendation: All institutions will change their IT security policies to include all issues listed in the table on page 4.*

### **Security Officer**

*Finding: Most institutions have a security officer. Those Institutions that have a security officer have a much better security profile and are working more proactively and consistently on security related projects. Moving forward, specialized staff will improve the security strategy and the level of security at each Institution.*

*Recommendation: Each campus will have a designated IT security director, who has been trained and certified. This person will report to a senior campus administrator, will have staff sufficient for the size of the institution, and where possible, will be organizationally separate from the IT organization.*

### **Disaster Recovery Planning**

*Finding: All institutions recognize the need for improved disaster recovery plans and for an off campus disaster recovery site.*

*Recommendation: The security committee recommends that Institutions collaborate on the creation of disaster recovery and business continuity plan. It is also recommended that Institutions cooperate in establishing a disaster recovery and system backup site in the existing Richfield (State of Utah ITS) data center. The commissioner and Regents will request ongoing funding from the legislature for rental of space in the data center, two personnel to oversee planning and operation, and one time funding for routers and servers for the project.*

### **Security Coordination**

*Finding: There is a need for all institutions to participate in organized security alerts and information sharing programs that currently exist within higher education. These programs are coordinated with outside security resources.*

*Recommendation: All Institutions will participate in organized security initiatives.*

**Security Incident Process**

*Finding: Best practices for security incidents are not yet a part of every campus security and IT process. An aggressive training program for existing IT staff is needed to improve security incident handling. If security incidents are not resolved appropriately, evidence required to deal with perpetrators may be tainted, and/or may become inadmissible in court. Institutions may be liable for not properly informing individuals whose private information may have been compromised.*

*Recommendation: The USHE Security Committee will draft a best practice security process for dealing with security incidents. Training will be provided to each institution's IT and security staff.*

**Data Management and Personal Information**

*Finding: All institutions are responsible for protecting private and sensitive personal information. Institutions are typically doing a good job protecting Social Security numbers and other personal private information stored on centralized IT systems.*

*Recommendation: IT security policies should include restrictions regarding the storage of Social Security numbers and other private personal information on computers. Regulations and procedures should also be provided regarding appropriate security measures to be implemented when such information is stored on computers, particularly those computers that are not a part of central systems.*

**Final Recommendation:**

*The Office of the USHE CIO and the USHE Security Committee will organize security audit teams and will audit the security policy and practices of each institution. They will then make recommended improvements.*

Tab N

November 29, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: UHEAA – Information Update (including Cohort Default Rates)

Issue

The Utah Higher Education Assistance Authority (UHEAA) Board of Directors meeting will be held on December 7, 2006 under the direction of UHEAA Board Chairman, David Jordan. The agenda for the UHEAA board meeting, showing the titles of the reports to be considered, is attached.

One of the UHEAA Board reports provides the most recent student loan default rates for fiscal 2004 as calculated by the U. S. Department of Education (see attached Report G entitled Cohort Default Rates). UHEAA has the fifth lowest cohort default rate in the nation at 2.8% compared with the national average of 5.1%. The colleges and universities in the Utah System of Higher Education (USHE) have lower student loan default rates than the averages for their comparison groups. Three USHE universities have fiscal 2004 cohort default rates under two percent as follows:

<u>Institution</u>	<u>FY 2004 Student Loan Cohort Default Rate</u>
Utah State University	1.2%
University of Utah	1.4%
Weber State University	1.8%

Recommendation

This report is intended as information only. No action is needed.

  
Richard E. Kendell, Commissioner

REK/DAF  
Attachments





UTAH HIGHER EDUCATION  
ASSISTANCE AUTHORITY

www.uheaa.org

## AGENDA

### MEETING OF THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY BOARD OF DIRECTORS

BOARD OF REGENTS BUILDING, THE GATEWAY  
60 SOUTH 400 WEST  
FIFTH FLOOR BOARD ROOM  
SALT LAKE CITY, UTAH

Thursday, December 7, 2006  
10:00 A.M. - 1:00 P.M.

In compliance with the Americans with Disabilities Act (ADA), individuals needing special accommodations, including auxiliary communicative aids and services, during this meeting should notify Jan Tyler-Bayly, ADA Coordinator, at the Board of Regents Building, The Gateway, 60 South 400 West, Salt Lake City, UT 84101 or at (801) 321-7211 at least three working days prior to the meeting. TDD # 801-321-7130

1. Welcome and Roll Call
2. Motion for Closed Session at Next Meeting (March 22, 2007)

3. Approval of Minutes

Tab A: Minutes of the September 28, 2006 Meeting (For Action)

4. Oral Reports

Tab B: Executive Director's Oral Report

Chairman's Oral Report

**5. Action and Information Reports**

- Tab C: Proposed 2007 UHEAA Board of Directors Meeting Schedule (For Action)
- Tab D: Open Meeting Law Follow Up Concerning Board Committees (For Discussion)
- Tab E: Money Management Investment Reports (For Action)
- Tab F: Report of the Audit Committee (For Action)
- Tab G: Cohort Default Rates (For Information)
- Tab H: Forbearance Policy (For Information)
- Tab I: UESP Review of Selected Statistics (For Information)
- Tab J: UESP Information Items (For Information)

**6. Closed Session (if needed)**

**7. Next Meeting: Proposed for March 22, 2007 (10 a.m. – 1:00 p.m.)**

**FOR INFORMATION**

## **UHEAA BOARD OF DIRECTORS**

### **REPORT G**

## **Cohort Default Rates**

**December 7, 2006**

### **INTRODUCTION**

In September 2006, the U.S. Department of Education (ED) released the fiscal 2004 official cohort default rates. This report explains the cohort default rate calculation and the associated sanctions for high default rate schools as outlined in Attachment 1. Included are charts showing cohort default rates by guarantor and the trend in rates for selected UHEAA schools from 2001 to 2004. Additional charts list the default rates of selected UHEAA schools and their comparison groups.

### **COHORT DEFAULT RATE CALCULATION**

The cohort default rate is determined by selecting a group of borrowers who entered repayment in the same year and by tracking this "cohort" group over a specified interval of time to determine the percentage of these borrowers who default. The cohort default rate is the percentage of borrowers who entered repayment in one fiscal year who subsequently defaulted in that same fiscal year or the next fiscal year. For example, the formula for determining the fiscal 2004 cohort default rate is as follows:

$$\frac{\text{Borrowers that Entered Repayment in Fiscal 2004} \\ \text{and Defaulted in Fiscal 2004 or 2005}}{\text{Borrowers that Entered Repayment in Fiscal 2004}} \times 100$$

Borrowers that Entered Repayment in Fiscal 2004

The formula described above is used for determining the cohort default rate for schools with 30 or more borrowers entering repayment in fiscal 2004. For schools with less than 30 borrowers entering repayment in fiscal 2004, the cohort default rate is the average of the rates calculated for the three most recent fiscal years. Schools which have operated less than three years are considered too new for a meaningful default rate to be calculated. The cohort default rates are calculated from data supplied by the guarantee agencies to the National Student Loan Data System as directed by ED.

**Effects of Official U.S. Department of Education  
Cohort Default Rate Calculations**

<b>School</b>	<b>Benefit or Sanction</b>
A school whose most recent official cohort default rate is <b>less than 5.0 percent</b> and is an eligible home institution that is certifying or originating loans to cover the cost of attendance in a study abroad program.	<p>May deliver or disburse loan proceeds in a single installment to a student studying abroad regardless of the length of the student's loan period.</p> <p>Is exempt from delaying the delivery or disbursement of the first installment of loan proceeds for first-year first-time borrowers studying abroad.</p>
A school whose default rate for each of the three most recent years is <b>less than 10.0 percent</b> .	<p>Is exempt from the requirement to delay delivery of funds to first-year undergraduates who are first-time borrowers.</p> <p>May disburse single term loans in one disbursement.</p>
A school's three most recent official cohort default rates are <b>25.0 percent or greater</b> .	Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.
A school's current official cohort default rate is <b>greater than 40.0 percent</b> .	Except in the event of a successful adjustment or appeal, such a school will lose FFEL and Direct Loan eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.



# Cohort Default Rates for Fiscal Years 2001-2004

## Guaranty Agencies

Ranked by FY 2004 Default Rates

Rank	INSTITUTION	State	FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 Yr. Ave.
1	North Carolina State Ed. Assistance Authority	NC	5.1	1.5	1.5	1.2	2.3
2	American Student Assistance Corp.	MA	3.4	1.7	1.3	1.5	2.0
3	South Carolina State Ed. Assistance Authority	SC	1.1	1.5	1.0	2.4	1.5
4	Colorado Student Loan Program	CO	6.7	6.5	3.6	2.7	4.9
5	Utah Higher Education Assistance Authority	UT	3.3	2.7	2.7	2.8	2.9
6	New Hampshire Higher Ed. Assistance Foundation	NH	1.8	2.0	2.8	2.8	2.4
7	Great Lakes Higher Education Corporation	WI	4.0	4.1	3.3	2.9	3.6
8	Vermont Student Assistance Corporation	VT	2.7	1.0	2.8	3.2	2.4
9	New Mexico Student Loan Guarantee Corp.	NM	8.5	5.4	4.8	3.3	5.5
10	Pennsylvania Higher Ed. Assistance Authority	PA	5.2	4.9	3.5	3.8	4.4
11	Education Assistance Corporation	SD	3.8	3.1	3.0	4.4	3.6
12	Coordinating Board for Higher Education	MO	6.5	4.5	3.6	4.7	4.8
13	New York State Higher Education Services Corp.	NY	4.0	4.6	4.4	4.7	4.4
14	USA Services	IN	4.5	4.4	4.0	4.8	4.4
15	Maine Education Assistance Division	ME	6.1	5.1	5.2	5.0	5.4
16	Student Loans of North Dakota	ND	3.4	3.8	4.4	5.2	4.2
17	Educational Credit Management Corporation	MN	5.7	5.6	4.7	5.2	5.3
18	Guaranteed Student Loan Program (MT)	MT	7.7	6.6	6.8	5.2	6.6
19	Rhode Island Higher Ed. Assistance Authority	RI	6.2	6.5	6.4	5.3	6.1
20	Tennessee Student Assistance Corporation	TN	6.8	5.7	4.6	5.4	5.6
21	Connecticut Student Loan Foundation	CT	4.1	5.0	5.2	5.5	5.0
22	Michigan Higher Education Assistance Authority	MI	9.7	7.8	5.1	5.8	7.1
23	Louisiana Office of Student Financial Assistance	LA	6.6	6.7	5.2	6.0	6.1
24	Texas Guaranteed Student Loan Corporation	TX	8.0	7.0	6.3	6.5	7.0
25	Student Loan Guarantee Foundation of Arkansas	AR	8.4	7.1	6.0	6.8	7.1
26	National Student Loan Program	NE	5.4	4.4	4.5	7.1	5.4
27	Illinois Student Assistant Commission	IL	5.6	6.7	6.1	7.1	6.4
28	Northwest Education Loan Association	WA	5.5	4.7	5.1	7.2	5.6
29	Higher Education Assistance Authority	KY	7.4	8.2	7.1	7.5	7.6
30	Iowa College Student Aid Commission	IA	8.6	7.5	7.5	7.8	7.9
31	New Jersey Higher Ed. Student Assist. Authority	NJ	5.4	5.8	5.7	8.2	6.3
32	California Student Aid Commission/EdFund	CA	6.7	6.5	6.4	8.2	7.0
33	Oklahoma Guaranteed Student Loan Program	OK	8.8	7.5	7.4	8.2	8.0
34	Florida Department of Education	FL	9.2	8.9	8.7	8.6	8.9
35	Georgia Higher Education Assistance Corp.	GA	8.8	9.5	9.2	9.8	9.3

# Cohort Default Rates for Fiscal Years 2001-2004

## Guaranty Agencies

Ranked by Four-year Average Default Rates

Rank	INSTITUTION	State	FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 Yr. Ave.
1	South Carolina State Ed. Assistance Authority	SC	1.1	1.5	1.0	2.4	1.5
2	American Student Assistance Corp.	MA	3.4	1.7	1.3	1.5	2.0
3	North Carolina State Ed. Assistance Authority	NC	5.1	1.5	1.5	1.2	2.3
4	New Hampshire Higher Ed. Assistance Foundation	NH	1.8	2.0	2.8	2.8	2.4
5	Vermont Student Assistance Corporation	VT	2.7	1.0	2.8	3.2	2.4
6	Utah Higher Education Assistance Authority	UT	3.3	2.7	2.7	2.8	2.9
7	Great Lakes Higher Education Corporation	WI	4.0	4.1	3.3	2.9	3.6
8	Education Assistance Corporation	SD	3.8	3.1	3.0	4.4	3.6
9	Student Loans of North Dakota	ND	3.4	3.8	4.4	5.2	4.2
10	Pennsylvania Higher Ed. Assistance Authority	PA	5.2	4.9	3.5	3.8	4.4
11	New York State Higher Education Services Corp.	NY	4.0	4.6	4.4	4.7	4.4
12	USA Services	IN	4.5	4.4	4.0	4.8	4.4
13	Coordinating Board for Higher Education	MO	6.5	4.5	3.6	4.7	4.8
14	Colorado Student Loan Program	CO	6.7	6.5	3.6	2.7	4.9
15	Connecticut Student Loan Foundation	CT	4.1	5.0	5.2	5.5	5.0
16	Educational Credit Management Corporation	MN	5.7	5.6	4.7	5.2	5.3
17	Maine Education Assistance Division	ME	6.1	5.1	5.2	5.0	5.4
18	National Student Loan Program	NE	5.4	4.4	4.5	7.1	5.4
19	New Mexico Student Loan Guarantee Corp.	NM	8.5	5.4	4.8	3.3	5.5
20	Tennessee Student Assistance Corporation	TN	6.8	5.7	4.6	5.4	5.6
21	Northwest Education Loan Association	WA	5.5	4.7	5.1	7.2	5.6
22	Rhode Island Higher Ed. Assistance Authority	RI	6.2	6.5	6.4	5.3	6.1
23	Louisiana Office of Student Financial Assistance	LA	6.6	6.7	5.2	6.0	6.1
24	New Jersey Higher Ed. Student Assist. Authority	NJ	5.4	5.8	5.7	8.2	6.3
25	Illinois Student Assistant Commission	IL	5.6	6.7	6.1	7.1	6.4
26	Guaranteed Student Loan Program (MT)	MT	7.7	6.6	6.8	5.2	6.6
27	Texas Guaranteed Student Loan Corporation	TX	8.0	7.0	6.3	6.5	7.0
28	California Student Aid Commission/EdFund	CA	6.7	6.5	6.4	8.2	7.0
29	Student Loan Guarantee Foundation of Arkansas	AR	8.4	7.1	6.0	6.8	7.1
30	Michigan Higher Education Assistance Authority	MI	9.7	7.8	5.1	5.8	7.1
31	Higher Education Assistance Authority	KY	7.4	8.2	7.1	7.5	7.6
32	Iowa College Student Aid Commission	IA	8.6	7.5	7.5	7.8	7.9
33	Oklahoma Guaranteed Student Loan Program	OK	8.8	7.5	7.4	8.2	8.0
34	Florida Department of Education	FL	9.2	8.9	8.7	8.6	8.9
35	Georgia Higher Education Assistance Corp.	GA	8.8	9.5	9.2	9.8	9.3

**Cohort Default Rates for the Federal Family Education Loan Program  
Fiscal Years 2001-2004**

**Participating Utah Schools**

**Ranked by FY 2004 Default Rates**

<b>Rank</b>	<b>INSTITUTION</b>	<b>FY 01 %</b>	<b>FY 02 %</b>	<b>FY 03 %</b>	<b>FY 04 %</b>	<b>4 Yr. Ave.</b>
1	Evans Hairstyling College	0.0	0.0	0.0	0.0	0.0
1	Francois D. Hair Design Academy	0.0	0.0	0.0	0.0	0.0
1	Sherman Kendall's Academy of Beauty	2.3	2.9	0.0	0.0	1.3
1	Fran Brown College of Beauty	5.0	6.2	7.0	0.0	4.6
5	Brigham Young University	0.7	0.3	0.3	0.4	0.4
6	Utah State University	2.3	1.6	1.4	1.2	1.6
7	Westminster College	2.5	1.0	1.9	1.2	1.7
8	University of Utah	2.3	1.9	1.5	1.4	1.8
9	AmeriTech College	4.9	2.5	3.2	1.7	3.1
10	Weber State University	4.0	2.3	2.4	1.8	2.6
11	LDS Business College	1.8	3.2	2.1	2.7	2.5
12	Southern Utah University	3.2	3.4	2.9	2.7	3.1
13	Utah Valley State College	1.9	3.0	2.7	2.8	2.6
14	Bon Losee Academy of Hair Artistry	0.0	7.1	1.2	3.6	3.0
15	Stacey's Hands of Champions	0.0	0.0	0.0	3.7	0.9
16	Snow College	5.2	6.4	3.3	4.3	4.8
17	Salt Lake Community College	5.5	5.1	5.2	4.3	5.0
18	College of Eastern Utah	7.7	5.3	5.7	4.5	5.8
19	Myotherapy College of Utah	4.8	3.7	0.9	5.0	3.6
20	Dixie State College of Utah	6.2	7.4	6.0	6.3	6.5
21	Paul Mitchell The School	2.2	2.0	4.3	6.6	3.8
22	Utah College of Massage Therapy	6.5	6.7	7.9	6.8	7.0
23	Healing Mountain Massage School	-	-	0.0	8.0	4.0
24	Provo College	9.5	7.6	6.9	9.5	8.4
25	Eagle Gate College	0.0	11.1	10.2	9.8	7.8
26	Stevens Henager College	12.1	11.3	12.5	10.8	11.7
27	Neumont University	11.7	10.4	12.5	13.6	12.1
28	Everest College	15.6	13.8	13.0	16.3	14.7
<i>Other UHEAA-affiliated schools</i>						
	Brigham Young University - Hawaii	4.2	2.2	3.6	2.5	3.1
	Brigham Young University - Idaho	1.3	1.7	1.2	0.5	1.2
	University of Phoenix (AZ)	5.8	6.4	6.5	7.5	6.6



**Cohort Default Rates for the Federal Family Education Loan Program  
Fiscal Years 2001-2004**

**Participating Utah Schools**

**Ranked by Four-year Average Default Rates**

<b>Rank</b>	<b>INSTITUTION</b>	<b>FY 01 %</b>	<b>FY 02 %</b>	<b>FY 03 %</b>	<b>FY 04 %</b>	<b>4 Yr. Ave.</b>
1	Evans Hairstyling College	0.0	0.0	0.0	0.0	0.0
1	Francois D. Hair Design Academy	0.0	0.0	0.0	0.0	0.0
3	Brigham Young University	0.7	0.3	0.3	0.4	0.4
4	Stacey's Hands of Champions	0.0	0.0	0.0	3.7	0.9
5	Sherman Kendall's Academy of Beauty	2.3	2.9	0.0	0.0	1.3
6	Utah State University	2.3	1.6	1.4	1.2	1.6
7	Westminster College	2.5	1.0	1.9	1.2	1.7
8	University of Utah	2.3	1.9	1.5	1.4	1.8
9	LDS Business College	1.8	3.2	2.1	2.7	2.5
10	Utah Valley State College	1.9	3.0	2.7	2.8	2.6
11	Weber State University	4.0	2.3	2.4	1.8	2.6
12	Bon Losee Academy of Hair Artistry	0.0	7.1	1.2	3.6	3.0
13	Southern Utah University	3.2	3.4	2.9	2.7	3.1
14	AmeriTech College	4.9	2.5	3.2	1.7	3.1
15	Myotherapy College of Utah	4.8	3.7	0.9	5.0	3.6
16	Paul Mitchell The School	2.2	2.0	4.3	6.6	3.8
17	Healing Mountain Massage School	-	-	0.0	8.0	4.0
18	Fran Brown College of Beauty	5.0	6.2	7.0	0.0	4.6
19	Snow College	5.2	6.4	3.3	4.3	4.8
20	Salt Lake Community College	5.5	5.1	5.2	4.3	5.0
21	College of Eastern Utah	7.7	5.3	5.7	4.5	5.8
22	Dixie State College of Utah	6.2	7.4	6.0	6.3	6.5
23	Utah College of Massage Therapy	6.5	6.7	7.9	6.8	7.0
24	Eagle Gate College	0.0	11.1	10.2	9.8	7.8
25	Provo College	9.5	7.6	6.9	9.5	8.4
26	Stevens Henager College	12.1	11.3	12.5	10.8	11.7
27	Neumont University	11.7	10.4	12.5	13.6	12.1
28	Everest College	15.6	13.8	13.0	16.3	14.7
<i>Other UHEAA-affiliated schools</i>						
	Brigham Young University - Hawaii	4.2	2.2	3.6	2.5	3.1
	Brigham Young University - Idaho	1.3	1.7	1.2	0.5	1.2
	University of Phoenix (AZ)	5.8	6.4	6.5	7.5	6.6

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**University of Utah and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	University of North Carolina - Chapel Hill	0.9	0.4	0.3	0.3	0.5
2	University of Virginia ***	0.9	0.8	0.6	0.7	0.8
3	University of Washington - Seattle ***	1.9	2.0	1.3	1.3	1.6
4	<b>University of Utah</b>	<b>2.3</b>	<b>1.9</b>	<b>1.5</b>	<b>1.4</b>	<b>1.8</b>
5	University of California - San Diego	1.6	1.5	1.2	1.5	1.5
6	University of California - Irvine ***	1.5	1.7	1.1	1.5	1.5
7	University of Iowa ***	2.4	2.2	1.8	1.5	2.0
**	<b>Group Averages</b>	<b>2.8</b>	<b>2.5</b>	<b>2.0</b>	<b>2.1</b>	<b>2.3</b>
9	University of Pittsburgh	2.9	2.7	1.7	2.2	2.4
8	University of Illinois - Chicago	2.4	2.6	2.0	2.3	2.3
10	University of Cincinnati	5.5	4.8	4.7	3.1	4.5
11	University of New Mexico ***	7.8	6.2	5.7	6.2	6.5

\* Ranked by FY 2004 Default Rate  
 \*\* Unweighted Average (Excluding U of U)  
 \*\*\* Participating in the Direct Loan Program

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Utah State University and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	University of California - Davis ***	1.8	1.6	1.4	1.1	1.5
3	<b>Utah State University</b>	<b>2.3</b>	<b>1.6</b>	<b>1.4</b>	<b>1.2</b>	<b>1.6</b>
2	Virginia Polytechnic Institute & University ***	1.8	1.6	1.4	1.2	1.5
4	Iowa State University ***	2.6	2.5	1.9	1.8	2.2
5	Oregon State University ***	2.8	2.1	1.6	1.9	2.1
6	North Carolina State University	2.4	1.9	1.7	1.9	2.0
7	Texas A & M University	2.5	1.7	1.7	2.0	2.0
8	Colorado State University ***	2.0	2.5	1.9	2.1	2.1
**	<b>Group Averages</b>	<b>3.0</b>	<b>2.6</b>	<b>2.2</b>	<b>2.2</b>	<b>2.5</b>
9	Penn State University	4.2	3.8	2.6	2.9	3.4
10	Washington State University	2.5	2.8	2.6	3.2	2.8
11	New Mexico State University	7.6	5.4	4.7	3.9	5.4

\* Ranked by FY 2004 Default Rate  
 \*\* Unweighted Average (Excluding USU)  
 \*\*\* Participating in the Direct Loan Program

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Southern Utah University, Weber State University and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	University of Northern Iowa ***	1.3	2.1	1.5	1.5	1.6
2	Western Washington University ***	1.6	1.2	1.2	1.6	1.4
3	<b>Weber State University</b>	<b>4.0</b>	<b>2.3</b>	<b>2.4</b>	<b>1.8</b>	<b>2.6</b>
4	University of Wisconsin - Whitewater ***	3.4	3.3	2.3	2.4	2.9
7	California State University - Dominguez Hills ***	4.6	3.9	3.3	2.6	3.6
5	<b>Southern Utah University</b>	<b>3.2</b>	<b>3.4</b>	<b>2.9</b>	<b>2.7</b>	<b>3.1</b>
6	Western Carolina University ***	3.2	3.1	4.1	3.0	3.4
**	<b>Group Averages</b>	<b>3.8</b>	<b>3.9</b>	<b>3.2</b>	<b>3.2</b>	<b>3.5</b>
8	University of North Florida	4.8	3.5	3.7	3.6	3.9
9	Clarion University of Pennsylvania	4.8	5.1	2.8	3.7	4.1
10	Indiana/Purdue University - Ft Wayne	3.6	4.7	3.5	3.9	3.9
11	Youngstown State University	5.0	6.4	5.4	4.8	5.4
12	Boise State University ***	6.1	5.7	4.2	4.9	5.2

\* Ranked by FY 2004 Default Rate  
 \*\* Unweighted Average (Excluding SUU and WSU)  
 \*\*\* Participating in the Direct Loan Program

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**CEU, Dixie, Snow and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	Midland College	6.9	12.2	8.8	3.5	7.9
2	San Juan College	10.3	5.2	7.1	4.2	6.7
3	<b><i>Snow College</i></b>	<b>5.2</b>	<b>6.4</b>	<b>3.3</b>	<b>4.3</b>	<b>4.8</b>
4	<b><i>College of Eastern Utah</i></b>	<b>7.7</b>	<b>5.3</b>	<b>5.7</b>	<b>4.5</b>	<b>5.8</b>
5	<b><i>Dixie State College</i></b>	<b>6.2</b>	<b>7.4</b>	<b>6.0</b>	<b>6.3</b>	<b>6.5</b>
6	Odessa College	10.9	8.1	2.9	6.6	7.1
**	Central Oregon Community College	4.9	6.5	7.0	7.1	6.4
7	Arizona Western College	16.6	8.9	9.9	8.4	11.0
8	<b>Group Averages</b>	<b>11.3</b>	<b>9.1</b>	<b>8.5</b>	<b>8.6</b>	<b>9.4</b>
9	Yavapai College	15.9	8.0	12.8	8.8	11.4
10	College of Southern Idaho ***	13.0	13.4	10.0	9.9	11.6
11	North Idaho College	9.8	13.2	9.3	13.6	11.5
12	Cochise College	13.3	6.8	8.6	14.9	10.9

\* Ranked by FY 2004 Default Rate  
 \*\* Unweighted Average (Excluding CEU, Dixie and Snow)  
 \*\*\* Participating in the Direct Loan Program

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Utah Valley State College and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	<b><i>Utah Valley State College</i></b>	<b>1.9</b>	<b>3.0</b>	<b>2.7</b>	<b>2.8</b>	<b>2.6</b>
2	CUNY Medgar Evers ***	6.7	5.5	4.3	3.5	5.0
3	Purdue University - North Central Campus	6.4	3.9	2.9	3.6	4.2
4	CUNY York College ***	2.3	3.1	2.0	4.2	2.9
5	University of Houston - Downtown	5.6	5.0	3.8	4.2	4.7
6	Mesa State College	5.1	6.2	3.8	5.5	5.2
7	Missouri Southern State College ***	9.2	7.1	6.3	5.9	7.1
8	Fairmont State College ***	9.2	6.2	5.2	6.0	6.7
**	<b>Group Averages</b>	<b>7.4</b>	<b>6.7</b>	<b>5.3</b>	<b>6.0</b>	<b>6.3</b>
9	Metro State College of Denver	6.3	6.3	4.7	6.4	5.9
10	Bluefield State College ***	8.2	10.4	8.7	8.4	8.9
11	West Virginia State University	14.5	13.1	11.0	12.4	12.8

\* Ranked by FY 2004 Default Rate  
 \*\* Unweighted Average (Excluding UVSC)  
 \*\*\* Participating in the Direct Loan Program

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Salt Lake Community College and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	El Paso Community College	6.6	2.8	5.1	3.3	4.5
2	Central New Mexico Community College	12.7	7.6	7.0	3.6	7.7
3	Austin Community College	6.4	7.1	8.0	4.0	6.4
4	<b>Salt Lake Community College</b>	<b>5.5</b>	<b>5.1</b>	<b>5.2</b>	<b>4.3</b>	<b>5.0</b>
5	Macomb Community College ***	8.5	4.9	1.8	4.7	5.0
6	Riverside Community College	10.3	3.6	9.5	6.9	7.6
**	<b>Group Averages</b>	<b>9.4</b>	<b>8.2</b>	<b>7.9</b>	<b>7.2</b>	<b>8.2</b>
7	Cuyahoga Community College ***	7.7	7.9	7.6	7.5	7.7
8	Broward Communtiy College	12.7	11.7	10.0	8.3	10.7
9	Portland Community College	8.9	7.3	8.5	9.8	8.6
10	Pima County Community College ***	13.0	15.8	11.2	10.6	12.7
11	Community College of S. Nevada	7.2	13.4	10.6	13.2	11.1

\* Ranked by FY 2004 Default Rate

\*\* Unweighted Average (Excluding SLCC)

\*\*\* Participating in the Direct Loan Program



U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Brigham Young University and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	Loma Linda University	1.2	0.4	0.7	0.2	0.6
2	University of Notre Dame	0.5	0.4	0.2	0.3	0.4
3	<b>Brigham Young University</b>	<b>0.7</b>	<b>0.3</b>	<b>0.3</b>	<b>0.4</b>	<b>0.4</b>
4	Stanford University	0.9	0.8	0.5	0.7	0.7
5	Purdue University	1.3	1.7	1.3	0.8	1.3
**	<b>Group Averages</b>	<b>1.9</b>	<b>1.6</b>	<b>1.3</b>	<b>1.2</b>	<b>1.5</b>
6	University of Southern California	1.1	1.0	0.7	1.1	1.0
7	Baylor University	3.0	2.0	1.6	1.2	2.0
8	University of Washington ***	1.9	2.0	1.3	1.3	1.6
9	University of Utah	2.3	1.9	1.5	1.4	1.8
10	University of Iowa ***	2.4	2.2	1.8	1.5	2.0
11	University of California, Los Angeles	1.6	1.5	1.2	1.5	1.5
12	Arizona State University ***	5.0	3.8	3.1	3.2	3.8

\* Ranked by FY 2004 Default Rate

\*\* Unweighted Average (Excluding BYU)

\*\*\* Participating in the Direct Loan Programs

U.S. Department of Education  
Cohort Default Rates for the Federal Family Education Loan Program

**Westminster College and Comparison Group\***

INSTITUTION		FY 01 %	FY 02 %	FY 03 %	FY 04 %	4 YR AVE %
1	Carroll College (MT)	3.0	2.4	1.9	0.7	2.0
2	<b>Westminster College</b>	<b>2.5</b>	<b>1.0</b>	<b>1.9</b>	<b>1.2</b>	<b>1.7</b>
3	Albertson College of Idaho	1.3	1.6	2.1	1.5	1.6
4	Simpson College (IN)	3.3	2.5	0.6	1.7	2.0
5	Regis University	2.4	2.0	1.3	1.7	1.9
6	Berry College	2.1	1.7	1.9	2.0	1.9
7	Southwestern University	3.3	1.3	1.3	2.2	2.0
8	Wartburg College	3.9	2.2	2.8	2.3	2.8
**	<b>Group Averages</b>	<b>3.2</b>	<b>2.6</b>	<b>2.3</b>	<b>2.8</b>	<b>2.7</b>
9	Morningside College	4.2	3.6	3.2	4.2	3.8
10	Holy Names University	5.8	3.0	3.0	5.5	4.3
11	University of Charleston	3.1	5.8	5.1	6.1	5.0

\* Ranked by FY 2004 Default Rate

\*\* Unweighted Average (Excluding Westminster)

\*\*\* Participating in the Direct Loan Program



November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College – Future Plans for an Institutional Residence

Issue

Regent policy (R207-Attachment 1) states that each institution is “to provide for a designated institutional residence” for use by the president. The current president of Dixie State College has received permission to live off-site, and the College has elected to use the designated residence as an Alumni House.

Discussion

When Dr. Lee Caldwell became president of Dixie State College in 2005, he requested and was granted permission to live in his personal residence and receive a housing allowance in lieu of residence in a college-owned property. During 2006, College officials made use of a generous private gift to convert the institutional residence into an alumni center. In order to help the College come into compliance with policy, the Commissioner requested that College officials present a set of planning options for re-establishing a designated institutional residence. Preliminary options are listed in a letter from Vice President Stan Plewe (Attachment 2).

Seven of ten USHE chief executives live in designated institutional residences. Besides the DSC president, two other executives, the Commissioner and the UCAT president, receive housing allowances because there is no appropriate central campus location. The Weber State University president also receives an allowance, although a suitable residence has been donated for the future use of the WSU president as part of a remainder trust.

Recommendation

The DSC institutional residence planning options are presented as information.

REK/MHS  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

November 29, 2006

**MEMORANDUM**

TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Prioritized Recommendations of USHE Task Force on Minority and Disadvantaged Students — Action Item

Background

At the October 2006 meeting of the Board of Regents, the USHE Task Force on Minority and Disadvantaged Students presented its preliminary recommendations to the Strategic Planning and Communications Committee. The Committee requested the Task Force to prioritize the recommendations, and to attach a fiscal note to the recommendations with highest priority, prior to submitting the report to the full Board for official endorsement.

The Task Force has since met and received feedback regarding the priorities the recommendations should receive, and has prepared the attached document communicating its position.

Priority Recommendations

The Task Force has prioritized the five categories for action as follows: (1) Campus Academic Support; (2) P-12 Preparation; (3) Student Financial Aid; (4) College Mentoring and Outreach; and (5) Public Relations/Communications Campaign. The Task Force has also prioritized the recommendations within each category, and attached a fiscal note to each of the top priorities.

As we communicated to you in October, some of these recommendations involve steps that would need to be taken internally by USHE institutions and that could potentially be accomplished with little or no additional funding. However, some of the recommendations would require additional state funding and should form part of the Regents' legislative agenda for the 2007 session and beyond.

In submitting these priority recommendations, neither the Task Force nor the Office of the Commissioner intends to imply that the recommendations receiving a lesser priority rank are unimportant. Increasing the preparation, participation, and completion of minority and disadvantaged students is of critical importance to the State of Utah and the Task Force emphasizes that all of these recommended steps would help remove existing barriers to higher education within under-represented populations.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the prioritized recommendations of the Task Force.

---

Richard E. Kendell, Commissioner

REK:dsb

November 29, 2006

**MEMORANDUM**

TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Prioritized Recommendations of USHE Task Force on Minority and Disadvantaged Students — Action Item

Background

At the October 2006 meeting of the Board of Regents, the USHE Task Force on Minority and Disadvantaged Students presented its preliminary recommendations to the Strategic Planning and Communications Committee. The Committee requested the Task Force to prioritize the recommendations, and to attach a fiscal note to the recommendations with highest priority, prior to submitting the report to the full Board for official endorsement.

The Task Force has since met and received feedback regarding the priorities the recommendations should receive, and has prepared the attached document communicating its position.

Priority Recommendations

The Task Force has prioritized the five categories for action as follows: (1) Campus Academic Support; (2) P-12 Preparation; (3) Student Financial Aid; (4) College Mentoring and Outreach; and (5) Public Relations/Communications Campaign. The Task Force has also prioritized the recommendations within each category, and attached a fiscal note to each of the top priorities.

As we communicated to you in October, some of these recommendations involve steps that would need to be taken internally by USHE institutions and that could potentially be accomplished with little or no additional funding. However, some of the recommendations would require additional state funding and should form part of the Regents' legislative agenda for the 2007 session and beyond.

In submitting these priority recommendations, neither the Task Force nor the Office of the Commissioner intends to imply that the recommendations receiving a lesser priority rank are unimportant. Increasing the preparation, participation, and completion of minority and disadvantaged students is of critical importance to the State of Utah and the Task Force emphasizes that all of these recommended steps would help remove existing barriers to higher education within under-represented populations.



Attachment

## USHE TASK FORCE ON MINORITY AND DISADVANTAGED STUDENTS

Co-Chairs: David S. Doty, Assistant Commissioner & Director of Policy Studies, Utah System of Higher Education; David Richardson, Vice President for Academic Affairs, Salt Lake Community College

Priority Recommendations to Utah State Board of Regents  
Submitted December 2006

The Task Force affirms:

- ▶ This issue is urgent and of extreme importance to the State of Utah.
- ▶ Any obstacles or barriers to higher education anyone may currently experience must be addressed.
- ▶ Education is valued by all people in the State of Utah.
- ▶ All students in the State of Utah shall have access, opportunity, preparation, and expectation for success in higher education.

### Recommendations for Action

Five categories of recommendations are identified, in priority order: Campus Academic Support, Pre-School through Grade 12 Preparation, Financial Aid, College Mentoring and Outreach, Public Relations/Communications Campaign. The Task Force has also prioritized the recommendations within each category, and attached a fiscal note to the top priorities, as follows:

Categories' Priorities	Priorities Within Categories	Priority of Item Overall (Unrelated to Categories)	Action Item	Fiscal Note
1			<b>Campus Academic Support</b>	
	1		Campus Academic Support - Designate or establish a senior-level administrator at each institution who is assigned to coordinate and work on improving participation and completion rates for underrepresented populations.	\$0-\$100,000 per institution, depending on whether additional administrators are hired
	2		Campus Academic Support - Recruit and retain faculty and administrators from diverse backgrounds.	
	3		Campus Academic Support - Seek additional funding to provide for additional academic advisors from diverse backgrounds at each institution and/or other services as necessary.	
	4		Campus Academic Support - Ensure that each institution's mission statement specifically and emphatically reflects a commitment to success for all students.	

Categories' Priorities	Priorities Within Categories	Priority of Item Overall (Unrelated to Categories)	Action Item	Fiscal Note
2			<b>Pre-school through Grade 12 Preparation</b>	
	1		P-12 Preparation - Advocate for quality pre-school programs and full-day kindergarten for all children through partnerships with the Utah State Office of Education, public school leaders, and community organizations. (Support the Governor's Initiative for voluntary full-day kindergarten for at-risk students.)	\$7.0 million (Governor Huntsman's 2006 budget request)
	2		P-12 Preparation - Emphasize a secondary school curriculum that is reflective of the race and culture of students of color; hold special events on college campuses several times each year for both students and teachers on how to build an inclusive curriculum. USHE teacher education programs should ensure that all teacher candidates receive training and instruction on effective teaching of students from diverse racial and language backgrounds.	
	3		P-12 Preparation - Provide substantial incentives for underrepresented students to complete a rigorous program of study in secondary school (e.g., Regents' Scholarship, Academic Competitiveness Grants, SMART grants, etc.)	\$7,000,000-\$8,000,000 for Regents/Utah Scholars Scholarship of \$1,000 per student
	4		P-12 Preparation - Hold an annual summit for all secondary school guidance counselors regarding academic expectations and opportunities for underrepresented students.	
	5		P-12 Preparation - Encourage all students (with parental involvement), beginning in early middle school, to take a rigorous program of study in secondary school to be prepared for college (e.g., State Scholars curriculum, New Century Scholarship curriculum, etc.)	\$500,000 to continue and expand State Scholars Initiative for 2007-2008 school year

Categories' Priorities	Priorities Within Categories	Priority of Item Overall (Unrelated to Categories)	Action Item	Fiscal Note
3			<b>Financial Aid</b>	
	1		Financial Aid - Seek funding for additional state need-based financial aid for students, such as UCOPE and the Student Assistance Grants program in Florida.	\$3.4 million (UCOPE and other need-based financial aid programs)
	2		Financial Aid - Seek funding for a scholarship program for first-generation college students similar to the First Generation Matching Grant Program in Florida. Such a program would provide state funds to match private donations on a dollar-for-dollar basis to provide grants to undergraduate students who are Utah residents and who meet "first generation" status—i.e., neither parent earned a bachelor's or higher degree, are accepted into a state college, enroll at least part-time, demonstrate financial need, and meet other criteria established by individual institutions.	
	3		Financial Aid - Seek funding for a scholarship program targeting low-income and disadvantaged students who are at risk of dropping out of school, such as the STARS Program in Florida. Scholarships might be provided for targeted students (primarily in middle school) who are Utah residents, eligible for free and reduced lunch, remain drug and crime free, who progress academically, who meet school attendance requirements, abide by the school's code of conduct, and who meet with a mentor on a regular basis. The proposed Regents' Scholarship could be modified to accommodate this type of program.	
	4		Financial Aid – Seek funding (corporate or legislative) for tuition assistance for diverse students who work in the community while going to college.	
	5		Financial Aid – Establish the procedure necessary to provide Pell Grant awards to middle-school students based on their eligibility for the federal school-lunch program. This allows students to embrace the possibility of a college education for themselves at an earlier age, removing any financial stigma, thereby providing the possibility of participating in higher education, and promoting student desire to engage in appropriate rigorous coursework for college preparation.	

Categories' Priorities	Priorities Within Categories	Priority of Item Overall (Unrelated to Categories)	Action Item	Fiscal Note
4			<b>College Mentoring and Outreach</b>	
	1		College Mentoring and Outreach - Develop and fund a state-level program modeled on GEAR UP and TRIO such as the College Reach-Out Program in Florida.	\$1.0 million (the Florida program on which this recommendation is based is currently funded at \$3.4 million and serves nearly 9,000 students)
	2		College Mentoring and Outreach - Provide substantial incentives for college students to encourage their involvement in meaningful service learning and mentoring of underrepresented students at both the high school and college level; expand efforts of USHE service learning programs such as Campus Compact.	
	3		College Mentoring and Outreach - Establish homework and academic resource centers at college and high school campuses, libraries, community centers, and other locations where they will be easily accessible to students and families in low income areas to assist students with course work, college planning, etc. Seek funding from the Utah Legislature, as well as from corporate partners and foundations committed to the mission of early college preparation. Offer incentives for all community members, including those with diverse backgrounds, to help at such centers.	
	4		College Mentoring and Outreach – Implement a peer diverse student recruiting effort using community centers and diverse private small businesses as messengers.	
	5		College Mentoring and Outreach - Enlist the support of local churches and community organizations in college outreach efforts. Encourage community based programs initiated by community members.	

Categories' Priorities	Priorities Within Categories	Priority of Item Overall (Unrelated to Categories)	Action Item	Fiscal Note
5			<b>Public Relations/Communications Campaign</b>	
	1		Public Relations/Communications Campaign - Implement a system-wide communications strategy that dovetails with the Regents' "Building a Better State of Minds" campaign but that also targets and validates the home culture of students of color.	\$25,000-\$50,000 for print and Web media campaign; \$250,000-\$300,000 for television and radio campaign
	2		Public Relations/Communications Campaign - Develop a clear explanation of different higher education options available at each USHE institution and what students can expect from each in terms of employment opportunities and earning potential upon completion of a certificate or degree.	
	3		Public Relations/Communications Campaign - Implement a communications plan, incorporating targeted messages on the Utah System of Higher Education and Utah Mentor Web sites, that specifically engages and communicates with all parents, regardless of their background and language and provides information, such as tuition/scholarship assistance available and how to get it.	



November 29, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Reformatting of "Measuring Utah Higher Education" Annual Report—Action Item

In September we submitted for your consideration a Policy Brief explaining the limitations of our current "Measuring Utah Higher Education" Annual Report and proposing that the report be reformatted to reflect the Regents' focus on measuring progress in the areas of student preparation for, participation in, and completion of higher education. Since that time, we have revised the Policy Brief and the proposed format of the Annual Report, based on feedback from our staff and the Council of Presidents.

As previously indicated, we feel that in order for the Office of the Commissioner and the Regents to advance the Strategic Directions, and to ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the Annual Report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. Specifically, the report should focus on tracking data related to preparation, participation, and completion, so that it can be used as a reliable measure of progress toward achieving specific System goals.

The proposed changes may require further attention over time as needs and priorities change. Such adjustments will be reported accordingly.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed reformatting of the "Measuring Utah Higher Education" Annual Report as presented.

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Richard E. Kendell, Commissioner

REK:dsd  
Attachments

## POLICY BRIEF

### Revising Utah's Annual Report on Higher Education

David S. Doty, J.D., Ph.D.  
Assistant Commissioner & Director of Policy Studies  
Kimberly Henrie, M.B.A.  
Director of USHE Budget & Planning  
November 2006

#### I. INTRODUCTION

For the past several years, the Office of the Commissioner has produced and distributed an annual report titled "Measuring Utah Higher Education." This USHE report contains numerous charts and graphs measuring a variety of System accomplishments under the general categories of "Access and Preparation," "Quality," and "Efficiency and Finance," using the 2000-2001 academic year as baseline.

However, while the report provides useful information on several key indicators, it has a number of limitations. First, the measurements used in the report are not tied to the Strategic Directions adopted by the Regents in June 2005 as their agenda for 2005-2007. Although some of the charts could be linked to elements of Strategic Directions, others appear to be quite disconnected from the core policy agenda being pursued by the Regents and the Office of the Commissioner.

Second, the report is not connected to the new Regents' messaging campaign which will focus on the critical categories of preparation, participation, and completion. While the current report provides a wealth of information on things that can be measured, it does not focus on the information that should be measured.

Third, the report does not contain any benchmarks that could be tracked over time. While such benchmarks may be premature and are not intended for this report, the collection and monitoring of information related to preparation, participation, and completion may lead to the establishment of realistic institutional and system-wide policy options that could be presented for future development and funding.

In order for the Office of the Commissioner and the Regents to advance the Strategic Directions, and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the annual report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. Specifically, the report should be revised so that it contains data related to preparation, participation, and completion, and so that it can be used, eventually, as a better measure of progress toward achieving important goals, e.g., better student preparation, increased retention, and higher graduation rates.

Ideally, the Regents and USHE institutions will conclude that the data collected and tracked in the report should form the bases for measuring progress over time, and for determining policy options that will improve the effectiveness of all institutions. The basic plan developed by Jobs for the Future (JFF) is one method to guide our future reports. A recent JFF report recommended that states do the following with respect to higher education reporting:

1. Set a small number of realistic, but ambitious, goals—and then create a concise action plan delineating roles, responsibilities, and a timeline.
2. Disaggregate goals by population subgroups to emphasize the importance of progress that is equitable.
3. Relate goals logically and clearly to the problems the state wants to address.
4. Inform the public of the status of statewide higher education goals, instead of reporting solely on goals set for individual institutions.
5. Use public agenda and awareness campaigns to build and sustain both public and political will and to reach out to populations that are traditionally underrepresented in higher education.<sup>1</sup>

Such an approach would require funding consistent with the goals the state wishes to address. As a state higher education system, we should be open to other guidelines as well.

## II. RECOMMENDATIONS

The Regents should begin to monitor specific data related to their decision to focus on preparation, participation, and completion. An annual report reflecting such data could be used as the foundation for a public, and extended, discussion about policy options, benchmarks, and funding mechanisms.

The issue to be considered now is that of raising good questions and collecting appropriate data. In that vein, the following are suggested questions and data sets that might be used as the primary content in a revised “Measuring Utah Higher Education” annual report:

### A. Preparation (Are Utah Students Ready for College?)

- Is the percentage of Utah 10<sup>th</sup> and 12<sup>th</sup> graders who meet ACT benchmark scores for college readiness in English, social science, biology, and algebra increasing? (disaggregated by race/ disadvantaged population).
- Are state and school district high school graduation requirements aligned with the admissions requirements of the University of Utah?<sup>2</sup>
- Is the number of Utah residents holding a Utah Educational Savings Plan (UESP) increasing?

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<sup>1</sup> Michael Collins, *By the Numbers: State Goals for Increasing Postsecondary Attainment, Jobs for the Future* (Feb. 2006), at 12-13.

<sup>2</sup> The University of Utah currently requires freshman applicants to demonstrate completion of the following courses with at least a 2.0 GPA: 4 years of English (emphasizing composition and literature); 3 years of mathematics (including elementary algebra, and two years beyond elementary algebra, selected from geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus); 3 years of biological or physical science (at least two courses from chemistry, physics, and biology or human biology); 1 year of social studies (American history and government); 2 years of foreign language (first and second year of the same foreign language taken during grades 7-12).

### **B. Participation (Are Utah Students Enrolling in College?)**

- Is the number/percentage of Utah high school graduates who enroll at public colleges and universities within 12 months after high school graduation increasing?<sup>3</sup> (disaggregated by race/disadvantaged population).
- Is the number/percentage of minority, male, and female students enrolled at USHE institutions increasing? (disaggregated by category)
- Is the percentage of median family income needed to cover net college costs after median grant aid increasing or decreasing? (disaggregated by type of institution)

### **C. Completion (Are Utahns Earning Certificates and Degrees?)**

- Is the number/percentage of postsecondary students who end their first calendar year of enrollment with 20 or more additive credits increasing?<sup>4</sup> (disaggregated by race/disadvantaged population).
- Is the number/percentage of certificates, associate's degrees, and bachelor's degrees awarded from USHE institutions increasing? (disaggregated by race/disadvantaged population)

### **III. CONCLUSION**

Other questions or data sets may be appropriate. However, the list of categories to be measured, as well as the annual report itself, should remain focused, concise, and aligned with both the Regents' Strategic Directions and ongoing K-16 initiatives. The rest of the annual "Measuring Utah Higher Education" report, as currently formatted, should not be discarded, but perhaps restructured or placed in a separate statistical publication, such as the annual Data Book.

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<sup>3</sup> Clifford Adelman, *The Toolbox Revisited*, U.S. Dept. of Educ. (Feb. 2006), at 45. ("[N]o delay of entry . . . is statistically significant, and its Delta-p says that students who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker.")

<sup>4</sup> *Id.* at 48. ("Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a *third!*")

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Expanded Communications/Outreach Plan

This year, the State Board of Regents and the Utah System of Higher Education have taken steps to correctly identify higher education issues as perceived by the public, business and political leaders and those stakeholders within the system. Through this effort, the Regents and the USHE have sought to create a communication plan that will proactively address and communicate solutions to these issues.

In spring 2006, we conducted surveys of both the general public and opinion leaders. The results of those surveys led us to a targeted focus of "Building a Stronger State of Minds" with three supporting goals: to increase preparation, participation and completion. This focus, along with its supporting goals, has provided the framework for our legislative activities, budget requests and other external and internal communications.

I have spent much time sharing our message with editorial boards, reporters and groups such as the Salt Lake Chamber of Commerce. However, the Board of Regents and others within the system are also excellent messengers who can bring our issues and potential solutions to the forefront.

The Office of the Commissioner has put together a list and timeline of individuals and organizations (speaker's bureau) with whom we should meet. We have also created a matrix of public relations methods we would like to continue to implement as we move this strategy forward.

The messaging presentation is attached for review. The matrix and speaker's bureau plan will be presented during the meeting.

Commissioner's Recommendation

The Commissioner recommends the Regents adopt this communication schedule and plan for implementation during the 2007 calendar year.

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Richard E. Kendell, Commissioner

REK:akc  
Attachment



UTAH SYSTEM OF  
HIGHER EDUCATION

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*Building a Stronger State of Minds*



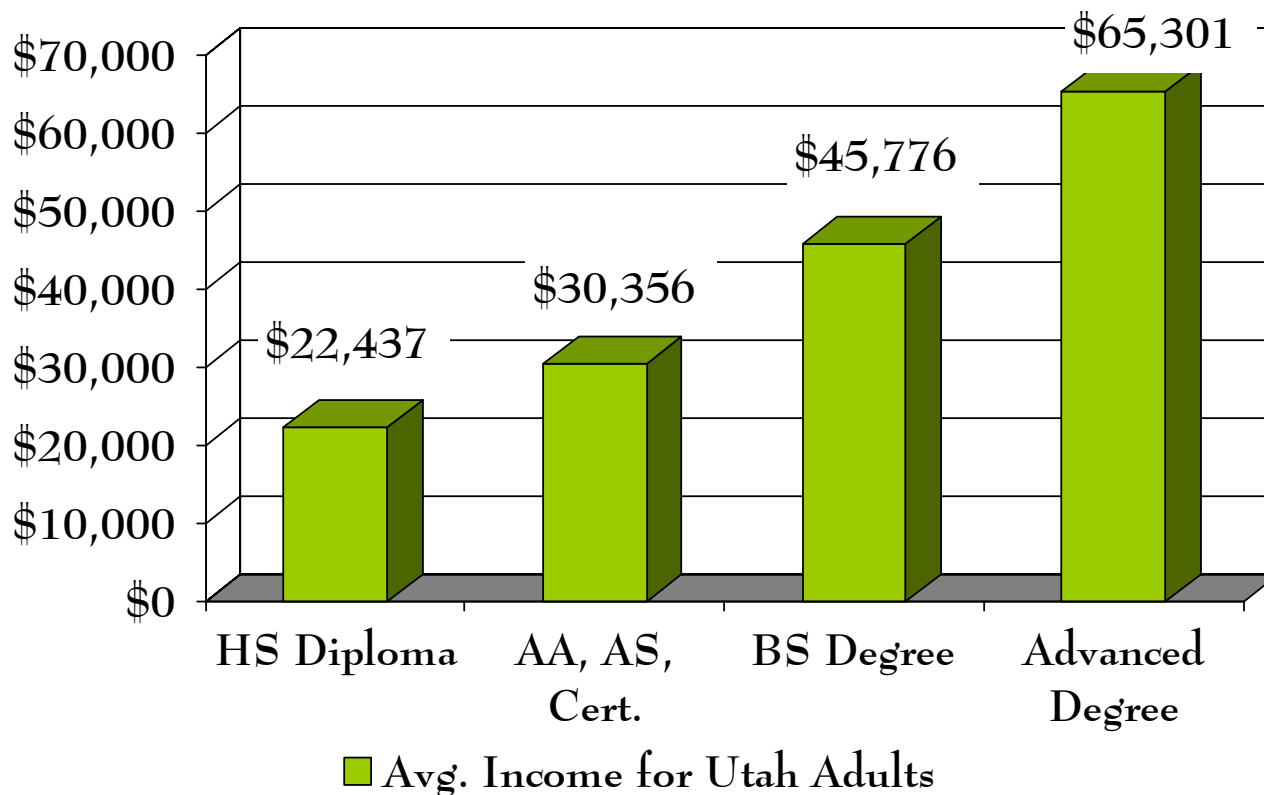
# “Building a Stronger State of Minds”

- USHE’s focus of “Building a Stronger State of Minds” translates into our goal of producing self-sustaining adults.
- A self-sustaining adult is defined as one who earns an income of \$40,000/year or more for a family of four.



# Education and Training Pay

## Median Income by Education Level

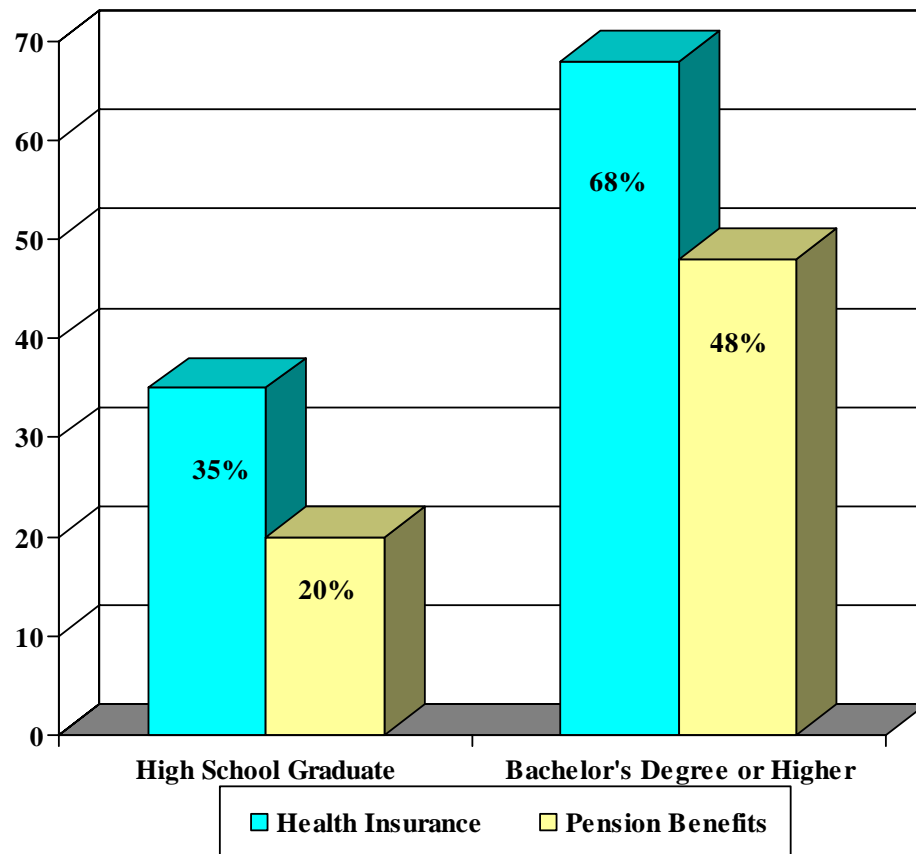






# Education Leads to Self-Sustaining Adults

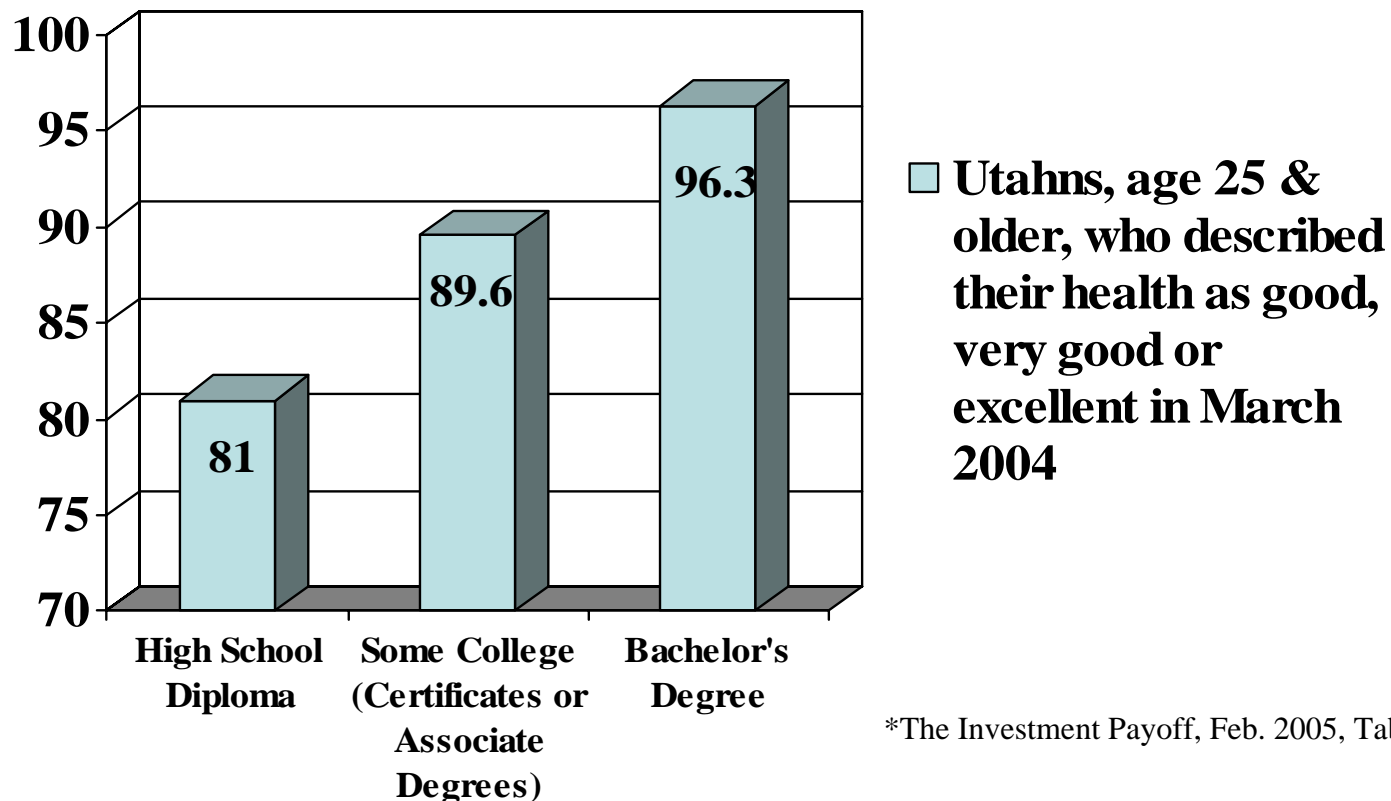
- Graduates are more likely to have employee benefits (health insurance, retirement programs, leave time, etc.)





# Education Leads to Self-Sustaining Adults

- Graduates are more likely to be in good health and live a healthy lifestyle



\*The Investment Payoff, Feb. 2005, Table 5



# A Changing Workforce

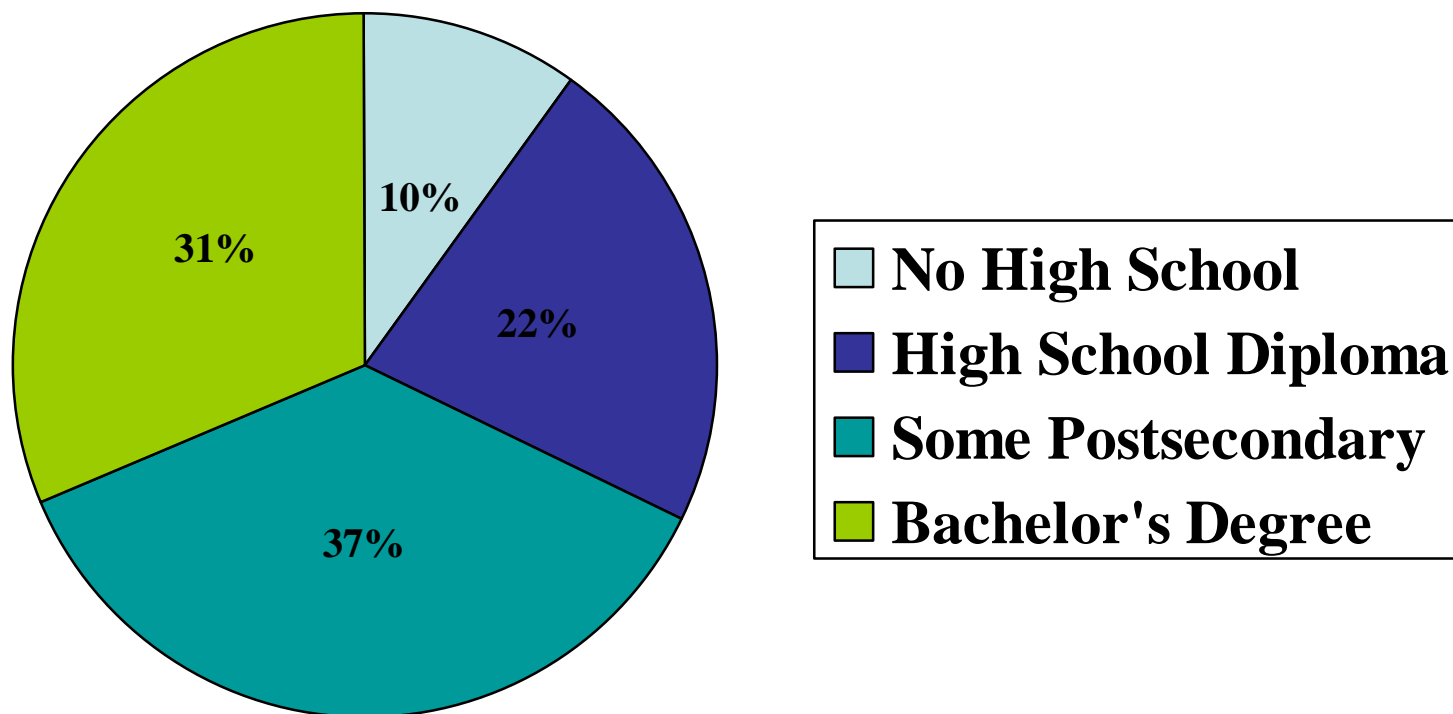
- 90% of jobs providing a wage to sustain a family of four typically require some combination of vocational training and on-the-job experience or an associate's degree.

*- ACT Ready for College=Ready for Workforce Training, May 2006.*



# A Changing Workforce

- More than 2/3 of new jobs require some postsecondary education



Source: Carnevale, Anthony P., and Donna M Desrochers, Standards for What? The Economic Roots of K-16 Reform, *Educational Testing Service*, 2003.



# Changing Workforce = Changing Goals

- Have we adjusted our goals and efforts to meet the demands of today's global economy and evolving families?
- What are they and how can our state improve?
- How can higher education assist the state in adapting to changes?
- What challenges do we face? We see it as three areas: preparation, participation and completion.



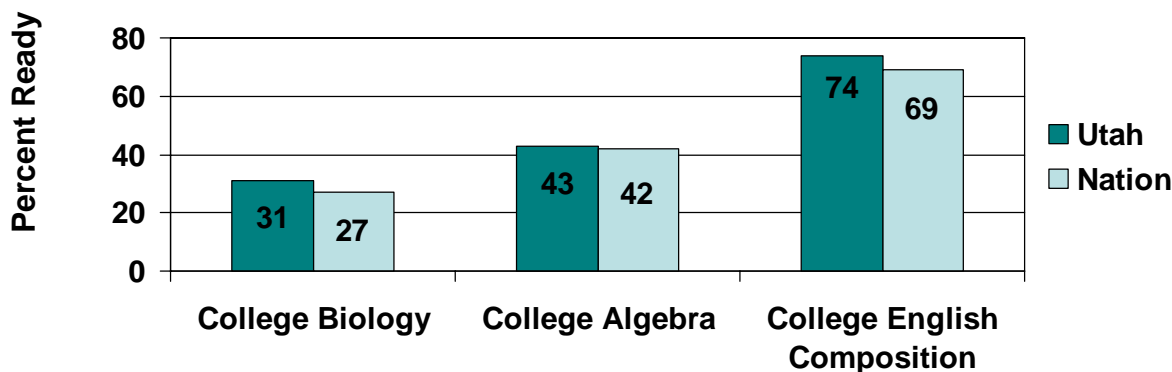
# High School Graduation Rates

Graduation Rate by Student Group	Utah (%)	Nation (%)
All Students	76.7	69.6
Male	77.9	65.2
Female	80.9	72.7
American Indian/Alaska Native	** Value not reported	47.4
Asian/Pacific Islander	71.2	77.0
Hispanic	55.5	55.6
Black (not Hispanic)	60.6	51.6
White (not Hispanic)	81.7	76.2



# Lack of Preparation

- Many high school students are not preparing themselves for college



- The above chart demonstrates the percentage of 21,561 Utah high school students who took the ACT in 2005-2006 and tested ready for their first credit-bearing college-level course in three areas.
- In 2006, only 24 percent of these students tested ready for college-level coursework in **all three areas** (biology, algebra and English comp).
- The number of these students who don't meet the benchmarks increases between 10<sup>th</sup> and 12<sup>th</sup> grades because they aren't taking rigorous courses their last two years of high school. (2006 ACT, *Measuring College Readiness*.)



# Lack of Participation

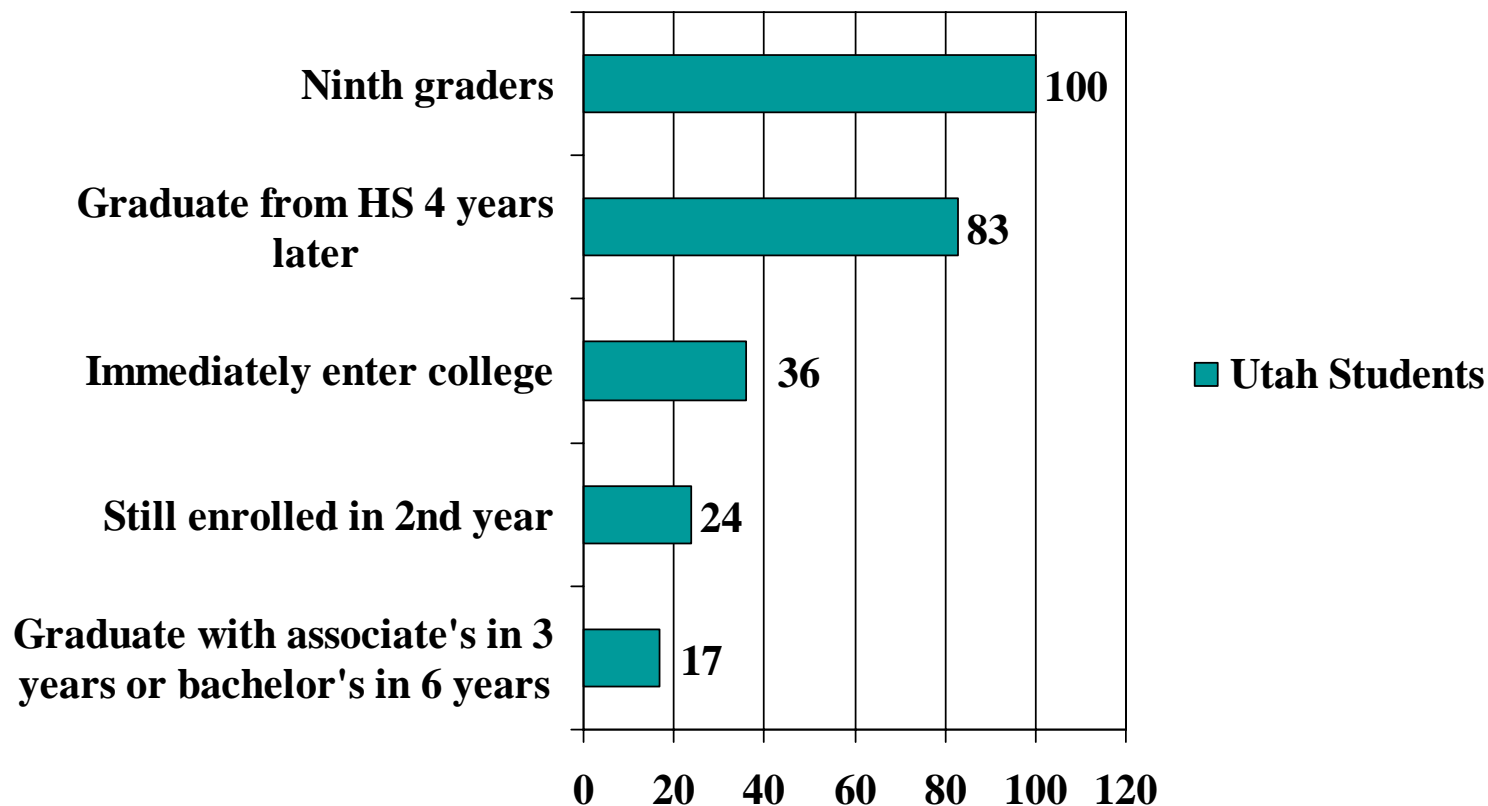
- The chance of enrolling in college by age 19 has declined by 11% compared with a national decline of 2%.

PARTICIPATION	UTAH		Top States 2006
	1992	2006	
<b>Young Adults (60%)</b>			
18- to 24-year-olds enrolled in college	41%	34%	41%
<b>Working-Age Adults (40%)</b>			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.9%	3.9%	5.1%





# Lack of Participation





# Lack of Completion

- The percentage of the population holding bachelor's degrees changes across demographic groups.

## Utah Losing Ground in 2002

Utah ranks 12<sup>th</sup> in the nation in the 45-64 age group,  
but only 32<sup>st</sup> in the nation for the 25-34 age group

Age Group	Both Sexes		Male		Female	
	Utah	U.S.	Utah	U.S.	Utah	U.S.
25 to 34 years	25.4	27.5	25.6	25.7	25.3	29.4
35 to 44 years	26.3	25.9	29.8	25.8	22.7	26.0
45 to 64 years	30.1	26.4	35.6	29.3	24.7	23.7
65 years and over	19.2	15.4	26.8	20.5	13.3	11.8



# Lack of Completion

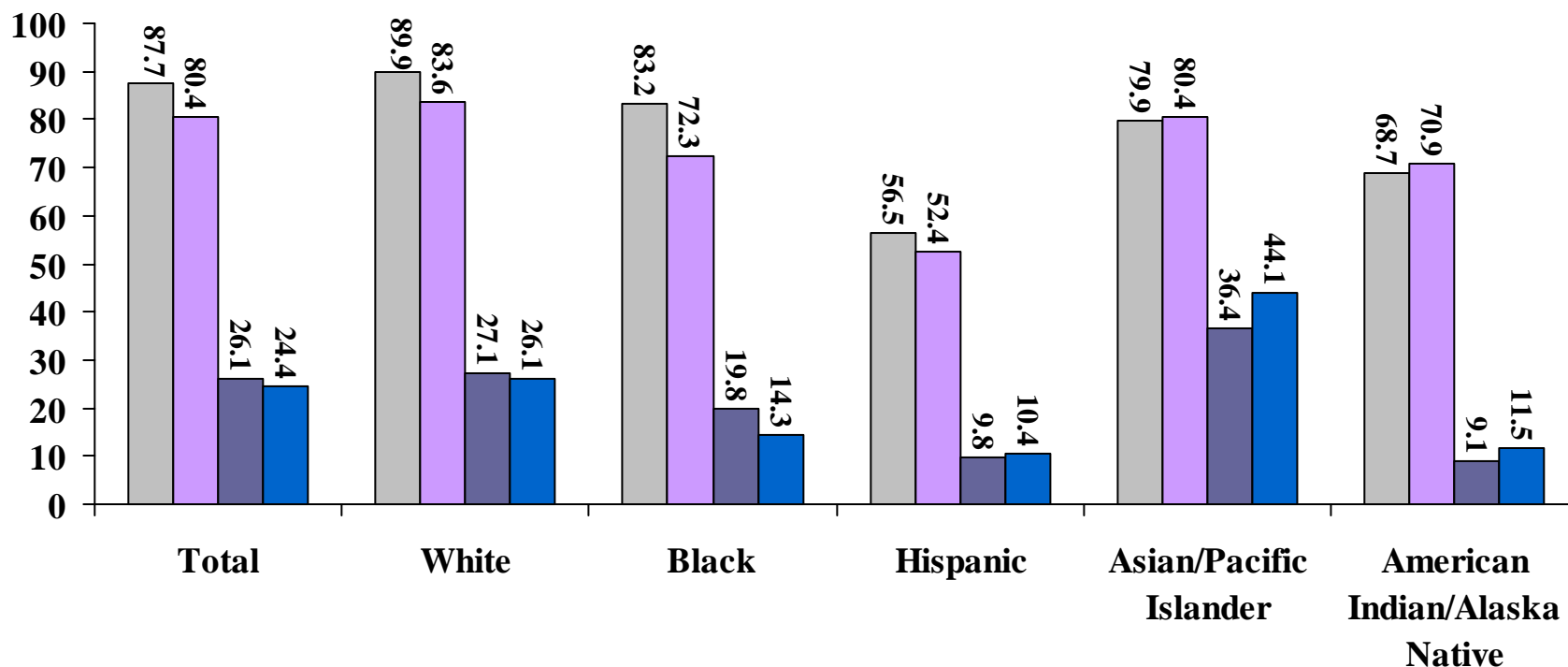
- Percent of Utah's population, by county, who hold at least a bachelor's degree

Age	Utah County			Salt Lake County		
	Men	Women	Total	Men	Women	Total
25-34	30.9	30.4	30.7	26.2	26.7	26.4
35-44	37.8	24.7	31.4	29.9	25.1	27.5
45-64	42.9	30.0	36.2	36.5	26.1	31.2
65 +	35.1	15.6	24.1	28.6	14.8	20.6
Age	Washington County			Davis County		
	Men	Women	Total	Men	Women	Total
25-34	16.3	18.4	17.4	29.0	24.9	26.9
35-44	21.3	17.5	19.4	36.9	23.2	30.1
45-64	31.6	18.9	24.8	40.4	25.5	32.8
65 +	27.5	14.0	20.4	30.0	12.4	20.3



# Lack of Completion

Highest Level of Educational Attainment,  
Age 25+, by Race/Ethnicity

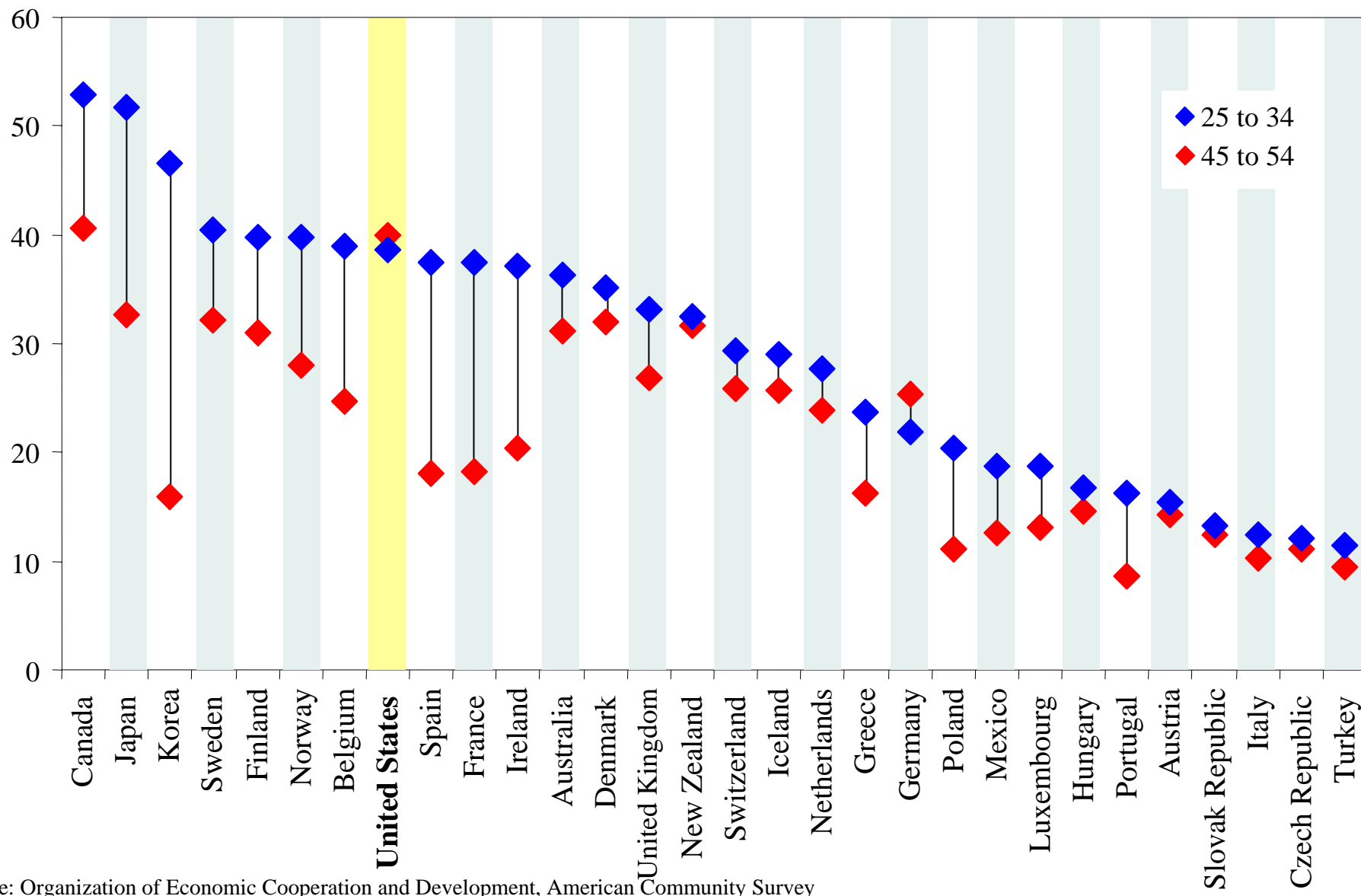


■ UT - % With High School Diploma or Higher ■ US - % With High School Diploma or Higher  
■ UT - % With Bachelor's Degree or Higher ■ US - % With Bachelor's Degree or Higher

Source: Bureau of the Census, 2000 (updated 2003)



## Percent of Adults with an Associate's Degree or Higher - 2003





# Critical Mass

- “All is not well” – we are slipping in preparation, participation and completion.
- Utah is missing critical mass
- How do we get where we need to go?



# Increase Preparation

- K-16 Alliance
- Minority Task Force
- Utah Scholars
- New Century Scholarship
- Concurrent Enrollment
- Increased mentoring/tutoring for students



# Increase Participation

- Implement institutional goals of increasing participation rates by 0.5% annually
  - This translates to 12,000 additional full-time students in five years, system-wide
  - This translates to 21,000 additional full-time students in 10 years, system-wide





# Increase Completion

- U.S. Department of Education: “The Toolbox Revisited,” cites a rigorous course of study, entering college immediately after high school, and completing at least 20 semester hours during first year of college translate to a more certain and timely completion of a degree.



# Increase Completion

Work to decrease time it takes to complete degrees

- Reduce bottlenecks
- Increase number of advisors



Higher education is central to our well-being as individuals and as a state.

*“In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age, it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all.”*

*-National Commission on the High School Senior Year*

## **Strategic Planning and Communications Committee Communications Plan – 2007**

As we move into 2007, we are hoping that we can begin implementing the second year of our Communications Plan. The plan for 2006 is attached for your reference. In review, we accomplished most items in the plan and will be forwarding some items into 2007. This year, we hope to have the Regents and the Presidents help to deliver our message to major stakeholder groups. A key piece of this will be through a speaker's bureau. We will also increase the number of written materials coming from the Board of Regents and USHE.

In preparation for next year, we ask that the Regents focus on these key areas during the month of December:

- Call the legislators in your area and share our message and goals with them. (A one-page sheet is attached for your reference.)
  - Please share our budget goals and priorities with them.
  - Ask for their support and any input they may have.
- Inform Amanda Covington of the groups you are interested in speaking with or presenting to. (This list will be e-mailed to you) Also, let her know of your availability and time preference. The Commissioner's Office will arrange your presentations and prepare your materials and talking points.
  - Please inform Amanda of any other groups in your area that we should visit.
- Review Commissioner Kendell's goals (attached) and be prepared to discuss, in January, their alignment with the Board's strategic direction.

Sincerely,

Jim Jardine, Chair  
Strategic Planning and Communications Committee

Meghan Holbrook, Vice Chair  
Strategic Planning and Communications Committee

## 2006 Communications Plan

### OCHE

## Supplement to Tab R

[illegible]

**Goals 2006-2007**  
**Office of the Commissioner of Higher Education**

1. Implement and monitor policy initiatives consistent with the Strategic Directions plan.
2. Modify UCAT legislation to support and sustain a system of regional technical colleges/campuses that complements the Utah System of Higher Education.
3. Establish the Commissioner's Office as the principal source for higher education policy development and analysis in the State. Foster contacts and share resources with other major policy groups. Publish reports, data, and monographs reflecting higher education policy and data analysis.
4. Continue to improve the basic processes for governing the Utah System of Higher Education, e.g., program approval, capital facilities, budgets, etc. Improve the data resources that support these processes.
5. Create and maintain positive, constructive relationships with the Governor and his policy and budget staff; likewise, have positive and constructive relationships with the legislative leadership of both parties and their respective support staffs.
6. Be effective in the higher education political community and develop/maintain the capacity to influence the agenda and actions of the legislative and the executive branches of government to the benefit of the USHE.
7. Prepare a comprehensive legislative request that reflects the needs of institutions and that includes strategies for securing the resources as requested.
8. Use the office of the Commissioner as an accurate and effective voice for advocating the value of higher education and its goals to increase preparedness participation and degree completion. Provide effective messaging strategies that support the needs of higher education and its students. Counter messages/information that is inaccurate or contrary to higher education's principal goals and purposes.
9. Support UHEAA as a fundamental asset for helping students finance the costs of higher education. Better integrate several functions across UHEAA and OCHE, e.g., student recruitment, messaging, scholarship initiatives, incentive programs, assisting disadvantaged students.
10. Create better incentives and services for Utahns to participate in UESP, e.g., payroll deduction, tax incentives, greater visibility, etc.
11. Support the newly created Alliance between public education and higher education and implement the key objectives as outlined.



December 2006

The State Board of Regents and the Utah System of Higher Education are implementing a central focus that spans across the 10 public higher education institutions: *Building a Stronger State of Minds*. This focus was developed after thorough examination of state education needs, economic development goals, the changing job market, and national and statewide trends and forecasts. Our intended result from following this focus is to produce an increased number of self-sustaining adults. A self-sustaining adult is defined as one who earns an annual income of \$40,000 or more for a family of four. It is important that students receive some form of postsecondary education including a training certificate, associate's degree, bachelor's degree or beyond.

#### **How can higher education increase the number of self-sustaining adults?**

- 90% of jobs providing a wage to sustain a family of four typically require some form of postsecondary education.
- It is misleading to say only 80% of jobs require a bachelor's degree. The jobs that don't require a degree tend to be low-paying: food service, retail sales, and call centers.
- The average income for a Utahn with a high school diploma is \$22,437, where the income for an associate's degree or bachelor's degree is \$30,356 or \$45,447 respectively.
- Graduates with at least an associate's degree are more likely to have health insurance, retirement programs and other employee benefits. They are also more likely to vote and to volunteer.

As we begin to build a stronger state of minds, we'll focus on three areas:

#### **Preparation**

- Through the K-16 Alliance, encourage all high school students to take a rigorous course of study and to graduate.
- Continue to support and improve programs such as concurrent enrollment, the New Century Scholarship, and Utah Scholars.
- Work with religious, ethnic, business and community leaders to stress the importance of college and college preparation.
- Encourage Utah families to save for college expenses through the Utah Educational Savings Plan (Utah's 529 Plan).

#### **Participation**

- Implement a system-wide goal of increasing participation rates by 0.5% annually.
- Implement Minority Task Force recommendations to increase participation of disadvantaged populations.
- Increase the state's commitment to need-based financial aid.

#### **Completion**

- Reduce the number of bottlenecks within academic programs.
- Increase the number of academic advisors.

November 29, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Item – Report of NCSL Blue Ribbon Commission: “Transforming Higher Education: National Imperative—State Responsibility”

The National Conference of State Legislatures (NCSL) established a bipartisan blue ribbon commission of 12 state legislators from across the country to study and make recommendations regarding higher education. The Commission included legislative leaders who are veteran members and leaders in higher education policy, including Utah State Senator Lyle Hillyard. They spent the past 18 months studying issues in depth and receiving testimony and input from a broad array of experts.

In their report, the Commission notes that “states and the federal government have neglected their responsibilities to ensure a high quality college education for all citizens” and that “too many students are falling through the cracks.” They note that higher education is “an important investment” and that state legislatures tend to use higher education as a budget balancer after funding other high priorities. The “unpredictable funding of higher education” has caused institutions to make up the funding gap through increased tuition. The Commission notes that too often the value of higher education is seen only in terms of individual students or institutions and not the “overall public goods reaped from a strong, high quality higher education system.” The Commission also emphasizes that while higher education needs to be a national priority, states should step up and take primary responsibility rather than deferring to the federal government.

The Commission makes recommendations in 15 specific areas:

- Define clear state goals
- Identify your state’s strengths and weaknesses
- Know your state’s demographic trends for the next 10 to 30 years
- Identify a place or structure to sustain the public agenda
- Hold institutions accountable for their performance
- Rethink funding
- Rethink student aid
- Help reduce borrowing and debt
- Recommit to access



- Recommit to success
- Embrace innovation
- Encourage partnerships
- Transform the 12<sup>th</sup> grade
- Don't neglect adult learners
- Focus on productivity

This report has the potential to add in a significant and positive way to the public debate over the importance of higher education, and the policies needed to revitalize higher education throughout the nation. It was heartening that many of the issues and priorities that are the focus of the report are in line with the priorities and efforts of the State Board of Regents and the Utah System of Higher Education to focus on "Building a Stronger State of Minds" through increased preparation, participation, and completion. I encourage Regents, Presidents and other higher education stakeholders to read and carefully consider the contents of this report (attached).

#### Commissioner's Recommendation

This is for information only. No action is required.

REK:db  
Attachment

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Richard E. Kendell  
Commissioner of Higher Education

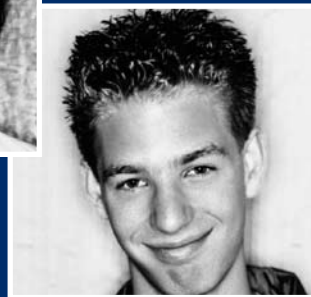


NATIONAL CONFERENCE *of* STATE LEGISLATURES

*The Forum for America's Ideas*

# TRANSFORMING HIGHER EDUCATION

## NATIONAL IMPERATIVE — STATE RESPONSIBILITY



RECOMMENDATIONS OF THE  
NATIONAL CONFERENCE OF STATE LEGISLATURES  
BLUE RIBBON COMMISSION ON HIGHER EDUCATION

# TRANSFORMING HIGHER EDUCATION NATIONAL IMPERATIVE — STATE RESPONSIBILITY

## RECOMMENDATIONS OF THE NATIONAL CONFERENCE OF STATE LEGISLATURES BLUE RIBBON COMMISSION ON HIGHER EDUCATION

October 2006

### ACKNOWLEDGMENTS

The work of the NCSL Blue Ribbon Commission on Higher Education was made possible through a generous grant from the Lumina Foundation for Education. The Foundation has been instrumental in bringing national attention to the problems of college costs and college access and has significantly enhanced the national dialogue on these issues.

NCSL wishes to recognize the dedication and hard work of the 12 members of the Blue Ribbon Commission. Thanks also go to the many experts and resource people for the advice and feedback they provided to the Commission during its 18 months of work.

Julie Davis Bell, NCSL Education Program director, served as the primary staff to the Commission.



NATIONAL CONFERENCE of STATE LEGISLATURES

*The Forum for America's Ideas*

The National Conference of State Legislatures is the bipartisan organization that serves the legislators and staffs of the states, commonwealths and territories.

NCSL provides research, technical assistance and opportunities for policymakers to exchange ideas on the most pressing state issues and is an effective and respected advocate for the interests of the states in the American federal system. Its objectives are:

- To improve the quality and effectiveness of state legislatures.
- To promote policy innovation and communication among state legislatures.
- To ensure state legislatures a strong, cohesive voice in the federal system.

The Conference operates from offices in Denver, Colorado, and Washington, D.C.

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# INTRODUCTION

There is a crisis in American higher education. It has crept up on us quickly. It is of significant importance to our future, but the nation is not prepared to address it.

It has become clear that the states and the federal government have neglected their responsibilities to ensure a high-quality college education for all citizens. Too many students are falling through the cracks. As a result, U.S. citizens are not achieving their full potential, state economies are suffering, and the United States is less competitive in the global economy.

It is up to the states—and specifically state legislators—to alter the course of higher education. States bear the major responsibility for higher education, spending approximately \$70 billion each year on the venture. But, states are not maximizing that investment. In this rapidly changing, highly competitive and global environment, it is imperative to do better!

This report represents the deliberations by the National Conference of State Legislatures Blue Ribbon Commission on Higher Education. Appointed in 2005, the bipartisan commission is comprised of six Democrat and six Republican legislators—all veteran members and leaders of higher education in their state legislatures. Members of the commission met over 18 months to study, debate and discuss higher education performance; the challenges facing states, students and institutions; and the role of the legislature in creating some of these problems and in leading to solutions for the future.

Unanimous findings urge a call to action for this country to rethink its investment in higher education and to reenergize the system so that all citizens have access to a high-quality and affordable education. Specifically, the commission urges states to strengthen their commitment to higher education or risk opening the door to unnecessary federal intrusion. We urge our legislative colleagues to become more informed about the issues facing their states and strategies for improvement. We call on state legislators to be at the center of a nationwide movement to identify strengths and weaknesses of the current system, determine a public agenda for higher education for the future, set clear goals for the state and higher education, and hold institutions accountable for performance.

This report is written by state legislators primarily for state legislators. However, we also wish to send a strong message to others who are crucial to the reform of the system, including educators, federal and state policymakers, businesses, the media, students and families. It is a national imperative that we join together to transform the American higher education system for the 21<sup>st</sup> century. It is a state responsibility to design the goals and strategies to accomplish that. The cost of doing nothing affects not only students, but also families, our states, and our country.

Throughout deliberations, commission members have been particularly struck by the following points.

- The American higher education system no longer is the best in the world. Other countries outrank and outperform us. Although the United States has some of the best institutions in the world, we do a poor job overall in our mass education production.
- At the same time, tuition and fees are increasing rapidly, and the quality of the educational experience is not keeping pace.
- The cost of attending college has increased significantly. States have cut back their commitment to higher education. Tuition has dramatically increased, and student financial assistance has not kept pace. The federal government has decreased its support of needy students and has shifted much of its student financial assistance from Pell grants to tax credits. Increasingly, lower income students are being priced out of college. More students are assuming sizeable student loans.
- Other countries are significantly improving their higher education performance. These countries have at least two things in common: They are prioritizing higher education in their national public agenda and they are approaching higher education reform as part of a national economic development strategy.
- The American higher education system is not preparing students for the 21<sup>st</sup> century global society. Many business, political and education leaders—including Thomas Friedman and Bill Gates—argue that we've lost our competitive edge. We're not taking globalization seriously. Globalization demands different priorities, different skills and different knowledge.

- We apply 20<sup>th</sup> century policy solutions to a 21<sup>st</sup> century world. Today's students differ significantly from yesterday's. Only about 40 percent of the students in our higher education system fit the model of the "traditional" student. Today's students include older and returning students. Many attend multiple institutions, take longer to obtain their degree, and may attend part time. Yet policy decisions still focus primarily on the traditional student.
- We are not prepared for the dramatically changing demographic shifts in our populations. Our fastest growing populations (Latinos, African Americans, immigrants) are the lowest participating populations in our higher education system. It is absolutely essential to the future of states and the country that these populations have access to and are successful in higher education.
- The states and federal government have not ensured that low-income students have access to higher education. Government's primary responsibility in higher education is to guarantee post-secondary education and/or training to all citizens. Yet, when we cut financial support to higher education we deny access to our most needy students. We are in danger of creating a permanent underclass. The poorest individuals have only an 8 percent chance of obtaining a college degree compared to a 70 percent chance for the wealthiest individuals.
- The United States has not done well in providing options for students to pursue nontraditional post-secondary education, such as vocational and technical education. Public policy does not well support or value these choices. A 21<sup>st</sup> century education system should support opportunities for all citizens to participate in some form of post-secondary education or training.
- Although most citizens still feel deeply that higher education is the gateway to real opportunity in this country, statistics suggest we are slamming the door shut on more students. We let too many students fall through the cracks. Nationally, for every 100 ninth graders who enter high school, only 18 finish college within six years. These results simply are not good enough.
- We have become complacent about the quality of higher education. There is no outcry of public opinion about the quality of the system. State legislators have not prioritized higher education in the public agenda or taken an active role in seeking reform. Faculty are content with the teaching methods of the past and are not changing as the world is changing.
- State legislators are not exhibiting forward-thinking leadership on higher education policy. Rather than making long-term strategic policy decisions, higher education policy is based on reaction to the latest budget crisis or policy fads. This is exacerbated by the fact that higher education legislative policy is diffused among different legislative committees so that policy and budget decisions often are not coordinated.
- Many different decision makers have a voice in state higher education policy, which makes collaboration and coordination difficult. These include governors, legislators, university leaders, state higher education executive officers, and members of governing and coordinating boards. Legislators have been satisfied to let others take leadership. As a result, the statewide purpose of higher education often is supplanted by individual institutional interests. A better strategy involves coordination among all to work toward a common statewide agenda.
- Finally, we have forgotten that higher education is an important *investment* for the states and the nation. Higher education is the ticket to a good job and economic security. A strong higher education system supports individual financial success, a strong state economy, and a competitive nation.

## Purpose of This Report

Along with other policymakers, members of the commission have been greatly influenced by Thomas Friedman's recent book, *The World is Flat*. Friedman lays out a logical and alarming case that the United States is losing its competitive advantage in a new, high-tech, highly mobile global economy. This lack of competitiveness should be a matter of the highest urgency for federal and state policymakers. It is our contention that higher education policy should be at the center of this discussion. Higher education is both the problem and the solution. The nation is losing its competitiveness because it has failed to focus on how higher education reenergizes U.S. competitiveness and revitalizes the states.

The commission's purpose is not to lay blame. We do not intend to indict institutions of higher education or the dedicated staff who work in them. We do not intend to scold our legislative colleagues—we understand the difficult political environments in which you work. Rather, we are suggesting that we can do much better and that it is imperative that we do so. We believe that legislators have a responsibility to their states and their citizens to assert their leadership on this important issue and lead a statewide movement for reform.

We welcome the recent work of the Spellings Commission on the Future of Higher Education, which convened shortly after the Blue Ribbon Commission began its work. The recently released Spellings Commission report, *A Test of Leadership: Charting the Future of U.S. Higher Education*, focuses on improving access, affordability and accountability. The Spellings Commission work provides visibility for these issues and we look forward to working together to refocus our national and state commitment to higher education.

We believe the federal government can play a major role in highlighting problems and moving the public discussion. We think the federal government has an important role to play in supporting low-income students, conducting research on innovation and productivity, and providing data and information by which we can examine and analyze our institutions. We believe the responsibility for addressing most problems rests squarely with the states, however, because higher education has always been and must remain a state matter.

This report is written by legislators for legislators. It is about the need for legislative leadership. The NCSL Blue Ribbon Commission on Higher Education calls on legislators to:

- Understand how past actions have contributed to current problems.
- Make higher education a priority for your state legislature.
- Rethink higher education policy as part of state economic development.
- Improve knowledge and information about issues and solutions.
- Take active steps to move your state forward.

# LEGISLATOR ROLES AND RESPONSIBILITIES

Commission members believe that legislators have played a role in creating the crisis in higher education. Specifically, legislators have not made strategic budget and appropriations decisions, have not set clear statewide goals for higher education, and have not exerted strong leadership on higher education issues. Here's what we mean.

## Budgets and Appropriations

Legislative budget and appropriation decisions significantly affect higher education. For decades, state legislators have determined state support for higher education not in a logical or strategic manner, but in a reactive manner. Higher education has long been the “balance wheel” of state budgets—whatever is left after allocations are made to K-12 education, Medicaid, corrections, transportation and other budget items—is allocated to higher education. The theory is that, unlike other budget categories, higher education has a built-in revenue source—tuition—that can offset state funding cuts. In good economic times, states direct additional revenue to higher education. In slow economic times, however, higher education—more than any other budget item—suffers reductions. This unpredictable funding for higher education causes budget difficulties for institutions and increased costs for students and families as they are pressured to fill the funding gaps.

We understand why legislators make these decisions. It has not been easy to be a legislator during some of the most difficult budget times in decades. No decisions have been easy. Legislators have made rational higher education budgeting decisions under very difficult circumstances. However, the commission also thinks that legislators use tight budgets as an excuse to continue to cut support of higher education. Legislators may wish to consider these difficult fiscal times as opportunities to rethink the entire state higher education policy environment.

## Goals and Expectations for Higher Education

State goals for higher education have not been articulated well by legislatures, nor do we clearly articulate our expectations from institutions. Thus, it should be no surprise when there is incomplete information about institutional results. Often, no accountability mechanisms exist, nor is there good data and information on which to judge higher education's success. In short, higher education has been given a “pass.”

When higher education policy is made without a master plan or guiding principles, multiple—and often conflicting—goals result that are more likely to be important to individual institutions rather than to the state.

## Legislative Priorities

Higher education has not been viewed as a priority issue, either by the public or by state legislatures. Legislators can be more politically visible on issues regarding state spending, health care, crime or K-12 education, and the public seems to rally around those issues. Legislators seldom hear from constituents that they are concerned about the state of higher education.

When the public policy discussion about higher education focuses only on individual students and individual institutions, it neglects the overall public goods reaped from a strong, high-quality higher education system. These benefits include raising the quality of life for citizens, improving the health and vitality of the state, and enhancing the nation's competitive position in the global economy. Indeed, it is important that these issues be at the forefront of a legislative agenda.

## Legislative Leadership

When it comes to higher education policymaking, legislators react, they do not lead. Few legislators are experts on higher education nor do they have the knowledge, skills and confidence to be aggressive state leaders on this issue.

This lack of leadership and expertise is due in large part to increased legislative turnover. There is no time for legislators to develop the knowledge and expertise necessary to exert strong leadership on complex higher education issues. As a result, institutions will argue that “everything is fine” ask for “more money than last year with fewer strings,” and resent legislative questions as “intrusion” or “tinkering.”

When legislators lack knowledge, expertise, capacity and confidence to ask the right questions—the tough questions—and design appropriate legislation to deal with the higher education issues in their states, that authority often is given to governing boards, institutional leaders and others. Legislative leadership can help balance state interests with institutional interests.



# BLUE RIBBON COMMISSION RECOMMENDATIONS

The NCSL Blue Ribbon Commission is ready to join forces with the federal government, governors, State Higher Education Executive Officers, governing and coordinating board leaders, institutions, national organizations, businesses, the media and the public to push for a national imperative on higher education reform. It is vital for the success of the nation's citizens, the strength of our states and the nation's competitiveness.

The commission specifically calls upon legislators to seize the opportunity to lead the higher education reform movement in the states. It will require prioritizing higher education on the legislative agenda, approaching fiscal and policy decisions in a different way and exerting strong leadership. In the opinion of the commission, legislators can and must lead the way. The following recommendations define how legislators can become leaders in this effort.

## Define Clear State Goals

Effective higher education policy balances state interests with institutional interests. It is the job of legislators to articulate and support the state's interests. Legislators cannot and should not try to define institutional interests. Rather, clear state goals allow institutions to determine how their interests are served by achieving state goals.

We believe legislators should organize and lead discussions to develop and maintain a “public agenda” for higher education—a set of long-term goals and priorities for the state. The public agenda will provide a framework for higher education policymaking for the future and will send clear signals to institutions about what is expected of them. This will not be an easy exercise, but it is doable and important and is the first step legislators need to take in transforming their higher education system.

These discussions cannot be held by any single policymaker or entity and they should transcend any single political view. They should include all key state policymakers and stakeholders, including the governor, members of coordinating and governing boards, public and private institution leaders, members of the business community, and students. The purpose is to define a common interest, articulate statewide goals for the higher education system, and focus everyone in the state on their contributions to those goals. Then, everyone should be held accountable for their part in effective implementation.

### THE COMMISSION'S RECOMMENDATIONS

- Define clear state goals.
- Identify your state's strengths and weaknesses.
- Know your state demographic trends for the next 10 to 30 years.
- Identify a place or structure to sustain the public agenda.
- Hold institutions accountable for their performance.
- Rethink funding.
- Rethink student aid.
- Help reduce borrowing and debt.
- Recommit to access.
- Recommit to success.
- Embrace innovation.
- Encourage partnerships.
- Transform the 12th grade.
- Don't neglect adult learners.
- Focus on productivity.



### STATE ACTIONS

The California Master Plan for Higher Education, first designed in 1960, has served as a guide for higher education public policy ever since. The plan developed a coordinating council with representatives from the public higher education segments, independent institutions, and representatives appointed by the California Senate and the governor. It defined the missions of the three major systems—the University of California, the California State University system and the California Community Colleges—and set admission standards and goals for “tuition,” fees, and financial aid.

The North Dakota Roundtable on Higher Education was created by the legislature in 1999 to ensure that higher education policy is closely linked to state priorities. The roundtable founders believed that a strong higher education system was critical to creating a stronger future for North Dakota. Instead of operating with multiple visions of what a university system should be and should do for the state, North Dakota has a common vision. Rather than multiple and conflicting expectations by stakeholders of higher education, a clear set of expectations have been agreed to and expressed through fiscal and performance accountability measures.

The Texas Higher Education Coordinating Board, with strong support from the state’s education, business and political communities, adopted “Closing the Gaps by 2015” in October 2000. The plan is directed at closing education gaps in student participation, student success, institutional excellence, and institutional research within Texas, as well as among Texas and other states.

The Kentucky Council on Postsecondary Education invited education, business, community and policy leaders to help devise a plan to raise the state’s standard of living to the national average by 2020. The emerging agenda focused on improved adult literacy and doubling the number of working age Kentuckians who hold bachelor’s degrees by 2020. It laid out five expectations for the future: more Kentuckians will be ready for postsecondary education; postsecondary education will be affordable for citizens; more citizens will have certificates and degrees; college graduates will be prepared for life and work in the state; and citizens, communities and the state economy will benefit.

In Michigan, Governor Jennifer Granholm in 2004 formed the Lieutenant Governor’s Commission on Higher Education and Economic Growth, chaired by Lt. Governor John Cherry. The commission was charged with identifying ways to double the number of Michigan residents with

degrees and other postsecondary credentials of value within 10 years. The 41-member bipartisan commission developed a set of strategies to support that state goal, including improving preparation, expanding participation, increasing degree completion, and maximizing economic benefits.

In Oklahoma, the “Brain Gain 2010” agenda expressed the state’s goal of increasing the percentage of Oklahomans with college degrees by 40 percent between 1996 and 2010.

## Identify Your State’s Strengths and Weaknesses

Statewide discussions should begin with an honest analysis of how the state higher education system currently is performing. Where are the leaks in the education pipeline: At graduation from high school? At entrance to higher education? In completion of higher education? What are the outstanding accomplishments? Where are student needs not being met? Where are state needs not being met? One mistake legislators tend to make is borrowing other states’ policy solutions before they know whether their state has similar problems. Intensely analyze your state’s higher education performance. Many sources of information are available to assist you in this exercise, and several are referenced at the end of this report.

## Know Your State Demographic Trends for the Next 10 to 30 Years

You cannot begin to articulate meaningful goals for your state higher education system if you lack reliable information about current and future students. Locate and study demographic data to analyze how your state and your students are changing. Enlist your state demographer in this discussion. This exercise is a specific state-by-state activity because each state faces different challenges. Do not assume your challenges are the same as those of any other state, and do not assume national trends will reflect specific trends in your state. You need to determine how many new students will need access to higher education and who these students are (students entering college directly from high school, new students entering the state, and adult students returning to school). To best serve new students it is a good idea to determine the source of the population growth—in-state, other states, or other countries. Again, sources of information to analyze your state are provided at the end of this report.

## Identify a Place or Structure to Sustain the Public Agenda

The identification of a public agenda is not a one-time activity. Rather, states should find an appropriate place to “house” ongoing, statewide discussions about how well the system is performing. This “structure” can be an entity that already exists or it can be created specifically for this purpose, but it should be formal and should transcend any governor, legislator, political party or university president. Many states use P-16 or P-20 councils to house these conversations because they already regularly convene key policymakers from K-12 and higher education (and businesses).

### STATE ACTIONS

The North Dakota Roundtable on Higher Education, designed by the legislature, includes the chancellor of the university system, the governor, the president of the state Board of Higher Education, key state legislators, and business representatives. It focuses ongoing policy conversations on the role of higher education in support of the state’s economic future.

The Indiana Education Roundtable is appointed and co-chaired by the governor and the superintendent of public instruction. Membership includes key leaders from K-12 and higher education, business, industry and labor, parents and the community, and the Indiana General Assembly. Its purpose is to focus collectively on critical issues in education and to set and maintain a vision for education change and student success in Indiana. Legislation formalizing the roundtable was passed in 1999.

## Hold Institutions Accountable for Their Performance

Once states have defined a public agenda and broad state goals, they will have a clearer picture of the outcomes expected from higher education. Then, legislators can hold institutions accountable for their performance and their results. Make sure your state has a system of collecting the data you will need to evaluate performance. Consider new accountability methods, such as regular reporting to the legislature on specific outcomes, or funding linked to performance. For example, Oklahoma rewards two- and four-year colleges for improving retention and graduation rates. Set clear statewide goals, develop appropriate measurements, and provide incentives and consequences for institutional performance.

A Jobs for the Futures report, *By the Numbers: State Goals for Increasing Postsecondary Attainment*, contains excellent examples of common state goals and how states can measure progress toward the goals.

## Rethink Funding

Some states may decide that they want and need to spend more on higher education. But, all states—and institutions—need to spend money more wisely. For states, public policy should consider tuition, financial aid and appropriations “in sync.” It is not possible to design coherent public policy that supports statewide goals without considering these three policy pieces together. Yet, very few states have a policy process in which coordinated policy can be made. Fundamental to this policy decision is a clear philosophy about the state, student and institutional obligation in sharing the cost of higher education.

States have not cut back the overall funding for higher education, it costs more to educate students today, and student numbers continue to increase. States have, however, reduced the percent of state budgets that are appropriated to higher education and state appropriations as a share of public university revenue are down. That is, states are shifting the burden of paying for higher education from the state to the family and the institutions. States now pay less of the total cost of higher education and students and families pay more.

Funding can be a powerful incentive for institutional performance. Simply, institutions respond to incentives designed in state policy. Institutions that are rewarded for enrollment will likely show success at enrolling students, but will not necessarily succeed at graduating students. Consider rewards for institutions on successful completion and graduation of their students. Be strategic about those incentives. Be results-oriented in your investments and demand accountability for state funds. Most important, make sure your funding strategies are aligned and support your overall statewide goals.

## Rethink Student Aid

The NCSL commission agrees with the Spellings Commission that federal and state governments need to totally rethink their systems of student financial assistance. The current system of financial aid does not fit the needs of today’s students: it does not cover the full cost of education, it does not reward

students who are efficient in getting through the system, and it does not help adults or part-time students.

The NCSL commission urges state legislators to carefully examine their merit and need-based financial aid programs to ensure an appropriate balance. However, the federal government must keep its commitment—and strengthen its role—to ensure that the most needy students receive funding for college. The NCSL commission encourages different programs of support that serve multiple families and that rely less on a single source, such as the Pell grant or tax incentives. This is not the time for the federal government—or states—to withdraw from their investments in higher education. All need to reinvest in the system.

#### STATE ACTIONS

Minnesota and Oregon have developed a “Shared Responsibility Model” of financial assistance. The approach begins with clear articulation about the various responsibilities—of the student and family, the public and philanthropic partners, and the university—to make college more affordable. It assumes that all students have a responsibility in investing in post secondary education, but that low- and moderate-income families need public help to reduce a disproportionate burden of the price of a college education. At the same time, students can choose the institutions they will attend that will best meet their needs.

California’s Cal Grant program, designed to support students with various post secondary plans, combines both merit and need. Cal grants can be used for tuition, fees and living allowances at public and private colleges and occupational or career colleges.

## Help Reduce Borrowing and Debt

State legislators should be seriously concerned about student debt. Students are borrowing more than ever before. According to the American Association of State Colleges and Universities, two of three college students graduate with debt, and the average borrower who graduates from a public college owes \$17,250 in student loans. Ten years ago, the average student borrower who attended a public college or university graduated with \$8,000 in student loan debt (adjusted for inflation). Federal student aid policy has steadily put resources into student loan programs rather than into need-based grants. Even Pell grant recipients now must rely upon student loans. Many students are turning to private loans with high interest rates or are using credit cards to pay tuition.

This increased student debt load drains students, families and the state economy. Students need to borrow because government is not providing enough assistance to meet the total costs of college—whether that be tuition, room and board, books, child care costs, or missed income due to attending school rather than working an extra job. Young adults are burdened with debt, and the state is short-changed on its return on investment in these students.

States can help students reduce borrowing and debt by better balancing merit- and need-based financial aid programs, by considering loan incentives or loan forgiveness programs, by considering incentives for students to finish their schooling in four or five years, and by ensuring that institutions are responsive to the needs of students and are providing the courses needed in a variety of schedules and formats. In addition, states should make sure state financial aid programs are aligned with federal programs, so that students and states can take advantage of all opportunities.

## Recommit to Access

States simply must get more students into postsecondary education. That requires a commitment to improve access. Financial access means that all students can afford to attend some form of post-secondary education. This can be accomplished by dealing with the overall price of higher education and the availability of grants, loans, work-study options, or other incentives. It also means that a variety of low-cost options are available for students to earn a certificate or degree, such as technical schools and community colleges. Geographic access means viable options are available for students who can not attend regular institutions during normal hours. This might include satellite campuses, on-line learning options, or the availability of courses during the evenings or on weekends. State policy can be used to reward institutions that provide access to traditionally unrepresented students.

#### STATE ACTIONS

Many states are experimenting with early commitment financial aid programs that help students prepare early for college access and success. The Indiana 21<sup>st</sup> Century Scholars Program provides full college tuition to students who, beginning in the eighth grade, maintain a 2.0 grade point average, remain alcohol and drug free, and graduate from an Indiana high school. Oklahoma’s Higher Learning Access Program (OHLAP) enrolls low-income students as early as eighth grade and guarantees grants to those who successfully complete the course requirements and stay out of trouble.

Other states are finding that improved counseling that begins in middle school can help students identify and prepare for a range of life opportunities that may include formal post-secondary education, preparation for a career such as nursing, or participation in vocational/technical education and training.

## Recommit to Success

Ensuring that students get into college or other postsecondary education is only part of the story. States also will want to ensure that students successfully complete their education and earn a certificate or degree. This requires a commitment to ensuring that students are prepared to enter college and that they have the necessary financial and institutional support to finish in a timely fashion. Studies indicate that most students who will not complete college leave during or after their first year. Students who return for their second year of college have a high likelihood of completing their degree. Legislators should require that institutions have goals for student success and that they regularly report on progress toward those goals. States also should consider financial incentives that support institutions for student success, not only for student enrollment. For example, rather than providing funding based on enrollments, consider funding based on timely degree completion or on persistence into the second year.

Many states are offering accelerated learning opportunities in high school so students are better prepared for college. Advanced Placement, International Baccalaureate, dual and concurrent enrollment, and tech/prep options are effective ways to give high school students a head start on their postsecondary education and to increase the likelihood of their success in college.

### STATE ACTIONS

Arkansas passed legislation in 2003 to institute the Smart Core, a mandatory college preparatory curriculum required of all high school students. Beginning with the class of 2010, students will be required to participate in the Smart Core to graduate from high school unless their parents sign a waiver allowing them to participate in an alternate curriculum. Smart Core includes four units of English, four units of math (including Algebra 1, Geometry and Algebra II), three units of science with a lab component, and three units of social studies. It also requires students to take at least one math course in the 11th or 12th grade. Students who complete the Smart Core will be guaranteed admission to most two- and four-year public colleges and universities in the state.

In 2005, Indiana passed legislation requiring all high school students to enroll in the Core 40 curriculum, a college preparatory curriculum, unless they participate in a formal opt-out process with their parents' consent. Beginning with the class of 2011, students will take three years each of math (including Algebra 1, Geometry and Algebra II), science and social studies and four years of English. In addition, beginning in fall 2011, the Indiana Core 40 will be required for admission to public, four-year colleges and universities in the state.

The Texas B on Time loan program rewards students for their efficiency in finishing their college school work on time. If a student maintains a 3.0 grade point average and finishes his or her degree within four or five years, the loan for the full cost of education is forgiven. Students maintaining a 2.5 grade point average may have their loans reduced to zero-interest.

## Embrace Innovation

Commission members are impressed by how institutions—public, private, four-year, two-year and for-profit—are changing how they serve today's students. Many examples exist around the country where institutions have stepped up to help meet a critical state need (such as increasing the supply of nurses), fill a void in the state system (such as community colleges that provide low-cost education or retraining options for adults) or meet student time and place needs (such as virtual universities or for-profit institutions). Although there is a great deal of resistance to change in both the legislative and academic community, legislators should embrace and encourage innovative programs.

## Encourage Partnerships

Communicate with business leaders in the state to learn about their expectations of and experiences with the higher education system. Businesses can be excellent partners in helping to understand the weakness in the current system and designing innovative solutions. Higher education and K-12 also must work together better in the 21<sup>st</sup> century. Many states are making strides in connecting K-12 with higher education through P-16 or P-20 councils. These efforts are laudable, but more can be done. Legislators are frustrated by the lack of responsibility taken by K-12 and higher education for results—for example, the high levels of remediation or the lack of prepared teachers. Preparation for college, access to



college, and success in college have important roots in the K-12 system.

## Transform the 12th Grade

The commission embraces the high school reform movement that is sweeping the country, especially regarding transforming the 12<sup>th</sup> grade to a year that is focused on helping students be ready to enter college or work. Dual enrollment, concurrent enrollment programs and early college are state innovations that have excellent potential to help students be better prepared for college and to finish quicker. An important part of the high school reform movement is making high school more relevant for students who may not desire a traditional college track. That means state legislators will want to ensure that alternative pathways are available for post-secondary education, such as vocational and technical opportunities. State policy can provide a framework and incentives for such programs.

## Don't Neglect Adult Learners

Adult learners (ages 25 to 54) now represent 40 percent of the overall student population. Adults returning to the higher education system need opportunities for job training and most institutions are not equipped to provide it. Community colleges traditionally have provided this training, but other institutions can and should support adult learners. The financial aid system also should support adult learners, which can offer significant returns to the state economy. Legislators can work with the business community to discover how higher education can better serve the needs of workforce retraining. Consider incentives for businesses who help meet the needs of adult learners. Consider rewards for institutions that successfully serve this population.

Lifelong Learning Accounts (LiLAs) have been developed by the Council for Adult and Experiential Learning as an innovative financial assistance strategy for adult learners. LiLAs are employer-matched educational saving accounts that can be used to finance an employee's continuing education and training. The funds can be used for a variety of costs including tuition and fees, materials, supplies, and books. Illinois, Indiana, Maine and Oklahoma have considered use of LiLAs to help invest in the retraining success of adults.

## Focus on Productivity

A productivity approach changes the conversation from "spending more money" to "spending money more efficiently." Legislators should demand that institutions improve their productivity. Every other sector of the economy is guided by this principle, but higher education has, for some reason, been exempt from concepts of efficiency. Clear state policy can direct institutions to improve their productivity.

### STATE ACTIONS

The University System of Maryland has embarked on its "Efficiency and Effectiveness Program," which includes increasing faculty workloads, improving time to degree, extending the use of on-line and out of classroom learning opportunities, and maximizing the use of the system's institutions. In addition, the system has embarked on centralization of shared services (such as audit, construction management and real estate development), leveraged its buying power to drive down prices, and streamlined student services functions to eliminate unnecessary duplication.

The National Center for Academic Transformation has created a course redesign project that uses technologically delivered courses to lower the cost of the courses and improve student performance. By and large, institutions have not included technology to improve the quality of student learning, increase retention, and reduce the costs of instruction. The project focuses on using technology to redesign large introductory courses that reach a significant number of students. Institutions have been able to reduce costs by an average of 40 percent for each redesigned course, and student performance also has improved.

## CONCLUSION

The NCSL Blue Ribbon Commission on Higher Education believes states should reframe conversations about higher education reform to focus on support of higher education as an investment in the future of the state and the nation. Higher education discussions should be not only about funding levels, but also about how effective and productive higher education is in spending its funds and in meeting state goals. The commission urges legislators to focus less on specific institutional problems and more on the important role that higher education plays in producing an educated, involved citizenry whose contributions to the state exceed the state investment. Set broad goals and allow the institutions to demonstrate that they have met those goals.

We urge citizens to think less about higher education as a private good and more about the contribution of a highly educated society to the overall public good. The public has not yet sent signals to their legislatures that they are concerned about higher education—other than the concern about the overall cost of attending college. Legislators cannot wait for the public to sound the alarm on this issue. We need to seize this opportunity to lead a public discourse about the urgency to transform higher education.

Finally, state legislators cannot afford to let the federal government define the higher education agenda. We must all work together to design the higher education system we want and need for the future. However, states must take the initiative to decide for themselves how higher education contributes to state goals, and the policy, funding and accountability mechanisms that will support that system and assert their role to remain firmly at the center of the design and development of higher education policy. That begins with state legislators aggressively leading the public dialogue and reclaiming their traditional roles and responsibilities. It ends with a system that we can be confident will serve our citizens, our states and the nation in the 21<sup>st</sup> century.

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## Web Resources

Center for Academic Transformation: [www.theNCAT.org](http://www.theNCAT.org)

College Board: [www.collegeboard.org](http://www.collegeboard.org)

Council for Adult and Experiential Learning: [www.cael.org](http://www.cael.org)

National Center for Public Policy and Higher Education: [www.highereducation.org](http://www.highereducation.org)

National Conference of State Legislatures: [www.ncsl.org/programs/educ/edu.htm](http://www.ncsl.org/programs/educ/edu.htm)

National Center for Higher Education Management Systems: [www.higheredinfo.org](http://www.higheredinfo.org)

National Center for Public Policy and Higher Education: [www.highereducation.org](http://www.highereducation.org)

State Higher Education Executive Officers: [www.sheeo.org](http://www.sheeo.org)

Western Interstate Commission for Higher Education: [www.wiche.edu](http://www.wiche.edu)

## Members of the NCSL Blue Ribbon Commission on Higher Education

### Co-Chairs

Representative Rob Kreibich, Wisconsin  
Chair, Assembly Committee on Colleges and Universities  
Representative Denise Merrill, Connecticut  
Chair, House Appropriations Committee

### Members

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Senator John Chichester, Virginia  
Senate President Pro Tempore  
Senator Lyle Hillyard, Utah  
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Assemblywoman Carol Liu, California  
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Chair, Senate Education Committee  
Representative Geanie Morrison, Texas  
Chair, House Higher Education Committee  
Senator Robert O'Leary, Massachusetts  
Chair, Senate Higher Education Committee  
Senator Robert Plymale, West Virginia  
Chair, Senate Education Committee  
Senator Steve Rauschenberger, Illinois  
Senate Assistant Minority Leader  
Assemblyman Craig Stanley, New Jersey  
Chair, Assembly Education Committee

## Meetings of the Blue Ribbon Commission

May 2005  
Denver, Colorado

September 2005  
Santa Fe, New Mexico

November 2005  
Austin, Texas

April 2006  
Washington, D.C.

August 2006  
Nashville, Tennessee

## Speakers and Resource People

Tina Bjarekull, President, Maryland Independent College and University Association  
Louis Caldera, President, University of New Mexico  
Pat Callan, President, National Center for Public Policy and Higher Education  
Deno Curriss, President, American Association of State Colleges and Universities  
George R. Boggs, President and CEO, American Association of Community Colleges  
Corina Eckl, Director, Fiscal Affairs Program, National Conference of State Legislatures  
Teri Flack, Texas Higher Education Coordinating Board  
Terry Hartle, Senior Vice President for Government and Public Affairs, American Council on Education  
Stan Ikenberry, President Emeritus, University of Illinois  
Dennis Jones, President, National Center for Higher Education Management Systems  
Dave Lepre, Executive Director, New Mexico Council of University Presidents  
Paul Lingenfelter, President, State Higher Education Executive Officers  
Dr. Dan Lopez, President, New Mexico Council of University Presidents and President, New Mexico Institute of Mining and Technology  
Carol Lynch, Senior Scholar, Council of Graduate Schools  
Ed Marth, Executive Director, American Association of University Professors, University of Connecticut  
Dr. Michael Martin, President, New Mexico State University  
Steve Martinez, Director of Santa Fe Campus, New Mexico Highlands University  
Beverly McClure, Secretary of Higher Education, New Mexico  
Jamie Merisotis, President, Institute for Higher Education Policy  
Steve Murdock, State Demographer, Texas  
Curt Porter, Associate Vice President for Planning and Budgeting, University of New Mexico  
William Pound, Executive Director, National Conference of State Legislatures  
Raymond Paredes, Commissioner of Higher Education, Texas  
Claude Presnell Jr., President, Tennessee Independent Colleges and Universities Association  
Carlos Romero, Director of Governmental Affairs, University of New Mexico  
Ricardo Romo, President, University of Texas  
Carl Schaefer, Chapter President, American Association of University Professors, University of Connecticut  
Drew Scheberle, Vice President of Education and Workforce, Greater Austin Chamber of Commerce  
Vicky Schray, Deputy Director, Spellings Commission on the Future of Higher Education  
McGregor Stephenson, Education Policy Advisor to Governor Rick Perry, Texas



# TRANSFORMING HIGHER EDUCATION

## NATIONAL IMPERATIVE — STATE RESPONSIBILITY

### RECOMMENDATIONS OF THE NATIONAL CONFERENCE OF STATE LEGISLATURES BLUE RIBBON COMMISSION ON HIGHER EDUCATION

The crisis in American education is significant to the nation's future. States and the federal government have neglected their responsibilities to ensure a high-quality college education for all citizens. As a result, U.S. citizens are not achieving their full potential, state economies are suffering, and the United States is less competitive in the global economy.

This report represents 18 months of deliberation by the National Conference of State Legislatures Blue Ribbon Commission on Higher Education. Appointed in 2005, the bipartisan commission is comprised of six Democrat and six Republican legislators, all of whom are veteran members and leaders of higher education in their state legislatures.

Unanimous findings urge a call for action for the nation to rethink its investment in higher education and to reenergize the system so that all citizens have access to a high-quality and affordable education. Included are legislator roles and responsibilities and recommendations for state action.



NATIONAL CONFERENCE  
of STATE LEGISLATURES  
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November 29, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Information Item—Legislative Update

Associate Commissioner David Buhler will provide the Strategic Planning and Communications Committee a verbal report updating them on preparations for the 2007 Legislative Session. The Committee will discuss legislative issues and provide suggestions and direction.

Commissioner's Recommendation

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

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Richard E. Kendell  
Commissioner of Higher Education

REK:db

November 29, 2006

MEMORANDUM

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

The Commissioner recommends approval of the following items on the General Consent Calendar:

A. Minutes

1. Minutes of the Regular Meeting of the State Board of Regents held October 26, 2006, in the Regents' offices in Salt Lake City, Utah (Attachment 1)
2. Minutes of the Special Meeting of the State Board of Regents held November 10, 2006, at Southern Utah University in Cedar City, Utah (Attachment 2)

B. Grant Proposals

1. University of Utah – National Science Foundation; "IGERT: Biocentric Robotics;" \$3,158,371. John M. Hollerbach, Principal Investigator.
2. University of Utah – National Institutes of Health; "Dysplastic Hip;" \$1,490,047. Jeffrey A. Weiss, Principal Investigator.
3. University of Utah – National Institutes of Health; "Pancreatic Cancer;" \$1,312,830. Natalya Rapoport, Principal Investigator.
4. University of Utah – National Institutes of Health/National Cancer Institute; "Telephone Linked Care;" \$5,420,221. B. Kathleen Mooney, Principal Investigator.
5. University of Utah – National Institutes of Health/National Institute for Children's Health & Human Services; "Herb Drug Interactions;" \$1,864,949. Patricia A. Murphy, Principal Investigator.
6. University of Utah – National Institutes of Health; "Modeling of Caller Outcomes;" \$1,121,250. Lee Ellington, Principal Investigator.
7. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Psycho-stimulants and Monoamine;" \$1,495,000. Annette Fleckenstein, Principal Investigator.

8. University of Utah – National Science Foundation; "Cosmic Ray Operations;" \$6,899,731. Pierre Sokolsky, Principal Investigator.
9. University of Utah – National Institutes of Health; "Familiar Cancer Risk Assessment;" \$3,656,103. Anita Kinney, Principal Investigator.
10. University of Utah – American Cancer Society; "Colonoscopy in Rural Families;" \$2,070,442. Anita Kinney, Principal Investigator.
11. University of Utah – National Institutes of Health/National Institute of General; "Mix and mSin3A;" \$1,868,750. Donald E. Ayer, Principal Investigator.
12. University of Utah – National Institutes of Health; "Diet - Colo-rectal Cancer;" \$4,739,216. Marty Slattery, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute of Diabetes; "Stage V CKD;" \$2,813,129. Srivivasan Beddhu, Principal Investigator.
14. University of Utah – National Institutes of Health/National Institute of General; "Genes n Mammalian Genome;" \$2,639,145. Mario R. Capecchi, Principal Investigator.
15. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; "Borrelia Burgdorferi Mitogen;" \$2,001,723. Janis J. Weis, Principal Investigator.
16. University of Utah – National Institutes of Health/National Institute on Aging; "Cortical Function in Senescent Monkeys;" \$1,893,256. Audie G. Leventhal, Principal Investigator.
17. University of Utah – National Institutes of Health; "Porphyrin Biosynthesis;" \$1,868,750. James P. Kushner, Principal Investigator.
18. University of Utah – National Institutes of Health; "Role of CHX10 in Retinal Progenitor Cells;" \$1,868,750. Edward M. Levine, Principal Investigator.
19. University of Utah – National Institutes of Health; "Macular Cartenoids;" \$1,868,750. Paul S. Bernstein, Principal Investigator.
20. University of Utah – National Institutes of Health; "Hemochromatosis;" \$1,868,750. James P. Kushner, Principal Investigator.
21. University of Utah – National Institutes of Health/National Institute for Deaf & Other Comm; "Ear Development Genes;" \$1,863,000. Suzanne L. Mansour, Principal Investigator.

22. University of Utah – National Institutes of Health; “Renal Function of Ppargamma;” \$1,854,875. Tianxin Yang, Principal Investigator.
23. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “B Cell Immune Response;” \$1,681,875. John H. Weis, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “ Regulation of CR2/CD21;” \$1,681,875. John H. Weis, Principal Investigator.
25. University of Utah – National Institutes of Health/National Institute of General; “Drosophila Detoxification Genes;” \$1,495,000. Carl Sennrich Thummel, Principal Investigator.
26. University of Utah – National Institutes of Health/National Institute for Biomedical; “Dynamic MRI Myocardial;” \$1,457,625. Edward V. R. DiBella, Principal Investigator.
27. University of Utah – National Institutes of Health; “P2Y2 and Kidney;” \$1,341,540. Bellamkonda K. Kishore, Principal Investigator.
28. University of Utah – St. Jude Medical Center; “Avert-AF;” \$1,275,000. Mohamed Hamdan, Principal Investigator.
29. University of Utah – American Cancer Society; “Oct Transcription Factors;” \$1,197,128. Roland D. Tantin, Principal Investigator.
30. University of Utah – National Institutes of Health; “Primary Afferent Receptors Mediating Fatigue and Myalgia;” \$1,071,250. Alan R. Light, Principal Investigator.
31. Utah State University – US Department of Defense, Missile Defense Agency; “Multiple Kill Vehicles Payload Development, Independent Testing and Evaluation;” \$1,088,255. Deon Dixon, Principal Investigator.
32. Utah State University – National Institutes of Health; “A Mechanistic Approach for the Design of new Ultrasound-Assisted Gene Therapies;” \$1,581,970. Timothy Doyle, Principal Investigator.
33. Utah State University – State of Utah, Department of Environmental Quality; “Utah Agricultural Air Quality Research Project;” \$1,368,043. Randal Martin, Principal Investigator.
34. Utah State University – National Institutes of Health; “Using Sonication for Complex Carbohydrate Synthesis;” \$1,175,620. Tom Chang, Principal Investigator.
35. Utah State University – National Institutes of Health; “Arbekacin Derivatives Against Drug-Resistant Bacteria;” \$1,263,600. Tom Chang, Principal Investigator.

36. Utah State University – National Institutes of Health; "Trehalose Metabolism as a Drug Target in Mycobacterium Tuberculosis;" \$1,304,900. Tom Chang, Principal Investigator.
37. Utah State University – National Institutes of Health; "Infant Massage for Wellness (IMW);" \$1,962,690. Vonda Jump, Principal Investigator.
38. Utah State University – National Institutes of Health; "Role of AP-2GAMMA in Germ Cell Development and Melosis;" \$1,752,500. Quinton Winger, Principal Investigator.
39. Utah State University – National Institutes of Health; "Characterizing Epigenetic Reprogramming Events of Somatic Cell Nuclear Transfer;" \$1,402,000. Kenneth White, Principal Investigator.
40. Utah State University – National Institutes of Health; "Phylogenetic Comparisons of Candida Genome Sequences;" \$1,355,894. Paul Cliften, Principal Investigator.
41. Utah State University – Department of Health and Human Services; "The Efficacy of Health Literacy Instruction in Diabetes Patient Education;" \$2,435,749. Mary Parlin, Principal Investigator.
42. Utah State University – National Science Foundation; "Microbes for the Better: Remediation and Microbial Function;" \$1,999,137. Anne Anderson, Principal Investigator.
43. Utah State University – National Institutes of Health; "Defining Metabolic Networks During Bacterial Infections, Probioticity and Commensalism;" \$1,046,468. Bart Weimer, Principal Investigator.
44. Utah State University – National Institutes of Health; "Metabolic Networks Associated with Early Mammalian Development;" \$1,387,998. Kenneth White, Principal Investigator.
45. Utah State University – National Science Foundation; "PIRE: Low-power Rugged Wireless Sensing, Communication, and Networking Technologies for Water and Soil Management;" \$2,500,000. Krishna Shenai, Principal Investigator.
46. Utah State University – National Institutes of Health; "Daphnia Functional Comparative Genomics Resource;" \$1,877,359. Michael Pfrender, Principal Investigator.
47. Utah State University – Sequoia Technologies; "Space Technology Research, Analysis, Integration, and Testing (STRAIT);" \$1,049,321. James Marshall, Principal Investigator.
48. Utah Valley State College – US Department of Education; "Title III: Student Retention;" \$1,800,000. Lisa Lambert, Ray Walker, Michelle Lundell, Robert Loveridge, Principal

Investigators. Janis Raje, Curtis Pendleton, Bill Baker, Greg Jackson, Co-Principal Investigators.

49. Utah Valley State College – US Department of Education; “FIPSE: Engaged Learning;” \$600,000. Lori Palmer, Principal Investigator. Curtis Pendleton, Janis Raje, Co-Principal Investigators.
50. Utah Valley State College – Department of Labor; “High Growth Job Training Initiative Grants for the Advanced Manufacturing Industry (Manufacturing Extension Partnership); \$1,500,000. Dave Sorensen, Principal Investigator.
51. Utah Valley State College – National Science Foundation; “The Evolution of Outflows, Infall Envelopes, and Disks in Single and Multiple Young Stellar Objects;” \$506,214. Carl Haisch and David Jordan, Principal Investigators.
52. Utah Valley State College – National Science Foundation; “STEM Talent Expansion Program: (Health and Science) Biotechnology Program Bachelor’s Degree Program to Partner with Salt Lake Community College;” \$1,995,471.

C. Grant Awards

1. University of Utah – Molycorp Inc; “Effect of Weathering on the Stability of Questa Mine-ROC;” \$1,087,589. Terrence Doyle Chatwin, Principal Investigator.
2. University of Utah – National Institutes of Health/National Institute of Neurology; “Medical Countermeasures;” \$4,000,000. H. Steve White, Principal Investigator.
3. University of Utah – Utah Department of Human Resource Management; “Title IV-E;” \$1,706,109. Norma J. Harris, Principal Investigator.
4. Utah State University – State of Utah, Department of Health; “Up to 3 Early Intervention;” \$1,068,483. Susan Olsen, Principal Investigator.
5. Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infra-red Survey Explorer (WISE);” \$1,800,000. Scott Schick, Principal Investigator.
6. Utah Valley State College – US Department of Education, Title III; “Student Retention Programs, Services, and Computer Infrastructure Enhancements;” \$2,000,000.

D. Proposed Policy R211, *Succession Plan for the Commissioner of Higher Education* (Attachment 3)

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General Consent Calendar  
December 2006  
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REK:jc  
Attachments

Richard E. Kendell, Commissioner



MEETING OF THE STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH  
OCTOBER 26, 2006

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MEETING OF THE STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH  
OCTOBER 26, 2006

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Janet A. Cannon  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Ali Hasnain  
Greg W. Haws  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Nolan E. Karras  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow

Regents Excused

David J. Jordan

Office of the Commissioner

Richard E. Kendell, Commissioner of Higher Education  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
David S. Doty, Assistant Commissioner and Director of Policy Studies  
Carrie Flamm, Executive Director, Utah Student Association  
Brian Foisy, Assistant Commissioner for Budget and Finance  
Kimberly Henrie, Budget Officer  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities  
Lauren Stimpson, Utah Scholars (State Scholars Initiative) Project Manager  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Kevin Walthers, Assistant Commissioner for Finance and Facilities  
Lynne N. Ward, Director, Utah Educational Savings Plan  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Andrea Worthen, Educational Policy and Accountability Director

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President  
Lorris Betz, Senior Vice President for Health Sciences  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
John G. Francis, Associate Vice President for Undergraduate Studies and Assistant CAO

Stephen H. Hess, Associate Vice President for Information Technology  
Michael Perez, Associate Vice President for Facilities  
Michael A. Petersen, Executive Director, Utah Education Network  
David W. Pershing, Senior Vice President for Academic Affairs  
Laura Snow, Special Assistant to the President/Secretary of the University  
Kim Wirthlin, Vice President for Government Affairs/Associate Vice President for Health Sciences

Utah State University

Stan L. Albrecht, President  
David Cowley, Associate Vice President for Financial Services  
Glenn Ford, Vice President for Business and Finance  
Steven Hanks, Vice Provost for International Affairs  
Sydney Peterson, Chief of Staff  
Jacob Roskelley, Student

Weber State University

F. Ann Millner, President  
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services  
Peter Owen, Student Body President

Southern Utah University

Gregory L. Stauffer, Interim President  
Abe Harraf, Provost  
Dorian G. Page, Interim Vice President for Administrative and Financial Services  
Steven Kiisel, Student Body President

Snow College

Michael T. Benson, President  
Tony Frustaci, Student Body President

Dixie State College

Lee G. Caldwell, President  
Stanley J. Plewe, Vice President of College Services  
Donna Dillingham-Evans, Vice President of Academic Services  
Frank Lojko, Director of Government Relations, Institutional Research & Hurricane Center  
Joseph C. Peterson, Dean of Arts, Letters and Sciences  
Christina Schultz, Vice President of Advancement  
Lance Adams, Student Body President  
David Colegrove, Student

College of Eastern Utah

Ryan L. Thomas, President  
Bradley King, Vice President for Institutional Advancement and Student Services  
Michael King, Provost and Vice President for Academic Affairs  
Aaron Hales, Student Body President

Utah Valley State College

William A. Sederburg, President

Cameron Martin, Assistant to the President for Policy Administration, Institutional Development & Planning

Val Peterson, Vice President for Administration and External Affairs

Salt Lake Community College

Cynthia A. Bioteau, President

Katherine Boswell, Vice President for Institutional Advancement

Julie Ann Curtis, Assistant to the Vice President of Academic Services

Dennis Klaus, Vice President of Business Services

David Richardson, Vice President of Academic Services

Utah College of Applied Technology

Robert O. Brems, President

Jared A. Haines, Vice President of Instruction and Student Services

Douglas Holmes, Interim Chair, Board of Trustees

Kirt Michaelis, Vice President of Administrative Services

Miles Nelson, Campus President, Southeast Applied Technology College

Representatives of the Media

Dustin Gardiner, *Daily Utah Chronicle*

Sheena McFarland, *Salt Lake Tribune*

Amy K. Stewart, *Ogden Standard-Examiner*

Erin Stewart, *Salt Lake Tribune*

Marcela E. Torres, KUER Radio

Other Guests

Dirk Anderson, Governor's Office of Planning and Budget

Thomas C. Anderson, Attorney General's Office

Steve Allred, Office of the Legislative Fiscal Analyst

Gary Carlston, Chair, CEU/SEATC Coordination Study Committee

Camilla Olsen, Utah Student Association

Spencer Pratt, Office of the Legislative Fiscal Analyst

Keith Stepan, Executive Director, DFCM

Chair Jed Pitcher welcomed everyone and called to order the Committee of the Whole at 9:00 a.m. He excused Regent David Jordan, who was out of town.

Resolution in Memory of Former Regent Jay Dee Harris

Chair Pitcher read a resolution paying tribute to former Regent Jay Dee Harris, who passed away on September 24. **Regent Atkin moved adoption of the resolution. The motion was seconded by Regent Karras and carried.** A copy of the resolution is on file in the Commissioner's Office.

### Higher Education Budget Request for 2007-2008

Commissioner Kendell gave a brief overview of what could be expected during the 2007 Legislative Session. Regent Jardine asked the Commissioner to explain why higher education was included but public education was exempted from the recent spending cap. Associate Commissioner Buhler explained that public education is seen as the constitutionally mandated responsibility of the state, while higher education is generally seen as optional. Regent Karras asked the Commissioner by what amount the Legislature could be expected to increase tuition. Commissioner Kendell said the best estimates were that the first-tier tuition increase would be approximately three percent (3%). The Presidents will set their second-tier tuition after they know the level of funding appropriated by the Legislature.

Commissioner Kendell referred to Tab A and said the Utah System of Higher Education budget request would be approximately \$47 million, plus compensation. Combined, the budget request for 2007-2008 would be approximately \$68 million. Approximately one million dollars (\$1 million) is included in the ongoing budget for O&M funding. There was presumed to be agreement that when a new building was approved for funding, O&M funding would naturally follow. However, that has not been the case. We are asking that the state take care of its existing buildings before adding new facilities, and that O&M be funded for new projects. Commissioner Kendell paid tribute to Steve Hess for his firm advocacy of information technology needs.

Regent Jensen thanked the Commissioner for including money for institutional partnerships in the budget request. Commissioner Kendell gave some examples of what is already being done, as well as some partnerships planned for the future. More money (perhaps another million dollars) may be needed for the partnership budget, increasing to a total of \$6 million. There has been great collaboration and agreement among the institutions.

The Commissioner pointed out there would be three different versions of the higher education budget request – the Regents' request, the Governor's recommendations, and the Legislative Fiscal Analyst's recommendations. Commissioner Kendell said he and his budget staff had met with the Governor's budget staff the previous day to present the higher education budget request. GOPB officials gave no indication of what their recommendations would be. The Commissioner cautioned the Regents not to overlook the existing base budget when considering the total System budget request. The base budget includes compensation and mandated costs

Initiatives. Commissioner Kendell said Utah currently has 354 openings for engineers that cannot be filled. Another 550 openings are anticipated in the next twelve months. A significant deterrent to economic growth for the state is the lack of engineers. The Commissioner will strongly urge the Governor and legislators to continue to support the Engineering Initiative, as well as other math and science initiatives. Last year the state (all public and private institutions) trained only chemistry teachers for public education. The original legislation called for a \$10 million appropriation for the Engineering Initiative. To date only \$5 million of ongoing funds has been appropriated. The 2007-2008 budget will request the remaining \$5 million.

Regent Grant asked about a Teacher Education Initiative. Commissioner Kendell explained that the T. H. Bell Program was meant to prepare teachers; however, it has not been fully funded for several years. If it can be fully funded, it will be the beginning of a Teacher Education Initiative. This state is losing teachers

rapidly due to retirement, teachers moving out of state for higher salaries, etc. According to projections, Utah will be short a minimum of 1000 teachers every year. Within 60 days the Commissioner's staff will present a K-16 Alliance report on the need for teachers and the proposed Teacher Education Initiative. The report will contain several options, such as better salaries for math and science teachers, short-term training to enable current teachers to update their credentials, and others. The report will be presented to the 2008 Legislature. Detailed plans will be prepared for a subsequent legislative session. Utah has many possibilities for new growth, but funding must be provided to train the workforce.

Financial Aid. The budget includes a request for need-based financial aid for ongoing funding, plus one-time money – indexed for inflation, based on tuition increases – for 5400 students. This will go to students who receive Pell grants at an amount insufficient to complete their education. Under the proposed plan, the average grant will be approximately \$800, and will go to the students who can least afford to pay for their own education. Commissioner Kendell noted the recent provisions in the New Century Scholarship requirements to add increased rigor in the high school curriculum as a qualification for eligibility.

The budget request would represent a \$67 million increase over the current budget. Commissioner Kendell stressed that this is not as much an expense to the state but is an investment in Utah's future.

Steve Kiisel, SUU Student Body President and President of the Utah Student Association, expressed the appreciation and support of the students for the proposed increases in financial aid. He said he had been a recipient last year of some much-needed financial aid. As a first-generation college student, it was badly needed and greatly appreciated.

UCAT Budget Request. President Brems distributed copies of UCAT's budget request, which will be presented to the UCAT Board of Trustees on November 1. One highlight of the budget is \$3 million for the Jobs Now Campus Initiatives. A breakdown of the budget request was shown on page 2 of the handout.

Regent Grant pointed out the disparity in priorities between the UCAT budget request and the System budget request. He suggested more parallel priorities as a System. Commissioner Kendell explained that, by statute, the Regents do not approve the UCAT capital facilities or budget requests; they only approve the request for the other nine institutions as a System. UCAT has a statutory obligation to present its budget request directly to the Legislature. **Regent Grant moved that the Regents request statutory authority to approve the UCAT budget request. Regent Sinclair seconded the motion. Regent Garff moved to amend the motion, that the Regents seek the possibility of seeking statutory authority to approve the UCAT budget and capital facilities requests, and that the Commissioner and UCAT President work together to design a similar format for those requests for greater ease of understanding. Regent Atkin seconded the motion, and Regent Grant agreed to the amendment.**

Regent Cannon said the UCAT legislation was created for several reasons, one of which was to prevent mission creep. UCAT has a unique mission within the Utah System of Higher Education.

**Regent Karras offered a substitute motion: that the Regents approve the budget request, and that the Commissioner come back to the Regents with a proposal for seeking statutory authority over the UCAT budget and capital facilities requests, but that no further steps be taken at this time. Commissioner Kendell asked that the motion include the UEN budget and the flexibility to add another million dollars to the System budget for institutional partnerships. Regent Holbrook seconded the**

motion, and Regents Grant and Garff withdrew their original and amended motions. The substitute motion was adopted.

#### State Building Board's Final Recommendations on Capital Projects

Commissioner Kendell referred to Replacement Tab B, which was distributed to the Regents. The Building Board made its own rankings, which, in some instances, were at odds with the Regents' priority ranking and Q&P analysis. Commissioner Kendell said he and his budget staff had met with the Chair of the State Building Board and DFCM staff and discussed at length the Q&P process. Regent Jardine asked if the Building Board disagreed with the Regents' calculations, had a different approach, or if their process was entirely objective. If it is the latter, something is broken and should be addressed.

Commissioner Kendell expressed his appreciation to Keith Stepan, DFCM Executive Director, for his support of higher education through the years. However, the Building Board had a different view of what is best for higher education. Director Stepan said the Building Board works for nine months of the year on its priorities. Members have five objectives which are satisfied differently from the Q&P process. This year they used the Q points except for two projects (the University of Utah and Utah State University). Every project is visited during the year to assess the need. The Building Board's process is primarily objective, but becomes subjective toward its conclusion. The Q&P process is highly valued by higher education, but not by the State Building Board. Regent Barrett asked if the Regents could see the rankings before the subjective process began. Associate Commissioner Spencer agreed to seek this information and send it to the Regents.

Regent Hasnain asked what percentage of the Building Board's rankings are usually funded by the Legislature. Dr. Spencer said the Legislature has its own process. Legislators generally fund approximately \$100 million for capital projects. Director Stepan said traditionally, the first ten priorities are considered for first-year consideration. He noted that higher education has two-thirds of the state's physical facilities.

Regent Karras asked about UCAT capital facilities priorities. Commissioner Kendell said those projects are prioritized by the UCAT Board of Trustees. He is working with them to develop similar standards. Regent Karras said it would be helpful to have the same standards applied to UCAT projects as the rest of the System. The Regents need some objective criteria to evaluate UCAT projects. Regent Reid pointed out that UCAT had three projects included in the Building Board's top ten priorities. President Brems acknowledged that this year was better than usual for UCAT. Regent Jardine suggested the Commissioner explore the possibility of having a Regent appointed as a permanent member of the State Building Board. Regent Karras said that was not really necessary because the Legislature makes the final decision.

The Regents were dismissed to their respective committees at 10:20 a.m. and reconvened in Committee of the Whole at 11:15 a.m.

#### Update on the Utah Science Center/The Leonardo

Commissioner introduced Joe Andrade, Director of The Leonardo, who presented a PowerPoint presentation on the general education, technical and science education available at The Leonardo. He cited



the findings of the recent "Nation At Risk" report that indicated the need for more education in these areas. Mary Tull, Executive Director, said The Leonardo is trying to impact science education through a multidisciplinary approach, with Leonardo da Vinci's notebook and concepts of incorporating the arts and sciences as a model. Mr. Andrade said patrons (mostly pre-teens and older) pick a data set that interests them. More than 400,000 people access this information each year in person, and many more access it electronically. The grand opening of The Leonardo will be on April 15, 2009, to coincide with da Vinci's birthday.

Mr. Andrade said he would like to visit each USHE institution during the next few months to discuss the many opportunities that are available, including potential research projects. He requested the appropriate contact for each institution.

Commissioner Kendell thanked Mr. Andrade and Ms. Tull for their presentations.

### Reports of Board Committees

Programs Committee – Regent Michael R. Jensen, Chair

University of Utah – Master of Health Care Administration (MHA), As a Stand-Alone Degree and as a Joint Offering with Three Professional Degrees: Master of Business Administration (MBA/MHA), Master of Public Administration (MPA/MHA), and Master of Public Health (MPH/MHA) (Tab C). Students may complete the degree as a stand-alone master's degree or as a joint degree in combination with an MBA, MPA, or MPH. Chair Jensen said if this joint program were not offered, students would be required to take an additional year of classes to obtain an additional degree. Additionally, this degree will enable the University to seek accreditation from the Commission on Accreditation of Healthcare Management Education (CAHME). **Regent Jensen moved approval of the University's request. The motion was seconded by Regent Jardine and carried.**

Utah State University – Master of Science Degree in Computer Engineering (Tab D). Chair Jensen noted computer engineering is not necessarily the same as software engineering, but is a broader field. The program has two options: to allow graduates to pursue advanced degrees, and to provide graduate students for research projects. In the past, USU students wanting to continue their graduate work have been required to go to other institutions (often out of state). **Chair Jensen moved approval of USU's request. The motion was seconded by Regent Cespedes and carried.**

Information Calendar, Programs Committee (Tab E). Chair Jensen commented briefly on each item. The new track in jazz studies will be the University of Utah's seventh track in the Master of Music Degree. The University also seeks to add a Graduate Certificate in Historic Preservation. Southern Utah University will change the name of its Electronics Engineering Technology Department to Electronics and Computer Engineering Technology. Salt Lake Community College is making organizational changes in its School of Business by splitting some of the divisions.

University of Utah – Graduate School Reviews (Tab F). Chair Jensen pointed out these reports were carried over from the previous Board meeting. Policy R411 requires each institution to conduct periodic program reviews and provide a summary of the findings to the Commissioner's Office. (Universities are on a seven-year cycle, and state and community colleges are on a five-year cycle.) The University has now

completed the process, with Memoranda of Understanding (MOUs) outlining what needs to be done in each of the schools. Chair Jensen noted common threads of diversity and faculty retention in all of the program reviews.

Finance Committee – Regent Jerry C. Atkin, Chair

Proposed Revisions to Policies R926, *Use of Office-Owned IT Resources*, and R927, *Use and Security of Property* (Tab G). By policy, employees of the Commissioner's Office are allowed some incidental personal use of office equipment. Policies R926 and R927 outline the terms and procedures for such use. **Chair Atkin moved approval of the proposed revisions to Policies R926 and R927. The motion was seconded by Regent Sinclair and was adopted.**

First-Tier Tuition Range for 2007-2008 (Tab H). Chair Atkin said the Commissioner's recommendation was for the percentage of tuition increase necessary to fund the compensation increase approved by the Legislature for state employees. Increases of one, two, three, and four percent were listed in the cover memo to Tab H. Health insurance costs are expected to increase by 9.5 percent, and dental insurance is expected to increase by four percent. Those increases were factored into the estimated tuition increases. **Chair Atkin moved approval of the tuition increase necessary to fund the institutional share of compensation. Regent Snow seconded the motion, which carried.**

Utah State University – Endowment Investment Policy (Tab I). Chair Atkin said the System had designed a generic investment policy but allowed institutions to design their own, if desired. The Regents previously approved the University of Utah's investment policy. USU's is similar but more tailored to the institution's distinct needs. **Chair Atkin moved approval of USU's Endowment Investment Policy. Regent Grant seconded the motion, which carried.**

Weber State University – Approving Resolution, Refunding of Student Facilities System Revenue Bonds, Series 2001A (Tab J). Chair Atkin reported the refunding was expected to save the University approximately \$28,000 per year in debt service payments on the bond for student housing, which currently has a balance of \$9.7 million. **Chair Atkin moved approval of the transaction, seconded by Regent Reid, at a net present value savings of at least three percent, with the provision that Chair Pitcher, Vice Chair Beesley, or Committee Chair Atkin give final approval, should the net present value ultimately exceed three percent. The motion was adopted with the following vote:**

YEA:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Ali Hasnain  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Nolan E. Karras  
Jed H. Pitcher

Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow

NAY: (None)

Utah Valley State College – Purchase of Property Contiguous to Campus (Tab K). Chair Atkin reported this was a small lot adjacent to property already owned by the college. The parcel appraised for \$128,000, but the owner has agreed to sell for \$125,000, to be paid from the college's interest income account. The property will be used to expand the services of UVSC's Wee Care Center. **Chair Atkin moved approval of the property purchase. The motion was seconded by Regent Snow and was adopted.**

Utah Valley State College – Lease-Purchase Agreement for Building in Canyon Park Technology Center (Tab L). Chair Atkin said the Canyon Park Technology Center was a commercial center seven miles from campus. The facility is the old WordPerfect complex, with 90% occupancy. This transaction would allow for the expansion of the college's Culinary Arts Program, Small Business Development Center, incubator programs, and possibly a USTAR outreach center. Customers already exist in the commercial park for graduates of these programs. The college's presence would also increase the number of culinary choices at the center. The property appraised for \$4.6 million. The purchase price is \$2 million, with a charitable donation of \$2.6 million being received from the sellers. The UVSC Foundation has agreed to purchase the facility with a 20-year capital lease at 7% interest, with an annual out clause. UVSC bears responsibility for the cost of the lease. Payment will come from tuition and food sales. **Chair Atkin moved approval of the lease-purchase. Regent Snow seconded the motion.** President Sederburg thanked Regent Snow for being an advocate of this transaction and for his influence with the donors. **Vote was taken on the motion, which was adopted.**

Salt Lake Community College – Lease of Space in Downtown Salt Lake City (Tab M). Regent Atkin said when college officials sold the Metro Learning Center earlier this year, they promised to find suitable space to offer classes in the downtown area. The college proposed to lease approximately 21,000 square feet in the Library Square Building, which is directly north of the new Salt Lake City Library and is adjacent to a Trax stop. This space will allow the college to continue to offer classes in the downtown area. **Chair Atkin moved approval of the transaction. The motion was seconded by Regent Grant and adopted.**

Consent Calendar, Finance Committee (Tab N). **On motion by Chair Atkin and second by Regent Snow, the following actions were approved on the Finance Committee's Consent Calendar:**

1. UofU and USU – Capital Facilities Delegation Reports
2. Proposed Revisions to Policy R506, *Inventory of Budget-related and Self-supporting Courses*

Information Items, Finance Committee

Fall 2006 Enrollment Report (Tab O), Annual Report on Leased Space (Tab P), Annual Report on Institutional Residences (Tab Q), and University of Utah – Follow-up Report on University Hospital Bond Sale (Tab R). Chair Atkin said all of these reports were for information only and required no action on the part of the Regents. He offered to respond to questions.

UHEAA Update (Tab S). Commissioner Kendell announced that he had conducted an extensive search for a new Executive Director of the Utah Higher Education Assistance Authority (UHEAA). He expressed his appreciation to Mark Spencer for doing double duty as UHEAA Executive Director and Associate Commissioner for Finance and Facilities, since the death of Gail Norris in 2004. Commissioner Kendell announced that Dave Feitz had been appointed Executive Director of UHEAA, effective November 1, 2006. Dave has an extensive history with UHEAA and with the banking industry. Commissioner Kendell congratulated Dave and said he was delighted with the appointment.

Strategic Planning and Communications Committee – Regent James S. Jardine, Chair

USHE Legislative Priorities for 2007 (Tab T). Chair Jardine referred to the Attachment to Tab T, which listed items to be adopted by the Board as legislative priorities. He noted that the Regents could still support their own ranking on capital projects in dealing with the Legislature. Four specific issues were identified that higher education has requested and will support – (1) Concurrent Enrollment amendments, (2) UCAT amendments, (3) UESP amendments to correct an error in the current legislation, and (4) amendments to the Higher Education Tuition Assistance Program to remove the requirement for matching funds and to allow institutions to use appropriated funds for need-based financial aid. Members of the K-16 Alliance will meet with legislators between now and the opening of the 2007 Legislative General Session about the concurrent enrollment issue. A bill will be introduced by Senator Hickman to fund initiatives or partnerships between institutions. Senator Hickman has agreed to use a list of priorities prepared by the Commissioner and Presidents, and we will support his bill. The Regents will oppose any proposed legislation to repeal non-resident tuition for students who have graduated from/attended Utah high schools for three years.

Chair Jardine suggested that the Board authorize Commissioner Kendell, Associate Commissioner Buhler and Chair Pitcher to keep Regents informed of other legislation of interest to higher education. Regent Reid commended Associate Commissioner Buhler for his weekly reports of legislative activities throughout the session. He suggested that the Commissioner's position on each bill be included in future reports.

**Chair Jardine moved approval of the legislative priorities as previously described. Regent Holbrook seconded the motion, which carried.** Chair Jardine urged the Regents and Presidents to include and emphasize the higher education message of preparation, participation and completion in all contacts with legislators and the general public. Commissioner Kendell will provide materials to the Presidents and Regents to be used in speeches and communications to reinforce this three-part message. It is expected that Regents will give at least one speech a year to community groups such as a Rotary Club or Chamber of Commerce.

U.S. Secretary of Education's Commission on the Future of Higher Education (Tab U). Chair Jardine noted the summary points of the report which were outlined in the Commissioner's memo. The three basic themes of the report are Accessibility, Affordability, and Accountability. The committee asked Assistant Commissioner Doty to work with the Presidents to identify the best practices and recommendations in the report that will work well with our institutions, and also to identify any weaknesses in the recommendations or report. This report was provided for information only.

Report on Joint Legislative Meeting (Tab V). Chair Jardine noted the minutes of the September 21 meeting, prepared by legislative staff, were included in the Regents' folders. The Regents and Presidents were well represented at the meeting. Commissioner Kendell made two presentations at this meeting. He offered to respond to questions.

Draft Recommendations of the Task Force on Minority and Disadvantaged Students (Tab W). Chair Jardine reported the committee spent considerable time discussing these recommendations, which the task force was charged to develop. The recommendations have not been reviewed by the Council of Presidents, who may make modifications or changes before they are returned to the Regents for approval. Chair Jardine said the committee felt the highest priority was financial aid. They recommended to the task force that when these recommendations are forwarded to the Presidents, and ultimately to the Regents, that fiscal notes are attached, wherever possible. The committee also asked the task force to develop a one-page summary of what the institutions are already doing, as well as a list of priorities each institution would adopt within the framework of the recommendations.

College of Eastern Utah (CEU) and Southeast Applied Technology College (SEATC) Collaboration Study (Tab X). Chair Pitcher referred to Replacement Tab X in the Regents' folders. He asked Dr. Gary Carlston and Commissioner Kendell to begin the discussion of the study, then invited Doug Holmes, Interim Chair of the UCAT Board of Trustees, UCAT President Rob Brems, and SEATC President Miles Nelson to comment, with the Commissioner to conclude the discussion.

Dr. Carlston briefly reviewed the study, which was reported at length in the September 15 Board of Regents meeting. The study group met with various stake holders and gathered information. The group was not charged to do a cost analysis, so that was not done. However, Regent Grant has asked that such a report be completed. They established that an informal collaboration and relationship already exists between CEU and SEATC, led by the presidents of those institutions. The models presented in September would protect the career and technical education (CTE) mission and course offerings. The merger model identified a comprehensive community college approach, to include coordination of programs, centralization of student services and financial aid services, and appropriate credit transfer programs. It also specified that the concerns of the people interviewed (that the CTE mission must be protected) must be an integral part of any plan adopted. Several ways were identified in which this might be done. Funding for CTE programs must also be preserved in the budget of the comprehensive community college, perhaps by line-item funding.

The committee also identified that it was important that CTE instructors remain "at will" employees and not become a part of the tenure process. Finally, the committee came away with a strong feeling about the importance of higher education in the Southeastern Utah region, and that delivery of those services is paramount to the needs of the area.

Commissioner Kendell complimented the educators in Southeastern Utah for providing exceptional services. He gave special thanks to President Ryan Thomas and Miles Nelson, and said both institutions are doing a good job. He gave assurance that the study had been done in a thorough, fair-minded way. The committee was free to investigate both institutions and did not consult with the Commissioner during the process. The group was created with a proper element of neutrality, so that it did not include representatives from CEU or UCAT. However, representatives of both institutions were interviewed and consulted as part of the study. He asked the committee not to make recommendations but to identify the pros and cons of either a partnership/collaboration or a merger. The Commissioner said his recommendation was based on the committee's report and analysis. He stressed that this study involved only two institutions – CEU and SEATC. Conclusions were not drawn and/or applied to any other area of the state.

Commissioner Kendell identified his conclusions. Both institutions are dramatically under-funded for the expectations of their community. Every employee of both institutions is doing multiple jobs because there is not sufficient funding. The Commissioner said the long-range population forecast is flat, if not declining. The public school population in Carbon and Emery Counties is declining. The needs are very real, but the funding is tight. He offered his unqualified support for CTE, which is vital to the state.

The comprehensive community college is an American invention. The Regents are trying to keep a network of community colleges in this state. There is a potential for overlap with the UCAT institutions. One of the fundamental elements of the comprehensive community college is vocational/CTE training. That is what distinguishes a comprehensive community college from a junior college.

The ability to offer credit is an essential asset in accreditation. SEATC will have difficulty becoming fully accredited; however, CEU is already fully accredited. Its CTE program includes short-term training, custom fit, and non-credit programs, but also allows for credit programs, transferability, and degrees. He referred to the enrollment challenges outlined in the study group's report.

Commissioner Kendell pointed out that CEU subsidizes many of SEATC's support services but is not funded to provide those services. Both institutions are challenged for space. SEATC has developed a five-year capital facilities plan that includes a \$2.2 million facility in Price, plus additional facilities in Moab, Blanding and other cities. There is just not enough money to make this happen. The Commissioner stressed that no business would be run this way. No business could afford to operate this way.

The Commissioner recommended that the two institutions be merged, creating a major institution in Price, that CTE programs be line-item funded and monitored, that benchmarks be established and monitored, and that secondary participation be increased in these programs to best meet the needs of the area. Secondary enrollment is declining generally, including the UCAT institutions. He concluded that if the two institutions are not combined, both will be weak and struggle to survive. If a merger were not approved, CEU would effectively become a junior college and may not be a viable institution over time.

Mr. Holmes said the UCAT Board and the Executive Committee were very concerned about the proposed recommendations. They were puzzled because they had not been consulted and felt this indicated the Regents did not respect them.

Mr. Holmes distributed copies of letters from concerned business owners in each service area. Business and industry in the areas affected do not want the ATCs to be merged with the community college because the colleges are not able to deliver training opportunities as quickly as the UCAT institutions.

Regent Jardine asked Mr. Holmes if the UCAT Board felt that the information in the study was not sufficient or did not take into account the issues they think the Regents should address. Mr. Holmes responded yes to both questions and summarized what he felt were shortcomings of the report. He concluded by stating the UCAT Board objected to the merger of the College of Eastern Utah and the Southeast Applied Technology College.

President Brems said he had been working with vocational education in Utah for 30 years. In 1992 various regions of the state were identified as lacking in vocational/technical training opportunities. The State

Board of Regents and State Board of Education worked together to develop Applied Technology College Service Regions (ATCSRs) in those areas. Since that time, the ATCs have been very successful and have achieved significant results.

The state is lacking workers who are qualified in the career and technical areas. President Brems expressed his appreciation, and that of the UCAT Trustees, to Commissioner Kendell for his leadership in developing the CEU/SEATC study. President Brems said he was in full agreement with the Commissioner on the need to collaborate and ensure that the needs of workforce are met. However, he disagreed on how to go about building partnerships or collaboration. President Brems recommended that the two institutions collaborate, leaving the ATCSRs intact to meet the needs of business and industry and to feed the state's economy.

President Nelson thanked Dr. Carlston and his group for their extensive efforts to deal with what is happening in Southeastern Utah. There is great collaboration between SEATC and CEU and between the presidents of both institutions. The two institutions serve a different clientele. Students in computer programs at SEATC may be working at a fifth- or sixth-grade level. They would not be accepted, nor could they compete, at CEU. However, they deserve training as much as the students at CEU. The UCAT master plan is to provide small facilities to be used with the colleges. Secondary students served by SEATC are ATE students. At CEU all students are included, including concurrent enrollment and academic students. Because of the vast size of the area, education must be taken to the students and cannot be centralized. President Nelson expressed his concern with the possible merger. He noted when Central ATC was merged with Snow College, the Richfield community wanted the merger. That is not the case with the residents of Southeastern Utah.

Regent Jensen read the motion approved in the September Board of Regents meeting:

Regent Jensen moved approval of the Commissioner's recommendations in concept and to defer action until October. Vice Chair Beesley seconded the motion. Regent Grant asked that the October report include a cost analysis. Regent Jensen asked that the option be left open to the collaborative partnership agreement between the two institutions. He asked that his request be included in his motion. Vote was taken, and the motion was adopted.

Regent Jensen said the Commissioner's new recommendations were simply an extension of the earlier motion. He read Recommendation I from Replacement Tab X:

In order to meet the needs of the southeastern Utah community in the most effective and responsive manner, the mission and function of the Southeast Applied Technology College (SEATC) campus of the Utah College of Applied Technology (UCAT) should be merged with the College of Eastern Utah (CEU), a comprehensive community college. In effect, the missions of both institutions can be preserved and enhanced, and CTE programs can be delivered more effectively.

It is recommended that the Commissioner, UCAT President, and CEU President proceed with additional cost studies and to involve fully the UCAT Board of Trustees.

Should the Commissioner, UCAT President and CEU President determine to forward a collaborative plan as an alternate to the proposed merger, such plan shall be submitted to the Commissioner's Office no later than December 30, 2006, and forwarded to the Board of Regents for its January 2007 Board meeting.

**Regent Jensen moved approval of the Commissioner's recommendations as outlined in Replacement Tab X, to be presented to the Regents in January 2007. Regent Sinclair suggested that the motion be amended by adding the SEATC President to the planning process. Regent Jensen agreed to amend his motion accordingly. Regent Snow seconded the motion.**

Regent Sinclair said the process had apparently caused a lot of pain to many people. The people in Southeastern Utah have not fully understood the rationale and the purpose of the proposed actions. If a problem exists, it should be remedied, rather than affixing blame. She indicated her support for the collaboration model.

Regent Jardine clarified the motion: If the group charged with this responsibility does not come back to the Regents with a recommendation to adopt an alternate plan, the merger will be automatically approved. He pointed out the economic conditions in the Southeastern Utah area that do not apply to the rest of the state. He stressed that UCAT was not on trial.

Regent Jensen suggested that, to be effective, the cost analyses should be furnished to the people who will be considering the collaborative agreement as an alternative, in a timely manner, so that they can meet the December deadline. Regent Jardine recommended that two things be addressed in the cost studies: (1) the potential savings from consolidation of services, and (2) a forward look at the resources necessary to carry out two separate institutions.

**Vote was taken on the motion to approve the Commissioner's recommendation. The motion carried, with Regent Sinclair voting in opposition.**

Institutional/UCAT Planning – Proposed Study Parameters (Tab Y). Commissioner Kendell referred to Replacement Tab Y, which was included in the Regents' folders. He said the Regents have a statutory responsibility to determine the best manner of developing all of the institutions, given the circumstances in each particular area. The recommendations in Tab Y are for study only. **Regent Grant moved approval of the Commissioner's recommendations. Regent Atkin seconded the motion.**

Vice Chair Beesley summarized the Commissioner's recommendations:

It is proposed that the Board of Regents authorize a study of SLCC and SLTATC as outlined in Replacement Tab Y.

It is proposed that the Board of Regents authorize a study of Southern Utah colleges, universities, and UCAT institutions as outlined in Replacement Tab Y.

It is proposed that the Board of Regents authorize the creation of a higher education alliance in Southern Utah. The alliance is to coordinate implementation of resolutions resulting from the study and make



recommendations to the Board of Regents concerning the optimal use of facilities and other resources to increase educational opportunities for students, to promote the efficient use of resources, both existing and proposed, and to advance the economic development of Southern Utah. The study shall be made and the alliance established on a timeline to be established by the State Board of Regents.

These studies are proposed with no preconceived conclusions about future institutional roles and missions. The purpose of the studies is to collect the best information available to guide future policy decisions of the State Board of Regents.

Vice Chair Beesley's comments follow, in their entirety:

In the Regents' packet is a two-page summary of some of the legislative authority and responsibility of the Board of Regents. Please note the legislative language in the lower portion of the first page which describes in part the responsibilities of the Board of Regents:

To provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning which:

- (a) avoids unnecessary duplication;
- (b) provides for the systematic and orderly development of facilities and quality programs;
- (c) provides for coordination and consolidation;

It is clear that the Board of Regents has an obligation to investigate, to gather information in a thoughtful way, to plan and to act with purpose. The proposals discussed today are to enable studies which are designed to provide data and analytically based information to assist the Board in fulfilling its responsibilities. Definitive conclusions have not been drawn.

The Regents have received many letters of concern about the proposed studies. The most troubling concern expressed was that there is an intention on the part of the Regents to reduce and/or eliminate ATE training. That is just plain wrong! ATE is an important part of the matrix of education needed by our citizens and communities and which is provided by our system of higher education. The intent is to do a better job of providing all higher education, including ATE, and in fulfilling legislative mandates.

There appears to be serious, widespread misinformation and misunderstanding about this. The quantity of letters, the concentration of timing, the uniformity of the misinformation and content raises the question of a deliberate, orchestrated campaign to halt these studies. Unnecessary contention, disruption, and ill-will have been the result. Please also see in your packet a copy of a letter which has been sent to those from whom we have received letters of concern. Everyone within the system of higher education should work to help correct this misinformation. We welcome, we encourage thoughtful and informed dialogue with those who desire to improve our education system.

There are many valid issues which need to be addressed in the studies. It is clear that those conducting the studies must be inclusive of all points of view and all constituencies – public education, in particular. Relevant information must be gathered and assessed with a minimum of political overtones.

Significant funding requests for capital facilities for USHE, including UCAT, have been submitted. It is clear that funds for education in Utah are limited. We must keep in mind our responsibilities and be realistic in assessing our resources and careful in evaluating delivery and structure options. Let us also put the entire system in perspective – there are about 105,000 FTE in the system and 5000 FTE in UCAT.

Individually and as a system we can strive for professionalism, statesmanship, cooperation, and integrity; and to be thoughtful, informed, responsible...and determined. To oppose efforts to gather information and evaluate and prioritize options is misguided. Our purpose is to serve students, families, and our greater community. We have significant progress to achieve in student preparation, participation and completion.

Vice Chair Beesley concluded by declaring her support for the Commissioner's recommendations and encouraged the other Regents to do the same.

Regent Cannon suggested that as the Regents move forward with these studies, they keep in mind the idea that everyone has the common purpose of serving the people and students of Utah. The goal needs to be consumer-friendly. Being consumer-friendly may mean vastly different things in one area of the state than in another area. She asked that the State Board of Education be included as decisions are made. She posed the following questions: Are ATC programs being dropped as some of the institutions move toward four-year status? Where should those programs best be delivered? What is the cost? Another issue is competency and certificates offered by UCAT, as opposed to credit programs offered by the colleges. Community colleges can offer credit for ATC courses.

Regent Jardine asked if the study team for southern Utah would include UCAT Trustees. Commissioner Kendell said UCAT Trustees would be included. **Vote was taken on the motion, which carried.**

#### General Consent Calendar

**On motion by Regent Snow and second by Regent Holbrook, the following items were approved on the Regents' General Consent Calendar (Tab Z):**

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held September 15, 2006, in the Regents' offices in Salt Lake City, Utah
- B. Grant Proposals – on file in the Commissioner's Office
- C. Grant Awards
  - 1. University of Utah – National Science Foundation; "Hominids and Geology Turkana;" \$2,376,339. Francis Harold Brown, Principal Investigator.
  - 2. University of Utah – Department of Health and Human Services/Centers for Medicare and Medicaid; "Reducing Cancer Disparities;" \$3,858,105. Randall Walter Burt, Principal Investigator.

3. University of Utah – National Institutes of Health/National Cancer Institute; “Colon Cancer Core A;” \$2,497,977. Randall Walter Burt, Principal Investigator.
4. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Nicotine Addiction;” \$2,373,163. John R. Hoidal, Principal Investigator.
5. University of Utah – National Highway Traffic; “NEMSIS Technical Assistance Center;” \$1,000,000. Newell C. Mann, Principal Investigator.
6. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$1,215,755. Gail Bingham, Principal Investigator.
7. Utah State University – Department of Health and Human Services; “Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses;” \$2,134,465. Robert Sidwell, Principal Investigator. Dale Barnard, John Morrey, Donald Smee, Co-Principal Investigators.
8. Utah State University – National Science Foundation; “National Center for Engineering and Technology Education;” \$2,199,944. Christine Hailey, Principal Investigator. Kurt Becker, Maurice Thomas, Co-Principal Investigators.
9. US Department of Defense/Missile Defense Agency; “Microsat Phase III Fabrication, Test, and Assembly;” \$1,100,503. Dean Wada, Principal Investigator.

Executive Session – Regent Reid moved the Board meet in executive session to discuss presidential evaluations. The motion was seconded and adopted.

Adjournment

The Regents moved into Executive Session at 1:30 and adjourned from there at 2:43 p.m.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

SPECIAL MEETING OF THE STATE BOARD OF REGENTS  
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH  
NOVEMBER 10, 2006

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Janet A. Cannon  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Ali Hasnain  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
David J. Jordan  
Nolan E. Karras  
Josh M. Reid  
Marlon O. Snow

Regents Excused

Greg W. Haws  
Sara V. Sinclair

Office of the Commissioner

Richard E. Kendell, Commissioner of Higher Education  
David L. 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 Jed Pitcher called the meeting to order at 4:55 p.m. and welcomed everyone to the Randall Jones Theatre. He welcomed the SUU Trustees, faculty, staff, students, and members of the community who had come to be present for the appointment of a new President for Southern Utah University.

Chair Pitcher recognized Regent David Grant, who chaired the Southern Utah University Presidential Search Committee. Regent Grant recognized the committee members in attendance and asked them to stand and be recognized. He reported the committee had undertaken a national search for the next President of the University and had received nominations and/or applications from approximately 70 individuals. The committee narrowed the candidate pool to 12 to be interviewed. Nearly half of the semifinalists were sitting presidents or chancellors, which speaks well for the quality of SUU and the Cedar City community. From those 12 candidates, the committee forwarded five finalists to the Regents. Those individuals were interviewed earlier in the day. All are very well qualified, and any one of them could have served with distinction.

**Regent Grant moved the appointment of Dr. Michael T. Benson as President of Southern Utah University. The motion was seconded by Regents Atkin and Holbrook and carried unanimously.**

Commissioner Kendell escorted Dr. and Mrs. Benson into the auditorium, where they were greeted with warm applause. Several Regents were excused to catch a return flight to Salt Lake City.

Chair Pitcher noted Dr. Benson had been serving as President of Snow for the past five years and reviewed his qualifications. He then asked Mrs. Debi Benson to speak, followed by President Benson.

Mrs. Benson said she was appreciative and humbled by this opportunity. She looked forward to getting to know all of the SUU students and members of the community.

President Benson thanked the Regents for the trust placed in him. He acknowledged that he was young and that he stood on the shoulders of his predecessors. He paid tribute to Greg Stauffer and the wonderful job he has done as Interim President of SUU. He thanked former Presidents Jerry Sherratt and Steve Bennion for the wonderful legacy they had left for those who followed. President Benson pointed out the first president of this institution was Milton Bennion, who was named for John Milton, an English writer. He promised the community that the sacrifices of the early residents of Cedar City who built this fine institution would be honored. President Benson pledged to work hard for Southern Utah University and ended his remarks with "Go, T-Birds!"

Chair Pitcher thanked Dr. Stauffer for the excellent job he has done as Interim President. He thanked the SUU Board of Trustees for their dedication to the institution and to higher education.

Commissioner Kendell congratulated Dr. and Mrs. Benson and wished them well as President and First Lady of Southern Utah University. He remarked that selecting a president is an arduous process. Former Regent Fred Stringham, an executive in the banking industry, once remarked that if he had to go through this kind of process, he would still be a bank teller! Commissioner Kendell thanked the Regents and Trustees for their dedication and for the strong working relationship between the two boards. He also expressed his appreciation to President Stauffer for the remarkable job he has done the past several months as Interim President. He is an honorable person, and it has been a delight to work with him.

President Stauffer said he was thrilled to welcome President and Mrs. Benson to the SUU campus. They are wonderful colleagues, passionate about their work and their individual roles in the educational process. President Stauffer said he was proud of SUU's strong traditions and history and was equally excited about the future. Enrollments have increased as programs have been enhanced. Facilities have been improved. He looked forward to Dr. Benson's leadership and the things he will bring to this campus. Dr. Stauffer thanked the search committee for their commitment to the university's success.

Dean O'Driscoll thanked everyone for attending the meeting and announced a reception would follow in the lobby.

The meeting adjourned at 5:30 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

November 29, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed Policy R211, Succession Plan for Commissioner of Higher Education – Action Item

Issue

The Regents presently lack a policy that would provide guidance with respect to the transition of leadership authority if the Commissioner of Higher Education were to become unable to perform his or her job responsibilities due to a sudden and unexpected change in circumstances (e.g., illness, emergency, disability, death) or due to a planned resignation or retirement. A policy is needed to ensure that the operations of the Regents and the Utah System of Higher Education continue in an efficient, legally responsible manner during any period of time in which the Commissioner is unable to perform the duties of chief executive officer.

Background

At the recommendation of Chair Pitcher, the attached policy has been developed in order to establish a clear process for delegation of authority in three situations: (1) an unplanned and temporary absence of the Commissioner, (2) an unplanned, extended absence of the Commissioner, and (3) retirement or notice of retirement/resignation of the Commissioner. The policy incorporates features from CEO succession policies used in both private corporations and institutions of higher education. The policy is designed to provide specific guidance to the Regents while preserving flexibility and the prerogative of the Commissioner to designate the appropriate individual(s) to serve as Acting CEO as staff and circumstances may dictate.

Commissioner's Recommendation

The Commissioner recommends that the Board approve proposed policy R211, Succession Plan for Commissioner of Higher Education.

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Richard E. Kendell, Commissioner

Attachment

## ***R211, Succession Plan for Commissioner of Higher Education [DRAFT 8.30.06]***

### **R211-1. Purpose**

The purpose of this policy is to establish procedures necessary to ensure stability, continuity, and accountability of the Board of Regents and the Office of the Commissioner of Higher Education in the event the Commissioner of Higher Education becomes unable to lead due to a sudden and unexpected change in circumstances (e.g., illness, emergency, disability, death) or due to planned retirement. This policy is intended to provide a clear plan for delegation of management authority so that operations of the Regents and Utah System of Higher Education continue in an efficient, legally responsible manner during the period of time in which the Commissioner is unable to perform the duties of chief executive officer.

### **R211-2. References**

- 2.1. Utah Code Ann. § 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
- 2.3. Policy and Procedures R209, Evaluation of Chief Executive Officers

### **R211-3. Policy**

- 3.1. The Board of Regents is responsible for the effective management of the Utah System of Higher Education and its member institutions. Specific responsibilities are delegated to the Commissioner of Higher Education, as chief executive officer. Therefore, the Board will address any interruption, planned or unplanned, temporary or permanent, of the Commissioner's responsibilities according to the following succession procedures.
- 3.2. This policy will be reviewed annually at the time of the Commissioner's Research and Review Team report or formal evaluation report. An acting CEO will be identified at that time.

### **R211-4. Delegation of Authority During Unplanned and Temporary Absence of the Commissioner**

- 4.1. In the event the Commissioner becomes temporarily incapable of leading due to a weather emergency, illness, short-term disability, travel delay, civil unrest, terrorist threat, or other unexpected circumstance, the Associate Commissioner designated by the Commissioner shall be appointed Acting CEO of the Utah System of Higher Education, and authorized to act on behalf of the Commissioner and the Board as may be necessary. The Acting CEO shall have the authority to

take all actions necessary to ensure that the Utah System of Higher Education continues to operate without disruption, and that all organizational responsibilities normally assigned to the Commissioner are adequately executed, including but not limited to loan and lease approval; completion and filing of reports; fulfillment of contracts; communication with the press and political leaders; supervision of employees within the Office of the Commissioner of Higher Education; direction of regular meetings of the Board, as well as meetings of Board committees, including the Executive Committee; and implementing other actions as assigned by the State Board of Regents.

- 4.2.** If the Acting CEO is for some reason unavailable, the designation of Acting CEO will be made by the Regents from the following list:

- 4.2.1.** Associate Commissioner for Finance & Facilities
- 4.2.2.** Associate Commissioner for Public Affairs
- 4.2.3.** Associate Commissioner for Academic Affairs
- 4.2.4.** Director of Communications

**R211-5. Delegation of Authority During Unplanned, Extended Absence of Commissioner**

- 5.1.** In the event of the death, extended absence, termination, or unplanned resignation of the Commissioner, the Acting CEO designated by the Commissioner shall serve as Acting Commissioner until the Board of Regents determines otherwise. If the designated Acting CEO is for any reason unavailable or indisposed, the position of Acting Commissioner will be filled according to the list above, pending action to the contrary of the Board of Regents.
- 5.2.** Within 15 business days after the occurrence of the Commissioner's absence, the Executive Committee of the Board shall meet and determine whether a permanent change in leadership is required, and if so, shall appoint an executive transition committee, which shall be comprised of at least one member of the Executive Committee and two other members of the Board of Regents. The Executive Transition Committee shall have the responsibility to implement the following transition plan:
- 5.2.1.** Communicate with the Board of Regents, USHE employees, and other key stakeholders regarding actions taken by the Board in naming an interim successor, appointing a transition committee, and implementing the succession policy.
  - 5.2.2.** Consider the need for a search consultant or search firm, based on the circumstances of the transition.
  - 5.2.3.** Review the Board's strategic plan and conduct an assessment of the USHE's strengths, weaknesses, challenges, and opportunities in order to identify priorities that need to be addressed during the transition period,



and to identify attributes and characteristics that are important to consider in the selection of the next permanent Commissioner.

**5.2.4.** Establish a time frame and plan for the recruitment and selection process.

**5.2.5.** Refer to and follow the procedures outlined in R205 in appointing a permanent successor.

**R211-6. Planned Transition When the Commissioner is Retiring or Providing Extended Notice.**

**6.1.** Planning for the Commissioner's succession should be discussed between the Commissioner and the Board Chair as early as possible, preferably at least one year before the effective date.

**6.2.** Upon learning of the Commissioner's intended retirement, the Board Chair will appoint a Transition/Search Committee. The duties of the Committee shall include:

**6.2.1.** Discuss with the Commissioner his/her plans and develop a transition plan and schedule.

**6.2.2.** Discuss the possible future role of the Commissioner within the Utah System of Higher Education. If the Commissioner is to have a role in USHE after retirement, that role should be clearly defined so as to not interfere with the new Commissioner's responsibilities.

**6.2.3.** Ensure communication by the Board Chair and the Commissioner of the planned change in leadership to USHE employees and institutions, the public, and key stakeholders.

**6.2.4.** Identify the characteristics that will be critical to the success of the new Commissioner. In developing the criteria, the Committee will seek the input of the Regents, USHE employees, institutional presidents, institutional trustees, and other important stakeholders.

**6.2.5.** Consult with the Commissioner to determine potential candidates to serve as the next Commissioner.

**6.2.6.** The Transition/Search Committee shall develop and implement an open search in accordance with the procedures outlined in R205 in order to find and select the best qualified candidate as soon as possible.

**6.2.7.** During the period of the search, the Board and Office of the Commissioner of Higher Education shall be managed in accordance with the emergency/temporary procedures set forth above.

# Commissioner's Report

December 2006

Prepared for the State Board of Regents and the Utah System of Higher Education

As detailed in the Regents' General Consent Calendar, \$11.6 million in research grants have been awarded – \$6.79 million to the University of Utah and \$4.86 million to Utah State University – since the last Board meeting.

## University of Utah:

The Sports Medicine Research and Testing Laboratory (SMRTL), located at the University of Utah, has joined an elite group of laboratories worldwide accredited to test Olympic, Paralympic, and other amateur and professional athletes for performance-enhancing and other prohibited drugs. SMRTL received accreditation Nov. 1 from the World Anti-Doping Agency (WADA), making it one of two laboratories in the U.S. qualified to perform this complex analytical science.

## Utah State University:

USU is the number one university in the United States when it comes to funding for space research, taking the lead over other prestigious research institutions that include Johns Hopkins University and Massachusetts Institute of Technology. With more than \$54.8 million in research and development expenditures in 2004, USU ranks first among all universities in the nation in money spent on aerospace research and development, according to the most recent National Science Foundation statistics.

## Weber State University:

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education has named Eric Amsel, professor and chair of Weber State University's Department of Psychology, the 2006 Utah Professor of the Year. This marks the third time in four years that Utah's professor of the year comes from WSU.

## Southern Utah University:

On November 10, the Utah State Board of Regents selected Michael T. Benson as the 15th president of Southern Utah University. Benson is coming to SUU from Snow College, where he has spent the past five years leading many new initiatives for the Badgers. Benson has already been making regular visits to Cedar City to become familiar with the students, employees, campus and community prior to taking over the reins from Interim President Gregory Stauffer in January 2007. This will be the third USHE institution at which Benson has served, with several roles at University of Utah prior to his selection as Snow College president. Benson is married to the former Debi Woods and is the father of two children, Emma and Samuel. The Bensons are expecting a boy in March, which will be the first baby in the institution's current presidential residence.

## Snow College:

Jeanette Langston, a student at Snow College, has been named a recipient of the 2006 Phi Theta Kappa National Dean's List Scholarship. The National Dean's List is a prestigious compilation of honor students in two-year and four-year degree programs. "The National Dean's List Scholarship rewards students who have demonstrated academic excellence and a commitment to improving their communities," explains Rod A. Pisley, Phi Theta Kappa Executive Director. "Jeanette exemplifies the outstanding students enrolled not only at Snow College, but at community colleges everywhere."

### **College of Eastern Utah:**

The College of Eastern Utah recently held its fifth annual Career Technical Education Fair. Juniors and seniors from 10 high schools throughout Eastern Utah attended the one-day event. Nearly 400 students attended and learned about the career and educational opportunities available to them. The students were from Uintah, Duchesne, Carbon, Emery, Grand and San Juan Counties. The students traveling the greatest distance were the Intrepid Group from Navajo Mountain High, riding on a bus for more than seven hours.

### **Dixie State College:**

Dixie State College held a ribbon-cutting November 15 for the new DSC Mobile Dental Hygiene Clinic and The Stephen and Marcia Wade Alumni House. The clinic has four operatories on board, in addition to cleaning, fluoride treatment, filling and radiographic services. It will serve Washington and Kane Counties in addressing the dental health needs of the underserved members of the community. The clinic will make visits to elementary school children, senior citizens, Paiute reservations and community health centers.

### **Utah Valley State College:**

UVSC has engaged an economic development plan consistent with those found at other regional state institutions. Following the plan, UVSC has hosted a regional economic development summit with state and regional leaders from the Governor's Office, the Legislature, USTAR and the local community. UVSC has also hosted national economic development leaders in higher education from AASCU (American Association of State Colleges and Universities). Additionally, UVSC has recently hired two prominent regional business leaders, Steve Clark and Ken Fakler, to lead its regional SBDC, which will be located at Building L (the former WordPerfect campus), recently acquired by UVSC. Building L will also house UVSC's Culinary Arts program to better accommodate student demand.

### **Salt Lake Community College:**

Award-winning philosopher and author Dr. Jennifer Michael Hecht spoke at the SLCC Tanner Forum on Social Ethics November 15. Dr. Hecht's "The End of the Soul: Scientific Modernity, Atheism and Anthropology" won the Phi Beta Kappa Society's 2004 prestigious Ralph Waldo Emerson Award for scholarly studies that contribute significantly to the interpretations to the intellectual and cultural condition of humanity. At SLCC, she addressed the role of doubt in the advancement of new ideas in a lecture titled "How We Come to Our Conclusions: Certainty, Doubt and Deciding."

### **Utah College of Applied Technology:**

The Council on Occupational Education (COE) has selected UCAT President Robert O. Brems and Ogden-Weber Campus President C. Brent Wallis to fill key positions in its national organization. COE, which has its roots in regional accreditation, provides national accreditation for post-secondary technical education institutions. Six UCAT campuses have recently been granted full accreditation, with the remaining three in process this year. President Brems will serve a three-year term on the 20-member COE Commission, which functions as the governing board and decision-making body for all accreditation actions of COE. Campus President Wallis will fill a two-year term on the COE Appeal Panel.

**Utah Higher Education Assistance Authority:**

The popularity of UtahMentor, UHEAA's comprehensive planning-for-college Web site, continues to grow. UtahMentor set new usage records in October 2006 with 2.4 million page hits in a single month. Over 100,000 students have established a UtahMentor account. UtahMentor allows students to explore careers, plan and prepare to attend college, and view information about applying for and paying for college. UtahMentor is available at [www.utahmentor.org](http://www.utahmentor.org).

**Utah Educational Savings Plan:**

UESP received national attention from *Money* magazine and its managing editor in an interview on the Nightly Business Report. UESP is cited as the 529 plan of choice. Two new TV commercials are airing. They are encouraging Utahns to sign up and use the bank withdrawal feature to make UESP contributions and encouraging Utah grandparents to set up accounts for their grandchildren. UESP now holds over 80,000 accounts valued at more than \$1.8 billion.



# Report of the Chair

## December 8, 2006

- **Legislative Update:** The Board of Regents, Commissioner Kendell and institutional presidents have been hosting legislative meetings around the state to communicate our strategic mission and budget priorities for 2007. The meetings have gone well and we've received excellent feedback.
  - The Higher Education Day Luncheon will be on February 9, from 11:30 to 1 p.m. in the Utah State Office Building Auditorium. More information will be sent to Regents and Presidents.
- **Budget:** The Board of Regents has outlined Utah's higher education needs which are distributed equitably and within the state's ability to pay. It is the Board's hope that the Legislature and the Governor will take its budget request seriously and under much consideration. This year's budget request was structured around USHE's focus of "Building a Stronger State of Minds" and emphasizes the three goals of increased preparation, participation and completion.
- **Presidential Search:** The Regents have appointed President Mike Benson as the new president of Southern Utah University. The Regents would like to thank the search committee, the Commissioner and his staff and those at SUU who helped make this a smooth process. The Regents would also like to thank Interim President Greg Stauffer for his willingness to serve and lead SUU during this transition. Next year, the Regents will announce their plans for filling the newly created vacancy at Snow College.
- **Utah Educational Savings Plan:** The Utah Educational Savings Plan, under the direction of Lynne Ward, is continuing to receive national recognition. Locally, UESP continues to educate Utah residents about saving for college. Last week, Amanda Covington appeared on KTVX's Good Things Utah to promote UESP as a great holiday gift idea. As the end of the tax year approaches, UESP continues to see increased business. For example, on November 27 alone, UESP received \$3.7 million in account contributions. There is also an increase in account activity now that many other states are changing the administration of their 529 plans. Many of those account owners are rolling their money into UESP.