AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
REDWOOD CAMPUS, STUDENT CENTER

January 19, 2006
STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
STUDENT CENTER
January 19, 2007

Agenda

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS, SLCC BOARD
OF TRUSTEES, PRESIDENT BIOTEAU, COMMISSIONER KENDELL
Room 219

9:15 a.m. - COMMITTEE OF THE WHOLE
9:30 a.m. Oak Room

• Welcome and Overview of Meeting

9:30 a.m. - MEETINGS OF BOARD COMMITTEES
11:00 a.m.

Academic, CTE and Student Success (Programs) Committee
Room 221

ACTION:
1. Dixie State College – Bachelor of Science Degree Completion in Dental Hygiene Tab A

CONSENT:
2. Consent Calendar, Programs Committee Tab B
   Southern Utah University – Hispanic Center for Academic Excellence

INFORMATION:
3. Information Calendar, Programs Committee Tab C
   A. Dixie State College – Name Change: Continuing Education to Adult Studies
   Community Services
   . B. Programs Under Consideration/Development
   C. K-16 Alliance and Strategic Directions Report
Finance, Facilities and Accountability Committee
Queen Anne I and II (207-213)

ACTION:
1. University of Utah – Refinancing of Certain Capital Equipment Leases Tab D
2. University of Utah – High-temperature Water and Co-generation Equipment Tab E
3. Salt Lake Community College – Campus Master Plan Tab F
4. Proposed Policy R588, Delegation to Institutions to Establish Debt Policies Tab G

CONSENT:
5. Consent Calendar, Finance Committee Tab H
   Commissioner’s Discretionary Funds Report

INFORMATION/DISCUSSION:
6. USHE – Annual Report of Institutional and System Bonded Indebtedness Tab I
7. USHE – Annual Report of the Audit Review Subcommittee Tab J
8. USHE – Auxiliary Funds Report Tab K
9. University of Utah – Action of Regents’ Executive Committee to Extend Purchase Option Tab L
   For Land in Grand County

DISTRIBUTION:
10. 2007-2008 Budget Book

Strategic Planning and Communications Committee
Room 223

ACTION:
1. Action Plan for Commissioner’s Goals Tab M

INFORMATION/DISCUSSION:
2. Education Initiative (David Sperry) Tab N
3. Institutional Reports on Campus Programs Related to Minority and Disadvantaged Students Tab O
4. Education Week Report Tab P
5. Legislative Priorities of the Salt Lake Chamber Tab Q
6. Legislative Update Tab R
   • Bills of Interest to Higher Education
   • Legislative Outreach Update
   • Higher Education Day Luncheon, February 9, 11:30 a.m., State Office Building

DEMONSTRATION:
7. USHE Web Site
11:00 a.m. -
COMMITTEE OF THE WHOLE
Oak Room

1. General Consent Calendar
2. Reports of Board Committees
   Programs Committee – Tabs A - C
   Finance Committee – Tabs D - L
   Planning Committee – Tabs M – R
3. Report of the Commissioner
4. Report of the Chair

12:00 noon -
LUNCHEON MEETINGS

1:30 p.m.
EXECUTIVE SESSION LUNCHEON – STATE BOARD OF REGENTS
Room 219

Chief Academic Officers – Presidents Room
Chief Financial Officers – Room 223
Legislative Representatives – Room 221
Others – Queen Anne I and II

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.
January 10, 2007

MEMORANDUM

TO:        State Board of Regents
FROM:     Richard E. Kendell
SUBJECT: Dixie State College of Utah – Bachelor of Science Degree Completion in Dental Hygiene Effective Fall 2008 – Action Item

Issue

Dixie State College (DSC) requests approval to offer a Bachelor of Science Degree completion program in Dental Hygiene effective Fall 2008. This program has been approved by Dixie State College’s Board of Trustees during the September 2005 Board Meeting.

Background

This baccalaureate degree completion program in Dental Hygiene will offer the curriculum necessary to provide career advancement opportunities in education and public health for associate credentialed Dental Hygienists. A recent survey by the American Dental Educators Association concluded that a current faculty shortage exists and projected a greater shortage of Dental Hygiene faculty in the future. This comes at a time when graduates in Dental Hygiene are in high demand on the job market. Nationally, Dental Hygiene is one of the fastest growing health related career fields. “Dental hygienists are expected to continue to be one of the fastest growing occupations through the year 2012” (U.S. Department of Labor).

DSC’s current associate degree program is accredited by the American Dental Association's Commission on Dental Accreditation (ADACDA). Dental Hygienists with an associate degree from an ADA accredited program will be able to articulate into the proposed program. The proposed program will provide a career ladder for graduates who may want to enter graduate programs in Dental Hygiene, possibly via distance education (Appendix A: B.S. Curriculum). The proposed program also addresses the expanding role of the Dental Hygienist.

DSC received donations of over $400,000 in the past year for this program. The funds will be used to provide scholarships in Dental Hygiene and have been used to construct a mobile dental hygiene clinic to deliver community health training to Bachelor of Science Dental Hygiene students and to provide community service to the underserved in southern Utah. The mobile unit is ready for service.

Dixie State College will complete accreditation of its AAS Degree in August of 2008 after which it intends to introduce its technologically-delivered Bachelor of Science Dental Hygiene Degree completion program.
Existing faculty, plus two additional faculty, and the new Russell Taylor Health Sciences Building will support the proposed program.

Policy Issues

USHE institutions raised no objections. Thus, there are no policy issues.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve Dixie State College’s request to offer a Bachelor of Science Degree completion program in Dental Hygiene, effective Fall 2008.

Richard E. Kendell, Commissioner

REK/PCS
Attachment
Academic, Applied Technology, and Student Services Committee

Action Item

Request to Offer the Bachelor of Science Dental Hygiene Degree Completion Program

Effective Fall 2008

Dixie State College of Utah

Prepared for
Richard E. Kendell
by
Phyllis C. Safman

January 10, 2007
SECTION I: The Request

Dixie State College (DSC) requests approval to offer a Bachelor of Science Degree completion program in Dental Hygiene effective Fall 2008. The proposed program has been approved by Dixie State College’s Board of Trustees during its September 2005 meeting. The proposed program will provide a career ladder for practicing licensed associate credentialed Dental Hygienists and recent Dental Hygiene graduates who want to continue their education. The technologically-delivered degree completion program will provide training in fields of community health and education to meet market demand. The program will use existing resources, plus two additional faculty, to support the program.

SECTION II: Program Description

Complete Program Description

The Dental Hygiene program will offer a Bachelor of Science Degree completion program in Dental Hygiene to provide associate credentialed Dental Hygienists the next step in the career ladder in pursuit of furthering their careers in education, public health service or advanced practice in Dental Hygiene. The BS Degree completion program will be delivered via distance education utilizing WebCT programs.

Associate credentialed licensed Dental Hygienists will need to complete baccalaureate degree general education requirements and complete the following course requirements:

DHGY 4010 Biostatistics & Epidemiology – 2 credits
DHYG 4020 Research Methodology – 2 credits
DHYG 4030 Leadership and Group Dynamics – 2 credits

After completion of the required courses (above) the student can choose one of the following two professional tracks:

Education Professional Track
DHYG 4510 Psychology and Measurement – 2 Credits
DHYG 4520 Instructional Practice – 2 Credits
DHYG 4530 Curriculum & Philosophical Foundations – 2 Credits

Public Health Professional Track
DHYG 4540 Public Health and Cultural Diversity – 2 Credits
DHYG 4550 Dental Public Health Administration – 2 Credits
DHYG 4560 Community Services Practice – 2 Credits

or

DHYG 4565 Expanded Functions Certification- 2 Credits

Capstone Course

All students will be required to complete a capstone senior project as their final course.

DHYG 4570 Senior Capstone Project – 3 Credits

*Additional GE requirements may need to be met if students enter having completed an AAS degree.

Detailed course descriptions for the AAS in Dental Hygiene and proposed AAS /BS degree completion program are found in Appendix A.

Purpose of the Degree - Program Outcomes

Background: Current graduates of the Dental Hygiene program at Dixie State College have performed exceptionally well on the American Dental Association, National Board Dental Hygiene Examination. The graduates have scored among the top four in the nation out of 239 associate and 48 baccalaureate degree programs. The 2005 graduating class scored the second highest on the National Boards. Dixie State Dental Hygiene graduates scored no lower than sixth following the initial startup of the program.

Purpose: The purpose of this degree completion program is to provide an opportunity to prepare for work as a public health practitioner or for graduate programs that lead to faculty positions in Dental Hygiene education.

Outcomes: Graduates of the BS Dental Hygiene program will be able to:

- Continue their careers in Dental Hygiene with new opportunities in education, public health, and advanced Dental Hygiene practice.
- Serve in public health agencies, and/or serve as a faculty member in a community college setting.
- Appreciate and understand public health and community health issues.
- Be competent to deliver clinical services in public health settings.
- Provide experienced clinical Dental Hygiene care for the elderly and provide early childhood care.
- Communicate patient assessments clearly both verbally and in writing.
- Enter master's programs for further education.
- Understand epidemiological issues and perform research at the undergraduate level.

In addition to offering the baccalaureate program in Dental Hygiene, Dixie State College will expand student enrollment in the associate degree Dental Hygiene program by 86 percent, bringing DSC's Dental Hygiene enrollment to the level of other programs in the state. Room for the increased student enrollment will be available when the program moves to the newly constructed health science facilities in the Fall of 2008.
Institutional Readiness

Organizational Structure: The Bachelor of Science Degree completion program in Dental Hygiene will be part of the Division of Business, Science and Health. The Division houses the Udvar-Hazy School of Business, the School of Science, and the School of Health Sciences. The Dental Hygiene program coordinator reports to the division dean. The support staff for the Dental Hygiene program consists of the program secretary and the supervising dentist.

Facilities: The proposed program will be housed in Dixie State College's new Russell Taylor Health Sciences Building in Fall 2008. The new facility will support an increase in the number of graduates at the associate degree level due to an 87 percent expansion in clinical operatories. The baccalaureate degree completion program will also have laboratory space for expanded functions. In addition to traditional courses in Dental Hygiene, students of the proposed baccalaureate program will receive training in education, community service practice, public health, research, advanced Dental Hygiene practices and early childhood and geriatric dental care.

Mobile Dental Clinic Facilities: Dixie State College received over $400,000 in private donations for scholarships and to construct a mobile dental clinic to support students in the proposed program (Appendix E). The mobile unit, recently received, will provide community and rural clinical opportunities. The College is in the process of adding additional equipment and supplies for the operation of its Dental Hygiene outreach community health project. This mobile clinic will increase the current clinical spaces in the associate degree program by 29 percent. An additional $50,000 has been received from the Eccles Foundation.

Off-campus clinical experiences in the bachelor's degree program will further develop the professional skills of students and provide supplemental oral health care to the elementary school children in the Washington County School District, the Paiute Tribe of Utah, and in Washington, Iron, Kane, Beaver, and Garfield Counties. Currently, DSC is in the process of contracting for mobile dental services with the Paiute Nation, AHEC, and the five county public health services.

Existing courses comprise 80 percent of the proposed baccalaureate degree completion program. The learning resources are in place and additional materials can be acquired as needed within the College's existing budget process. Grant money and private donations will continue to be solicited.

The proposed program can begin upon occupancy of the Russell Taylor Health Sciences Building and the expansion of the Associate Degree program in the Fall of 2008.

Faculty

Current Faculty Credentials: Dixie State College's current Dental Hygiene faculty hold master's degrees. The college's associate degree program in Dental Hygiene has three full-time faculty members with master's degrees and one full-time faculty with a bachelor's degree. Adjuncts are available during limited times and hold the D.D.S. or other professional credentials.

New Faculty: DSC will hire two new faculty members at the doctoral or master's level to service the expanded associate degree program. All qualified Dental Hygiene faculty will teach in the Bachelor of Science Degree completion program. The new positions will be added to accommodate growth in the
associate degree program. These new faculty members will provide the necessary full-time faculty resources for the next five years. Expanding the associate degree program and adding the BS Degree completion program will significantly increase the cost effectiveness of the program. The College will support the new faculty members through new institutional funds or reallocation of funds generated by retirements.

Staff

Currently the program has a full-time secretary and part-time clinical staff member. The new Russell Taylor Health Science Dental Hygiene Clinic has 24 operatories. Scheduling and billing a 24-chair dental clinic will require the part-time clinical staff member position to become full-time. Advising is handled by part-time health science advisors with assistance from the faculty and program coordinator.

Library and Information Resources

Dixie State College library resources have also been examined by the American Dental Association Commission on Accreditation and found to be acceptable. A re-accreditation visit is scheduled for August of 2007. Additional materials in public health care and education will be purchased.

Patient records, billing, and dental evaluation charts are all digitally recorded and stored. Classrooms are equipped with the latest instructional technology.

Admission Requirements

Program admission requirements for the bachelor’s degree in Dental Hygiene are as follows:

- Provides an official transcript from an ADA accredited dental hygiene program.
- Completed an AAS or AS Degree in Dental Hygiene.
- Holds a current active Dental Hygiene License.
- Completed a minimum of 20 semester hours of transferable general education credits.
- Achieved a minimum cumulative GPA of 3.0 for Dental Hygiene coursework.

Students may enroll in upper-division courses after admission into the Bachelor’s program

Student Advisement

The College has part-time advisors for the health sciences that advise all the Dental Hygiene students with assistance from the faculty and program coordinator.

Justification for Number of Credits

This program meets the Board of Regents criteria for a bachelor’s degree of 126 hours.

External Review and Accreditation

The College’s Dental Hygiene Associate of Applied Science Degree is currently accredited by the American Dental Association’s Commission on Dental Accreditation (ADA/CODA). The College, which will seek
accreditation for the baccalaureate degree, has sought and achieved national accreditation for all of the health science programs: Surgical Technology, Emergency Management Technology, Paramedic, Practical and Registered Nursing, Medical Radiography, and Dental Hygiene. Accreditation provides the student with a value-added degree that is recognized nationally, ensures a current and valid curriculum, protects the faculty by ensuring a well equipped and safe instructional environment, and provides the College with a benchmark to evaluate its programs with others across the nation.

Two outside consultants' reports are on file in the Regents' office.

Projected Enrollment

A survey of DSC’s Dental Hygiene students indicated that 98 percent would enter the proposed program. Faculty believe that the number of students who might enter the proposed program immediately after graduating from DSC’s associate degree program might be lower than the student survey indicated, perhaps only 65 percent, as some graduates may choose to practice in the field first. The College anticipates 20 students per year (17 recent graduates from the associate degree program and three previous graduates currently practicing as Dental Hygienists) or 40 students in the junior and senior years of the BS program. The associate degree program will have 48 students in the first two years. One additional faculty member is needed to offer the bachelor's degree transition program for a mean faculty/student ration of 40. Smaller ratios for labs (15:1) and clinics (6:1) are required by accreditation.

SECTION III: Need

Program Need

The Bachelor of Science Degree completion program in Dental Hygiene expands professional opportunities beyond the private dental office. Two additional areas are critically underserved, public health and academia. Both areas require advanced degrees. DSC has a dual mission as a community college and as a four-year college. The College intends to serve both of these expanded service areas by producing high quality baccalaureate graduates.

The College has been planning to expand the associate degree program for several years. Existing facilities have severely limited enrollment. The College will expand the associate degree program by 85 percent which will more closely mirror other USHE programs once the new Russell Taylor Health Sciences Building opens in the Fall of 2008.

Further assessment by the College concluded that a Dental Hygiene baccalaureate program should provide training in public health and education which would support career advancement. In addition, dental care in the state could be significantly improved by providing access to the proposed baccalaureate program in both the southern and northern parts of the state through DSC’s online format.

The purpose of offering the baccalaureate degree in Dental Hygiene is three-fold:

- To address the current and long-term state and local need and to respond to student interest for this program.
- To address the need for future Dental Hygiene educators and public health workers.
• To meet dental health needs of the underserved in southern Utah.

The baccalaureate degree completion program will produce nationally-accredited, licensed Dental Hygienists for this high demand profession.

The American Dental Educators Association Board of Directors created a task force to investigate the current status of allied dental faculty and to determine whether current and/or potential future shortages of educators exist. The results indicated that a current faculty shortage exists for Dental Hygiene programs with greater shortages projected in the future. The proposed baccalaureate degree program provides graduates with the necessary qualifications to teach in an Associate of Applied Science Degree program and offers graduates a career ladder toward master’s and doctoral Degrees, required for professorial teaching positions.

There is some movement from within the profession to increase the educational requirement for entry-level positions. Canada currently requires the baccalaureate degree in Dental Hygiene as the required credential for entry to Dental Hygiene practice.

The American Dental Hygiene Association has recently released recommendations on the future of the Dental Hygiene profession. In the report:

Dental Hygiene: Focus on Advancing the Profession Report, the ADHA made the following recommendations:

• The baccalaureate degree is recommended as the entry point for dental hygiene practice.
• Traditional method of providing Dental Hygiene services through a private dental practice is inadequate to meet the oral health needs of the country and must be expanded.
• (The) advanced Dental Hygiene practitioner will assume the responsibility of meeting the diverse oral health care needs of the public, especially the underserved.

Labor Market Demand

Utah: Dental Hygiene is ranked by the Utah Department of Workforce Services as a Top Five Star Job for 2002-2012. To be listed as a Five-Star Job in the state of Utah, the jobs must be in high demand and pay high wages. Dental Hygiene is listed as the 8th fastest growing occupation in the state of Utah. A statewide survey, conducted by the College, of over 300 practicing Dental Hygienists found that 56 percent (165) of the respondents were very interested in participating in a baccalaureate program, 43 percent (129) already held BS degrees, and less than one percent was not interested.

National: The U.S. Bureau of Labor Statistics (USBLS) projects a 37 percent increase in the need for Dental Hygienists during the next ten years. To meet the projected demand will require 54,000 new graduates. Dental offices will employ hygienists and assistants, rather than dentists, to meet the increasing demand for routine dental care...." (Bureau of Labor Statistics) (Appendix D). Population growth and greater retention of natural teeth will continue to stimulate demand for Dental Hygienists. Dental Hygienists are expected to continue to be one of the fastest growing occupations through the year 2012 (U.S. Department of Labor).
Assess the degree Dental Hygiene Program Performance: The College's Dental Hygiene graduates are 100 percent employed in their field in state averaging $52,000 full-time per year.

- Dixie State's Dental Hygiene graduates have maintained a 100 percent graduation rate each year since the inception of the program.
- DSC’s graduating classes have been among the top four programs in the nation determined by scores on the American Dental Associations National Licensing Exam and have never placed lower than sixth out of approximately 256 accredited programs for the past four years.
- All of DSC’s graduates are practicing Dental Hygienists.
- DSC’s associate degree graduates take over 100 credits of instruction.

Student Demand

Current student demand is based on input from DSC admissions, interest surveys and phone inquiries from the advisory offices and the Business, Technology and Health Division office. A total of 882 students are registered in DSC’s health career programs. Currently, there are five applicants for every student accepted into the College’s Dental Hygiene program. A survey of current Dental Hygiene students indicates that 98 percent want DSC to add the baccalaureate degree. An informal survey of working Dental Hygienists indicated that baccalaureate courses should be scheduled to accommodate practicing hygienists. In addition, the proposed Bachelor of Science option will provide current practicing Dental Hygienists with associate degrees the opportunity to complete their baccalaureate degree for career advancement upon transfer of credit.

Similar Programs Already Offered in the USHE

Four USHE member schools (Salt Lake Community College, Utah Valley State College, Weber State University, and DSC) and one private school offer programs in Dental Hygiene at the AAS Degree level. Weber State University offers a Bachelor of Science Degree with seven additional credits in Dental Hygiene beyond the associate degree program. Weber State University's program has limited enrollment and does not offer distance education in Dental Hygiene.

DSC’s proposed program would offer upper-division training in education or public health. Dixie State’s proposed degree program focuses on producing students in the critical need area of Dental Hygiene using local resources and eliminating the cost of relocation for the students.

The Russell Taylor Health Sciences facility will be ready for occupancy Fall of 2008 and will be located adjacent to the Dixie Regional Medical Center (DRMC) campus. DSC/DRMC collaboration should produce significant cost savings in all of DSC’s allied heath programs.

Collaboration with and impact on other USHE Institutions

The impact of this degree completion program will be beneficial for graduates of any of the four associate degree-granting Dental Hygiene programs within the state; it will provide access to the bachelor’s degree without the need to repeat the associate-level skill courses.
A minimum of an associate degree or certificate in Dental Hygiene is generally required for practice in a private dental office. A bachelor’s or master’s degree usually is required for research, teaching, or clinical practice in public or school health programs.

Benefits

The proposed program will be available to all graduates of any ADA-accredited Dental Hygiene program who wish to complete the baccalaureate degree. The state benefits by having two institutions, one in the north and one in the south, provide a career ladder for the advancement of Dental Hygienists interested in education and public health. Currently, these areas are not available to Dental Hygienists in Utah.

In addition, the vision for the profession by the American Dental Hygiene Association includes a Master’s Degree in Advanced Dental Hygiene Practitioner. Having more than one bachelor’s degree program in Dental Hygiene will prepare graduates for advanced study.

Consistency with Institutional Mission

The Bachelor of Science Degree in Dental Hygiene is consistent with DSC’s mission. As a “Type III institution . . . with a major emphasis on associate and baccalaureate programs” (Regents’ Policy R312), Dixie State’s mission is to “[offer] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges” (DSC Mission Statement).

DSC has a dual mission as a community college and as a four year college and intends to serve both missions by producing high quality graduates. The state will be better served when Dental Hygienists having access to the next steps in their career ladder.

SECTION IV: Program and Student Assessment

Program Assessment

Accreditation with the American Dental Association Commission of Dental Accreditation (ADACODA) requires the students to meet all of the specific competencies in order to enter the Dental Hygiene profession at both the associate and bachelor degree levels. The College will be following these competencies which are required in the following areas: Health Promotion and Disease Prevention, Community Involvement, Patient Care, and Professional Growth and Development.

DSC’s Dental Hygiene program is evaluated and assessed both internally and externally using these same criteria. Dental Hygiene students must meet standards in each competency before they can graduate. DSC’s general education requirements also must be met for the BS degree completion program. The goals and competencies for the BS degree emphases in Community Health Service and Education constitute additional competencies students must meet for the BS degree completion program.
SECTION V: Finance

Budget

As the program commences, minimal startup costs are required. Two new faculty members will be needed to cover program growth in the AAS program once the new health science facilities are ready. These two faculty, if they hold master's degrees, will teach in the Bachelor of Science Degree completion program as well.

On-Going Budget Table
A.A.S. Degree

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Budget categories of Salary & Wages, Benefits, and Professional Development are associated with the expansion of the Associate Degree Program. The costs associated with the BS in Dental Hygiene are Operating Expense and Library only and total $12,200.

All figures need to be adjusted annually for inflation.

*B.S. program will be taught by qualified faculty from the expanded Associate degree program.

** A.A.S. program will require funding for two faculty positions to meet the increase in enrollment allowed by the expanded clinical and classroom space in the new Russell Taylor Health Science Building.

*** As per college policy professional development costs are approximately $2,000/faculty member

Funding Sources

One-Time Equipment Budget:
Dixie State College has raised the funds necessary to provide a mobile Dental Hygiene clinic. This mobile clinic will be used for the Dental Hygiene students for community health clinical classes and to provide needed hands-on Dental Hygiene experiences on-site in the school district, long-term care facilities, Head Start programs, assisted living facilities, and health fairs. It also will be used to provide preventive dental care education to students at risk. In cooperation with teachers and students, DSC’s Dental Hygiene program will develop oral health presentations for elementary school children.
Impact on Existing Budgets

Areas not budgeted in new program requests – such as student services, publicity, financial services, scholarship, and recruitment - are all impacted by new programs. The anticipated financial impact of these areas for this new program will be significantly less than 0.1 percent of the College’s budget. Collectively, several new programs will have an impact on these non-budgeted services.

Institutional Priority

The baccalaureate degree in Dental Hygiene is part of the College’s science emphasis strategic plan. The College will be occupying new health science facilities in the Fall of 2008 to accommodate enrollment growth in Dental Hygiene and other allied health science programs.
## Appendix A: Program Curriculum

### B.S. Degree Completion in Dental Hygiene Program Curriculum

#### PROPOSED SCHEDULE

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<th>PRE-REQUISITES/GE REQUIREMENTS</th>
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<th>BACALAUREATE CURRICULUM</th>
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Total credits at DSCU to get degree completion/bacalaureate: 126

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*Required for all BS Students

**Stats/Research Courses (6 cr)**
- * DHYG 4010 Biostats & Epidemiology 2
- * DHYG 4020 Research/Methodology 2
- * DHYG 4030 Leadership & Group Dyn. 2

**Track #1**

**Education Courses (6 cr)**
- DHYG 4510 Psychology & Measurement 2
- DHYG 4520 Instructional Practice 2
- DHYG 4530 Curriculum & Philo. Foundations 2

**Track #2**

**Public Health Courses (6 cr)**
- DHYG4540 Public Health & Cultural Div. 2
- DHYG 4550 Dental Public Health Admin. 2
- DHYG 4560 Comm. Service Practice 2
- **OR**
  - DHYG 4565 Expanded Functions Cert. (Mobile Dental Clinic) 2

**Capstone Course (3 cr)**
- DHYG 4570 Senior Project 3

**TOTAL CR** 15

Student can choose between track 1 and 2

**GE REQUIREMENTS**

* CIS 1200 3
* PHIL 1120 3
* POLS 1100 3
* ENGL 2010 3

**TOTAL** 12

*These GE courses can be taken anytime during the curriculum if planning to go through the degree completion program.
Program Admission Requirements for Bachelors Degree in Dental Hygiene

- Provide official transcript from an ADA accredited dental hygiene program
- Completion of an AAS, AS Degree or equivalent in Dental Hygiene
- Current active Dental Hygiene License
- Complete a minimum of 20 semester hours of transferable general education credits
- Minimum cumulative GPA of 3.0 for dental hygiene coursework
- Students may enroll in upper division courses after admission into the Bachelors program

Course Requirements:

BS Degree Dental Hygiene Curriculum

Required Courses:

DHGY 4010 Biostatistics & Epidemiology – 2 credits
DHYG 4020 Research Methodology – 2 credits
DHYG 4030 Leadership and Group Dynamics – 2 credits

After completion of the required courses (above) the student can choose one of the following two professional tracks:

Education Professional Track

DHYG 4510 Psychology and Measurement – 2 Credits
DHYG 4520 Instructional Practice- 2 Credits
DHYG 4530 Curriculum & Philosophical Foundations – 2 Credits

Public Health Professional Track

DHYG 4540 Public Health and Cultural Diversity – 2 Credits
DHYG 4550 Dental Public Health Administration – 2 Credits
DHYG 4560 Community Services Practice – 2 Credits
or
DHYG 4565 Expanded Functions Certification- 2 Credits

Capstone Course

All students will be required to complete a capstone senior project as their final course
Course Descriptions for Dental Hygiene Bachelors Completion Courses

DHGY 4010  (2 Cr)

Biostatistics & Epidemiology

Principles and methods of epidemiologic investigation and the use of classical statistical approaches to describe the oral health of populations.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

DHGY 4020  (2 Cr)

Research Methodology

The student will gain a fundamental and working knowledge of the scientific method employed in oral health research. They will perform a critical analysis of research utilizing scientific research and supporting evidence-based publications

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

DHGY 4030  (2 Cr)

Leadership and Group Dynamics

This course focuses on the theories, concepts, and principles of leadership. Emphasis will be on the development of leadership skills related to personal behavior, communication, organization, and self-examination. This course explores the opportunity to develop leadership roles appropriate to the dental hygiene profession.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

DHGY 4510  (2 Cr)

Psychology and Measurement

Introduction to basic educational concepts of teaching health care professionals. Topics included are educational planning; course development and design; goals and learning objectives; and evaluation and measurement.
Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

**DHYG 4520**  
**Instructional Practice (2 Cr)**  
Provides students with knowledge and skills involved in laboratory and clinical instruction. Psychomotor skill development, analysis and remediation of performance problems are stressed. Includes: 1 hour lecture per week and 3 hours of clinical application of knowledge per week.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

**DHYG 4530**  
**Curriculum & Philosophical Foundations (2 Cr)**

Emphasis will be placed on curriculum planning and implementation. Includes teaching philosophies and methodologies. Foundations of teaching such as principles of learning, learning styles and motivation, case-based learning, and using educational media and software.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

**DHYG 4540**  
**Public Health and Cultural Diversity (2 Cr)**

The student will learn about the historical and evolutionary concepts of public health. Exploration of social responsibility and population characteristics. A basic knowledge of working with cultural diversity in public health settings.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

**DHYG 4550**  
**Dental Public Health Administration (2 Cr)**

The student will become aware/familiar with the infrastructure of administrative public health by discussing profile comparisons of the international, federal, state, and local public health entities. These discussions will address the public health paradigm on general policies, philosophies, and current public/community health issues. There will be an introduction to the process of evaluating community health settings and health care services, as well as, social responsibilities regarding professional ethics applicable to the ten essential public health services currently published. The impact of service learning and disparity of health care will be integrated throughout the content areas previously mentioned.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.
DHYG 4560      (2 Cr)

Community Service Practice Clinic

Review of the roles and responsibilities of the private practice dental hygienist as compared to those expected of the public health dental hygienist by engaging the student in supervised community health activities in oral health assessment needs, evaluation of current and future oral health interventions (both oral care and disease prevention) from the dental public health perspective. The student will have the opportunity to administer oral health care/prevention in a variety of settings, both outreach and in-house. Included will be involvement with community oral health policy development and program planning skills based on evidence-based practices to assure the best possible outcome. This course will include 6 hours of clinical practice each week. This is a Service Learning course.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

DHYG 4565      (2 Cr)

Expanded Functions Certification (Clinic)

Lab and clinical application of advanced procedures emphasizing pain control methods, restorative expanded functions, and four-handed dentistry. Duties relate to amalgam, composite and temporary restorations placement. 3 hours of clinic per week. This course is a Service Learning course.

Prerequisite: Acceptance into the Bachelors of Dental Hygiene Degree Completion Program is required.

DHYG 4570      (3 Cr)

Senior Project

This course will provide the student the opportunity to apply knowledge of chosen professional track to develop an action plan and implementing it through teaching, internship and observation, or work experience. This course will use on and off campus sites to develop the expanding role of the dental hygienist. This is the final course in the Bachelors program.

DENTAL HYGIENE COURSE DESCRIPTIONS (CURRENT DEGREE COURSES)

DHYG 1010      (3.0 Cr)

Dental Hygiene Theory I

The students will be introduced to the theoretical foundations of preventative oral health services used in the dental hygiene process. Emphasis is on prevention of disease transmission, body mechanics, patient assessment, basic dental hygiene instrumentation, oral healthcare planning, extrinsic stain removal, ethical decision making, and the role and responsibilities of the dental hygienist. 3 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.
DHYG 1015  (3.0 Cr)

Dental Hygiene Clinic I

The student will take this course concurrently with DHYG 1010, Dental Hygiene Theory I. The student will gain clinical and laboratory application of introductory skills essential to rendering oral health services to patients with emphasis on basic dental hygiene instrumentation. Co-requisite: DHYG 1010. 9 clinical hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2020  (2.0 Cr)

Radiology Lecture

The students will be required to study the nature and production of x-rays and basic principles and procedures in oral radiology. Emphasis is on radiation physics, radiation biology, radiation protection, basic intra-oral radiographic techniques, film processing, and mounting procedures. Emphasis is placed on supplemental intra-oral techniques, extraoral techniques, localization techniques, radiographic interpretation, and patient management topics. 2 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2025  (1.0 Cr)

Radiology Clinic

This course is the clinical hands-on portion of DHYG 2020. The student will participate in taking intraoral radiographs on mannequins and patients. 2 clinic hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2035  (3.0 Cr)

Head and Neck Anatomy Lecture

The student will study the anatomy and physiology of the teeth, oral cavity, and of the head and neck. Emphasis is on location, function, and nomenclature, muscles of the head and neck, and occlusion. The student will learn to identify the bones, muscles, nerves of the head and neck. 3 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2040  (1.0 Cr)

Tooth Morphology
The student will be able to identify the structures that make up the roof, the floor and the lateral borders of the oral cavity proper. Included in this are the following areas of discussion: oral cavity, tooth functions, terminology, fundamental and preventative curvatures of the oral cavity, the dentition, the development, form, and eruption of the teeth, occlusion, dental anomalies, supporting structures of the teeth, clinical consideration of the dental anatomy, tooth identification and morphology and examination of the deciduous dentition. 1 lecture hour per week.

Prerequisite: Acceptance into Dental Hygiene Program

DHYG 2045 (1.0 Cr)

Tooth Morphology Lab

This course is the laboratory portion of DHYG 2040. 2 laboratory hours per week.

Prerequisite: Acceptance into Dental Hygiene Program

DHYG 2052 (2.0 Cr)

Oral Histology & Embryology

To acquire an understanding of how cells, tissues, and organs develop and function, with emphasis placed on the oral cavity, including a review of basic cells and embryologic developments. Histology of the structures of the oral cavity from embryonic stages through complete development are examined. Common embryologic defects of the oral cavity are covered also. 2 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2062 (3.0 Cr)

Medical Emergencies

Lectures and discussions of common medical emergencies occurring in the dental office. Emphasis is placed in precautions taken for medically compromised patients as well as treatment of an emergency situation. The care and clinical management of medical emergencies in the clinical setting, will be taught. 3 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2510 (3.0 Cr)

Dental Hygiene Theory II

The students will have a continuation of the study of the theoretical foundations of preventative and therapeutic oral health services used in the dental hygiene process. Emphasis is on preparation for patient care. 3 lecture hours per week.
Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2517 (4.0 Cr)
Dental Hygiene Clinic II

This course allows the student dental hygienist to gain experience and continual development of clinical proficiency and decision making in rendering comprehensive preventative oral health services using the dental hygiene process. Emphasis is on clinical application and development of skills in maintenance, management, and evaluation of the patients; treatment planning; disease control strategies; patient education; and providing treatment for the basic dental hygiene patient. Co-requisite: DHYG 2510. 12 clinical hours per week. This is a service learning course.

Prerequisite: Acceptance into the Dental Hygiene Program is required.

DHYG 2520 (3.0 Cr)
General/Oral Pathology

The students will analyze the principles of disease processes and general pathology. This will include cell injury, inflammation, neoplasia, and circulatory disturbances. Following this, the study of pathology of the teeth and the supporting and associated oral structures will be evaluated. Emphasis is on the clinical and radiological appearance of local and systemic disease processes affecting the oral and facial structures. 3 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2530 (2.0 Cr)
Pharmacology

The students will gain an understanding of pharmacological and therapeutic agents. The preparation, chemical formula, effects, and applications of these agents are analyzed. Prevention and management of medical emergencies in the dental field using medications are evaluated. Emphasis will be placed on prescription and nonprescription drugs commonly used by patients seen in dental practice. These may require the alteration of treatment procedures and medications used in the dental setting. Medical emergency agents used in medical emergency procedures will be investigated. 2 lecture hours per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 2540 (3.0 Cr)
Periodontics I

Emphasis will be on the principles of periodontology involving assessment, etiology, risk factors, and classification of periodontal diseases; basic treatment planning, and non-surgical periodontal therapy. The
student will gain knowledge in the various types of therapeutic techniques available. 3 lecture hours per week.

**Prerequisite: Acceptance into Dental Hygiene Program is required.**

**DHYG 2580**  
(1.0 Cr)

**Dental Materials**

The student will be introduced to the various products and materials involved with dentistry. This course gives the student a comprehensive background in the art, science and use of dental materials. Students discuss the physical properties of metals, hydrocarbons, and other materials as well as advantages and disadvantages of these materials in dentistry. Examination of these materials allergenicity or other complications that may arise from use of these materials are evaluated. 1 lecture hour per week.

**Prerequisite: Acceptance into the Dental Hygiene Program is required**

**DHYG 2585**  
(1.0 Cr)

**Dental Material Lab**

This is the laboratory portion of DHYG 2580. The student will spend 2 hours of lab per week.

**Prerequisite: Acceptance into Dental Hygiene Program**

**DHYG 3815**  
(2.0 Cr)

**Dental Hygiene Clinic III**

This course allows the student dental hygienist to increase experience and continual development of clinical proficiency and decision making in providing comprehensive preventative oral health services. This is a service learning course. 16 clinic hours/wk

**DHYG 3850**  
(1.0 Cr) (Elective)

**Expanded Functions**

This course is a clinical introduction to various expanded dental functions in the dental practice. These include, but may not be limited to; selecting and placing different restorative materials along with polishing and contouring of the restorations. If you plan on going into our BS completion program then you will want to take this course. 1 lecture and 2 lab hours per week.

**Prerequisite: Completion of the second semester of the Dental Hygiene Program required to enroll in this class.**

**DHYG 3890**  
(1.0 Cr)
Pain Control Methodologies Lecture

The students will be introduced to the administration of local anesthetics and nitrous oxide/oxygen analgesia. Use of pharmacological agents in the dental office are compared, contrasted, and justified. Physical and emotional evaluation of patients are taken into consideration along with their anatomical and neurophysical characteristics. Management of medical emergencies are analyzed and related to the pharmacological agents used in the dental setting. 1 lecture hour per week.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 3895

Pain Control Methodologies Clinic

This course is the clinic portion of DHYG 3890. The student will practicing the administration of local anesthetic and nitrous oxide/oxygen analgesia to patients. 3 hours of clinic per week.

DHYG 3020 (2.0 Cr)

Special Needs

The student will study the psycho-social, physical and oral characteristics of patients with special needs. The care and clinical management of special needs patients in the clinical setting will be taught. The students will be actively involved in the local community, teaching, treating, and managing the care of the special needs patient. Instead of this class being a strictly didactic course 2 lecture hours per week.

Prerequisite: Acceptance into the Dental Hygiene Program is required.

DHYG 3015 (5.0 Cr)

Dental Hygiene Clinic IV

The students will be required to gain experience in the supervised clinical setting. Continued development of clinical proficiency and decision making in rendering comprehensive preventive oral health services using dental hygiene process will be necessary. Emphasis will be on clinical appreciation and development of skills in maintenance, management and evaluation of the periodontal patient; treatment planning; disease control; scaling and root planning for the periodontally involved patient; and increased treatment in the expanded duties of the dental hygienist. 16 clinical hours per week. This is a Service Learning course.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 3030 (3.0 Cr)

Periodontics II
Continued study of periodontal diseases from DHYG 2540 with emphasis on aggressive forms, periodontal treatment planning, maintenance procedures, surgical procedures, related systemic diseases and therapy. 3 lecture hours per week.

**Prerequisite: Acceptance into the Dental Hygiene Program is required.**

**DHYG 3060**  
(2.0 Cr)  
**Community Dental Health I**

The student will have an introduction to the principles of dental public health, community dental health education and community program planning. This course will prepare the dental hygiene student for the role of dental public health practitioner, educator, and consultant and resource person in community settings. Students will prepare educational learning activities and visual aides designed for diverse community groups.

**Prerequisite: Acceptance into Dental Hygiene Program is required.**

**DHYG 3065**  
(1.0 Cr)  
**Community Dental Health I Clinic**

This is the clinical portion of DHYG 3060. The student will participate in 3 hours of clinical experience each week in clinical situations associated with community dental health. This is a Service Learning course.

**Prerequisite: Acceptance into Dental Hygiene Program is required.**

**DHYG 3050**  
(2.0 Cr)  
**Legal/Ethical Issues in Dental Hygiene**

The student will study current legal and ethical issues that influence the practice of dental hygiene. 2 lecture hours per week.

**Prerequisite: Acceptance into the Dental Hygiene Program is required.**

**DHYG 3515**  
(5.0 Cr)  
**Dental Hygiene Clinic V**

The student will gain clinical experience in a supervised clinic setting. Continued development of clinic proficiency and decision making in rendering comprehensive preventive oral health services using the dental hygiene process will be necessary. Emphasis will be on a clinical application and development of skills in maintenance, management and evaluation of periodontal patient; treatment planning, disease
control; and scaling and root planning on periodontally involved patients. 18 clinical hours per week. This is a Service Learning course.

Prerequisite: Acceptance into the Dental Hygiene Program is required.

DHYG 3560 (1.0 Cr)
Community Dental Health II

The student will have an introduction to the principles of dental public health, community dental health education and community program planning. This course will prepare the dental hygiene student for the role of dental public health practitioner, educator, consultant and resource person in community settings. Students will prepare educational learning activities and visual aides designed for diverse community groups.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 3565 (1.0 Cr)
Community Dental Health II Clinic

This is the clinical portion of DHYG 3560. The student will participate in 3 hours of clinical experience each week in clinical situations associated with community dental health. This is a Service Learning course.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 3570 (1.0 Cr)
Dental Hygiene Practice Management

This course is offered to second-year dental hygiene students to aid them in preparation for specific national, regional, and state boards. The course’s purpose is to increase the student’s knowledge and skill in preparing to take the particular board(s) they choose to participate in and aid their entry into dental private practice.

Prerequisite: Acceptance into Dental Hygiene Program is required.

DHYG 3580 (1.0 Cr) (Elective)
Advanced Clinic

This course is offered to post-graduate dental hygienists awaiting their opportunity to take their choice of a Clinical Board. This class provides 20 hours of supervised clinical time in maintaining and/or improving a graduate's dental hygiene skills. Permission granted for course on an as needed basis by the Dental Hygiene Director. Permission granted for course on an as needed basis by the dental hygiene director. 3 clinic hours per week. This is a Service Learning course.
## Appendix B: Program Schedule

### Curriculum Sequence

**FIRST SEMESTER - $2,500 lab fee**

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<td>Oral Histology/Embryology</td>
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**Total Credits** 18

**SECOND SEMESTER - $2,500 lab fee**

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**Total Credits** 18

**SUMMER SEMESTER (8 weeks)**

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**Total Credits** 4 *

**THIRD SEMESTER - $2,500 lab fee**

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DHYG 3030  Periodontics II  3  Fall  
DHYG 3050  Legal/Ethical Issues  2  Fall  
DHYG 3060  Community Dental Health I  2  Fall  
DHYG 3065  Comm. Dental Health I Clinic  1  Fall  
**Total Credits**  15

FOURTH SEMESTER - $2,500 lab fee

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<td>DHYG 3570</td>
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**Total Credits**  8

**TOTAL CREDITS: 63**
Appendix C: Faculty

Current Faculty Credentials:

Dixie State College’s current Master Degreed faculty members are qualified to teach baccalaureate courses. The college’s Associate Degree program in dental hygiene has three full-time faculty members with Masters Degrees and one full-time faculty with a Bachelors Degree. **Ginna Cannon** M.Ed, **Karmen Aplanalp**, M.Ed., **Sharon Peterson**, M.Ed., **Nicolle Dickey** B.S.D.H. Adjuncts are available during limited times and have D.D.S. or other professional degrees.
Appendix D: Five Star Jobs

Top "Five Star" Jobs in Utah 2002-2012 by Training Level

**Bachelor's Degree or Higher**

Chief Executives
Computer and Information Systems Managers
Computer Software Engineers, Applications
Computer Software Engineers, Systems Software
Education Administrators, Elementary and Secondary School
Lawyers
Management Analysts
Marketing Managers
Pharmacists
Sales Managers

**After High School, Less than Bachelor's Degree**

Respiratory Therapists
Paralegals and Legal Assistants
Dental Hygienists
Real Estate Sales Agents
Cardiovascular Technologists and Technicians
Electrical and Electronic Engineering Technicians
Registered Nurses

**On-the-Job Training**

Electricians
First-Line Supervisors/Managers of Construction Trades and Extraction Workers
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
First-Line Supervisors/Managers of Non-Retail Sales Workers
First-Line Supervisors/Managers of Office and Administrative
First-Line Supervisors/Managers of Police and Detectives
First-Line Supervisors/Managers of Production and Operating
Plumbers, Pipefitters, and Steamfitters
Police and Sheriffs Patrol Officers
Postal Service Mail Carriers
Production, Planning, and Expediting Clerks
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
Vocational Education Teachers, Postsecondary
Dental Hygienists

**JOB OUTLOOK**

Employment of dental hygienists is expected to **grow much faster than the average** for all occupations through 2012, in response to increasing demand for dental care and the greater utilization of hygienists to perform services previously performed by dentists. Job prospects are expected to remain excellent. In fact, dental hygienists are expected to be one of the fastest growing occupations through the year 2012.

Population growth and greater retention of natural teeth will stimulate demand for dental hygienists. Older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or even two hygienists. In addition, as dentists’ workloads increase, they are expected to hire more hygienists to perform preventive dental care, such as cleaning, so that they may devote their own time to more profitable procedures.

**Changing employment between 2002 and 2012**

<table>
<thead>
<tr>
<th>If the statement reads:</th>
<th>Employment is projected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow much faster than average</td>
<td>increase 36 percent or more</td>
</tr>
<tr>
<td>Grow faster than average</td>
<td>increase 21 to 35 percent</td>
</tr>
<tr>
<td>Grow about as fast as average</td>
<td>increase 10 to 20 percent</td>
</tr>
<tr>
<td>Grow more slowly than average</td>
<td>increase 3 to 9 percent</td>
</tr>
<tr>
<td>Little or no growth</td>
<td>increase 0 to 2 percent</td>
</tr>
<tr>
<td>Decline</td>
<td>decrease 1 percent or more</td>
</tr>
</tbody>
</table>
Appendix E: Mobile Dental Hygiene Outreach Clinic

Dixie State College of Utah
Mobile Dental Hygiene Outreach Clinic

- Four operatories each with access to digital X-ray units
- Wheel Chair Access
- Each operatory has LCD computer displays to display age specific oral health education
- Over $400,000 of private money was raised to support the dental hygiene program
- Community health service will be provided by licensed dental hygienists in the B.S. program to the underserved, low income patients in elementary schools, retirement homes, and on Native American reservations in the college’s area of service.
January 8, 2007

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.

Southern Utah University

Hispanic Center for Academic Excellence

Request: Southern Utah University seeks approval to create a new Hispanic Center for Academic Excellence (the Center) that will assist Southern Utah’s growing Hispanic population to become familiar with the State’s K-12 and collegiate educational systems and the opportunities for personal, cultural, and economic growth that they offer. The proposed program was approved by the SUU Board of Trustees on November 9, 2006.

Need: The lack of access to post-secondary education for children of immigrant and migrant Hispanic workers is a problem that is well documented and needs to be addressed throughout the United States. Despite a rapidly growing Hispanic population nationwide, Hispanic students remain severely underrepresented and underserved in higher education. Although Hispanics represent about 18 percent of the college-age population, they account for just 9.5 percent of all students at the nation’s higher-education institutions and just 6.6 percent of enrollments at four-year colleges.

(http://chronicle.com/free/v50/i14/14a00801.htm)

The Utah population is becoming more racially and ethnically diverse primarily because of recent large flows of international immigrants to the state and the relatively high fertility rates of many of these new arrivals. Although immigrants have come from all continents to Utah, about three quarters of immigrants coming to Utah during the 1990s were Latin Americans, most of these persons are Hispanics, and many are Mexican. Utah’s population grew by about half a million in the 1990s. About three fifths of this increase was natural increase (the amount by which births exceeded deaths), about one fifth was net in-migration from other states, and about one fifth was from immigration. The latter can be measured several ways, including changes in foreign-born population which increased by over 100,000 in the 1990s. Minorities, largely Hispanics, contributed 35 percent of the state’s population growth in the 1990s; this share is
estimated to have increased to 41 percent from 2000 to 2004 (Pamela S. Perlich, Bureau of Economic and Business Research, University of Utah, May 8, 2006).

**Institutional Impact:** While the impact of the proposed Center is tremendous in terms of potential benefit to Southern Utah University and the Hispanic community it seeks to serve, the institutional impact in terms of funds and facilities is minimal. Establishment of the Center will be accomplished through internal reallocation of existing resources. These resources include the University’s Multicultural Center which provides academic advisement and financial aid counseling services, an active Spanish club, and Sigma Delta Pi, a Spanish Honor Society. Other resources, including the College of Education’s ESL endorsement program and SUU’s Spanish Language degree program, provide linguistic support and are prepared to assist the Center in addressing the critical shortage of Spanish-speaking teachers in Utah’s K-16 educational system. Assisting in the direction of the activities of the Center will be a broad-based advisory council comprised of civic, educational, religious and business leaders from the Hispanic community.

Through the Hispanic Center for Academic Excellence, SUU hopes to leverage critical resources to provide early intervention strategies for Hispanic students in Utah’s K-12 schools that will encourage them to complete high school and pursue a college education. Once they are on the SUU campus, the Center will support their academic efforts and serve as a locus for advocacy and celebration of Hispanic culture. Both the Center and the *Sí, Se Puede* project are intended to aid SUU in discharging its regional mission and in assisting the State in developing an educated workforce among this rapidly growing population.

**Finances:** Southern Utah University has allocated funding for the startup of the Hispanic Center of Academic Excellence and has provided instructional release time for its coordinator, Dr. Elise Leahy. Additional funding for the Center will be sought through grants and contributions from outside sources. Other funding and/or resources will be provided by the institution’s initial partners in the project: Wells Fargo, Circle Four Farms, AAA Credit Foundation, and Beaver Country School District.

**Commissioner’s Recommendation**

The Commissioner recommends the Regents approve the request from Southern Utah University to establish the Hispanic Center for Academic Excellence.

Richard E. Kendell, Commissioner

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

A. Dixie State College

Academic Name Change from Continuing Education to Adult Studies and Community Services

Request: This is a request to change the name of the Division of Continuing Education to the School of Adult Studies and Community Services at Dixie State College, effective January, 2007.

Need: A previous reorganization addressed the two, traditional academic divisions, changing the names to reflect a redistribution of administrative responsibilities and departmental relationships. The school of Adult Studies and Community Services will include self-supporting “baccalaureate degree completion” programs, and oversee a variety of programs organized to serve adults. The Dixie State College Board of Trustees approved this subsequent name change in order to better define the activities and business nature of the third administrative unit within the academic domain of the College.

Institutional Impact: The proposed changes will not affect enrollments in instructional programs or affiliated departments. There are no additional facilities, faculty, or equipment required to support the name change. The duties and focus of the unit remain the same, which is to offer non-traditional and non-credit opportunities for the communities served by the institution.

Finances: There are no significant costs or budgetary changes associated with the name change. Business cards, department and division stationery supplies are the only projected costs for this change. The financial office will make new reporting cohorts for the purposes of cost reporting.
B. Programs Under Consideration/Development at USHE Institutions

Tables showing programs under consideration or development at USHE colleges and universities are attached.

The following tables have been created at the request of the Program Review Committee (PRC) to assist Regents in planning. Each institution has gone through an internal planning process in order to project their program development over the next four years. In Section I, each institution has indicated what programs are presently under development that will come forward in the current academic year. In Section II, each institution has indicated programs that are under consideration and may come forward at some time during the next three years.

In the Current Status Column, the term “institution” indicates the item is working its way through the institutional approval process; the term “LOI” indicates a Letter Of Intent has been received in this office and is being forwarded to the PRC; and the term “proposal” indicates the PRC has approved the development of a R401 proposal. In the Projected for Regents’ Agenda, TBD indicates the projected agenda is “to be determined.”

Utah System of Higher Education
Programs Under Development/Construction

Section I
From: July 2006 through June 2007

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
<th>Degree Type</th>
<th>Current Status</th>
<th>Projected for Regents’ Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of U</td>
<td>Chemical &amp; Fuels Engineering</td>
<td>Certificate</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Human Engineering</td>
<td>Certificate</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td>USU</td>
<td>Personal and Financial Planning</td>
<td>BA/BS</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Aerospace Engineering</td>
<td>MS, PhD</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Minor in Latin American Studies</td>
<td>Minor</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Biology:Biotechnology</td>
<td>Emphasis</td>
<td>Institution</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Chemical Engineering</td>
<td>BS, MS, PhD</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Residential Landscape Design</td>
<td>BS</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Organic/Sustainable Agriculture</td>
<td>BS</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Environmental Studies</td>
<td>BS</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Geographic Information Sciences</td>
<td>BS</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Natural Resources Management and Conservation</td>
<td>MS</td>
<td>Institution</td>
<td>2007</td>
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<td>WSU</td>
<td>Athletic Training</td>
<td>MS</td>
<td>Institution</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>MS</td>
<td>Institution</td>
<td>2007</td>
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<tr>
<td></td>
<td>Gen. Engineering</td>
<td>BS</td>
<td>Institution</td>
<td>2007</td>
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<tr>
<td></td>
<td>Health Science</td>
<td>BS/MS</td>
<td>Institution</td>
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<td>MA</td>
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<td></td>
<td>Philosophy</td>
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<td>LOI</td>
<td>2006</td>
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<td>Equine Science</td>
<td>MS</td>
<td>LOI</td>
<td>2006</td>
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<td></td>
<td>Land Development</td>
<td>MS</td>
<td>LOI</td>
<td>2006</td>
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<td></td>
<td>Sport Conditioning</td>
<td>MS</td>
<td>LOI</td>
<td>2006</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>U of U</td>
<td>Occupational Therapy</td>
<td>DPT</td>
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<td>Science, Technology, Engineering &amp; Math Education</td>
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<td>Parks, Recreation and Tourism</td>
<td>MPRTM</td>
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<td></td>
</tr>
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<td></td>
<td>College of Health Depts. and Divisions</td>
<td>Interdisciplinary PhD in Health</td>
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<td></td>
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<tr>
<td></td>
<td>Community Development (Env. Studies &amp; FCS)</td>
<td>Undergrad. Certificate</td>
<td></td>
<td></td>
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<td></td>
<td>Anthropology of Religion</td>
<td>Undergrad. Certificate</td>
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<td></td>
<td>Medical Anthropology</td>
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<td>Power Politics of Anthropology</td>
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<td>Research and Assessment</td>
<td>Undergrad. Certificate</td>
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<tr>
<td></td>
<td>Pharmaceutical Sciences</td>
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**Proposals Being Discussed at the Institutional Level**
From: August 2007 through July, 2009
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<td>Historic Preservation</td>
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<td>Gender Studies</td>
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<th>MPA</th>
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<td></td>
<td>Geography</td>
<td>MS</td>
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<td></td>
<td>Distance-based Master of Social Work</td>
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<th>Masters</th>
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<tr>
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<td>Forensics Chemistry</td>
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<td>Professional and Technical Writing</td>
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<td></td>
<td>Crime Scene Investigation</td>
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<td></td>
<td>Education Administration</td>
<td>Masters (track within existing masters)</td>
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<td></td>
<td>Technology Administration</td>
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<tr>
<td></td>
<td>Biotechnology</td>
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<table>
<thead>
<tr>
<th>SUU</th>
<th>Musical Theatre</th>
<th>Bachelors</th>
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<tr>
<td></td>
<td>Hispanic Studies</td>
<td>Bachelors</td>
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<td></td>
<td>Sports Broadcasting</td>
<td>Bachelors</td>
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<td>Film Studies</td>
<td>Bachelors</td>
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<td>Long Term Care Facilities Management</td>
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<td></td>
<td>Early Childhood</td>
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<td>Math/Statistics</td>
<td>BS</td>
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<tr>
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<td>Educational Paraprofessional</td>
<td>AS</td>
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<td></td>
<td>Physical Therapy</td>
<td>AAS</td>
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<tr>
<td></td>
<td>Psychology</td>
<td>BA/BS</td>
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<tr>
<td></td>
<td>History/Poli Sci</td>
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<table>
<thead>
<tr>
<th>CEU</th>
<th>Environmental Science/Environmental Studies</th>
<th>AS,AS</th>
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<tbody>
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<td>Outdoor Recreation</td>
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<td>Certified Safety Professional</td>
<td>AAS,AS</td>
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<td>Process Technology</td>
<td>AAS/AS</td>
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<td></td>
<td>Energy Systems</td>
<td>AAS/AS</td>
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<td>Work Ready</td>
<td>Certificate</td>
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<tr>
<td></td>
<td>Crane Operator</td>
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<td></td>
<td>Manufacturing Engineering Technology</td>
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<td>Medical Assistant</td>
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<tbody>
<tr>
<td></td>
<td>Computer Engineering</td>
<td>BS</td>
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</tbody>
</table>
C. K-16 Alliance and Strategic Directions Report

In April, 2004, the Regents met at Dixie State College with Regent Board members, College and University Presidents and administrators, the Chair of the State Board of Education, the Superintendent of Public Instruction and others to discuss issues and strategies for higher education including system concerns that encompass K-12.

From that beginning, the K-16 Alliance was formed together with several task forces whose purpose was to identify critical issues facing higher education together with the education system as a whole and to establish strategies for addressing these concerns.

Following is a summary of progress. The K-16 Alliance is meeting regularly as are the task forces with accompanying reports given to the Regents as they are completed such as the minority, remediation, retention, concurrent enrollment and other reports.

Staff will augment this summary with oral reports and will answer questions from the Committee.
Commissioner's Recommendation

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

_________________________________
Richard E. Kendell, Commissioner

REK/LS/JMC
January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Refinancing of Certain Capital Equipment Leases

Issue

University officials are requesting approval to refinance certain existing leases, initially entered into between the University of Utah (as lessee) and CMS Viron Corporation (as lessor), by entering into a new lease agreement in an amount not to exceed $31.5 million plus amounts required for costs of issuance. Regent Policy requires Board approval of all requests for lease-purchase (nontraditional) acquisition of facilities.

Background

On December 14, 2000, the University and CMS Viron Corporation entered into a short-term lease/purchase agreement to provide for the leasing and acquisition of certain heating, cooling, plumbing and electrical equipment (the “East Campus Project”). The interest rate on the lease (the “Prior Lease”) is 6.00% and the maturity dates are December 1, 2008 and December 1, 2010. The Prior Lease is non-callable.

Due to favorable current interest rates, it is recommended that the University refund (refinance) the Prior Lease into a 20-year, fully-amortizing, insured, long-term certificate of participation issue (the “Series 2007A Certificates”). Such an action, while not generating the traditional net present value savings generally expected from a bond refunding, will allow the University to provide a long-term financing structure for these improvements at very favorable interest rates.

The Series 2007A Certificates will be issued in an amount not to exceed $31.5 million, and will be payable from legally available monies of the University, including monies representing energy savings resulting from the East Campus Project (no new state appropriations will be needed). The Certificates are expected to carry a rating of ‘AAA/Aaa’ by virtue of bond insurance provided by one of the major bond insurers. The Certificates will be sold as a public offering through negotiation with an underwriter, to be determined after selection through a Request for Proposal process (total underwriter’s discount not to exceed 1.00%).
This request was approved by the University's Board of Trustees on January 8, 2007. Also, as required by Regent Policy, copies of the financing documents have been sent to the Office of the Attorney General for legal review and approval.

**Commissioner's Recommendation**

The Commissioner recommends that the Board of Regents approve the request to refinance the existing leases between the University of Utah and CMS Viron Corporation/Lehman Brothers, Inc.

__________________ ____________
Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/BRF  
Attachments
CERTIFICATES OF PARTICIPATION

Evidencing a Proportionate Beneficial Interest in Certain Lease Payments to be Made by

UNIVERSITY OF UTAH

Pursuant to a Lease/Purchase Agreement

FINANCING SUMMARY

Purpose: On December 14, 2000, the University and CMS Viron Corporation (“Viron”) entered into a short-term Lease/Purchase Agreement to provide for the leasing and acquisition of certain heating, cooling, plumbing and electrical equipment (the “East Campus Project”). The interest rate on the lease (the “Prior Lease”) is 6.00% and the maturity dates are December 1, 2008 and December 1, 2010. The Prior Lease is non-callable.

Due to favorable current interest rates, it is recommended that the University refund (refinance) the Prior Lease into a 20-year, fully-amortizing, insured, long-term certificate of participation issue (the “Series 2007A Certificates”). Such an action, while not generating the traditional net-present-value savings generally expected from a bond refunding, will allow the University to provide a long-term financing structure for these improvements at very favorable interest rates.

Par Amount: Not-to-exceed $31,500,000.

Security: The Series 2007A Certificates will be payable from legally available monies of the University including monies representing energy savings resulting from the East Campus Project.
Ratings: ‘AAA/Aaa’ (expected) by virtue of bond insurance provided by one of the major bond insurers.

Method of Sale: Public offering through negotiation with underwriters to be determined after selection through a Request for Proposal process. Total underwriter’s discount of not-to-exceed 1.00%.

Total Discount: Not-to-exceed 2.00% (including Underwriter’s Discount)

Sale Date: To be determined.

Closing Date: To be determined.

Interest Payment Dates: To be determined.

Interest Basis: 30/360

Principal Payment Dates: To be determined.

Maturity: Not to exceed 21 years from date of issuance.

Redemption: Not-to-exceed 11 years at 101% (10 years at 100% is anticipated).

University of Utah Contact: Arnold B. Combe (581-6404)

Financial Advisor: Kelly Murdock, Wells Fargo Public Finance (246-1732)

Trustee, Paying Agent/Reg.: Wells Fargo Bank, National Association

Certificate Counsel: Ballard Spahr Andrews & Ingersoll, LLP

*Preliminary, subject to change
APPROVING RESOLUTION
UNIVERSITY OF UTAH
(REFINANCING EAST CAMPUS CENTRAL PLANT PROJECT)

Salt Lake City, Utah
January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including
by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January
19, 2007, commencing at ____:00 __m. The following members were present:

Jed H. Pitcher Chair
Bonnie Jean Beesley Vice Chair
Jerry C. Atkin Member
Daryl C. Barrett Member
Janet A. Cannon * Member
Rosanita Cespedes Member
Katharine B. Garff Member
David J. Grant Member
Ali Hasnain Member
Greg W. Haws * Member
Meghan Holbrook Member
James S. Jardine Member
Michael R. Jensen Member
David J. Jordan Member
Nolan E. Karras Member
Josh M. Reid Member
Sara V. Sinclair Member
Marlon O. Snow Member

Absent:

Also Present:

Richard E. Kendell Commissioner of Higher Education
Joyce Cottrell, CPS Secretary

After the meeting had been duly convened and called to order by the Chair and
the roll had been called with the above result, the Chair announced that one purpose of

* Non-voting member from State Board of Education.
the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of refinancing the University’s East Campus Central Plant Project.

The following resolution was introduced in written form by Regent _____________________, and after full discussion, pursuant to motion made by Regent ____________________ and seconded by Regent ____________________, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:
RESOLUTION


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

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “Act”), the Board, acting in its capacity as the governing authority of the University of Utah (the “University”), has the authority to authorize the financing by the University of certain facilities and equipment related to the University’s East Campus Central Plant Project (the “Project”); and

WHEREAS, the Board has previously approved the plans and specifications for and the costs of the Project; and

WHEREAS, pursuant to the provisions of the Act and Section 63B-8-502, Utah Code Annotated 1953, as amended, the Board has previously authorized the financing by the University of the costs of the Project pursuant to a Lease/Purchase Agreement dated as of December 14, 2000 between the University, as lessee, and CMS Viron Corporation, as lessor (the “Prior Lease”); and

WHEREAS, it is the finding and determination of the Board that refinancing the Prior Lease through a Lease/Purchase Agreement (the “Lease”) between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the “Trustee”), is beneficial to the Board and the University in order to provide long term financing for the Project; and
WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed $31,500,000; and

WHEREAS, it is the finding and determination of the Board that the energy savings resulting from the Project are sufficient to pay the annual debt service on all of the leases with respect to the Project, including the Lease; and

WHEREAS, the interest of the owner of the Prior Lease has been certificated pursuant to certain certificates of participation (the “Prior Certificates”) and in order to retire the Prior Lease, the Board desires to provide for the payment when due of the Prior Certificates; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Refunding Certificates of Participation, Series 2007A (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed $31,500,000 (the “Series 2007A Certificates”), for the purpose of (i) refinancing the Prior Lease and refunding the Prior Certificates and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the “Indenture”), by and among the Board, the University and the Trustee, pursuant to which the Series 2007A Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007A Certificates to an underwriter to be selected by the University (the “Underwriter”), in accordance with an Agreement to Purchase Lease Certificates of Participation (the “Purchase Agreement”) in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, in order to provide for the advance refunding of the Prior Certificates, the Board and the University desires to enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the “Escrow Agreement”); and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007A Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting a form of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, and the Series 2007A Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007A Certificates (the “Official Statement”); and
WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, the Official Statement and the Series 2007A Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the refinancing of the Project.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the refinancing of the Project are hereby ratified, approved and confirmed.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) refinancing of the Project and (ii) paying costs of issuance of the Series 2007A Certificates, the Board
hereby authorizes the issuance of the Series 2007A Certificates in the aggregate principal amount of not to exceed $31,500,000. The Series 2007A Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007A Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007A Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007A Certificates and to deliver the Series 2007A Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007A Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007A Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007A Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007A Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007A Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007A Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007A Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents
authorized hereunder with respect to the refinancing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007A Certificates, the Purchase Agreement, the Escrow Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, the Escrow Agreement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007A Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007A Certificates, the Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the
general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007A Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Series 2007A Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.


THE STATE BOARD OF REGENTS OF THE STATE OF UTAH

(SEAL)

Chair

ATTEST:

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

(SEAL)

__________________________
Chair

ATTEST:

__________________________
Secretary
STATE OF UTAH )
COUNTY OF SALT LAKE )

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2007 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2007.

________________________________________
Secretary

(SEAL)
STATE OF UTAH )
COUNTY OF SALT LAKE )

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on _______________, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on _______________, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on ________________, 200__ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on ________________, 200__ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.
IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

________________________________________
Secretary

(SEAL)
SCHEDULE 1

NOTICE OF PUBLIC MEETING
SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE
SCHEDULE 3

ELECTRONIC MEETING POLICY
EXHIBIT A

PARAMETERS OF THE SERIES 2007A CERTIFICATES

Principal Amount not to exceed $31,500,000
Interest Rate not to exceed 5.50%
Maximum Discount not to exceed 2.0%
Final Maturity not to exceed December 31, 2028
Optional Redemption at 101% on or prior to 11 years from Date of Issuance.
APPROVING RESOLUTION
UNIVERSITY OF UTAH
(REFINANCING EAST CAMPUS CENTRAL PLANT PROJECT)

Salt Lake City, Utah

January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at ____:00 __.m. The following members were present:

Jed H. Pitcher Chair
Bonnie Jean Beesley Vice Chair
Jerry C. Atkin Member
Daryl C. Barrett Member
Janet A. Cannon* Member
Rosanita Cespedes Member
Katharine B. Garff Member
David J. Grant Member
Ali Hasnain Member
Greg W. Haws* Member
Meghan Holbrook Member
James S. Jardine Member
Michael R. Jensen Member
David J. Jordan Member
Nolan E. Karras Member
Josh M. Reid Member
Sara V. Sinclair Member
Marlon O. Snow Member

Absent:

Also Present:

Richard E. Kendell Commissioner of Higher Education
Joyce Cottrell, CPS Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

* Non-voting member from State Board of Education.
the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of refinancing the University’s East Campus Central Plant Project.

The following resolution was introduced in written form by Regent ____________________, and after full discussion, pursuant to motion made by Regent ____________________ and seconded by Regent ____________________, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:
RESOLUTION


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

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the “Act”), the Board, acting in its capacity as the governing authority of the University of Utah (the “University”), has the authority to authorize the financing by the University of certain facilities and equipment related to the University’s East Campus Central Plant Project (the “Project”); and

WHEREAS, the Board has previously approved the plans and specifications for and the costs of the Project; and

WHEREAS, pursuant to the provisions of the Act and Section 63B-8-502, Utah Code Annotated 1953, as amended, the Board has previously authorized the financing by the University of the costs of the Project pursuant to a Lease/Purchase Agreement dated as of December 14, 2000 between the University, as lessee, and CMS Viron Corporation, as lessor (the “Prior Lease”); and

WHEREAS, it is the finding and determination of the Board that refinancing the Prior Lease through a Lease/Purchase Agreement (the “Lease”) between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the “Trustee”), is beneficial to the Board and the University in order to provide long term financing for the Project; and
WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed $31,500,000; and

WHEREAS, it is the finding and determination of the Board that the energy savings resulting from the Project are sufficient to pay the annual debt service on all of the leases with respect to the Project, including the Lease; and

WHEREAS, the interest of the owner of the Prior Lease has been certificated pursuant to certain certificates of participation (the “Prior Certificates”) and in order to retire the Prior Lease, the Board desires to provide for the payment when due of the Prior Certificates; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Refunding Certificates of Participation, Series 2007A (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed $31,500,000 (the “Series 2007A Certificates”), for the purpose of (i) refinancing the Prior Lease and refunding the Prior Certificates and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the “Indenture”), by and among the Board, the University and the Trustee, pursuant to which the Series 2007A Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007A Certificates to an underwriter to be selected by the Board and the University (the “Underwriter”), in accordance with an Agreement to Purchase Lease Certificates of Participation (the “Purchase Agreement”) in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, in order to provide for the advance refunding of the Prior Certificates, the Board and the University desires to enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the “Escrow Agreement”); and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the energy savings revenues and other moneys legally available therefor and neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007A Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting a form of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, and the Series 2007A Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007A Certificates (the “Official Statement”); and
WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Escrow Agreement, the Official Statement and the Series 2007A Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the refinancing of the Project.

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

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

Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the refinancing of the Project are hereby ratified, approved and confirmed.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) refinancing of the Project and (ii) paying costs of issuance of the Series 2007A Certificates, the Board
hereby authorizes the issuance of the Series 2007A Certificates in the aggregate principal amount of not to exceed $31,500,000. The Series 2007A Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007A Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007A Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007A Certificates and to deliver the Series 2007A Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007A Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007A Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007A Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007A Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007A Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007A Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007A Certificates and the Lease with other similar lease financing arrangements authorized by the Board
for the University and to prepare, execute and deliver one set of the documents
authorized hereunder with respect to the refinancing of the Project and any other similar
financing so authorized by the Board for the University and to modify the documents
authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University,
including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities
and Accountability Committee of the Board, and President and/or Vice President for
Administrative Services of the University are authorized to make any alterations, changes
or additions to the Lease, the Indenture, the Series 2007A Certificates, the Purchase
Agreement, the Escrow Agreement, the Official Statement or any other document herein
authorized and approved which may be necessary to correct errors or omissions therein,
to complete the same, to remove ambiguities therefrom, to conform the same to other
provisions of said instruments, to the provisions of this resolution or any resolution
adopted by the Board or the provisions of the laws of the State of Utah or the United
States.

Section 10. The appropriate officials of the Board and the University,
including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities
and Accountability Committee, Commissioner of Higher Education and Secretary of the
Board, and the President and Vice President for Administrative Services of the
University, are hereby authorized and directed to execute and deliver for and on behalf of
the Board and the University any or all additional certificates, documents and other
papers and to perform all other acts they may deem necessary or appropriate in order to
implement and carry out the matters authorized in this Resolution and the documents
authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including
without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and
Accountability Committee, Commissioner of Higher Education and Secretary of the
Board and the President and Vice President for Administrative Services of the University
are hereby authorized to take all action necessary or reasonably required by the Lease, the
Indenture, the Official Statement, the Escrow Agreement, or the Purchase Agreement to
carry out, give effect to and consummate the transactions as contemplated thereby and are
authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable
solely from the energy savings revenues and other moneys legally available therefor and
neither the Lease nor the Series 2007A Certificates shall constitute an obligation of the
State of Utah and ad valorem taxes or appropriations from the State of Utah may not be
used to pay or discharge the amounts required to be paid thereunder. Upon their issuance,
the Series 2007A Certificates will be payable solely from and to the extent of the
payments made by the University under the Leases and the other sources (if any) set forth
in the Indenture. No provision of this Resolution, the Series 2007A Certificates, the
Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture, the
Lease or any other instrument authorized hereunder, shall be construed as creating a
general obligation of the Board or the University, or of creating an obligation of the State
of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the
general credit of the Board, the University, the State of Utah or any political subdivision
thereof.

Section 13. After any of the Series 2007A Certificates are delivered by the
Trustee to or for the account of the Underwriter and upon receipt of payment therefor,
this Resolution shall be and remain irrepealable until the principal of, premium, if any,
and interest on the Series 2007A Certificates are deemed to have been fully discharged in
accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the
invalidity of such provisions shall not affect the validity of any of the other provisions of
this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith,
are hereby repealed to the extent only of such inconsistency. This repealer shall not be
construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its
adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 19TH DAY OF JANUARY, 2007.

THE STATE BOARD OF REGENTS OF
THE STATE OF UTAH

(SEAL)

______________________________
Chair

ATTEST:

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

(SEAL)

__________________________
Chair

ATTEST:

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2007 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2007.

__________________________
Secretary

(SEAL)
STATE OF UTAH  
COUNTY OF SALT LAKE  

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on ______________, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on ______________, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on ______________, 200__ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on ______________, 200__ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.
IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

________________________
Secretary

(SEAL)
SCHEDULE 1

NOTICE OF PUBLIC MEETING
SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE
SCHEDULE 3

ELECTRONIC MEETING POLICY
EXHIBIT A

PARAMETERS OF THE SERIES 2007A CERTIFICATES

Principal Amount not to exceed $31,500,000
Interest Rate not to exceed 5.50%
Maximum Discount not to exceed 2.0%
Final Maturity not to exceed December 31, 2028
Optional Redemption at 101% on or prior to 11 years from Date of Issuance.
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January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – High-Temperature Water and Co-Generation Equipment

Issue

University officials are requesting approval to finance the purchase and installation of the equipment and related infrastructure to upgrade the supply of high-temperature water to the Main Campus and to develop co-generation capability by entering into lease agreements in an amount not to exceed $19 million plus amounts required for costs of issuance. Regent Policy requires Board approval of all requests for lease-purchase (nontraditional) acquisition of facilities.

Background

The University’s main campus heating plant is in immediate need of replacement. After considering various options to upgrade the supply of high-temperature water to the Main Campus, administrators are recommending that the University develop a co-generation system that would provide both electricity and high-temperature water (the “Cogen Project”). It is expected that the co-generation system would produce 20% of the total electricity used by the institution, and over 40% of the electricity used by the Main Campus.

Due to favorable current interest rates, it is recommended that the University be authorized to sell 20-year, fully-amortizing, insured, long-term certificates of participation (the “Series 2007B Certificates”). This action will allow the University to provide a long-term financing structure for the project at very favorable interest rates. The University also seeks Regent approval to combine the issuance of the Series 2007B Certificates with the Series 2007A Certificates, if such a combined financing will generate economies of scale for costs of issuance.

The Series 2007B Certificates will be issued in an amount not to exceed $19 million, and will be payable from legally available monies of the University, including student fees, revenues and charges from the Cogen Project (no state appropriations will be used). The Certificates are expected to carry a rating of ‘AAA/Aaa’ by virtue of bond insurance provided by one of the major bond insurers. The Certificates will be sold as a public offering through negotiation with an underwriter, to be determined after selection through a Request for Proposal process (total underwriter’s discount not to exceed 1.00%).
This request was approved by the University's Board of Trustees on January 8, 2007. Also, as required by Regent Policy, copies of the financing documents have been sent to the Office of the Attorney General for legal review and approval.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents approve the request to finance the purchase and installation of high-temperature water and co-generation equipment by entering into lease agreements.

__________________ ____________
Richard E. Kendell
Commissioner of Higher Education

REK/MHS/BRF
Attachments
$19,000,000*

CERTIFICATES OF PARTICIPATION

Evidencing a Proportionate Beneficial Interest in
Certain Lease Payments to be Made by

UNIVERSITY OF UTAH

Pursuant to a Lease/Purchase Agreement

FINANCING SUMMARY

Purpose: To finance the purchase of certain facilities and equipment for the development of a cogenation plant (the “Cogen Project”) for the University of Utah. (Note: The University also seeks the Regents’ approval to combine the issuance of the Series 2007B Certificates with the Series 2007A Certificates, if such a combined financing will generate economies of scale, in terms of costs of issuance).

Par Amount: Not-to-exceed $19,000,000.

Security: The Series 2007B Certificates will be payable from legally available monies of the University, including student fees, revenues and charges from the Cogen Project.

Ratings: ‘AAA/Aaa’ (expected) by virtue of bond insurance provided by one of the major bond insurers.

Method of Sale: Public offering through negotiation with underwriters to be determined after selection through a Request for Proposal process. Total underwriter’s discount of not-to-exceed 1.00%.

Total Discount: Not-to-exceed 2.00% (including Underwriter’s Discount)

Sale Date: To be determined.
Closing Date: To be determined.

Interest Payment Dates: To be determined.

Interest Basis: 30/360

Principal Payment Dates: To be determined.

Maturity: Not to exceed 21 years from date of issuance.

Redemption: Not-to-exceed 11 years at 101% (10 years at 100% is anticipated).

University of Utah Contact: Arnold B. Combe (581-6404)

Financial Advisor: Kelly Murdock, Wells Fargo Public Finance (246-1732)

Trustee, Paying Agent/Reg.: Wells Fargo Bank, National Association

Certificate Counsel: Ballard Spahr Andrews & Ingersoll, LLP

*Preliminary, subject to change
The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at ____:00 __.m. The following members were present:

- Jed H. Pitcher, Chair
- Bonnie Jean Beesley, Vice Chair
- Jerry C. Atkin, Member
- Daryl C. Barrett, Member
- Janet A. Cannon*, Member
- Rosanita Cespedes, Member
- Katharine B. Garff, Member
- David J. Grant, Member
- Ali Hasnain, Member
- Greg W. Haws*, Member
- Meghan Holbrook, Member
- James S. Jardine, Member
- Michael R. Jensen, Member
- David J. Jordan, Member
- Nolan E. Karras, Member
- Josh M. Reid, Member
- Sara V. Sinclair, Member
- Marlon O. Snow, Member

Absent:

Also Present:

- Richard E. Kendell, Commissioner of Higher Education
- Joyce Cottrell, CPS, Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

* Non-voting member from State Board of Education.
The meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of financing a Co-Generation Plant Project for the University.

The following resolution was introduced in written form by Regent ____________________, and after full discussion, pursuant to motion made by Regent ____________________ and seconded by Regent ____________________, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:
RESOLUTION


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

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (and in particular, Section 53B-21-108) (the “Act”), the Board, acting in its capacity as the governing authority of the University of Utah (the “University”), has the authority to authorize the lease/purchase financing by the University of certain facilities and equipment related to a new Co-Generation Plant Project for the University (the “Project”); and

WHEREAS, pursuant to the Act there has been presented to the Board at this meeting the plans, specifications and estimates for, and the costs of, the Project and the Board desires to approve such by this Resolution in compliance with the Act; and

WHEREAS, it is the finding and determination of the Board that financing of the Project through a Lease/Purchase Agreement (the “Lease”) between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the “Trustee”), is beneficial to the Board and the University; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed $19,000,000; and

WHEREAS, it is the finding and determination of the Board that the revenues, fees and charges for the use and availability of the Project, including student fees levied
for the services of the type provided by the Project and savings from reduced energy costs will be sufficient to pay the annual debt service on the Lease; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Certificates of Participation, Series 2007B (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed $19,000,000 (the “Series 2007B Certificates”), for the purpose of (i) financing the costs of the Project and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the “Indenture”), by and among the Board, the University and the Trustee, pursuant to which the Series 2007B Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007B Certificates to an underwriter to be selected by the University (the “Underwriter”), in accordance with an Agreement to Purchase Lease Certificates of Participation (the “Purchase Agreement”) in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and savings from reduced energy costs and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007B Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting (i) the plans, specifications and estimates for, and the estimated costs of, the Project and (ii) a form of the Lease, the Indenture, the Purchase Agreement and the Series 2007B Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007B Certificates (the “Official Statement”); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Official Statement and the Series 2007B Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the financing of the Project.

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

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.
Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the financing of the Project are hereby ratified, approved and confirmed. As required by the Act, the Board hereby approves the plans, specifications and estimates for, and the estimated costs of, the Project.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of the Indenture presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) financing of the Project and (ii) paying costs of issuance of the Series 2007B Certificates, the Board hereby authorizes the issuance of the Series 2007B Certificates in the aggregate principal amount of not to exceed $19,000,000. The Series 2007B Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007B Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007B Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture.
The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007B Certificates and to deliver the Series 2007B Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007B Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007B Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007B Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007B Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007B Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007B Certificates for and on behalf of the Board and the University with final terms as may be established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007B Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents authorized hereunder with respect to the financing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007B Certificates, the Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said
instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Lease, the Indenture, the Official Statement, or the Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and savings from reduced energy costs and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder. Upon their issuance, the Series 2007B Certificates will be payable solely from and to the extent of the payments made by the University under the Leases and the other sources (if any) set forth in the Indenture. No provision of this Resolution, the Series 2007B Certificates, the Purchase Agreement, the Official Statement, the Indenture, the Lease or any other instrument authorized hereunder, shall be construed as creating a general obligation of the Board or the University, or of creating an obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007B Certificates are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrepealable until the principal of, premium, if any, and interest on the Series 2007B Certificates are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.
Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.


THE STATE BOARD OF REGENTS OF THE STATE OF UTAH

(SEAL)

Chair

ATTEST:

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

(SEAL)

______________________________
Chair

ATTEST:

______________________________
Secretary
STATE OF UTAH

COUNTY OF SALT LAKE

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2007 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2007.

________________________________________
Secretary

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on ______________, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on ______________, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on ______________, 200__ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on ______________, 200__ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.
IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

___________________________________
Secretary

(SEAL)
SCHEDULE 1

NOTICE OF PUBLIC MEETING
SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE
SCHEDULE 3

ELECTRONIC MEETING POLICY
EXHIBIT A
PARAMETERS OF THE SERIES 2007B CERTIFICATES

Principal Amount not to exceed $19,000,000
Interest Rate not to exceed 5.50%
Maximum Discount not to exceed 2.0%
Final Maturity not to exceed December 31, 2028
Optional Redemption at 101% on or prior to 11 years from Date of Issuance.
APPROVING RESOLUTION
UNIVERSITY OF UTAH
(CO-GENERATION PLANT PROJECT)

Salt Lake City, Utah
January 19, 2007

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at Salt Lake Community College in Salt Lake City, Utah on January 19, 2007, commencing at ____:00 __.m. The following members were present:

Jed H. Pitcher Chair
Bonnie Jean Beesley Vice Chair
Jerry C. Atkin Member
Daryl C. Barrett Member
Janet A. Cannon* Member
Rosanita Cespedes Member
Katharine B. Garff Member
David J. Grant Member
Ali Hasnain Member
Greg W. Haws* Member
Meghan Holbrook Member
James S. Jardine Member
Michael R. Jensen Member
David J. Jordan Member
Nolan E. Karras Member
Josh M. Reid Member
Sara V. Sinclair Member
Marlon O. Snow Member

Absent:

Also Present:

Richard E. Kendell Commissioner of Higher Education
Joyce Cottrell, CPS Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one purpose of

* Non-voting member from State Board of Education.
the meeting was the consideration of various matters, including a Lease/Purchase Agreement between the University of Utah and Wells Fargo Bank, N.A., as trustee, for purposes of financing a Co-Generation Plant Project for the University.

The following resolution was introduced in written form by Regent __________________, and after full discussion, pursuant to motion made by Regent __________________ and seconded by Regent __________________, was adopted by the following vote:

AYE:

NAY:

The Resolution is as follows:
RESOLUTION


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

WHEREAS, pursuant to Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (and in particular, Section 53B-21-108) (the “Act”), the Board, acting in its capacity as the governing authority of the University of Utah (the “University”), has the authority to authorize the lease/purchase financing by the University of certain facilities and equipment related to a new Co-Generation Plant Project for the University (the “Project”); and

WHEREAS, pursuant to the Act there has been presented to the Board at this meeting the plans, specifications and estimates for, and the costs of, the Project and the Board desires to approve such by this Resolution in compliance with the Act; and

WHEREAS, it is the finding and determination of the Board that financing of the Project through a Lease/Purchase Agreement (the “Lease”) between the University, as lessee, and Wells Fargo Bank, N.A., as trustee and lessor (the “Trustee”), is beneficial to the Board and the University; and

WHEREAS, the Lease will be executed in an aggregate principal amount not to exceed $19,000,000; and

WHEREAS, it is the finding and determination of the Board that the revenues, fees and charges for the use and availability of the Project, including student fees levied
for the services of the type provided by the Project, **and savings from reduced energy costs** will be sufficient to pay the annual debt service on the Lease; and

WHEREAS, in order to accomplish the foregoing, the Board desires to authorize the execution, sale and delivery by the Trustee of Certificates of Participation, Series 2007B (or such other or further designation as the Board and the University may determine), in the total principal amount of not to exceed $19,000,000 (the “Series 2007B Certificates”), for the purpose of (i) financing the costs of the Project and (ii) paying costs of issuance; and

WHEREAS, the Board further desires to approve the execution and delivery of an Indenture of Trust and Pledge (the “Indenture”), by and among the Board, the University and the Trustee, pursuant to which the Series 2007B Certificates are authorized for issuance, in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the Board and the University expect to negotiate the purchase and sale of the Series 2007B Certificates to an underwriter to be selected by the Board and the University (the “Underwriter”), in accordance with an Agreement to Purchase Lease Certificates of Participation (the “Purchase Agreement”) in substantially the form presented to this meeting and herein authorized and approved; and

WHEREAS, the lease payments as provided for in the Lease shall be payable solely from the revenues, fees and charges for the use and availability of the Project, including student fees levied for the services of the type provided by the Project and **savings from reduced energy costs** and other moneys legally available therefor and neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the State of Utah and ad valorem taxes or appropriations from the State of Utah may not be used to pay or discharge the amounts required to be paid thereunder and the Series 2007B Certificates are payable solely from amounts paid by the University under the Lease; and

WHEREAS, there has been presented to the Board at this meeting (i) the plans, specifications and estimates for, and the estimated costs of, the Project and (ii) a form of the Lease, the Indenture, the Purchase Agreement and the Series 2007B Certificates and the form of a Preliminary Official Statement to be used with respect to the offering of the Series 2007B Certificates (the “Official Statement”); and

WHEREAS, the Board desires to authorize and approve the execution of the Lease, the Indenture, the Purchase Agreement, the Official Statement and the Series 2007B Certificates and to authorize and approve all actions to be taken by the Board and the University in connection with the execution of the above documents and the financing of the Project.

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

Section 1. **All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.**
Section 2. All actions heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the University and the officers of the Board and the University directed toward the financing of the Project are hereby ratified, approved and confirmed. As required by the Act, the Board hereby approves the plans, specifications and estimates for, and the estimated costs of, the Project.

Section 3. The Lease in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Lease in the form and with substantially the same content as presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 4. The Official Statement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Official Statement presented to this meeting with any such alterations, changes or additions as may be authorized by Section 9 hereof. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 5. The Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of the Indenture presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 6. For the purpose of providing funds to be used for (i) financing of the Project and (ii) paying costs of issuance of the Series 2007B Certificates, the Board hereby authorizes the issuance of the Series 2007B Certificates in the aggregate principal amount of not to exceed $19,000,000. The Series 2007B Certificates shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2007B Certificates shall be subject to the final advice of counsel for the University.

Section 7. The form, terms and provisions of the Series 2007B Certificates and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture.
The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2007B Certificates and to deliver the Series 2007B Certificates to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2007B Certificates are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2007B Certificates in accordance with the provisions of the Indenture.

Section 8. The Series 2007B Certificates shall be sold to the Underwriter with an Underwriters discount of not to exceed 1.0% of the face amount of the Series 2007B Certificates. The Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Purchase Agreement in substantially the same form and with substantially the same content as the form of the Purchase Agreement presented at this meeting for and on behalf of the Board and the University with final terms as may be established for the Series 2007B Certificates within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and/or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2007B Certificates for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Purchase Agreement and the Indenture.

The Board and the University may elect to combine the Series 2007B Certificates and the Lease with other similar lease financing arrangements authorized by the Board for the University and to prepare, execute and deliver one set of the documents authorized hereunder with respect to the financing of the Project and any other similar financing so authorized by the Board for the University and to modify the documents authorized hereunder to accommodate such combined financing.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Lease, the Indenture, the Series 2007B Certificates, the Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to
remove ambiguities therefrom, to conform the same to other provisions of said
instruments, to the provisions of this resolution or any resolution adopted by the Board or
the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University,
including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and
Accountability Committee, Commissioner of Higher Education and Secretary of the
Board, and the President and Vice President for Administrative Services of the
University, are hereby authorized and directed to execute and deliver for and on behalf of
the Board and the University any or all additional certificates, documents and other
papers and to perform all other acts they may deem necessary or appropriate in order to
implement and carry out the matters authorized in this Resolution and the documents
authorized and approved herein.

Section 11. The appropriate officers of the Board and the University, including
without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and
Accountability Committee, Commissioner of Higher Education and Secretary of the
Board and the President and/or Vice President for Administrative Services of the
University are hereby authorized to take all action necessary or reasonably required by
the Lease, the Indenture, the Official Statement, or the Purchase Agreement to carry out,
give effect to and consummate the transactions as contemplated thereby and are
authorized to take all action necessary in conformity with the Act.

Section 12. The lease payments as provided for in the Lease shall be payable
solely from the revenues, fees and charges for the use and availability of the Project,
including student fees levied for the services of the type provided by the Project and
savings from reduced energy costs and other moneys legally available therefor and
neither the Lease nor the Series 2007B Certificates shall constitute an obligation of the
State of Utah and ad valorem taxes or appropriations from the State of Utah may not be
used to pay or discharge the amounts required to be paid thereunder. Upon their issuance,
the Series 2007B Certificates will be payable solely from and to the extent of the
payments made by the University under the Leases and the other sources (if any) set forth
in the Indenture. No provision of this Resolution, the Series 2007B Certificates, the
Purchase Agreement, the Official Statement, the Indenture, the Lease or any other
instrument authorized hereunder, shall be construed as creating a general obligation of
the Board or the University, or of creating an obligation of the State of Utah or any
political subdivision thereof, nor as incurring or creating a charge upon the general credit
of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2007B Certificates are delivered by the
Trustee to or for the account of the Underwriter and upon receipt of payment therefor,
this Resolution shall be and remain irrepealable until the principal of, premium, if any,
and interest on the Series 2007B Certificates are deemed to have been fully discharged in
accordance with the terms and provisions of the Indenture.
Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 16. This Resolution shall become effective immediately upon its adoption.


THE STATE BOARD OF REGENTS OF THE STATE OF UTAH

(SEAL)

____________________________
Chair

ATTEST:

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

(SEAL)

Chair

ATTEST:

(Seal)

Secretary
STATE OF UTAH )
COUNTY OF SALT LAKE )

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 19, 2007 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 19th day of January, 2007.

____________________________________
Secretary

(SEAL)
STATE OF UTAH )
COUNTY OF SALT LAKE )

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the January 19, 2007 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on ______________, 2007, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on ______________, 2007, at least 24 hours prior to the convening of such meeting, to the Deseret Morning News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2007 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on ______________, 200__ at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on ______________, 200__ to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.
IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 19th day of January, 2007.

______________________________
Secretary

(SEAL)
SCHEDULE 1

NOTICE OF PUBLIC MEETING
SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE
SCHEDULE 3

ELECTRONIC MEETING POLICY
EXHIBIT A

PARAMETERS OF THE SERIES 2007B CERTIFICATES

Principal Amount not to exceed $19,000,000

Interest Rate not to exceed 5.50%

Maximum Discount not to exceed 2.0%

Final Maturity not to exceed December 31, 2028

Optional Redemption at 101% on or prior to 11 years from Date of Issuance.
Document comparison done by DeltaView on Monday, January 08, 2007 3:43:19 PM

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January 10, 2007

MEMORANDUM

TO:   State Board of Regents
FROM: Richard E. Kendell
SUBJECT:  Salt Lake Community College – Campus Master Plan

Background

Regent policy requires approval of campus master plans every two years, a process traditionally done during Regent visits to campus. Salt Lake Community College seeks approval of its master plan during the January 2007 meeting of the Board.

Issue

Salt Lake Community College regularly updates its campus master plan. The plan addresses future campus sites, building locations, campus capacity, and vehicle/pedestrian circulation. There have been no significant changes to the College's Master Plan since the Regents last approved it in January 2006. Maps and plans for all SLCC campuses will be hand carried to the Board meeting. SLCC officials will be present with more detailed information and will respond to questions from the Board.

Recommendation

The Commissioner recommends the Board approve the Salt Lake Community College Master Plan.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachment
January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Proposed New Policy, R588, Delegation to Institutions to Establish Debt Policies

A recent accreditation review at a USHE institution produced a suggestion that the institution's governing board should have a written "debt policy" or should delegate to the institution’s Board of Trustees the authority to adopt such a policy. While there are numerous references to debt in existing Regent policies, there is no single comprehensive statement requiring USHE institutions to have reasonable and prudent overall policy regarding debt management.

In cases like this one, the Board could develop a new umbrella policy establishing general guidelines for institutions. However, given the considerable difference and needs of institutions, an umbrella policy seems far less useful then institutional policies designed to fit each institution.

The attached new Regent policy permits a USHE institution to establish a reasonable and prudent debt policy approved by its Board of Trustees in consultation with the Commissioner's office. Institutions with substantial debt, such as the University of Utah and Utah State University, will likely adopt a debt policy. Smaller institutions, with little long-term debt, would not be required to adopt policies at the present time.

Recommendation

The Commissioner recommends approval of R588, Delegation to Institutions to Establish Debt Policies.

_____________________________________________________________________
Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachment
R588, Delegation of Debt Policy to Boards of Trustees

R588-1. Purpose

To authorize an institution to establish a debt policy approved by its Board of Trustees.

R588-2. References

2.1. 53B-1-102, Utah Code Annotated 1953 (State System of Higher Education)

2.2. 53B-1-103, Utah Code Annotated 1953 (Establishment of State Board of Regents – Powers and authority)

R588-3. Policy

3.1. Institutional Debt Policy – An institution within the Utah System of Higher Education may establish its own institutional debt policy in consultation with the Commissioner's office and approved by its Board of Trustees, to meet the individual needs and objectives of the institution in regards to debt management.

(Proposed for January 19, 2007.)
January 10, 2007

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) **OCHE Discretionary Funds Report (Attachment).** Board Policy R548, Institutional Discretionary Funds Administration and Accountability, requires Regents to review the 2005-06 report of Commissioner’s Office discretionary funds, as well as the 2006-07 budget for those funds. This report will subsequently be audited by internal audit staff. Discretionary funds are available for expenditure or transfer at the discretion of the president (or commissioner) of each institution. The sources of discretionary funds are investment income and unrestricted gifts and grants.

   In the Commissioner’s office the Discretionary Funds are viewed as an important element of the reserve account to be used principally for important priorities that cannot be funded from other sources or for emergencies that may arise. Therefore, there has been limited use of the discretionary account except for such items as employee awards and recognitions, food and beverage for some occasions, acknowledgement of certain events involving Regents, Trustees, and Presidents. The discretionary account is an appropriate source of funds for these kinds of expenditures.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/NM
Attachments
I. SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS

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<tr>
<th>Source</th>
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<td>B. Current Funds Interest</td>
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II. EXPENDITURES BY CATEGORY AND PROJECT

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*Other Category should not include single listings of over $50,000 in value.
January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Annual Report of Institutional and System Bonded Indebtedness

Background

Annually the Board of Regents (the “Regents”) requests an update of outstanding bond obligations within the Utah System of Higher Education.

Issue

Utah Code 53B-21 provides the Regents with the authority to issue negotiable revenue bonds for the purpose of “acquisition, purchase, construction, improvement, remodeling, adding to, extending, furnishing, or equipping of more than one building” (Section 101). Bonds are secured by institutional income and revenues, including (but not limited to) student fees, land grant interest, and profits from proprietary activities. Bonds may be issued in multiple series with multiple call dates, at the discretion of the Regents. Section 110 of the chapter allows the Regents to issue refunding bonds, although the Regents generally use the more flexible parameters of the Utah Refunding Act (UCA 27-11). While revenue bonds require legislative approval, refunding bonds may be issued at the discretion of the Regents.

Current federal regulations permit a tax–exempt bond to be refunded one time (advanced refunding) unless the refunding issue is within 90 days of the call date on the refunded bonds (current refunding). Tax–exempt bonds may be refunded with taxable bonds. Bonds (with callable and non–callable maturities) may also be defeased at any time through a total cash defeasance escrow, although this is a rare occurrence.

College and university bonds are not counted as an official “debt of the state” (53B-21-102), but some bond covenants carry a “moral obligation” pledge stating that the Regents will, in the case of potential default, formally request financial assistance from the Governor and Legislature. The Regents have never needed to exercise such a clause.

Recommendation

Information Only.

__________________________
Richard E. Kendell
RK/MS/BF/NM  Commissioner of Higher Education

Attachment
### State of Utah, Board of Regents

#### Colleges and Universities

**Bond Obligations**

**as of 06/30/2006**

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<th>Series</th>
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<td>2005</td>
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<td>42,955,000</td>
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<td>8,555,000</td>
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<td>2003</td>
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<td></td>
<td>500,000</td>
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<td>Research Revenue Bonds</td>
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<td><strong>Southern Utah University</strong> (1)</td>
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<td>570,000</td>
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<td>Pav/Sta Fac Exp Student Building Fee Rev</td>
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<td><strong>Snow College</strong> (1)</td>
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<td>2002</td>
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<td>2019</td>
<td>Yes</td>
<td>$1,746,019</td>
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<td><strong>Dixie College</strong> (1)</td>
<td>2,815,000</td>
<td>1998</td>
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<td>6,475,000</td>
<td>1999A</td>
<td>Lease Rev Ref</td>
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<td>2023</td>
<td>Yes</td>
<td>$ 660,000</td>
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<td>1,500,000</td>
<td>2002</td>
<td>Auxiliary Sys Rev</td>
<td>May 1</td>
<td>2021</td>
<td>Yes</td>
<td>$1,500,000</td>
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<td>1,420,000</td>
<td>2006</td>
<td>Auxiliary Sys Rev</td>
<td>May 1</td>
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<td>Yes</td>
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<td></td>
<td>4,845,000</td>
<td>2006</td>
<td>Lease Rev Ref</td>
<td>May 1</td>
<td>2023</td>
<td>Yes</td>
<td>$ 4,845,000</td>
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<td><strong>College of Eastern Utah</strong> (1)</td>
<td>1,250,000</td>
<td>1996A</td>
<td>Student Sys Rev Ref</td>
<td>July 1</td>
<td>2021</td>
<td>No</td>
<td>$970,000</td>
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<td><strong>Utah Valley State College</strong> (1)</td>
<td>11,020,000</td>
<td>2004A</td>
<td>Student Center Building Fee/Unified Sys Rev Ref</td>
<td>November 1</td>
<td>2020</td>
<td>Yes</td>
<td>$ 9,430,000</td>
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<td>4,035,000</td>
<td>2004B</td>
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<td>November 1</td>
<td>2011</td>
<td>Yes</td>
<td>$ 2,855,000</td>
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<td></td>
<td>3,900,000</td>
<td>2004A</td>
<td>MBA Utah County/Lease Rev</td>
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<td>2019</td>
<td>No</td>
<td>$ 3,725,000</td>
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<td>2,600,000</td>
<td>2004B</td>
<td>MBA Utah County/Lease Rev Taxable</td>
<td>November 1</td>
<td>2014</td>
<td>No</td>
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<td><strong>Salt Lake Community College</strong> (1)</td>
<td>6,600,000</td>
<td>1998</td>
<td>Aux Sys &amp; Student Fee Rev Ref</td>
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<td>2012</td>
<td>Yes</td>
<td>$ 5,185,000</td>
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<td></td>
<td>5,890,000</td>
<td>2001</td>
<td>Aux Sys &amp; Student Fee Rev Ref</td>
<td>June 1</td>
<td>2016</td>
<td>Yes</td>
<td>$ 5,640,000</td>
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| Total outstanding bonds | $ 389,564,729 |
| Total outstanding bonds with Moral Obligation support | $ 246,899,729 |
| Total outstanding bonds without Moral Obligation support | $ 142,665,000 |

(1) Institution reviewed and approved this item prior to publication.
January 10, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Annual Report of the Audit Review Subcommittee

The State Board of Regents introduced a significant change in institutional internal audit review practices when the Board approved a revision of R565, Audit Committees, in May, 2003. Up until that date, the Regent committee reviewed every internal audit report for every institution. The revised R565 delegated to Boards of Trustees audit committees the responsibility to oversee the audit process and make recommendations to the Board of Trustees regarding internal audit, internal controls, external audits, and financial statements.

The revised R565 called for the Trustee Audit Committee to provide an annual summary report to the Regent Audit Review Subcommittee. The Regent committee scheduled a meeting on January 12, 2007, with each trustee committee to receive these reports. At the January 19 meeting of the Finance, Facilities and Accountability Committee, Regent David Grant will discuss the outcome of these meetings with trustee committees.

Commissioner’s Recommendation

The agenda item is provided for information only. No action needed.

____________________________________________
Richard E. Kendell
Commissioner of Higher Education

REK/MHS
January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Auxiliary Enterprises Funds Report

Background

The Board of Regents requests an annual update of auxiliary operations within the Utah System of Higher Education (USHE).

Issue

Auxiliary enterprises are business activities, or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics). According to SBR Policy R550, the primary purpose is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis are also classified and managed as auxiliary enterprises.

Annually USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review. Auxiliary operations are examined by independent auditors during the annual financial statement audits.

Recommendation

Information Only.

___________________________
Richard E. Kendell, Commissioner

RK/MHS/BRF/NM
Attachment
<table>
<thead>
<tr>
<th></th>
<th>UU</th>
<th>USU</th>
<th>WSU</th>
<th>SUU</th>
<th>SNOW</th>
<th>DSC</th>
<th>CEU</th>
<th>UVSC</th>
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<td>Beg Fund Balance</td>
<td>294,000</td>
<td>894,418</td>
<td>2,431,541</td>
<td>1,615,218</td>
<td>154,244</td>
<td>1,969,536</td>
<td>197,378</td>
<td>3,434,396</td>
<td>2,998,328</td>
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<td>Revenues</td>
<td>65,826,000</td>
<td>28,131,065</td>
<td>13,118,952</td>
<td>8,345,770</td>
<td>1,708,202</td>
<td>4,682,383</td>
<td>2,483,886</td>
<td>12,982,198</td>
<td>11,135,201</td>
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<td>Expenditures</td>
<td>(64,797,000)</td>
<td>(25,758,888)</td>
<td>(11,810,375)</td>
<td>(6,471,068)</td>
<td>(1,094,872)</td>
<td>(4,108,511)</td>
<td>(2,439,810)</td>
<td>(12,454,733)</td>
<td>(10,791,754)</td>
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<td>Net Income</td>
<td>1,029,000</td>
<td>2,372,177</td>
<td>1,308,577</td>
<td>1,874,702</td>
<td>613,330</td>
<td>573,872</td>
<td>44,076</td>
<td>527,465</td>
<td>343,447</td>
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<td>Transfers</td>
<td>(1,038,000)</td>
<td>(2,289,498)</td>
<td>(1,061,665)</td>
<td>(1,620,788)</td>
<td>-</td>
<td>(445,129)</td>
<td>(9,300)</td>
<td>(527,465)</td>
<td>(874,663)</td>
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<td>Change in F/B</td>
<td>(9,000)</td>
<td>82,679</td>
<td>246,912</td>
<td>253,914</td>
<td>613,330</td>
<td>128,743</td>
<td>34,776</td>
<td>-</td>
<td>(531,206)</td>
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<td>End Fund Balance</td>
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<td>977,097</td>
<td>2,678,453</td>
<td>1,869,132</td>
<td>767,574</td>
<td>2,098,279</td>
<td>232,154</td>
<td>3,434,396</td>
<td>2,467,122</td>
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<td>End Fund Bal to Rev</td>
<td>0.43%</td>
<td>3.47%</td>
<td>20.42%</td>
<td>22.40%</td>
<td>44.93%</td>
<td>44.81%</td>
<td>9.35%</td>
<td>26.45%</td>
<td>22.16%</td>
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<td>End Fund Bal to Exp</td>
<td>0.44%</td>
<td>3.79%</td>
<td>22.68%</td>
<td>28.88%</td>
<td>70.11%</td>
<td>51.07%</td>
<td>9.52%</td>
<td>27.58%</td>
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<td>End Fund Bal to Net Inc</td>
<td>27.70%</td>
<td>41.19%</td>
<td>204.68%</td>
<td>99.70%</td>
<td>125.15%</td>
<td>365.64%</td>
<td>526.71%</td>
<td>651.11%</td>
<td>718.34%</td>
</tr>
</tbody>
</table>
January 10, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Action of Regents’ Executive Committee to Extend Purchase Option for Land in Grand County

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on Monday, January 8, 2007. The Executive Committee approved a request from University of Utah officials to spend $75,000 to extend an option to purchase a property known as Entrada Ranch. The State Board of Regents previously approved, on June 9, 2006, an initial expenditure of $50,000 for an option to purchase this property.

Attachments to this memorandum include the Commissioner’s recommendation to the Executive Committee and briefing information from the University of Utah. When the University is prepared to propose the actual purchase of the property, the proposal to purchase will come to the Board of Regents for approval.

Recommendation

This agenda item is for information only.

________________________________________
Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachments
University of Utah Entrada Field Station and Education Center
The University is working to establish the Field Station and Education Center on a 400 acre property called Entrada Ranch located along the Delores River about 35 miles northeast of Moab, Utah.

The property will be used for two main academic purposes:

Field Research
Faculty members will seek external grant support to conduct research on the property. The northern boundary of the ranch lies along nearly 3 miles of protected riverfront on the Delores River, and is therefore home to an abundant array of plant and animal life. The property is completely surrounded by BLM land, and serves as the outlet for three box canyons which comprise a natural outdoor laboratory for studies in hydrology, geology and mechanical engineering. Faculty from a wide variety of departments have expressed interest in establishing long-term research projects at the Field Station, and it will serve as the basis for theses and dissertations of many graduate students in the long-term future.

Education Center
Our plans call for fund-raising activities to construct dormitory, classroom and laboratory facilities to support groups of 25-30 students, faculty and visitors from the surrounding community to gather for lectures, workshops and classes at the Field Station. The central theme of these activities will be environmental studies, but the individual activities may be focused on a wide variety of topics such as native plants, climate change, land and water use policies, Parks, Recreation and Tourism, and Youth Education. The university has received numerous expressions of support and encouragement for the project from the City of Moab, Grand County and from citizens of the area.

The long-term financial plan for the project is to seek donor support in the amount of $4.66 M to establish and maintain the Field Station and Education Center. These funds will be allocated approximately as follows:

$1.66 M   purchase price of the property
$1.0 M    construction of dormitories, classroom and laboratory buildings
$2.0 M    endowment generating approximately $80k/yr for maintenance and operation of the facility
January 8, 2007

Via Facsimile and Fed Ex

Apple Lane, LLC
Attn: Mr. David Bonderman

RE: Entrada Ranch

Dear Mr. Bonderman:

As you know, the University of Utah (the “University”) is a party to that certain Option Agreement (the “Option Agreement”) dated as of April 10, 2006 between the University and Susan H. Wheaton (“Wheaton”). A copy of the Option Agreement is attached hereto as Exhibit A. Pursuant to the Option Agreement, the University has the right to purchase from Wheaton certain land and improvements located in Grand County, Utah commonly known as the Entrada Ranch (the “Property”), all in accordance with the provisions of the Option Agreement (the “Option”). The purchase price for the Property under the Option Agreement is One Million Six Hundred Sixty Thousand Dollars ($1,660,000) (the “Purchase Price”). The period within which the University may exercise the Option (the “Option Term”) expires on January 10, 2007. Such Option Term may be extended through December 31, 2007 by the University’s payment to Wheaton of $75,000, which amount is non-refundable, but applicable to the Purchase Price. The University is currently leasing the Property from Wheaton through December 31, 2007. That lease may be terminated by Wheaton upon the expiration of the Option Term.

You have indicated your willingness to provide the University with an opportunity to continue to lease the Property through approximately December of 2017 and to extend by up to 10 years the timeframe within which the University may purchase the Property. Specifically, you propose to cause Apple Lane (“Apple Lane”), a Delaware company controlled by you, (i) to assume the University’s rights and obligations under the Option Agreement, (ii) to purchase the Property in accordance with the terms of the Option Agreement, at which time Apple Lane shall reimburse the University for the option monies paid to Wheaton by the University that are applicable to the Purchase Price, and (iii) to enter into a lease and option agreement (the “Lease/Option”) with the University immediately following Apple Lane’s purchase of the Property, pursuant to which the University shall lease the Property for 10 years at $1 per year and the University shall have the option to purchase the Property for the Purchase Price at any time during such ten (10) year period on terms substantially similar to the Option Agreement between the University and Wheaton (collectively, the “Transactions”).

You have informed us that Apple Lane and its legal counsel, Locke Liddell &Sapp LLP (“Locke Liddell”) have received the following reports relating to the Property and that such reports are acceptable to Apple Lane, subject to the satisfaction (or written waiver by Apple Lane and the University) of the Conditions (defined below):
1. That certain Title Insurance Commitment issued by Stewart Title Guaranty Company (Order Number 4161) effective as of 12/18/2006 pertaining to the Property, a copy of which is attached hereto as Exhibit B.

2. That certain Phase I Environmental Site Assessment dated July 14, 2006 prepared by SWCA environmental Consultants, e-mailed to Locke Liddell on December 4, 2006, the cover page of which e-mail is attached hereto as Exhibit C.


You have also informed us that Apple Lane is unconditionally prepared to purchase the Property pursuant to the Option Agreement and to close the Transactions described above, subject only to the satisfaction (or written waiver by Apple Lane and the University) of the following conditions (the “Conditions”):

1. Wheaton has consented to the assignment of the University’s rights and obligations under the Option Agreement to Apple Lane. Such consent shall be in the form attached hereto as Exhibit D or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.

2. The Option Agreement has been amended to permit physical inspections of the Property to continue for a period of time reasonably necessary to complete the Survey and Additional Environmental Inspections (defined below), but no later than December 31, 2007. Such amendment shall be in the form attached hereto as Exhibit E or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.

3. The University has received approvals from its governing boards to extend the Option through December 31, 2007 and has extended the Option through December 31, 2007. The notice exercising such extension shall be in the form attached hereto as Exhibit F or in such other form as may be mutually agreed to by the University, Wheaton, and Apple Lane.

4. The University has obtained an ALTA boundary survey of the Property (the “Survey”), certified to University, Wheaton, and Apple Lane, reasonably satisfactory to Apple Lane and to the University.

5. The University has caused to be performed such additional environmental investigations and testing of the Property as are reasonably necessary to address the concerns of Locke Liddell as set forth in the e-mail correspondence attached hereto as Exhibit G (the “Additional Environmental Inspections”) and the results thereof are satisfactory to Apple Lane and to the University.

6. Apple Lane and the University have agreed upon a mutually acceptable Lease and Option Agreement (the “Lease/Option”), consistent with the other provisions of this letter agreement, and containing the following specific terms, the exact wording of which provisions shall be mutually agreed to by Apple Lane and the University: (i) the University shall indemnify Apple Lane for any environmental condition existing as of the expiration or earlier termination of the Lease/Option, except for
environmental conditions caused or contributed to by the acts of Apple Lane, (ii) during the term of the Lease/Option, neither Apple Lane nor the University shall take any action affecting the title to the Property without the prior written approval of the other party, which approval shall not be unreasonably withheld or delayed; and (iii) in the event the University does not purchase the Property pursuant to the Lease/Option, Apple Lane shall pay to the University the depreciated value of any improvements made to the Property by the University as permitted pursuant to the Lease/Option.

Please confirm Apple Lane’s agreement with the foregoing by having Apple Lane’s authorized representative sign in the space provided below.

Very truly yours,

Accepted and Agreed To:

_________________________________

__________________________________

cc:
January 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Commissioner’s Goals

Background

The Board of Regents and the Utah System of Higher Education have developed a focus of “Building a Stronger State of Minds.” The three supporting messages of this focus are preparation, participation and completion. Regents, Presidents, the Commissioner of Higher Education and his staff have been formatting budget requests, legislative priorities and community outreach efforts around these messages or goals. In order to achieve these goals the Board of Regents established its strategic directions in April 2005:

- K-16: Increasing Expectations and Enhancing Student Success
- Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment
- Meeting the Needs of Disadvantaged and Minority Students
- Higher Education: Building Utah’s Workforce, Now and Future

Issue

To direct his efforts and his staff to fulfill the USHE mission, the Commissioner set 11 personal goals for the Office of the Commissioner. In its December 8, 2006 meeting, the Board of Regents reviewed the goals of the Commissioner and intends to potentially align those goals with its strategic directions in January 2007.

Commissioner’s Recommendation

The Commissioner recommends the Board support and incorporate the 11 goals, as they augment and supplement the strategic directions adopted by the Regents. The goals fit within the strategic directions and provide a plan and benchmarks for both the Office of the Commissioner and the Board of Regents.

Richard E. Kendell, Commissioner

REK/AC
Attachments
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.
ALLIANCE GOALS
(DRAFT)

1. Align course content and testing practices, kindergarten through grade 16, to enable students to transition easily from 12th grade through first-year college work

- Establish English and mathematics content task forces drawn from secondary and postsecondary faculty and staffed by the USHE and the State Office of Education to review course content at both levels and make recommendations to bring content into alignment.

- Align testing and assessment practices, K-16

- Explore the possibility of moving from UBSCT at the secondary level to ACT as performance indicators and predictors of student performance

- Develop a system for getting feedback to secondary schools on the results of placement and ACT scores for entering first-year students from specific high schools

2. Develop a system approach to providing concurrent enrollment opportunities for students in secondary schools that are the same as those students would be offered on college and university campuses

- These courses would (1) bear the same college course numbers, (2) reflect the same quality, (3) reflect the same standards for faculty competence, (4) use the same teaching and testing materials.

- The concurrent enrollment model would reflect a funding approach that is supported by both public and higher education and is represented by a single request to the Legislature from both entities.

- The system would support both the quality and funding papers developed by K-16 personnel.*

*See attached papers
3. **Develop a system approach to teacher education**
   - Establish the geographic regions and school districts in which teacher shortages exist by discipline and develop a plan for meeting these shortages
   - Develop processes, programs, and strategies to minimize the occasional disconnect between teacher education programs and classroom teaching experiences and practices
   - Develop workshops, programs, and courses to address the needs of those teachers currently employed in the schools
   - Devise a comprehensive process with specific plans and proposals to address the need to increase teacher salaries

4. **Explore plans and processes for addressing remediation issues**
   - Diminish remedial education redundancy and coordinate remediation efforts
   - Establish a database to evaluate and identify current remediation models and identify strategies, processes, content and providers that most nearly ensure success for at-risk students
   - Establish common and credible remedial measurements that are well understood by affected students and that are, at the same time, acceptable by both the Utah System of Higher Education and the Utah State Office of Education
   - Provide feedback to feeder high schools from USHE institutions identifying areas in which students are testing as under-prepared
   - Evaluate our current remedial models and explore the possibilities for new and more collaborative models

5. **Evaluate current support systems and recommend new processes for addressing minority, disadvantaged, and female student issues**
   - Define issues, provide incentives, and develop initiatives to address the problems experienced in Utah by minority, disadvantaged, and female students involving both community and national resources

*See Task Force Report from Task Force chaired by David Richardson and David Doty*

6. **Develop strategies and processes for increasing postsecondary participation rates**
- Increase the participation rate of students moving from high school to college

- Provide more information to students at all levels detailing the advantages of post-secondary work

- Provide the curriculum at the high school level that most nearly guarantees success in college and in the work place

- Provide financial and other incentives designed to move students directly from high school to college

- Coordinate communication describing scholarship offerings and distinguishing between and among them

7. **Provide early access postsecondary opportunities for students**

   - As a system, communicate with students and parents about possibilities for early access, including: (1) concurrent enrollment opportunities; (2) advanced placement possibilities; (3) early college alternatives, placement testing, challenge exams, and CLEP testing; and (4) UCAT alternatives
I. K-16: Increasing Expectations and Enhancing Student Success

<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
</table>
| Lack of awareness by students and their parents of USHE institution admission standards and expectations for success in achieving a degree | - A K-16 alliance has been established and is meeting regularly with participation from the Governor, Governor Deputy on Education, Chair of Regents, Chair of Board of Education, State Board Members, Legislators, and Community Members  
  - Discipline-specific task forces have been established to ensure comparability of content to facilitate transition to college.  
  - The Achieve to Succeed document will be distributed to all 8th grade students, parents, counselors, teachers, and school administrators in August. This document provides details on the benefits of higher education and clearly explains the high school preparation necessary to ensure student success in post-secondary education  
  - A public information campaign has been designed  
    a. direct mailing to students in August  
    b. Counselor Training Workshop in June for all K-12 Counselors and Regents Staff  
    c. Still in the process of media events | - This Alliance is meeting regularly  
  - Comparability of courses has been completed for math and writing  
  - Achieve to Succeed was ready for distribution in August  
  - As a follow-up to this campaign, a multimedia presentation is underway for 8th-10th grade students to rouse their interest in higher education. This presentation will be available for school assemblies, individual DVD distribution, and for school counselor use. |
| Inadequate pre-college counseling and college level academic advising    |                                                                                                                                                                                                                                                                             | - A tracking system will be in place for the Regents Scholar Awardees.  
  - Currently, private funding is being sought for Regents Scholar Award  
  - SSI will be implemented in the Pilot Schools  
  - New Century will be implemented |
| Lack of rigorous high school curriculum                                 | - Regents Scholar Award has been established and was approved by State Board of Education, Universities and Colleges, and the Regents  
  - Grant was awarded ($300,000) to pilot State Scholars Initiative in 4 school districts  
  - New Century Scholarship revised to reflect a 3.0 GPA requirement and an option has been added for a rigorous math and science program |                                                                                                                                                                                      |
| Fewer high school graduates going to college than 10 years ago | A summit is planned to highlight the importance of higher education and narrowing the enrollment gap between K-12 and higher education |
| The achievement gap/college participation rate between whites and minorities | The Coalition for Utah’s Future has established a subcommittee on higher education to focus on the achievement gap and other critical higher education issues |
| No mechanism to “track” students from K-12 through their post-secondary education | 2006 Legislation for “common student identifier” passed |
| | Student Tracker grant awarded by UHEAA to USHE institutions |
| Inconsistency of placement tests | Standardization of placement tests and scores for each USHE institute has been an ongoing discussion issue for the K-16 Alliance |
| | Consideration is given to a much greater use of ACT/SAT measures K-16 |

| - Other initiatives will be established |
| - A “common student identifier” for improved data collection and accountability has begun |
| - A national database with funding from USEP has also been established |
| - Both of these issues are still under discussion |
| - Currently in the process of Aligning Public Education Assessments and Standards with Higher Education Assessments, Standards, and Expectations |
| a. Commitment from higher education to align placement test |
| b. Adoption of ACT for high schools to replace UBSCT is being discussed |
## II. Improving Student Retention and Graduation Rates: Role of Remedial Education, Access, and Concurrent Enrollment

<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
</table>
| Newer and more diverse incentives for improving retention, time to graduate, and graduation rates need to be studied | - A retention conference for the state was held in March, all institutions were represented. Institutions request a yearly event  
-Statewide research on retention gathered (The common identifier plan and student tracker will facilitate research in this area)  
-A Research Analyst was hired to identify strategies and interventions that work in student retention."  
-The following issues have been identified for further discussion  
   a. increase the number of well-trained academic advisors  
   b. eliminate barriers to timely program completion/graduation  
   c. increase need-based financial aid and scholarships  
   d. provide better funding for student services programs  
-Student success initiative, which would have provided funding to address many of these issues, was presented to legislature. Funding was not provided. | - Work in progress for 2nd annual Utah Higher Education Retention conference, which will be held in March.  
- A report has been written: Student Retention and Completion in Higher Education.  
- The Board should explore new funding models that would offer student and institution incentives for their completing baccalaureate degrees in four academic years, such as reduced tuition. |
| Improved institutional performance is needed on retention, time to graduate, and graduation rates. |                                                                                                                                                                                                               |                                                                                                                                                                                                                      |
| Data is needed to support the value of remedial education             | - Research Analyst has extracted statewide data for a report on remedial course work and later academic success.  
- A task force has been established and a policy paper written  
Alternatives for delivering remedial courses are being structured by the CAOs and Research Analyst. | - A report was written: Remediation in Utah and was placed in the December 2006 Board of Regents agenda.  
- Remediation benchmarks need to be set.                                                                                                                                  |
| Data is needed on concurrent enrollment                               | - Task force on concurrent enrollment has been established to address quality issues, funding, and new legislation  
- Research Analyst is in the process of formally evaluating concurrent enrollment in terms of later academic success. | - Quality Standards for concurrent enrollment have been established with a new funding process developed in collaboration with USHE and USOE  
- Task force and research projects are currently ongoing.                                                                                                                                                                      |
### III. Meeting the Needs of Disadvantaged and Minority Students

<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
</table>
| Utah’s participation rate crisis  
Need to address the achievement gap between rich and poor and develop action agenda  
Need to address the achievement gap between white and minority students and develop action agenda. | - Task force has been structured for the minority and disadvantaged students with representatives from institutions and ethnic groups  
- Task force has investigated other state’s initiatives and proposals that address minority and disadvantaged students  
- Collecting institutional data on minority participation and completion for past 10 years and on programs that address the issues  
- Worked with USOE, public school officials, and financial aid officers to develop a plan for implementation of Academic Competitiveness Grants in Utah  
- Utah Legislature provided $2.25 million for need based financial aid | -Minority Task force presented their recommendations at the December 2006 Board of Regents meeting  
- In the process of organizing a symposia with representation from all USHE institutions and the community at large that will identify educational barriers experienced by minority and disadvantaged students |
### IV. Higher Education: Building Utah’s Workforce, Now, and Future

<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
</table>
| A perception exists that USHE is not meeting the needs of today’s workforce | - A task force as been established and a policy paper has been written  
- Research Analyst has been hired to develop workforce needs and graduates in the workforce  
- The Commissioner’s office is in the process of developing a public information plan targeting students, industry, and key policy makers to communicate how education benefits students and the state’s economy. The plan will include a listing of workforce requirements and system resources  
- The Jobs Now program is in the process of being developed further to meet the existing and future employer needs for jobs  
- Specific workforce issues (engineering, nursing) have received legislative support  
- An initiative to prepare teachers for future enrollment growth is underway. Former Dean David J. Sperry has been hired. | - A conference sponsored by USHE is underway to identify key workforce needs, trends in the workforce, and corresponding funding initiatives |
<p>| USHE needs to monitor job needs and stay in front of a rapidly changing job market |  |  |
| USHE must publicize success and report strategic plans |  | - Program is now in operation |
|  |  | - This initiative is still in process of being completed |</p>
<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>USHE needs to prioritize and prepare a budget request that is deemed effective and efficient</td>
<td>-The plan for a 75% state support/25% tuition payment support split was prepared for the Legislature. Funding was not provided</td>
<td>-Continue compensation as a high priority</td>
</tr>
<tr>
<td>The Regents need to prioritize and articulate the most pressing needs of the entire System</td>
<td>-Faculty retention funding for 2006 was implemented with excellent results. A plan for 2007 received support but ultimately was not funded.</td>
<td>-Continue infrastructure support to enhance the experience of current students</td>
</tr>
<tr>
<td>CFOs and the Finance Committee should come to agreement on items to be considered mandated costs.</td>
<td>-Infrastructure costs were funded with both ongoing and one-time funds. HETI funds provided, UEN initiative funded</td>
<td>-Provide funding to increase IT security</td>
</tr>
<tr>
<td>USHE needs to consider ways to infuse mission consideration, including change of mission, into budget priorities</td>
<td></td>
<td>-Increase student access by increasing college-going participation rate by one-half percent per year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Convert one-time student financial aid funding to ongoing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Preserve and enhance program quality by funding state initiative and institutional priorities</td>
</tr>
</tbody>
</table>

V. Linking Funding to Institutional Missions and Roles
## VI. Higher Education’s Role in Building Utah’s Economy: Building Institutional and Business Partnerships

<table>
<thead>
<tr>
<th>Issues</th>
<th>Year 1 Progress</th>
<th>Year 2 Priority/Progress</th>
</tr>
</thead>
</table>
| Higher education needs to be integrated into some sort of statewide plan or initiative | - USTAR legislation was passed, which will have a major impact on research and development capacity of the two research universities. Other institutions will draw into this initiative either as sites for the outreach programs or as centers for high tech workforce development.  
- The Commissioner and USHE assisted in the development of a framework (structure and funding) for Regional Innovation Centers. The USTAR legislation created an outreach program in as many as five locations and was funded by $4.0 million. Implementation will be managed by the newly established governing authority.  
- The Commissioner and USHE collaborated to build legislative support for USTAR and regional economic development plans and initiatives.  
- Several institutions created specific plans to advance the role of their institution in local/regional economic development activities. | - This initiative is currently in operation                                                                                                                                     |
| Utah needs to settle on a plan and move it ahead with adequate resources |                                                                                                                                                                                                                       | - Governing authority has been approved                                                                                                                                      |
|                                                                      |                                                                                                                                                                                                                       | - This has been completed                                                                                                                                                    |
|                                                                      |                                                                                                                                                                                                                       | - Implementation of this will remain a significant task                                                                                                                     |

### Future Research Priorities for all Strategic Directions:

1. Resource Book for all institutions, that has correlates of (a) academic achievement, (b) high school graduation, and (c) college attendance
2. Prepare data collection strategies and overall plans with the “common student identifier.” Need to get transition plans from public K-12 system to higher education system.
3. Use the “common student identifier” to track concurrent enrollment, remediation, retention, and graduation
4. Policy initiatives will be developed based on minority and disadvantaged symposia results and research on effective practices
5. A data system will be implemented along with better tools on the web, networked with Workforce Services
January 11, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Education Initiative

Background

Dr. David Sperry, USHE Scholar in Residence, has spent the last four months researching and analyzing the increasing gap between the number of teachers being produced and the number of teachers Utah public school districts are hiring. Dr. Sperry has conducted his research and is now leading a statewide task force to identify potential solutions to the problem. His research concludes that in 2005-2006, the gap was about 1,400. This past year, the gap was filled by recruiting out-of-state teachers and by convincing those who had left teaching (retirees, substitute teachers, and those completing alternative certification programs) to accept regular teaching contracts. More than 140 teaching positions were reported vacant at the start of the school year. Many districts are currently reporting serious difficulty finding sufficient substitute teachers.

Factors Contributing to the Problem

Supply
1. The total number of teachers graduating from Utah colleges of education (public and private) has been flat and trending slightly downward the last few years. This comes despite the fact that four new Utah colleges of education have come on line in the past decade and the State Legislature has established an alternative route to certification.

2. Utah higher education enrollments are generally flat and the state’s 18- to 24- year-old age population is projected to remain flat until 2018. Given this fact, significant increases in teacher education students won’t happen without recruiting students from other disciplines. With the low salaries of teachers, the success of such an effort is problematic.

3. Critical shortages of teachers exist in the fields of secondary mathematics, secondary science, special education (mild/moderate and severe), and early childhood education.
Demand

1. The state’s K-12 population is growing significantly. Utah is projected to add the equivalent of one new public school district larger than the size of Ogden City or Provo City School District each year for the next 10 years. Without altering current student-teacher ratios, the state will need about 700 additional teachers every year for at least the next 10 years simply to accommodate new growth.

2. Utah is experiencing significant teacher turnover due to retirements. Nearly half of the state’s current teaching force will be eligible to retire in the next 10 years. About 5 percent of the Utah’s K-12 teaching force retired last year.

3. Utah experiences high turnover of new teachers. Nearly 50 percent of all new K-12 teachers leave teaching within the first five years. In 2005-2006, nearly 20 percent of those teaching in the state of Utah and leaving K-12 had taught only one year.

Finding Solutions to the Problem

The K-16 Alliance has appointed a special task force to provide recommendations to three questions:

1. What should be done to entice, recruit, and retain more individuals, especially minorities, into a career of K-12 teaching?

2. What should be done to enhance the state’s capacity to produce and retain greater numbers of K-12 teachers?

3. What should be done to address the state’s immediate critical teacher shortage in the areas of math, science, special education, and early childhood education?

Tentative Views of the Task Force

1. All roads lead to the need to increase the compensation of teachers. Economic principles say that by increasing salaries, more individuals will be attracted to teaching careers. However, given the state’s political and fiscal conservatism, this may not be realistic. A rather revolutionary alternative would be to scrap the current age-old agrarian model of delivering K-12 education and significantly increase the work days of teachers by going to a scenario such as a year-round trimester model. This would increase salaries and provide an immediate and substantial resource to help reduce existing teacher shortages. Such a model would offer broad flexibility as to how and how quickly students would proceed through the K-12 system. An efficiency model of this sort could possibly save the state money while increasing teacher professionalism, reducing class size, increasing teacher salaries, and maximizing health and dental benefits. It would result in a major culture change and create some interesting administrative challenges.

2. Secondary roads include enhanced scholarship opportunities for more would-be teachers.
3. Immediate stop gap measures may require a combination of some or all of the following:

   (1) Greater licensing flexibility
   (2) Differentiated salaries
   (3) Signing bonuses, especially in critical shortage areas
   (4) Fast-track and distance education programs
   (5) Expanded and improved alternative certification programs
   (6) More part-time contracts
   (7) Recruiting teachers from among teaching aides (grow your own teachers)
   (8) Development of a “2 plus 2 plus 2 model” of teacher training

Commissioner’s Recommendations

This study and the progress of the taskforce have been provided as information only. No action is required at this time. Dr. Sperry will present final recommendations of the task force to the Board of Regents in spring or summer of 2007.

______________________________
Richard E. Kendell, Commissioner

REK/DS/AC
SUPPLY AND DEMAND NEEDS OF K-12 EDUCATION IN THE STATE OF UTAH:

FORMULATING A STATE-WIDE EDUCATION INITIATIVE
SUPPLY SIDE
Number of students reported completing teacher education programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, in areas of license issued by the Utah State Board of Education

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TOTAL</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>742</td>
<td>32.4%</td>
</tr>
<tr>
<td>Dixie</td>
<td>30</td>
<td>1.3%</td>
</tr>
<tr>
<td>PHX</td>
<td>98</td>
<td>4.3%</td>
</tr>
<tr>
<td>SUU</td>
<td>257</td>
<td>11.2%</td>
</tr>
<tr>
<td>USU</td>
<td>448</td>
<td>19.5%</td>
</tr>
<tr>
<td>UU</td>
<td>258</td>
<td>11.3%</td>
</tr>
<tr>
<td>UVSC</td>
<td>173</td>
<td>7.5%</td>
</tr>
<tr>
<td>WC</td>
<td>49</td>
<td>2.1%</td>
</tr>
<tr>
<td>WGU</td>
<td>35</td>
<td>1.5%</td>
</tr>
<tr>
<td>WSU</td>
<td>202</td>
<td>8.8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2,292</strong></td>
<td><strong>99.9%</strong></td>
</tr>
</tbody>
</table>
Number of students reported completing non-teaching educational programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued in the Utah State Board of Education

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>TOTAL</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>56</td>
<td>19.3%</td>
</tr>
<tr>
<td>Dixie</td>
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<tr>
<td>PHX</td>
<td>60</td>
<td>20.7%</td>
</tr>
<tr>
<td>SUU</td>
<td>39</td>
<td>13.5%</td>
</tr>
<tr>
<td>USU</td>
<td>72</td>
<td>24.8%</td>
</tr>
<tr>
<td>UU</td>
<td>63</td>
<td>21.7%</td>
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<tr>
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<tr>
<td>WC</td>
<td>N/A</td>
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</tr>
<tr>
<td>WGU</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>WSU</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>290</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Number of Utah colleges and university education graduates obtaining Utah educator licenses 2000-2006
Number of Utah educator licenses issued to out-of-state applicants, 2001-2005
Number of Utah educator licenses issued to those entering education through alternative licensure programs, 2001-2006
Number of Utah educator licenses issued 2001-2005 to combined groups of Utah college of education students, out-of-state applicants, and ARL’s
Number of teacher education students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and by areas of license issued by the Utah State Board of Education who were known by their Institution to have been hired to work in their program area in the state of Utah by September 1, 2006

<table>
<thead>
<tr>
<th>Institution</th>
<th>AUD</th>
<th>SP</th>
<th>ECE</th>
<th>EE</th>
<th>SEC</th>
<th>SE</th>
<th>ECSE</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
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<td>15/15</td>
<td>40/56</td>
<td>93/260</td>
<td>88/368</td>
<td>40/43</td>
<td>NP</td>
<td>276/742</td>
<td>37.2%</td>
</tr>
<tr>
<td>Dixie</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>19/30</td>
<td>NP</td>
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<td>NP</td>
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<td>63.3%</td>
</tr>
<tr>
<td>PHX</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>48/57</td>
<td>32/41</td>
<td>NP</td>
<td>NP</td>
<td>48/57</td>
<td>84.2%</td>
</tr>
<tr>
<td>SUU</td>
<td>NP</td>
<td>NP</td>
<td>34/42</td>
<td>85/114</td>
<td>69/86</td>
<td>8/15</td>
<td>NP</td>
<td>196/257</td>
<td>76.3%</td>
</tr>
<tr>
<td>USU</td>
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<td>7/8</td>
<td>17/28</td>
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<td>87/148</td>
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<td>2/3</td>
<td>314/448</td>
<td>70.1%</td>
</tr>
<tr>
<td>UU</td>
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<td>17/24</td>
<td>18/20</td>
<td>56/68</td>
<td>43/67</td>
<td>61/66</td>
<td>11/11</td>
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<tr>
<td>UVSC</td>
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<td>NP</td>
<td>20/20</td>
<td>111/111</td>
<td>25/42</td>
<td>NP</td>
<td>NP</td>
<td>156/173</td>
<td>90.2%</td>
</tr>
<tr>
<td>WC</td>
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<td>NP</td>
<td>4/5</td>
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<tr>
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<td>32/35</td>
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<tr>
<td>WSU</td>
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<td>NP</td>
<td>NA/20</td>
<td>NA/81</td>
<td>NA/92</td>
<td>NA/9</td>
<td>NP</td>
<td>NA/202</td>
<td>NA</td>
</tr>
</tbody>
</table>

NP=No Program  
NA=Information Not Available
Number of non-teaching professional educators completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and by areas of license issued by the Utah State Board of Education who were known by their institution to have been hired to work in their program area in the state of Utah by September 1, 2006

<table>
<thead>
<tr>
<th></th>
<th>A &amp; S</th>
<th>SC</th>
<th>SP</th>
<th>SW</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>34/35</td>
<td>NP</td>
<td>17/21</td>
<td>NP</td>
<td>51/56</td>
<td>91.1%</td>
</tr>
<tr>
<td>Dixie</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
</tr>
<tr>
<td>PHX</td>
<td>NP</td>
<td>NA/60</td>
<td>NP</td>
<td>NP</td>
<td>NA/60</td>
<td>NA</td>
</tr>
<tr>
<td>SUU</td>
<td>32/39</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>32/39</td>
<td>82.1%</td>
</tr>
<tr>
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<td>NA/41</td>
<td>NA/28</td>
<td>1/3</td>
<td>NP</td>
<td>NA/72</td>
<td>NA</td>
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<tr>
<td>UU</td>
<td>13/19</td>
<td>9/10</td>
<td>10/10</td>
<td>NA/24</td>
<td>32/39</td>
<td>82.1%</td>
</tr>
<tr>
<td>UVSC</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
</tr>
<tr>
<td>WC</td>
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<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
</tr>
<tr>
<td>WGU</td>
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<td>NP</td>
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<td>WSU</td>
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<td>NP</td>
<td>NP</td>
<td>NP</td>
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</table>
Number of teacher education students by race and ethnicity reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 20, 2006, by areas of license issued by the Utah State Board of Education

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<th>ECE</th>
<th>EE</th>
<th>SEC</th>
<th>SE</th>
<th>ECSE</th>
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<th>%</th>
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<tr>
<td>Amer. Indian</td>
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<td>2</td>
<td>9</td>
<td>.39%</td>
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</tr>
<tr>
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<td>10</td>
<td>12</td>
<td>2</td>
<td>26</td>
<td>1.13%</td>
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<td></td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>.09%</td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>801</td>
<td>733</td>
<td>219</td>
<td>14</td>
<td>1974</td>
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<tr>
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<td>21</td>
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<td></td>
<td>3</td>
<td>.13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
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<td>Total</td>
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<td>928</td>
<td>861</td>
<td>249</td>
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Number of non-teaching professional educators by race and ethnicity completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by areas of license issued by the Utah State Board of Education

<table>
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<th>SC</th>
<th>SP</th>
<th>SW</th>
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<tr>
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<td>6</td>
<td>2.07%</td>
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</tr>
<tr>
<td>White</td>
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<td>31</td>
<td></td>
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<td></td>
<td></td>
<td>3</td>
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<tr>
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<td>2</td>
<td></td>
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<td>5</td>
<td>1.72%</td>
</tr>
<tr>
<td>Foreign National</td>
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<tr>
<td>Multi-Ethnic</td>
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<td>Total</td>
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<td>34</td>
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Number of minority students reported completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006 by institution

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Foreign Nationals</th>
<th>Total</th>
<th>%</th>
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<tbody>
<tr>
<td>BYU</td>
<td>4</td>
<td>16</td>
<td>1</td>
<td>18</td>
<td>5</td>
<td></td>
<td>44</td>
<td>33.1%</td>
</tr>
<tr>
<td>Dixie</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>.8%</td>
</tr>
<tr>
<td>PHX</td>
<td>5</td>
<td>7</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td>15</td>
<td>11.3%</td>
</tr>
<tr>
<td>SUU</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>20</td>
<td>15.0%</td>
</tr>
<tr>
<td>USU</td>
<td>1</td>
<td>2</td>
<td></td>
<td>12</td>
<td>2</td>
<td></td>
<td>17</td>
<td>12.8%</td>
</tr>
<tr>
<td>UU</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
<td>7</td>
<td>5.3%</td>
</tr>
<tr>
<td>UVSC</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td>3.8%</td>
</tr>
<tr>
<td>WC</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>5</td>
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<tr>
<td>WGU</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>.8%</td>
</tr>
<tr>
<td>WSU</td>
<td>9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
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<tr>
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<td>9</td>
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<td>65</td>
<td>22</td>
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Number of minority students completing educational programs in Utah colleges and universities, July 1, 2005 to June 30, 2006, by racial/ethnic category

<table>
<thead>
<tr>
<th>Category</th>
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<th>Percentage</th>
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<td>24.1%</td>
</tr>
<tr>
<td>Black</td>
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<td>1.5%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>48.9%</td>
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<tr>
<td>Pacific Islander</td>
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<td>16.5%</td>
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<tr>
<td>Foreign National</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>133</strong></td>
<td><strong>100.1%</strong></td>
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</table>
Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and area of major endorsement

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<th>Foreign Language</th>
<th>Health/ PE</th>
<th>Math</th>
<th>Language Arts</th>
<th>Science</th>
<th>Social Studies</th>
<th>Applied Tech</th>
<th>Total</th>
<th>%</th>
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<tbody>
<tr>
<td>BYU</td>
<td>57</td>
<td>24</td>
<td>27</td>
<td>62</td>
<td>54</td>
<td>31</td>
<td>70</td>
<td>43</td>
<td>368</td>
<td>42.7%</td>
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<tr>
<td>Dixie</td>
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<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>NP</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>PHX</td>
<td>3</td>
<td>4</td>
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<td>4</td>
<td>13</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>41</td>
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<td>28</td>
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<td>4</td>
<td>15</td>
<td>13</td>
<td>86</td>
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<td>19</td>
<td>25</td>
<td>10</td>
<td>12</td>
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<td>36</td>
<td>148</td>
<td>17.2%</td>
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<tr>
<td>UU</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>15</td>
<td>1</td>
<td>67</td>
<td>7.8%</td>
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<td>12</td>
<td>8</td>
<td>16</td>
<td>5</td>
<td>42</td>
<td>4.9%</td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>.5%</td>
</tr>
<tr>
<td>WSU</td>
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<td>6</td>
<td>9</td>
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<td>9</td>
<td>19</td>
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<td>92</td>
<td>10.7%</td>
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<tr>
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<td>54</td>
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<td>111</td>
<td>132</td>
<td>75</td>
<td>173</td>
<td>108</td>
<td>861</td>
<td>100.1%</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>14.3%</td>
<td>6.3%</td>
<td>9.9%</td>
<td>12.9%</td>
<td>15.3%</td>
<td>8.7%</td>
<td>20.1%</td>
<td>12.5%</td>
<td>100.0%</td>
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</tbody>
</table>
Number of students reported competing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution in the field of mathematics

<table>
<thead>
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<th>PHX</th>
<th>SUU</th>
<th>USU</th>
<th>UU</th>
<th>UVSC</th>
<th>WC</th>
<th>WGU</th>
<th>WSU</th>
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<td>1</td>
<td>15</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>9</td>
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<td></td>
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</tr>
<tr>
<td>Total</td>
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<td>1</td>
<td>25</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>111</td>
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Number of students reported completing a secondary teaching program in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution in the field of science

<table>
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<th>SUU</th>
<th>USU</th>
<th>UU</th>
<th>UVSC</th>
<th>WC</th>
<th>WGU</th>
<th>WSU</th>
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<td>12</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>9</td>
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</tbody>
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*Minor Only
Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution and area of license issued by the Utah State Board of Education

<table>
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<th>Foreign Language</th>
<th>Health/PE</th>
<th>Math</th>
<th>Language Arts</th>
<th>Science</th>
<th>Social Studies</th>
<th>Applied Tech</th>
<th>Other</th>
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</tr>
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<td>4</td>
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<td>155</td>
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<td>2</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SUU</td>
<td>1</td>
<td>8</td>
<td>14</td>
<td>3</td>
<td>36</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>72</td>
</tr>
<tr>
<td>USU</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>12</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>UU</td>
<td>NA</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>4</td>
<td>NA</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>UVSC**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>WC</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td></td>
<td>22***</td>
</tr>
<tr>
<td>WGU</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>WSU</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>36</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>38</td>
<td>80</td>
<td>12</td>
<td>168</td>
<td>29</td>
<td>62</td>
<td>16</td>
<td>5</td>
<td>420</td>
</tr>
</tbody>
</table>

* No secondary education program
** All composite majors
***9 were elementary education majors who took a secondary teaching minor
Number of students reported completing a secondary teaching minor in Utah colleges and universities July 1, 2005 to June 30, 2006, as a percentage of all who completed a secondary teaching program by institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number Completing a Secondary Program</th>
<th>Number Completing a Secondary Program Who also Completed a Secondary Teaching Minor</th>
<th>Percent Completing a Secondary Teaching Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>368</td>
<td>155</td>
<td>42.1%</td>
</tr>
<tr>
<td>Dixie</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>PHX</td>
<td>41</td>
<td>3</td>
<td>7.3%</td>
</tr>
<tr>
<td>SUU</td>
<td>86</td>
<td>72</td>
<td>83.7%</td>
</tr>
<tr>
<td>USU</td>
<td>148</td>
<td>64</td>
<td>43.2%</td>
</tr>
<tr>
<td>UU</td>
<td>67</td>
<td>21</td>
<td>31.3%</td>
</tr>
<tr>
<td>UVSC**</td>
<td>42</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>WC</td>
<td>13</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>WGU</td>
<td>4</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>WSU</td>
<td>92</td>
<td>80</td>
<td>87%</td>
</tr>
<tr>
<td>Total</td>
<td>861</td>
<td>411</td>
<td>47.7%</td>
</tr>
</tbody>
</table>

** All Composite Majors
Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005, to June 30, 2006, by institution in the field of mathematics

<table>
<thead>
<tr>
<th>Institution</th>
<th>BYU</th>
<th>Dixie</th>
<th>PHX</th>
<th>SUU</th>
<th>USU</th>
<th>UU</th>
<th>UVSC</th>
<th>WC</th>
<th>WGU</th>
<th>WSU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mathematics/Statistics Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>
Number of students reported completing a secondary teaching minor in Utah colleges and universities, July 1, 2005, to June 30, 2006, by institution in the field of science

<table>
<thead>
<tr>
<th>Science Minor</th>
<th>BYU</th>
<th>Dixie</th>
<th>PHX</th>
<th>SUU</th>
<th>USU</th>
<th>UU</th>
<th>UVSC</th>
<th>WC</th>
<th>WGU</th>
<th>WSU</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botany</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Chemistry/Physics Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth Science Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physical Science Composite</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>2</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>
Number of students reported completing programs of study in Utah colleges and universities, July 1, 2005 to June 30, 2006, by institution in special education by institution and specific areas of endorsement granted by the Utah State Board of Education

<table>
<thead>
<tr>
<th>Institution</th>
<th>Hearing Impaired (Deaf)</th>
<th>Mild/Moderate</th>
<th>Severely Handicapped</th>
<th>Visually Impaired</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU</td>
<td>25</td>
<td>18</td>
<td></td>
<td></td>
<td>43</td>
<td>17.3%</td>
</tr>
<tr>
<td>Dixie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHX</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUU</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>6.0%</td>
</tr>
<tr>
<td>USU</td>
<td>86</td>
<td>23</td>
<td></td>
<td></td>
<td>109</td>
<td>43.8%</td>
</tr>
<tr>
<td>UU</td>
<td>10</td>
<td>25</td>
<td>26</td>
<td>5</td>
<td>66</td>
<td>26.5%</td>
</tr>
<tr>
<td>UVSC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WC</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>2.8%</td>
</tr>
<tr>
<td>WGU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSU</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>3.6%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>168</td>
<td>67</td>
<td>5</td>
<td>249</td>
<td>100%</td>
</tr>
</tbody>
</table>
1. The supply of new educators in the State of Utah has remained relatively flat trending downward the last few years despite the addition of legislation empowering alternative routes to licensing and the addition of four new colleges of education.
2. With the exception of Brigham Young University the vast majority of current education graduates of Utah’s public and private colleges of education remain in and at least begin working as educators in the state of Utah.

3. As the number of Utah students attending Brigham Young University has decreased as a percentage of the university’s overall student body, the number of teacher education students from BYU taking jobs in Utah appears to have also dwindled.
4. The critical need areas of math and science are not attracting the largest number of secondary teacher education students.

5. The state is doing an inadequate job of attracting minorities into teaching.

6. The flexibility for staffing Utah’s secondary schools has to have been diminished by the State no longer requiring that secondary teachers have to complete a teaching minor.
Demand Side
CHANGES IN THE NUMBER OF TEACHERS IN UTAH PUBLIC SCHOOL DISTRICTS 2005-2006
(38 of 40 districts reporting)

1. Number of teachers at the start of the 2005-2006 school year = 24,895.5

2. Number of teachers who left the employment of their school district for whatever reason during or at the end of the 2005-2006 school year = 2,847.75
3. Percent Turnover = 11.44%

4. Number of new teachers hired to replace those who left and/or to adjust for student growth and programmatic modifications in order to start the 2006-2007 school year = 3,539.85

ON AVERAGE 14.2% OR 1 IN EVERY 7 TEACHERS IS NEW TO THE LOCAL UTAH SCHOOL DISTRICT IN WHICH THEY ARE WORKING THIS ACADEMIC YEAR.
IN ELEVEN SCHOOL DISTRICTS THE PERCENTAGE OF NEW TEACHERS IS EVEN HIGHER

Daggett - 29.4% (1 in 3.4)
Wasatch - 27.7% (1 in 3.6)
Nebo – 26.6% (1 in 3.76)
Alpine - 20.7% (1 in 4.8)
Morgan - 18.6% (1 in 5.38)
Provo - 17.9% (1 in 5.59)
Jordan - 17.7% (1 in 5.60)
Washington - 17.4% (1 in 5.7)
Logan City - 17.3% (1 in 5.78)
Tooele - 16.5% (1 in 6.06)
Murray - 15.0% (1 in 6.67)
## Degree of difficulty experienced by Utah public school districts in hiring teachers in order to begin the 2006-2007 school year

<table>
<thead>
<tr>
<th>Categories of Teacher Licensing in the state of Utah</th>
<th>Degree of Difficulty Districts had in Hiring Teacher (Reported by Number of Districts).</th>
</tr>
</thead>
</table>
| Communication Disorders/Audiology                  | 9<  
Intermediate Difficult 8  No Difficulty 0  
Somewhat Difficult 1  None were Needed 22  
No Response/Not Applicable 7 |
| Communication Disorders/Speech Pathology           | 18<  
Extremely Difficult 15  No Difficulty 3  
Somewhat Difficult 3  None were Needed 12  
No Response/Not Applicable 5 |
| Early Childhood K-3                                | 22<  
Extremely Difficult 13  No Difficulty 7  
Somewhat Difficult 9  None were Needed 5  
No Response/Not Applicable 4 |
| Elementary 1-8                                     | 19<  
Extremely Difficult 3  No Difficulty 15  
Somewhat Difficult 16  None were Needed 1  
No Response/Not Applicable 3 |
| Secondary Education                                | 26<  
Extremely Difficult 5  No Difficulty 4  
Somewhat Difficult 21  None were Needed 3  
No Response/Not Applicable 5 |
| Special Education                                  | 26<  
Extremely Difficult 19  No Difficulty 2  
Somewhat Difficult 7  None were Needed 6  
No Response/Not Applicable 4 |
| Special Education (Birth-Age 5)                    | 13<  
Extremely Difficult 12  No Difficulty 3  
Somewhat Difficult 1  None were Needed 16  
No Response/Not Applicable 7 |
Degree of difficulty experienced by Utah public school districts in hiring secondary teachers by areas of primary discipline in order to begin the 2006 school year

<table>
<thead>
<tr>
<th>Area of Discipline</th>
<th>Degree of Difficulty Districts had in Hiring Secondary teachers (Reported by Number of Districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extremely Difficult</td>
</tr>
<tr>
<td>Fine Art</td>
<td>16&lt;</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>11&lt;</td>
</tr>
<tr>
<td>Health, P.E., Safety</td>
<td>3&lt;</td>
</tr>
<tr>
<td>Language Arts</td>
<td>15&lt;</td>
</tr>
<tr>
<td>Math</td>
<td>25&lt;</td>
</tr>
<tr>
<td>Science</td>
<td>23&lt;</td>
</tr>
<tr>
<td>Social Studies</td>
<td>10&lt;</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>18&lt;</td>
</tr>
</tbody>
</table>
### Reasons why teachers left teaching in Utah public schools during 2005-2006 as reported by district officials*

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiring</td>
<td>790</td>
<td>44.6%</td>
</tr>
<tr>
<td>Resigning due to personal &amp; family issues</td>
<td>312.25</td>
<td>17.6%</td>
</tr>
<tr>
<td>Spousal relocation</td>
<td>201</td>
<td>11.3%</td>
</tr>
<tr>
<td>Accepting a position in another school/district or education agency/institution</td>
<td>163</td>
<td>9.2%</td>
</tr>
<tr>
<td>Contract not renewed or terminated</td>
<td>149</td>
<td>8.4%</td>
</tr>
<tr>
<td>Leave of absence (e.g. military)</td>
<td>69</td>
<td>3.9%</td>
</tr>
<tr>
<td>Leaving education altogether for another types of employment</td>
<td>47</td>
<td>2.7%</td>
</tr>
<tr>
<td>Resigning due to long-term disability</td>
<td>18</td>
<td>1.0%</td>
</tr>
<tr>
<td>Pursuing additional education or training</td>
<td>15</td>
<td>.9%</td>
</tr>
<tr>
<td>Death</td>
<td>7</td>
<td>.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,771.25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Not all school districts collect this data. These figures account for 1,771.25 or 62% of the reported 2,847.75
Number of years teachers, who left the employment of the Utah public school district in 2005-2006, had taught in that particular school district*

<table>
<thead>
<tr>
<th>Years Teaching</th>
<th># of Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>380</td>
<td>19.3%</td>
</tr>
<tr>
<td>2 years</td>
<td>202</td>
<td>10.3%</td>
</tr>
<tr>
<td>3 years</td>
<td>158</td>
<td>8.0%</td>
</tr>
<tr>
<td>4 years</td>
<td>109.25</td>
<td>5.6%</td>
</tr>
<tr>
<td>5 years</td>
<td>88</td>
<td>4.5%</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>1028</td>
<td>52.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,965.25</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Not all school districts collect this data. These figures account for 1965.25 or 69% of the reported 2,847.75 teachers who left.
Experiential background of new teachers hired by Utah’s public school districts for the start of the 2006-2007 school year

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers with no previous experience</td>
<td>1971</td>
<td>55.9%</td>
</tr>
<tr>
<td>Teachers with prior experience</td>
<td>1556.25</td>
<td>44.1%</td>
</tr>
<tr>
<td>Total</td>
<td>3527.25</td>
<td>100%</td>
</tr>
</tbody>
</table>
Source of new teachers hired by Utah’s public school districts for the start of the 2006-2007 school year *

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah college graduates (no previous experience)</td>
<td>45.8%</td>
</tr>
<tr>
<td>Out-of-state college graduates (no previous experience)</td>
<td>5.6%</td>
</tr>
<tr>
<td>Alternative certification programs</td>
<td>4.5%</td>
</tr>
<tr>
<td>Returning to teaching</td>
<td>18.3%</td>
</tr>
<tr>
<td>Moving from another Utah school district</td>
<td>17.5%</td>
</tr>
<tr>
<td>Moving from out-of-state (previous experience)</td>
<td>8.3%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

* All reporting school districts knew if their new hires had previous teaching experience or not. However, not all school districts could answer the question where they came from. The percentages are based on 1,996 or 57% of the reported new hires.
VACANCIES IN TEACHING POSITIONS ON THE STARTING DAY OF CLASSES, FALL 2006, IN UTAH’S PUBLIC SCHOOLS

Number of districts with vacancies = 17 of 38

Total number of reported vacancies = 138.5

Districts with the largest number of reported vacancies = Jordan (40), Weber (17), Alpine (16), Washington (13), and Davis (14)
AREAS OF VACANCY

Elementary 50
Secondary Education 32
  Math 9
  Science 7
  Applied Technology 7
  Music 3
  Social Studies 2
  Media 1
  English 1
Special Education 25
Early Childhood Education 17.5
Speech Pathology 11
Early Childhood Special Education 1
CHANGES IN THE NUMBER OF NON-TEACHING PROFESSIONAL EDUCATORS IN UTAH PUBLIC SCHOOL DISTRICTS 2005-2006
(Administrators, Counselors, Psychologists, and Social Workers)

1. Number at the start of 2005-2006 = 2,582.6

2. Number who left the employment of their school district for whatever reason during or at the end of the 2005-2006 school year = 216.1
3. Percent Turnover = 8.4%

4. Number of new hires to replace those who left and/or to adjust for student growth and programmatic modifications in order to start the 2006-2007 school year = 237

2005-2006, Turnover in Each Non-Teaching Professional Position:
   Administrators = 7.3%
   School Counselors = 8.1%
   School Psychologists = 16.0%
   School Social Workers = 10.9%
Degree of difficulty experienced by Utah public school districts in hiring non-teaching professional educators in order to begin the 2006-2007 school year

<table>
<thead>
<tr>
<th>Categories of Teacher Licensing in the State of Utah</th>
<th>Degree of difficulty districts had in hiring non-teaching professional educators (reported by number of districts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin/Supervisory</td>
<td>10&lt;br&gt;Extremely Difficult 3&lt;br&gt;Somewhat Difficult 7&lt;br&gt;No Response/Not Applicable 10&lt;br&gt;No Difficulty 12&lt;br&gt;None were Needed 6</td>
</tr>
<tr>
<td>School Counselor</td>
<td>6&lt;br&gt;Extremely Difficult 3&lt;br&gt;Somewhat Difficult 3&lt;br&gt;No Response/Not Applicable 9&lt;br&gt;No Difficulty 10&lt;br&gt;None were Needed 13</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>13&lt;br&gt;Extremely Difficult 12&lt;br&gt;Somewhat Difficult 1&lt;br&gt;No Response/Not Applicable 9&lt;br&gt;No Difficulty 2&lt;br&gt;None were Needed 14</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>2&lt;br&gt;Extremely Difficult 1&lt;br&gt;Somewhat Difficult 1&lt;br&gt;No Response/Not Applicable 14&lt;br&gt;No Difficulty 1&lt;br&gt;None were Needed 21</td>
</tr>
</tbody>
</table>
Reasons why non-teaching professional educators left employment in Utah public school districts 2005-2006 *

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiring</td>
<td>120</td>
<td>62.2%</td>
</tr>
<tr>
<td>Accepting a position in another school/district or education agency/institution</td>
<td>25</td>
<td>13%</td>
</tr>
<tr>
<td>Unknown</td>
<td>23</td>
<td>11.9%</td>
</tr>
<tr>
<td>Spousal relocation</td>
<td>9</td>
<td>4.7%</td>
</tr>
<tr>
<td>Contract not renewed or terminated</td>
<td>7</td>
<td>3.6%</td>
</tr>
<tr>
<td>Resigning due to personal &amp; family issues</td>
<td>7</td>
<td>3.6%</td>
</tr>
<tr>
<td>Deceased</td>
<td>2</td>
<td>1.0%</td>
</tr>
<tr>
<td>Leaving education altogether for another type of employment</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Pursuing additional education or training</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Resigning due to long-term disability</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>193</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Not all school districts collect this data. These figures account for 193 or 89.3% of those who left in the 35 of the 38 school districts providing a report or a complete record.
Number of years non-teaching professional educators were employed before leaving their public school district during or at the end of the 2005-2006 school year *

<table>
<thead>
<tr>
<th>Years Employed</th>
<th># of Professionals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>3</td>
<td>2.5%</td>
</tr>
<tr>
<td>2 years</td>
<td>5</td>
<td>4.2%</td>
</tr>
<tr>
<td>3 years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5 years</td>
<td>6</td>
<td>5.1%</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>105</td>
<td>88.2%</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>100%</td>
</tr>
</tbody>
</table>

* Not all school districts collect this data. These figures account for 20 of 38 reporting Utah School Districts.
Experiential background of new non-teaching professional educators hired by Utah’s public school districts for the start of the 2006-2007 school year

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionals with no previous experience</td>
<td>114</td>
<td>49%</td>
</tr>
<tr>
<td>Professionals with prior experience</td>
<td>120</td>
<td>51%</td>
</tr>
<tr>
<td>Total</td>
<td>234</td>
<td>100%</td>
</tr>
</tbody>
</table>
Source of New non-teaching Professional Educators Hired by Utah’s Public School Districts for the Start of 2006-2007 School Year *

<table>
<thead>
<tr>
<th>Source of New Hires</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Utah college graduates (no previous experience)</td>
<td>44.7%</td>
</tr>
<tr>
<td>Out-of-state college graduates (no previous experience)</td>
<td>5.9%</td>
</tr>
<tr>
<td>Alternative certification programs</td>
<td>2.4%</td>
</tr>
<tr>
<td>Returning to education</td>
<td>4.7%</td>
</tr>
<tr>
<td>Moving from another Utah School District</td>
<td>35.3%</td>
</tr>
<tr>
<td>Moving from out-of-state (previous experience)</td>
<td>7.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

* All reporting school districts but one knew if the new hires had previous experience or not. However, not all districts could answer the question where they came from. Base on those districts who had the data (representing approximately 36% of all new hires) the distribution was as listed above.
Vacancies in non-teaching professional educator positions by primary area on the starting day of classes, Fall 2006, in Utah’s public school districts

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Supervision</td>
<td>2</td>
</tr>
<tr>
<td>School Counselors</td>
<td>2</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>5.1</td>
</tr>
<tr>
<td>Social Workers</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10.1</strong></td>
</tr>
</tbody>
</table>
Vacant Positions by School District:

Alpine       3 School Psychologists
Davis        1 School Counselor
Garfield     1 School Administrator and .10 School Psychologist
Jordan       1 School Psychologist
Kane         1 School Administrator
Murray       1 School Psychologist
Ogden        1 School Social Worker
Salt Lake City 1 School Counselor
DEMAND SIDE OBSERVATIONS AND CONCLUSIONS

1. The state of Utah is experiencing a significant demand for additional teachers due to a combination of growth in student numbers and high levels of teacher attrition.

2. A significant number of teachers leaving the system are doing so during the first or second year of teaching.
3. About half of the teacher turnover in 2005-2006 was due to retirement. This fact, no doubt, reflects the age composition of the State’s teaching force. (Two years ago it was reported that 46.5% of current Utah K-12 would be eligible for retirement in the next 10 years).

4. This past year a majority of Utah’s local school districts experienced serious difficulty in recruiting and hiring teachers in five of the seven teacher licensing categories.
5. The areas of greatest teacher need in Utah are special education (severe and mild/moderate), mathematics, science, and early childhood education.

6. Utah’s local school districts are having to depend on a combination of new Utah college graduates, new out-of-state college graduates, alternative licensing programs, former teachers and retirees, as well as practicing teachers coming from out-of-state in order to staff their schools.
MAJOR CONCERNS

1. There is a growing gap between the demand for teachers and the number of teachers being trained by Utah’s colleges of education.

2. There is an immediate and critical need for more teachers in the areas of math, science, special education, and early childhood education.

3. Interest on the part of Utah’s college students in pursuing a career as a K-12 teacher appears to be dwindling.
NEXT STEPS

The state’s K-16 Alliance has appointed a Task Force to examine and identify for the Alliance what they consider to be the most promising policy options with respect to the following questions:
1. What should be done to enhance the State’s capacity to produce greater numbers of K-12 educators?

2. What should be done to address the State’s immediate teacher shortage in the areas of mathematics, science, special education, and early childhood education?

3. What should be done to entice and recruit more individuals, especially minorities, into a career of K-12 teaching?
K-16 Alliance
Supply and Demand Task Force

Task Force Members Include:

Kim Campbell  Utah Education Association
Lyle Cox  Washington School District
Briant Farnsworth  Utah Valley State College
Vernon Henshaw  Alpine School District
Christine Kearl  Governor’s Office
Kelly Matthews  Wells Fargo Bank
Mel Miles  Davis School District
Cyndee Miya  Coalition of Minorities Advisory Board
Barry Newbold  Jordan School District
Pam Perlich  University of Utah
Jack Rasmussen  Weber State University
Debra Roberts  Utah State Board of Education
Teddi Safman  Utah System of Higher Education
David Sperry  University of Utah/Utah System of Higher Education
Carol Strong  Utah State University
John Sutherland  Cemaphore Systems
Ray Timothy  Utah State Office of Education
Richard Young  Brigham Young University

Recommendations by the Task Force will be submitted to the K-16 Alliance by the end of March 2007
For a copy of the complete study, go to [www.utahsbr.edu](http://www.utahsbr.edu) and click on Utah’s Teacher Shortage: Study and Findings
January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Institutional Reports on Campus Programs and Initiatives Related to Minority and Disadvantaged Students—Information Item

At their December 2006 regular meeting, the Regents approved, with some modifications, the prioritized recommendations of the USHE Task Force on Minority and Disadvantaged Students. These recommendations provide a framework for future programs that should be funded and implemented to improve the preparation, participation, and completion rates of minority and disadvantaged students in USHE institutions.

In addition, recognizing that USHE institutions are already addressing this issue through a variety of campus programs, the Strategic Planning and Communications Committee has asked for reports from USHE institutions on such programs so that it can be better informed about effective strategies currently underway. This month the Committee will hear reports from Moises Diaz, Director of Multicultural Student Services at Utah State University, and David Richardson, Vice President for Academic Affairs at Salt Lake Community College.

Commissioner's Recommendation

This item is for information only and requires no action.

____________________________
Richard E. Kendell
Commissioner of Higher Education

REK: dsd
January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Quality Counts 2007: From Cradle to Career, Connecting American Education from Birth to Adulthood—Information Item

Each year Education Week, a national publication that studies and reports on public education issues in the United States, produces a “Quality Counts” report that grades states on a variety of performance measures. This year, rather than giving states a letter grade, the report simply ranks states based on a “Chance-for-Success Index,” a set of 13 indicators designed to highlight state efforts, or lack thereof, to get a child successfully from preschool through postsecondary education.

Overall, Utah ranked above average on the Index, tied for 20th in the country with Rhode Island. However, several of the individual indicators are troublesome. For example, only 76.7% of Utah public school students graduate from high school with a diploma. While this is well above the national average, several states have higher graduation rates, including New Jersey (84.5%), Wisconsin (80.5%), Vermont (81.2%), Iowa (82.5%), and North Dakota (83.1%).

In addition, only 48.6% of Utah young adults (ages 18-24) are enrolled in postsecondary education or have earned a college degree. While this figure tops the national average (47.8%), we could do much better. Several states have participation/completion rates that better Utah’s: Virginia (50.2%), Connecticut (53.8%), Minnesota (54.9%), New Jersey (57.0%), Massachusetts (57.8%), Iowa (54.7%), Illinois (52.8%), North Dakota (57.7%), New York (56.5%), and Rhode Island (57.4%).

Finally, Utah ranks poorly (46th) in terms of policies and actions that align education from preschool through college. According to the report, Utah has implemented only two (2) of the fifteen (15) recommended policies to connect the K-12 education system with early learning, higher education, and the world of work.

The press release summarizing the report, together with the Utah section of the report, is attached. This report should provide excellent motivation for the Regents, the State Board of Education, and the K-16 Alliance to continue to work toward a seamless system that will benefit all Utah students.

Commissioner’s Recommendation

This item is for information only and requires no action.

____________________
Richard E. Kendell, Commissioner

Attachments
WASHINGTON – January 3, 2007 – A child born in Virginia is significantly more likely to experience success throughout life than the average child born in the United States, while a child born in New Mexico is likely to face an accumulating series of hurdles both educationally and economically, according to an analysis published by Education Week.

The analysis by the Editorial Projects in Education Research Center is based on the “Chance-for-Success Index,” which tracks state efforts to connect education from preschool through postsecondary education and training. The index was developed by the EPE Research Center for Quality Counts 2007: From Cradle to Career, Connecting American Education From Birth to Adulthood, produced by Education Week with support from the Pew Center on the States. The report is available online at www.edweek.org/go/qc07.

The Chance-for-Success Index provides a perspective on the importance of education throughout a person’s lifetime and is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

Virginia, Connecticut, Minnesota, New Jersey, Maryland, Massachusetts, and New Hampshire rank at the top of the index, while Alabama, Mississippi, Tennessee, Texas, Arizona, Louisiana, and New Mexico lag significantly behind the national average in descending order.

“Smart states, like smart companies, try to make the most of their investments by ensuring that young people’s education is connected from one stage to the next—reducing the chances that students will be lost along the way or require costly remedial programs to acquire skills or knowledge they could have learned right from the start,” said Virginia B. Edwards, the editor and publisher of Education Week and Quality Counts.

The 13 indicators that make up the index capture key performance or attainment outcomes at various stages in a person’s lifetime or are correlated with later success. For example, in the early-childhood years, indicators include the percent of children living in families that earn a decent wage and the percent of children with at least one parent who has a postsecondary degree – factors that research shows have an impact on how well children perform in school.

“Overall, the Index captures the cumulative effects of education experience from birth through adulthood and pinpoints the chance for success at each stage and for each state,” said Christopher B. Swanson, the director of the EPE Research Center. “We find that a child’s life prospects depend greatly on where he or she lives.”
Virginia, for example, earns the highest Chance-for-Success score. The average child in Virginia starts out ahead of the curve: less likely to live in a low-income family and more likely to have college-educated parents. Those early advantages are amplified during the elementary-through-postsecondary years, when the typical young person enjoys higher achievement and is more likely to finish high school and continue on to college than in other states. Virginia’s well-educated adult population and strong economy offer ample opportunities to realize the returns to schooling as individuals enter the workforce. Similar conditions prevail in other high-ranking states, including Connecticut, Minnesota, and New Jersey.

A near-mirror image of this pattern occurs in the steadily declining trajectories of states like New Mexico. There, weak school performance is unable to overcome, and may exacerbate, the early sociodemographic disadvantages of poverty, linguistic isolation, and low parental education. Among adults in New Mexico, educational attainment, income, and rates of steady employment all fall significantly below the national average. Other low-ranking states, such as Louisiana, Arizona, and Texas, share many of the same characteristics.

“When states make smart choices about how they educate our children – from pre-K through college – they are making smart investments in the economic future of their communities,” said Mary Jo Waits, center director for the Pew Center on the States. “This year’s Quality Counts report shines the spotlight on those states that have given their children the greatest chance for success and those states that have more to do in preparing their young people for the challenges they will face as adults.”

In general, the Index shows that individuals born in the South and the Southwest are least likely to experience success, while those residing in the Northeast and the North Central states are more likely to do so.

Tracking School, College, and Workforce Readiness

For the first time since its debut in 1997, Quality Counts tracks state efforts to create a more seamless education system, based on more than 80 indicators in five categories: childhood well-being, early-childhood education, K-12 education, postsecondary education, and economy and workforce development.

The report examines the extent to which states have defined what young people need to know and be able to do to move successfully from one stage of education to the next. In general, the report finds far more activity in the early years. For example, 42 states report having early-learning standards aligned with the academic expectations for elementary schools, and 13 states have a formal definition of school readiness.

In contrast, to date, there appears to be far more goodwill than actual policy results when it comes to aligning high school graduation standards with college- and workforce-readiness standards. Only 11 states, for example, have adopted a formal definition of college readiness.

New Achievement Index Launched

To help provide a picture of K-12 performance across states, Quality Counts also includes a new State Achievement Index that ranks each state based on whether its students are significantly above or below the national average or are making progress on 15 indicators. But while the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual’s lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

Massachusetts, New Jersey, Vermont, Connecticut, Minnesota, North Dakota, South Dakota, Virginia, and Washington State are the top performers on the achievement index, while the District of Columbia, Louisiana, Alabama, Hawaii, New Mexico, West Virginia, and Mississippi perform at the bottom in descending order.

Grades Put on Hold

As Quality Counts moves from an exclusive focus on K-12 education to a broader perspective on the connections between K-12 education and the other systems with which it intersects, Education Week is taking the opportunity to rethink the report’s core indicators. For that reason, the 2007 report does not grade the states, and it does not include indicators related to school climate, teacher quality, or school finance, as it has in past years. Indicators on state standards, assessments, and accountability systems in K-12 are still included.
State Highlights Reports and Online Extras
Individual findings for each state—including state performance on the Chance-for-Success and State Achievement indices—are included in state highlight reports, available online on at www.edweek.org/go/qc07/shr. There will be a series of online chats about Quality Counts 2007 at www.edweek.org, including:

- **From Cradle to Career: Connecting American Education from Birth Through Adulthood**: Friday, January 5, 12 p.m. Eastern
- **College Readiness**: Wednesday, January 10, 3 p.m. Eastern
- **Early-Childhood Education**: Friday, January 12, 12 p.m. Eastern

###

The Research Center is the research division of the Bethesda, Md.-based nonprofit Editorial Projects in Education. The Research Center conducts annual policy surveys and collects data for the Quality Counts, Diplomas Count, and Technology Counts annual reports and the Education Counts online database. It also contributes research and data to special reports in Education Week, Teacher Magazine, and edweek.org. The EPE Research Center is on the Web at www.edweek.org/rc.

The Pew Center on the States, a division of the Pew Charitable Trusts, identifies critical issues facing states, examines diverse policy approaches, and shines a spotlight on nonpartisan, pragmatic solutions. The Pew Center on the States is located on the Web at www.pewcenteronthestates.org
Chance for Success
E D U C AT O R A C C E S S T O D ATA A N D T O O L S
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Percent of
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incomes at
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Virginia
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New Jersey
Maryland
Massachusetts
New Hampshire
Wisconsin
Nebraska
Vermont
Iowa
Illinois
Kansas
North Dakota
Pennsylvania
Colorado
South Dakota
Delaware
New York
Rhode Island
Utah
Washington
Maine
Wyoming
Hawaii
Michigan
Montana
Ohio
Alaska
Indiana
District of Columbia
Florida
Missouri
California
Idaho
North Carolina
Oregon
Georgia
Arkansas
Oklahoma
Kentucky
South Carolina
Nevada
West Virginia
Alabama
Mississippi
Tennessee
Texas
Arizona
Louisiana
New Mexico
U.S.

69.7%
75.3
72.4
72.8
73.4
73.4
78.3
66.1
63.4
66.9
63.3
63.9
61.0
67.7
63.8
65.3
57.6
65.6
61.4
66.8
61.8
64.5
64.2
64.9
68.8
63.4
54.7
61.6
65.9
61.7
46.2
57.7
58.5
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Percent of
Percent of children
children with at
with at least one
least one parent
parent with a
working full time
postsecondary
and year-round
degree

50.6%
54.7
54.7
52.4
51.3
56.9
55.1
47.8
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50.6
49.1
46.0
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KEY:
SS State value is higher than national average (99.5% statistical certainty)
S State value is higher than national average (95% statistical certainty)
= State value not statistically different than national average
T State value is lower than national average (95% statistical certainty)
TT State value is lower than national average (99.5% statistical certainty)

76.2%
76.2
76.3
74.7
76.2
71.3
77.2
72.9
76.6
75.3
76.5
71.6
76.7
79.2
72.1
72.5
76.9
76.1
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68.9
77.3
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70.4
74.2
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55.2
72.5
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70.6%

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Mathematics

Percent of
Percent of 3- and
children whose
4- year-olds
parents are fluent
enrolled in
English-speakers
preschool

90.5%
89.1
91.0
82.4
90.4
85.5
96.4
94.4
90.4
98.8
94.8
83.1
92.5
97.0
94.0
85.2
94.4
91.9
81.0
84.0
89.8
85.7
98.3
95.9
82.6
93.7
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93.2
94.8
88.7
82.1
96.1
62.3
91.6
91.2
86.0
90.9
94.2
92.9
97.0
95.6
75.5
99.0
96.8
98.1
95.8
72.8
75.3
97.1
79.7
84.3%

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46.5%
60.2
47.4
60.8
49.4
53.9
46.5
41.1
45.3
41.0
46.8
49.1
44.4
26.0
41.3
40.1
36.2
45.3
52.5
40.7
39.8
37.4
43.9
45.4
50.5
44.6
35.7
40.6
41.9
36.4
49.8
49.6
41.1
45.5
30.2
43.4
34.7
49.2
48.1
41.6
42.2
45.0
25.3
33.7
42.1
50.6
37.4
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39.2
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Percent of
eligible children
enrolled
in kindergarten
programs

74.3%
70.1
74.9
72.1
76.4
73.3
74.8
79.8
78.3
74.7
70.6
76.2
70.0
75.2
73.1
71.7
69.6
81.7
74.9
80.8
77.5
72.7
80.2
76.6
71.5
76.8
62.6
69.7
66.8
70.0
76.0
79.0
74.0
78.3
77.5
74.2
77.9
75.1
72.3
75.4
75.2
77.5
74.1
77.7
74.1
76.0
72.5
76.3
76.7
76.5
74.3
75.3%

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Percent of 4th
grade public
school students
“proficient”
on NAEP

36.9%
38.3
38.0
37.2
32.3
43.7
38.6
33.1
33.5
38.5
33.0
29.4
32.5
35.5
35.9
36.6
32.9
34.2
33.3
29.7
34.1
35.5
35.2
34.5
23.4
31.7
35.6
34.4
26.7
30.3
11.2
30.1
32.7
21.4
32.9
29.3
29.4
26.3
29.7
25.1
30.8
25.6
20.5
25.6
22.3
18.2
26.7
29.0
23.6
20.4
20.5
29.8%

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Percent of 8th
grade public
school students
“proficient”
on NAEP

33.4%
34.6
42.7
35.9
29.6
43.3
34.6
35.8
34.9
37.8
33.7
28.6
34.2
34.6
30.9
32.0
36.5
29.7
30.8
23.5
29.5
36.0
29.9
29.0
18.2
29.3
36.0
33.1
28.7
30.4
6.9
25.6
26.0
21.8
30.0
31.9
33.7
23.2
22.0
20.6
22.5
29.9
21.3
17.9
15.2
13.5
20.6
30.7
25.7
16.1
14.0
28.5%

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<th>Postsecondary Participation</th>
<th>Adult Educational Attainment</th>
<th>Annual Income</th>
<th>Steady Employment</th>
<th>Chance for Success Index</th>
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<tr>
<td>Percent of public high school students who graduate with a diploma</td>
<td>Percent of young adults (18-24) enrolled in postsecondary education or with a degree</td>
<td>Percent of adults (25-64) with a 2- or 4-year postsecondary degree</td>
<td>Percent of adults (25-64) with incomes at or above national median</td>
<td>Percent of adults (25-64) in labor force working full time and year-round</td>
<td>Total points awarded</td>
</tr>
<tr>
<td>Percent</td>
<td>%</td>
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<td>56.6%</td>
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<td>60.6%</td>
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<td>+1</td>
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<tr>
<td>56.7%</td>
<td>38.9%</td>
<td>33.5%</td>
<td>42.5%</td>
<td>64.6%</td>
<td>+1</td>
</tr>
</tbody>
</table>

| 69.6% | 47.8% | 37.4% | 50.0% | 67.2% | 49 |

| US: | 37.4% | 50.0% | 67.2% | 49 |
LIFE PROSPECTS

The Chance-for-Success Index combines information from 13 indicators spanning an individual’s life from cradle to career. As the map illustrates, a child’s chances for attaining various life outcomes, from preschool participation to high school graduation to a job, vary widely by state.

DIVERGENT PATHS

States gain or lose points on each Chance-for-Success indicator based on how they perform compared with the national average. Putting that picture together across each of the 13 indicators, selected to represent critical life junctures, reveals a state’s educational trajectory from childhood through adulthood. As the graph below illustrates, where you live matters. A child born in Virginia has a better-than-average chance for success at every stage, while a child from New Mexico is likely to face a series of hurdles throughout life.
<table>
<thead>
<tr>
<th></th>
<th>4th Grade</th>
<th>8th Grade</th>
<th>4th Grade</th>
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<td>NAEP Mathematics 2005</td>
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<td></td>
<td></td>
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<tr>
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<td>33.3%</td>
<td>20.5%</td>
<td>27.8%</td>
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<tr>
<td>NAEP Reading 2005</td>
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<table>
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<th>4th Grade</th>
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<tr>
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<tr>
<td>change 2003 to 2005</td>
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</tbody>
</table>

**Key:**
- ▲▲ State value is higher than national average or has increased over time (99.5% statistical certainty)
- ▲▲ State value is higher than national average or has increased over time (95% statistical certainty)
- = State value not statistically different from national average or has not changed over time
- ▼▼ State value is lower than national average or has declined over time (85% statistical certainty)
- ▼▼▼ State value is lower than national average or has declined over time (99.5% statistical certainty)
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<td>1.7</td>
<td>69.6%</td>
<td>+2.9%</td>
<td>15.7</td>
<td>5.6%</td>
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**Table:**

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<th>8th grade mathematics 2005</th>
<th>Percent of students scoring at NAEP advanced level</th>
<th>High test scores (3 or above) per 100 students in grades 11 and 12 (public schools)</th>
<th>Change 2000 to 2003</th>
<th>Change 2005 to 2003</th>
<th>Total points awarded</th>
<th>Rank</th>
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<td>11.4%</td>
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<td>8.8</td>
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**Legend:**
- NAEP Scale Score Change 2003 to 2005
- Change 2000 to 2003
- Change 2005 to 2003
- Total points awarded
- Rank
Quality Counts’ new State Achievement Index emphasizes absolute levels of performance (status) and improvements or changes over time in nearly equal measure. The index is based on 15 individual indicators related to reading and math performance, high school graduation rates, and participation in Advanced Placement courses. States gain or lose points on each indicator based on their performance compared with the national average. State Achievement Index scores differ considerably, from a high of 20 points for Massachusetts to a low of -14 points for Mississippi. The states with the strongest showings consistently display high levels of performance relative to the nation as a whole as well as significant improvements in achievement over time.

### Source
EPE Research Center, 2007
Quality Counts 2007 Index Indicator Supplement

The Chance-for-Success Index

Calculated for each state, the Chance-for-Success Index provides a state-focused perspective on the importance of education throughout a person’s lifetime. The index is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit key educational and income benchmarks as adults.

The 13 indicators, grouped by stage of life, are:

- **The early years**: Percent of children in families with annual incomes at least 200 percent above the federal poverty line; percent of children with at least one parent who has a postsecondary degree; percent of children with at least one parent working full time and year-round; percent of children whose parents are fluent English-speakers; percent of 3- and 4-year-olds enrolled in preschool; percent of eligible children enrolled in kindergarten.

- **The school-age years**: Percent of 4th grade public school students who read at the “proficient” level or above on the National Assessment of Educational Progress; percent of 8th grade public school students who perform at the proficient level or higher in mathematics; percent of public high school students who graduate with a diploma in four years.

- **The adult years**: Percent of 18- to 24-year-olds enrolled in postsecondary education or with a degree; percent of 25- to 64-year-olds with a postsecondary degree; percent of adults with incomes at or above the national median; percent of adults with steady employment (full time and year-round).

States that do significantly better than the national average on each indicator receive a point; those that outpace the nation by a very sound margin receive two points. Conversely, states that fall significantly below the national average lose a point or two. Since all states start at zero, the index can capture the cumulative effect of education experienced by residents of a state from birth to adulthood and pinpoint the chances for success at each stage.

The Achievement Index

While the Chance-for-Success Index focuses on a range of academic and other indicators throughout an individual’s lifetime, the Achievement Index focuses solely on performance during the K-12 years. It is based on a combination of current performance outcomes and gains states have made over time.

The 15 indicators are: the percent of students scoring at the “proficient” level or higher on National Assessment of Educational Progress reading and math tests in grades 4 and 8; the average change in NAEP scores in both grades and subjects from 2003 to 2005; the gap in NAEP math performance between 8th graders who are and are not eligible for subsidized school meals, and the change in that gap between 2003 and 2005; the high school graduation rate and the change in that rate between 2000 and 2003; the number of Advanced Placement scores of 3 or higher (out of a possible 5) for every 100 public high school students, and the change in that figure from 2000 to 2005; and the percent of 8th graders scoring at the “advanced” level on the NAEP math exam in 2005.

A state’s final score was calculated by tallying points across the set of 15 individual achievement measures. States significantly exceeding the national average (for level indicators) or improving over time (change indicators) received a point. Two points were awarded if they excelled by a particularly large statistical margin. Conversely, low-performing states lost one or two points.
Go to edweek.org and enjoy unlimited use of the most powerful and informative site for K-12 educators for the next two weeks! You will see why hundreds of thousands of your colleagues visit us each month. During the open house, you may:

- View all Quality Counts 2007 articles and statistics.
- View all articles in Education Week and Teacher Magazine.
- Send articles of interest to friends and colleagues.
- Search 25 years of Education Week archives.
- Conduct your own analysis using the hundreds of indicators found in the Education Counts database.
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While you are there, register to receive the FREE e-newsletters of specific interest to you. Your access doesn’t have to end when the open house does - your FREE registration always allows you limited access to all areas of edweek.org.

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Visit the EPE RESEARCH CENTER online

www.edweek.org/rc

- **Education Counts** - More than 250 state-level K-12 education indicators from Quality Counts, Diplomas Count, Technology Counts, and other sources, some of which have been tracked for a decade
- **State Info** - Key statistics from across the states on achievement, funding, class size, and more
- **Issues A-Z** - Brief, research-based background essays on issues ranging from technology to teachers, with links to additional resources
- **Special Reports** - Research and analysis from the EPE Research Center on the No Child Left Behind Act, school leadership, and school salaries, plus the annual Quality Counts, Diplomas Count and Technology Counts reports and a recent study on the treatment of evolution in state science standards
- **Chats** - Transcripts of live Web chats, featuring leaders in education discussing key policy issues with our online audience

Access the Education Counts database to build custom tables, charts, and maps using Quality Counts 2007 data.
Short Bio for

Virginia B. Edwards

President, Editorial Projects in Education
Editor and Publisher, Education Week, Teacher Magazine, and edweek.org

Virginia B. Edwards was named president of Editorial Projects in Education in April 1997. In that role, she oversees the nearly 90-person nonprofit corporation that publishes Education Week, Teacher Magazine, edweek.org, and the annual reports Quality Counts, Diplomas Count, and Technology Counts.

Ms. Edwards has been the editor of Education Week since 1989, overseeing a staff of more than 50 editors, reporters, and graphic artists engaged in the newspaper’s weekly production. The newspaper, which covers policy developments in precollege education and is published 45 times a year, has a paid circulation of about 52,000, and is read by more than 160,000 others.

Ms. Edwards is also the editor and publisher of Teacher Magazine and edweek.org. Teacher is distributed six times a year to more than 100,000 teacher-leaders. Readership surveys show that more than 1.3 million educators read each issue of Teacher. Edweek.org, meanwhile, registers more than 1.5 million “hits” each month from among more than 700,000 registered users.

Before joining EPE, Ms. Edwards worked for two years for the Carnegie Foundation for the Advancement of Teaching and, for the nearly 10 years before that, was an editor and reporter for The Courier-Journal in Louisville, Ky.
Short Bio for

Lynn Olson

Managing Editor for Special Projects, Education Week
Executive Project Editor, Quality Counts and Diplomas Count

Lynn Olson has written about public education in the United States for more than 15 years. A nationally recognized education journalist, she has won awards from the Education Writers Association, the National Association of Secondary School Principals, and the International Reading Association. She is the managing editor for special projects at Education Week, an independent, national newspaper that covers education in grades K-12, and the executive project editor for both Quality Counts, an annual report card on public education in the 50 states, published by Education Week with support from the Pew Charitable Trusts, and Diplomas Count, the first edition of an annual report on high school graduation rates and policies supported by the Bill & Melinda Gates Foundation. In 1995, she received a grant from the Alfred P. Sloan Foundation of New York to write a book about the transition from school to work for America’s young people. The book, The School to Work Revolution: How Employers and Educators Are Joining Forces To Prepare Tomorrow’s Skilled Workforce, was published by Addison-Wesley in 1997. Ms. Olson is a graduate of Yale University. She lives in Maryland with her husband, Steve, and her two children.
Short Bio for

Christopher B. Swanson

Director, Editorial Projects in Education Research Center

Christopher B. Swanson, Ph.D., was named the director of the Editorial Projects in Education Research Center in July 2005. In this capacity, he oversees a staff of full-time researchers who conduct annual policy surveys, collect data, and perform analyses that appear in the Quality Counts and Technology Counts annual reports. The center also contributes data and analysis to special coverage in Education Week, Teacher Magazine, and edweek.org.

The EPE Research Center is working on a four-year project to examine graduation rates and related issues facing the nation’s high schools. Diplomas Count: An Essential Guide to Graduation Policy and Rates, released in June 2006, is the first major report from this project, which is funded by the Bill & Melinda Gates Foundation.

Prior to joining EPE, Swanson was a Senior Research Associate at the Urban Institute, where his work focused on issues of federal policy and urban high school reform involving small-school restructuring. During the past few years, much of Swanson's research has examined the implementation of the No Child Left Behind Act's accountability provisions. In particular, he has extensively investigated the persistent challenges associated with accurately measuring high school graduation rates, a required element of the performance-based accountability mandated under the federal law. A series of research reports on this topic have been widely profiled in the national and regional media and have provided policy leaders important insights into this critical issue.

Swanson’s research on a variety of educational policy issues – among them standards and accountability, instructional reform, high school dropout and completion, student mobility, and public school choice – has been presented at national conferences and published in leading scholarly journals and edited volumes.
From Cradle to Career
Connecting American Education From Birth Through Adulthood

A Special State-Focused Supplement to Education Week’s QUALITY COUNTS 2007

With Support From The Pew Center on the States

Utah

Cover Photo: Fancy Photography/Veer
About this Report

For the past decade, Editorial Projects in Education’s annual *Quality Counts* report has tracked state policies for improving K-12 education. But children’s chances for success don’t just rest on what happens from kindergarten through high school. They are also shaped by experiences during the preschool years and opportunities for continued education and training beyond high school. Yet the historical splits between different levels of education in the United States have made coordination difficult, with early-childhood education, elementary and secondary schooling, and postsecondary and training institutions often operating in separate silos, with different rules, different financial structures, different accountability systems, and different expectations for success.

As always, *Quality Counts 2007* examines the state of state educational policymaking using a unique combination of original state data and in-depth journalism, to which we have added commentaries by leading experts in the field. But this 11th edition – *From Cradle to Career: Connecting American Education From Birth Through Adulthood* – begins to track state efforts to create a more seamless education system by looking at performance across the various sectors, and at state attempts to define students’ “readiness” to succeed from one stage to the next.

The new Chance-for-Success Index, developed for the report by the Editorial Projects in Education Research Center, provides a state-focused perspective on the importance of education throughout a person’s lifetime. The index is based on 13 indicators that highlight whether young children get off to a good start, succeed in elementary and secondary school, and hit crucial educational and economic benchmarks as adults.

This year’s report is very much a transitional document as we move from an exclusive focus on K-12 education to a broader perspective on the connections between K-12 education and other systems with which it intersects. As we make that transition, we are taking the opportunity to rethink our K-12 indicators. While this year’s report continues to track state policy in the area of standards, assessments, and accountability systems, it does not include indicators on school climate, efforts to improve teacher quality, or school finance, as it has in past years. However, this year’s report introduces a new K-12 Achievement Index that evaluates states based on their levels of performance and improvements over time.

The *State Highlights Reports* assemble important findings in an accessible format that allows readers to examine a particular state’s performance on this year’s indicators. For most indicators, national results are also provided as a benchmark against which state performance can be gauged.

*Quality Counts* and the *State Highlights Reports* are produced with support from the Pew Center on the States.

Editorial Projects in Education

January 2007

About Editorial Projects in Education

*Editorial Projects in Education (EPE)* is a nonprofit, tax-exempt organization based in Bethesda, Md. Our primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. We cover local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America’s newspaper of record for precollegiate education, *Teacher Magazine*, edweek.org, and the Agent K-12 employment resource. We also produce periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The *EPE Research Center* conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts, Technology Counts, and Diplomas Count* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week, Teacher Magazine*, and edweek.org.
Chances for Success

Chance-for-Success Index

To better understand the part that education plays over a lifetime, the Editorial Projects in Education Research Center has developed the Chance-for-Success Index. Based on an original state-by-state analysis, this index combines information from 13 indicators that span an individual’s life from cradle to career. The Chance-for-Success framework allows states to identify strong and weak links in its residents’ educational life course – their typical trajectory from childhood through adulthood. More importantly, the index also provides information that could be used to target the efforts of public education systems in ways that better serve students of all ages.

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<th>National State Average</th>
<th>National Average</th>
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<td>0</td>
<td>75.3%</td>
<td></td>
</tr>
<tr>
<td>Elementary reading – Fourth grade public school students proficient on NAEP</td>
<td>34.1%</td>
<td>+2</td>
<td>29.8%</td>
<td></td>
</tr>
<tr>
<td>Middle school mathematics – Eighth grade public school students proficient on NAEP</td>
<td>29.5%</td>
<td>0</td>
<td>28.5%</td>
<td></td>
</tr>
<tr>
<td>High school graduation – Public high school students who graduate with a diploma</td>
<td>76.7%</td>
<td>+2</td>
<td>69.6%</td>
<td></td>
</tr>
<tr>
<td>Postsecondary participation – Young adults enrolled in postsecondary or with a degree</td>
<td>48.6%</td>
<td>0</td>
<td>47.8%</td>
<td></td>
</tr>
<tr>
<td>Adult educational attainment – Adults with a two- or four-year postsecondary degree</td>
<td>38.6%</td>
<td>+1</td>
<td>37.4%</td>
<td></td>
</tr>
<tr>
<td>Annual income – Adults with incomes at or above national median</td>
<td>46.3%</td>
<td>-2</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>Steady employment – Adults in labor force working full time and year-round</td>
<td>64.9%</td>
<td>-2</td>
<td>67.2%</td>
<td></td>
</tr>
</tbody>
</table>

State score: +7
State rank: 20

Divergent Paths

States gain or lose points on each Chance-for-Success indicator based on how they perform compared with the national average. Putting that picture together across each of the 13 indicators reveals a state’s educational trajectory from childhood through adulthood.

Where a person lives matters. A child born in Virginia (the top-ranked state) has a better-than-average chance for success at every stage, while a child from New Mexico (the bottom-ranked state) is likely to face a series of hurdles throughout life. Other states fall somewhere between those extremes.
Aligning Education from Cradle to Career

Education Alignment Policies

<table>
<thead>
<tr>
<th>Education Alignment Policies</th>
<th>Utah</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early-Childhood Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early learning – State early-learning standards aligned with K-12 standards (2006-07)</td>
<td>No</td>
<td>42 states</td>
</tr>
<tr>
<td>School-readiness definition – State formally defines school readiness (2006-07)</td>
<td>No</td>
<td>13 states</td>
</tr>
<tr>
<td>School-readiness assessment – Readiness of entering students assessed (2006-07)</td>
<td>No</td>
<td>16 states</td>
</tr>
<tr>
<td>School-readiness intervention – Programs for students not deemed ready (2006-07)</td>
<td>No</td>
<td>18 states</td>
</tr>
<tr>
<td>Kindergarten standards – Learning expectations aligned with elementary (2006-07)</td>
<td>Yes</td>
<td>45 states</td>
</tr>
<tr>
<td>Postsecondary Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College readiness – State defines college readiness (2006-07)</td>
<td>No</td>
<td>11 states</td>
</tr>
<tr>
<td>College preparation – College prep required to earn a high school diploma (2006-07)</td>
<td>No</td>
<td>9 states</td>
</tr>
<tr>
<td>Course alignment – Credits for H.S. diploma aligned with postsecondary system (2006-07)</td>
<td>No</td>
<td>5 states</td>
</tr>
<tr>
<td>Assessment alignment – H.S. assessment aligned with postsecondary system (2006-07)</td>
<td>No</td>
<td>6 states</td>
</tr>
<tr>
<td>Postsecondary decisions – H.S. assessment used for postsecondary decisions (2006-07)</td>
<td>No</td>
<td>9 states</td>
</tr>
<tr>
<td>Economy and Workforce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work readiness – State K-12 system defines work readiness (2006-07)</td>
<td>No</td>
<td>21 states</td>
</tr>
<tr>
<td>Work-ready distinction – Work-ready definition differs from college readiness (2006-07)</td>
<td>No</td>
<td>19 states</td>
</tr>
<tr>
<td>Career-tech diploma – State offers H.S. diploma with career specialization (2006-07)</td>
<td>No</td>
<td>35 states</td>
</tr>
<tr>
<td>Industry certification – K-12 has path for industry-recognized certificate or license (2006-07)</td>
<td>Yes</td>
<td>38 states</td>
</tr>
<tr>
<td>Portable credits – K-12 pathway to earn career-tech. credits for postsecondary (2006-07)</td>
<td>No</td>
<td>38 states</td>
</tr>
<tr>
<td>Number of policies:</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>State rank:</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

A National Perspective

The EPE Research Center has examined state efforts to connect the K-12 education system with early learning, higher education, and the world of work. Fifteen key policies are considered in this highlights report.

The states with the strongest alignment policies – Maryland, Michigan, and West Virginia – each have 12 of the 15 focal policies in place. At the other end of the spectrum, Colorado, Nebraska, and Pennsylvania have each enacted a single alignment policy.
Elementary and Secondary Performance

K-12 Achievement Index

Quality Counts' new State Achievement Index gauges the achievement of the public school system based on absolute levels of performance (status) and improvements or changes over time in nearly equal measure. The index is based on 15 individual indicators related to reading and math performance, high school graduation rates, and the results of Advanced Placement exams.

The EPE Research Center employed statistical tests to evaluate state performance on each indicator. States significantly exceeding the national average (for level indicators) or improving over time (change indicators) received a point, or 2 points if they excelled by a particularly large statistical margin. Conversely, low-performing states lost 1 or 2 points. A state’s final score was calculated by tallying points across the set of 15 measures.

<table>
<thead>
<tr>
<th>Achievement Indicators</th>
<th>Utah State Average</th>
<th>National Average</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Levels</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th grade math – Percent proficient on NAEP (2005)</td>
<td>36.8%</td>
<td>35.3%</td>
<td>0</td>
</tr>
<tr>
<td>8th grade math – Percent proficient on NAEP (2005)</td>
<td>29.5%</td>
<td>28.5%</td>
<td>0</td>
</tr>
<tr>
<td>4th grade reading – Percent proficient on NAEP (2005)</td>
<td>34.1%</td>
<td>29.8%</td>
<td>+2</td>
</tr>
<tr>
<td>8th grade reading – Percent proficient on NAEP (2005)</td>
<td>29.3%</td>
<td>28.9%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Achievement Gains</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th grade math – Scale score change on NAEP (2003-2005)</td>
<td>+4.0</td>
<td>+3.1</td>
<td>+2</td>
</tr>
<tr>
<td>8th grade math – Scale score change on NAEP (2003-2005)</td>
<td>-1.5</td>
<td>+1.4</td>
<td>0</td>
</tr>
<tr>
<td>4th grade reading – Scale score change on NAEP (2003-2005)</td>
<td>+2.0</td>
<td>+0.8</td>
<td>0</td>
</tr>
<tr>
<td>8th grade reading – Scale score change on NAEP (2003-2005)</td>
<td>-2.4</td>
<td>-0.9</td>
<td>-1</td>
</tr>
<tr>
<td><strong>Poverty Gap</strong> (National School Lunch Program, noneligible vs. eligible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size of gap – 8th grade math scale score (2005)</td>
<td>16.8</td>
<td>26.7</td>
<td>+2</td>
</tr>
<tr>
<td>Change in gap – 8th grade math (2003-2005), negative value = closing gap</td>
<td>-3.1</td>
<td>-1.7</td>
<td>0</td>
</tr>
<tr>
<td><strong>High School Graduation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate – Public schools (2003)</td>
<td>76.7%</td>
<td>69.6%</td>
<td>+2</td>
</tr>
<tr>
<td>Change in graduation rate – Public schools (2000-2003)</td>
<td>-2.6%</td>
<td>+2.9%</td>
<td>0</td>
</tr>
<tr>
<td><strong>Advanced Placement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High AP test scores – Scores of 3 or above per 100 students (2005)</td>
<td>20.9</td>
<td>15.7</td>
<td>+2</td>
</tr>
<tr>
<td>Change in AP Scores – Change in high scores per 100 students (2000-2005)</td>
<td>+3.4</td>
<td>+4.8</td>
<td>+2</td>
</tr>
<tr>
<td><strong>Bonus Indicator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th grade math excellence – Percent advanced on NAEP (2005)</td>
<td>4.7%</td>
<td>5.6%</td>
<td>0</td>
</tr>
</tbody>
</table>

State score: +11  
State rank: 16
Standards, Assessments, and Accountability

State K-12 Policy Indicators

<table>
<thead>
<tr>
<th></th>
<th>Utah</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/language arts</td>
<td>No</td>
<td>14 states</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Yes</td>
<td>41 states</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
<td>46 states</td>
</tr>
<tr>
<td>Social Studies/history</td>
<td>No</td>
<td>10 states</td>
</tr>
<tr>
<td>Revision schedule</td>
<td>Yes</td>
<td>35 states</td>
</tr>
</tbody>
</table>

| **Assessments**        |      |        |
| English/language arts  | Yes  | 49 states |
| Mathematics            | Yes  | 48 states |
| Science                | Yes  | 25 states |
| Social studies/history | No   | 11 states |
| Vertically equated     | No   | 21 states |

| **School Accountability** |   |        |
| State ratings           | Yes | 29 states |
| Growth models           | Yes | 9 states  |
| Rewards                 | No  | 17 states |
| Assistance              | No  | 35 states |
| Sanctions               | No  | 33 states |

Number of policies: 8
State rank: 25

A National Perspective

The EPE Research Center has examined state policymaking activity in the areas of standards, assessments, and accountability. Fifteen key policies are considered in this highlights report.

The map shows that most of the states aggressively using these policies can be found in a swath that runs almost without interruption through the Southeast, South, and Southwest regions.
Quality Counts 2007

This year’s 11th edition of Quality Counts investigates the ways in which state K-12 education systems connect with early-childhood education, postsecondary schooling, and the world of work. The report features the new Chance-for-Success Index, which provides a state-focused perspective on the importance of education through a person’s lifetime. The annual State of the States update continues to track state policies in the areas of standards, assessments, and accountability. We also introduce a new K-12 Achievement Index that evaluates states based on their level of performance and improvements over time. Quality Counts 2007 can be accessed online at www.edweek.org/qc07.

The State Highlights Reports provide state-specific summaries of key findings from Quality Counts 2007. Reports for the 50 states and the District of Columbia are available on the Web at www.edweek.org/qc07/shr.

Chance for Success

Family Income: Percent of dependent children (under 18 years of age) from families with incomes at least 200 percent of poverty level. EPE Research Center analysis of data from the U.S. Census Bureau’s American Community Survey, 2005.

Parent Education: Percent of dependent children (under 18 years of age) with at least one parent with a two- or four-year postsecondary degree. Ibid.

Parental Employment: Percent of dependent children with at least one steadily employed parent, defined as working full time and year-round. Ibid.

Linguistic Integration: Percent of dependent children whose parents are native speakers of English or speak the language “very well.” Ibid.

Preschool Enrollment: Percent of 3- and 4-year-olds who are attending preschool. Ibid.

Kindergarten Enrollment: Percent of eligible children attending kindergarten programs. The size of the entering kindergarten cohort is calculated based on the number of 5- and 6-year-olds in a state. Ibid.


Middle School Mathematics: Percent of 8th graders in public schools who score at or above the proficient level in mathematics on the 2005 State NAEP assessment. Ibid.

High School Graduation: Percent of public high school students who graduated on time with a standard diploma for the 2002-03 school year, calculated using the EPE Research Center’s Cumulative Promotion Index. EPE Research Center, 2006.

Postsecondary Participation: Percent of adults (age 18 to 24) enrolled in a postsecondary education program or with a postsecondary credential. EPE Research Center analysis of data from the U.S. Census Bureau’s American Community Survey, 2005.

Adult Educational Attainment: Percent of adults (25 to 64) with a postsecondary degree. Ibid.

Annual Income: Percent of adults (age 25 to 64) with annual income at or above the national median ($34,350 in July 2005 dollars). Ibid.

Steady Employment: Percent of adults (age 25 to 64) employed on a steady basis, defined as working full time and year-round. Ibid.

Chance-for-Success Index: The Chance-for-Success score is calculated by tallying the points awarded for each of its 13 individual indicators. For each measure, states are compared with a national norm. If statistical analysis determines with 95 percent certainty that a state value is greater (or less) than the nation’s, that state receives (or loses) 1 point. If that determination can be made with an even greater degree of statistical confidence (99.5 percent), 2 points are added or subtracted. EPE Research Center, 2007.

Alignment Policies

Early Learning Standards: State has early-learning standards for the 2006-07 school year that are aligned with K-12. EPE Research Center annual state policy survey, 2006.

School Readiness Definition: State has a formal definition of school readiness for the 2006-07 school year. Ibid.

School Readiness Assessment: State policy requires a school-readiness assessment for the 2006-07 school year. Ibid.

School Readiness Interventions: State provides students not meeting school readiness expectations with targeted services for the 2006-07 school year. Ibid.

Portable Credits: High school students can earn career-technical credits that can be transferred to the state's postsecondary system. Ibid.

K-12 Achievement


NAEP Reading 2005 (4th and 8th grades): Percent of public school students who score at or above the proficient level in reading on the 2005 State NAEP assessment. Ibid.

NAEP Mathematics Change 2003-2005 (4th and 8th grades): Change in NAEP scale scores
for public school students between 2003 and 2005. Ibid.


**Poverty Gap** for 8th grade math: Scale score difference in NAEP achievement between public school students eligible and non eligible for the National School Lunch Program. Positive values indicate higher performance for non eligible students. Ibid.

**Poverty Gap Change** for 8th grade math: Change in the size of the poverty gap for public school students between 2003 and 2005. Ibid.

**High School Graduation Rate**: Percent of public high school students who graduated on time with a standard diploma for the 2002-03 school year. EPE Research Center, 2006.

**Change in Graduation Rate**: Change in public school graduation rate between 2000 and 2003. Ibid.

**High AP Test Scores**: Number of high AP test scores (3 or above) per 100 students in grades 11 and 12. Analysis is specific to public school students. EPE Research Center analysis of data from the College Board’s AP Summary Reports and the U.S. Department of Education's Common Core of Data, 2005.

**Change in High AP Scores**: Change in the ratio of high AP scores for public school students between 2000 and 2005. Ibid.


**Standards, Assessments, and Accountability**

**Academic Standards**: State has standards that are clear, specific, and grounded in content (2006). Results are reported by level and academic subject area. American Federation of Teachers, “Smart Testing: Let’s Get It Right,” and unpublished reviews, 2006.


**Assessments**: Subjects in which state uses assessments aligned to state standards (2006-07): Ibid.

**Vertically Equated Assessments**: State tests in English/language arts and Math have been vertically equated in grades 3–8 (2006-07) so that scores for all grade levels have been placed on a common metric. Ibid.

**State Ratings**: State assigns ratings to all schools based on criteria other than adequate yearly progress (2006-07). Ibid.

**Growth Models**: State uses measures of individual student growth to evaluate schools for state rating system (2006-07). Ibid.

**Rewards**: State provides rewards to high-performing or improving schools (2006-07). Ibid.

**Assistance**: State provides funding or technical assistance to failing or low-performing schools, based on school ratings (2006-07). Ibid.

**Sanctions**: State is authorized to apply sanctions to low-performing schools under state law (2006-07). Credit is only given for statewide policies that are not limited to Title I schools. Ibid.

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**From Cradle to Career: Connecting American Education from Birth through Adulthood**

- **Quality Counts 2007** – This year’s full report investigates the ways in which state K-12 education systems connect with early-childhood education, postsecondary schooling, and the world of work. *Quality Counts 2007* features the new Chance-for-Success Index, which provides a state-focused perspective on the importance of education through a person’s lifetime. The annual State of the States update continues to track state policies in the areas of standards, assessments, and accountability. This year’s report also introduces a new K-12 Achievement Index that evaluates states based on their levels of performance and improvement over time.

- **State Highlights Reports** – Individualized reports featuring state-specific findings from the 2007 *Quality Counts* report are available for all 50 states and the District of Columbia.

- **Education Counts** – This online database contains hundreds of state-level indicators on K-12 education collected over the past decade for *Education Week*’s annual *Quality Counts*, *Technology Counts*, and *Diplomas Count* reports. Use the Custom Table Builder feature to create graphs, tables, or maps for specific indicators.

You can access *Quality Counts* online at [www.edweek.org/go/qc07](http://www.edweek.org/go/qc07)
Jan 11, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Legislative Priorities of the Salt Lake Chamber

Background

The State Board of Regents and the Commissioner of Higher Education have been working to gain community support and involvement for its focus of “Building a Stronger State of Minds” through preparation, participation and completion. In September 2006, Commissioner Kendell and his staff met with Lane Beattie and Keith Rattie of the Salt Lake Chamber. The meeting and subsequent presentations to the Salt Lake Chamber have resulted in the Chamber listing Utah higher education and a few of USHE’s key initiatives in its 2007 Legislative Priorities, released on January 10.

Legislative Priorities

Concentrating on its mantra of “investment,” the Chamber has elected to focus on two priority areas for 2007: transportation and education. Regarding higher education, the Chamber is asking the Legislature to support: 1) the Utah Scholars initiative and its efforts to better prepare students for postsecondary training/education, 2) funding for large capital projects for USHE institutions as well as support for engineering and computer science to complement the USTAR initiative, and 3) resident tuition for the children of undocumented immigrants who have attended a Utah high school for at least three years.

Commissioner’s Recommendations

The message of preparation, participation and completion is resonating with Utah business leaders. It is encouraging to see a strong legislative influence, like the Salt Lake Chamber, partner with and support the goals and initiatives of the Utah System of Higher Education. USHE is a tool to prepare Utah’s workforce and to help the state’s economy flourish. It is our goal to report the positive actions of more community partners in subsequent Board of Regents meetings.

This item is informational. No action is required.

__________________________
Richard E. Kendell, Commissioner
REK/DS/AC
Attachment
LEGISLATIVE PRIORITIES

As Utah’s business leader we stand as the voice of business, we support our members’ success, and we champion community prosperity.
Dear fellow Utahns:

The Salt Lake Chamber represents businesses that provide one-third of all jobs in our state. Simply put, we work to make Utah one of the best places in the country to do business. We advocate policies that promote private-sector growth, limit the growth of government, and lower the tax and regulatory burden on business. Our membership is growing, and so is our relevance. With the 2007 legislative session now upon us, we are pleased to present our legislative priorities for the coming year and beyond.

**Preempt gridlock on our highways.** Again this year, the Chamber's top priority is to accelerate investment in highways, roads and public transportation. Gridlock is a hidden tax on economic growth – and a threat to our quality of life. Importantly, we believe that Utah’s elected and appointed leaders must advance transportation investment as a balanced mix of highways and transit systems.

**Invest in Utah's future workforce.** We support increased funding for K-12 public education, while welcoming constructive debate on the need for reform. We support increased funding for Utah's colleges and universities. We support immigration reform grounded in the reality that Utah's growing businesses depend on a growing supply of labor. We continue to support allowing children who have completed three years of high school in Utah, and who are children of undocumented parents, to pay resident tuition at Utah colleges and universities.

**Help Utah businesses control skyrocketing healthcare costs.** We call upon the Utah legislature to act on the potential solutions identified by the Utah Foundation for controlling runaway healthcare costs. These include practice guidelines, tort reform, fewer state mandates, wellness incentives, and tax credits.

**Support Downtown Rising.** In collaboration with business and community leaders, city officials, and other civic-minded people, the Salt Lake Chamber is developing specific policy recommendations consistent with Downtown Rising, our business-led vision for our capital city.

These are extraordinary times for our state. The Utah economy is strong, and business investment is expanding. We’re creating jobs, unemployment is low, and workers and their families are sharing in the prosperity. The Salt Lake Chamber, with the active support of its members, thanks our elected leaders for their public service and encourages action on the above priorities to help ensure an even more prosperous future for this great state.

Sincerely,

Keith Rattie, Chair

Lane Beattie, President and CEO
We selected our 2007 Legislative priorities with the future in mind. Our mantra is to invest. We selected two priority areas for this investment: transportation and education. We also seek specific legislation to limit health care costs. Finally, we offer a business perspective on immigration reform and investment in downtown Salt Lake City.

Transportation
Investing in roads and transit is the primary public policy objective of the Salt Lake Chamber. We applaud the governor and Legislature for their actions over the past year to fund transportation and ask for their further commitment. Even with the passage of Proposition 3 in Salt Lake County and the Opinion Question in Utah County, we still need an additional $5.8 billion to pay for needed, but unfunded projects. We ask specifically for the Legislature in current and future years to:

- Set aside as much surplus revenue as possible for highway funding.
- Earmark 100 percent of the sales tax collected on the sales of motor vehicles, motor vehicle parts and repairs and related sales to roads.
- Increase the motor fuel tax over the next 10 years in graduated steps.

Education/Workforce
Utah boasts an asset that many states and nations can only hope for ... an abundance of children. In a very real sense, our children are our future. Unfortunately, and despite aggressive increases in education funding, our financial commitment to education is falling behind. The business community calls for record funding for public education. We also proudly partner with public and higher education in the Utah Scholars initiative to motivate students to enroll in more rigorous curriculum. And, like last year, we support the payment of resident tuition for students who have been in our public schools for three years and who are the children of undocumented parents.

Health Care
The cost of health insurance for large and small businesses, their employees, and individuals continues to increase dramatically. We recommend actions in five areas that will temper the growth in health care costs: practice guidelines, tort reform, fewer state mandates, wellness incentives and tax credits.

Immigration
In the coming year, the Chamber will support efforts by the U.S. Congress to pass comprehensive, fair immigration reform that includes improved border security, an earned pathway to legalization for undocumented workers, a monitored guest worker program, and an undocumented worker verification system that works.

Downtown Salt Lake City
With over $2 billion in new investment over the next five years, downtown Salt Lake City is undeniably a city on the rise. Downtown Rising is a business-led, regional effort to reaffirm our collective commitment to Salt Lake City as our capital city and downtown Salt Lake City as the heart of commerce, culture and city living in the Intermountain West. The Salt Lake Chamber will make specific policy recommendations in the coming year for legislative consideration.

This list is not all-inclusive. As Utah's business leader, we will monitor other legislative items, such as personal property rights, and work to support our members' success.
“If we don’t act, experts predict a tripling of traffic congestion. That is not good enough for economic development.”

Vicki Varela
VP Public Policy, Kennecott Land

**Save time, money and headaches.** That, in a nutshell, is why the business community has worked so hard to secure additional investment for roads and transit in our state. Businesses depend on an efficient transportation network to keep business costs low. Congestion increases transportation costs, reduces worker productivity and makes Utah a less desirable place to live. If we put off the needed investment, we will pay more in future years.

The Chamber Board of Governors commends the governor and Legislature for taking bold steps to address Utah’s transportation crisis, including record funding in the 2006 General Legislative Session. State leaders also authorized counties to address transportation needs through a voter-approved sales tax increase. Voters in Salt Lake County and Utah County (which had authority to raise their sales tax for transportation prior to the August 2006 Special Legislative Session and, like other counties, is now eligible for an additional 1/4-cent increase) approved a 1/4-cent sales tax increase to fund highway and transit projects by wide margins (64 percent and 69 percent, respectively). These new revenues will fund additional light rail, commuter rail, highways and corridor preservation.

As welcome as these aggressive investments are, they are not enough to pay for $5.8 billion in additional unfunded highway needs by 2015. For this reason, the Chamber supports additional funding for highways.

---

**Salt Lake Chamber Policy Statement on Transportation Funding**

The Chamber supports the funding options and principles adopted by the Utah Legislature’s Transportation Planning Task Force in 2004. The task force identified the following principles:

- Funding diversification or broadening of the base,
- Partnering with counties and municipalities,
- Auto-related sales tax earmark,
- Additional transit funding,
- Corridor preservation, and
- Local funding equity (allowing every county to enact equal local option sales taxes as needed).

More specifically, and consistent with the revenue sources identified by the legislative task force, to address the $5.8 billion shortfall, the Chamber supports the Legislature’s efforts in current and future years to:

- Earmark 100 percent of the sales tax collected on the sales of motor vehicles, motor vehicle parts and repairs, and related sales to roads.
- Increase the motor fuel tax over the next 10 years in graduated steps.

The Chamber also supports Gov. Huntsman’s 2007 budget recommendations for transportation. His transportation recommendations demonstrate his commitment to take bold steps to solve Utah’s transportation crisis.

These funding efforts continue to be critical to meet the identified needs in the state’s transportation system. Investing in transportation today will help improve and maintain a robust economic environment, raise money for education, and enhance the quality of life in the state. It will also reduce the long-term tax burden on our businesses, our residences, and on our children.
Examples of Unfunded Highway Projects
(in millions)

- I-15 in Utah County – $2,500
  10600 South to University Parkway
- Mountainview Corridor – $1,975
  I-80 to 13400 South and Southern East-West Improvements including 2100 North in Lehi
- I-80 from State Street to 1300 East – $58
- I-15 in Davis and Weber Counties – $500
- I-15 in Utah County Mitigation Projects – $285
- Washington County Projects (including Southern Corridor) – $250
- Other Statewide projects (including SR 6) – $282

$5,850

Long-Range Transportation Plan

The passage of Proposition #3 in Salt Lake County and the Opinion Question in Utah County will help bring to fruition components of the region’s long range transportation plan. This includes accelerated funding for four new TRAX lines, FrontRunner commuter rail connecting Provo to Salt Lake City (Ogden to Salt Lake City is already under construction), plus roadway projects including the Mountain View Corridor Expressway on the west side of Salt Lake County.
“Utah’s talented and dedicated workforce is key to our economic prosperity. In a growing economy like ours, we need a steady supply of qualified high school and college graduates who can fuel business success.”

—Chris Redgrave, VP General Manager, KSL Newsradio

There is no time like the present to invest in our children. Utah boosts an asset that many states and nations can only hope for … an abundance of children. In a very real sense, these children are Utah’s future. Now is the time to invest in their education.

Unfortunately, and despite aggressive increases in education funding, our financial commitment to education is falling behind. Research by the Utah Foundation in the past year showed that Utah now ranks below the national average (27th among states) for funding effort for public education. This means that we spend less tax revenue for public education per $1,000 of personal income than the national average. This new reality is in stark contrast to our recent past when Utah claimed a very high funding effort for public education — ranking in the top ten states as recently as 1998. This trend must be reversed.

Gov. Huntsman has rightly called for record funding for public education. Like the governor, we support, with appropriate accountability, large investments in the weighted pupil unit, teacher pay, enrollment growth, new technologies, language education, high tech high schools, large capital projects at institutions of higher learning, and engineering and computer science funding. These investments complement actions taken through the leadership of the governor and Legislature in the last General Legislative Session to fund the Utah Science Technology and Research (USTAR) initiative and will do much to favorably position Utah as an economy of the future.

We are also supportive of the Utah Scholars initiative, which will motivate students to complete rigorous high school courses so they will be well prepared for college and employment. The initiative brings business and community leaders into the classroom to motivate students to complete a serious course of study that will reward them, and the Utah economy, handsomely upon graduation. Utah Scholars will enroll in four years of English, four years of math, three years of science, three and a half years of social studies, and two years of a language other than English. The Salt Lake Chamber is proud to partner with public education to motivate students accordingly.

Finally, like last year, we support the payment of resident tuition for students who have been in our public schools for three years or more and who are the children of undocumented parents.
Planting seeds for future prosperity...

The Utah Science, Technology and Research (USTAR) Initiative — Progress to Date

- March 2006 – Legislature passed S.B. 75 USTAR Initiative. This bill appropriated $50 million for new buildings and $19 million for ongoing research and authorized $110 million in G.O. Bonds
- July 2006 – Selected 9-Person Governing Authority
- Sept. 2006 – Hired Executive Director
  - Established five outreach locations (Northern Utah/WSU, Salt Lake County/SLCC, Central Utah/UVSC, Southern Utah/SUU or Dixie, Eastern Utah/USU Uintah Basin Campus)
  - Issued RFPs for two new buildings
- Oct. 2006 – Signed MOUs for research team hires at University of Utah and Utah State University. To date, four faculty positions have been filled.
- Dec. 2006 – During 2006, the University of Utah started 20 companies (up from their average of 4-6 per year).
- Also in 2006, selected innovation areas for each research university (University of Utah: Nano-technology/Bio-sensors, Biomedical Device Innovation, IT Networks and Memory, Imaging Technology, Diagnostic Imaging, Personalized Medicine, Circuits of the Brain, Fossil Energy. Utah State University: Advanced Nutrition/Obesity, Semiconductor Chips/Wireless Sensors, Bio Fuels, Directed Energy Sensor Initiative)

Source: USTAR Governing Authority

Source: Utah Foundation, Research Report, “Paradox lost: Utah’s public education funding effort no longer surpasses the Nation.” April 2006
Health care expenses are draining the system. Each year it gets harder and harder to stay in business. We simply have to fix the system.”

Aaron Bludworth
VP, Modern Display

Health care costs are crippling business. The cost of health insurance for large and small businesses, their employees, and individuals continues to increase dramatically. Many factors contribute to this rise, including increased costs of procedures and technology, a greater number of uninsured, fewer businesses offering healthcare benefits, more businesses offering fewer benefits, higher pharmaceutical costs, and the aging of the population.

Applying common sense business practices such as cost incentives, bulk purchasing, electronic recordkeeping, and transparent pricing, can help businesses get a handle on the problem of staggering healthcare costs. To that end, several Chamber members and the Salt Lake Chamber’s Healthcare Committee commissioned the Utah Foundation to study ways in which rising healthcare costs could be controlled. Their report evaluated potential solutions in five areas that will temper the growth of health care costs in the future:

**Practice guidelines** – Providing practice guidelines for health care providers will lead to greater choice and transparency on the part of healthcare consumers. Such practice guidelines should be based on evidence-based clinical decision-making and should be linked to liability to provide malpractice relief to practitioners who adhere to such guidelines. There is much more to do before such guidelines could be realistically implemented, but the Chamber supports this concept. The Chamber will also participate in a serious discussion of so-called “no fault” types of health insurance as a way to provide more universal coverage and lower overall costs.

**Tort reform** – While Utah has been in the forefront of tort reform in the past, there are still ways to provide additional relief from frivolous legal practices. These include lowering damage caps, setting stricter standards for expert witnesses, and promoting alternatives to litigation. The Chamber supports additional ways to mitigate unnecessary litigation.

**Reduce state mandates** – Making health coverage more flexible and affordable for employers and individuals could be done by either removing some or all of the mandates, or, allowing employers to choose which coverages they want to include in the health plans they offer to employees. The Chamber supports finding ways to give employers more, not less, freedom in the plans they can offer.

**Wellness incentives** – Over utilization of health care also contributes to increased costs. One way to decrease utilization is to allow insurers and employers to grant discounts or rebates for healthier lifestyles, especially in the areas of obesity and smoking. The Chamber supports the use of such incentives to reduce over utilization.
Health insurance tax credits – There also may be ways to provide businesses and individuals with incentives to procure health insurance, such as tax breaks for premiums. A tax credit could also be offered for those providers who implement transparency initiatives. The Chamber supports all reasonable efforts to implement such tax incentives.

The Salt Lake Chamber also applauds the work being done by many groups to mitigate health care costs. For example, the Utah Legislature is studying ways to make Medicaid spending more efficient. The Department of Health is addressing the issue of the uninsured. The Governor’s Office is reviewing small business health care issues.

At the national level, under the leadership of former Utah Governor Mike Leavitt, the Department of Health and Human Services is working to create a value-driven health system. We encourage our members to join the more than 100 employers who have committed to goals that will improve health care quality. These goals include the following:

- Connecting the system: Every medical provider has some system for health records. Increasingly, those systems are electronic. Standards need to be identified so all health information systems can quickly and securely communicate and exchange data.

- Measure and publish quality: Every case, every procedure, has an outcome. Some are better than others. To measure quality, we must work with doctors and hospitals to define benchmarks for what constitutes quality care.

- Measure and publish price: Price information is useless unless cost is calculated for identical services. Agreement is needed on what procedures and services are covered in each “episode of care.”

- Create positive incentives: All parties - providers, patients, insurance plans, and payers - should participate in arrangements that reward both those who offer and those who purchase high-quality, competitively-price health care.

Source: Centers for Medicare & Medicaid Services, Office of the Actuary

Source: U.S. Census Bureau
Downtown Salt Lake City is undeniably on the rise. During the next five years the central business district as we know it will be transformed as an estimated $2 billion is invested downtown. This is more, in a shorter time period, than has ever occurred in the city's history. Major anchor projects include the following:

- City Creek Center – a premier, mixed use development adjacent to Temple Square and on the north end of downtown,
- 222 South Main – a 21-story high rise on Main Street between 200 and 300 South,
- Two new TRAX light rail stops on the west end of downtown,
- A new federal courts complex in the center of downtown,
- Completion of the Fidelity Investments Building in The Gateway, and
- Numerous housing projects.

This new investment creates significant opportunity to leverage new development opportunities, reaffirm the central role of the capital and largest city, and create a blueprint for future growth.

Recognizing this opportunity, the Salt Lake Chamber and Downtown Alliance have sponsored a regional collaboration called “Downtown Rising” to create a common vision for downtown Salt Lake City. The collaboration includes business and community leaders, members of the design community, city officials and other civic-minded people. Together, they have discussed future options, learned from technical experts, and sought the input of the broader public. A “vision of visions” will be released in February 2007.

The Downtown Rising Conveners, Cabinet and Partners have conceived of a downtown built on the four building blocks of beautiful, prosperous, community-focused and green. They have also identified the principles of an ideal downtown. Several “big ideas” are being considered such as a transportation shuttle connecting downtown activity centers, a World Trade Center Utah, and a permanent public market.

The Salt Lake Chamber will make specific recommendations about how to capitalize on the historic investment occurring downtown and will make policy recommendations for legislative consideration next year.
The dreams and hard work of immigrants have been a driving force behind America’s success as a strong, prosperous nation. We need the continued contributions of these immigrants to grow and remain competitive.

As Utah’s largest business association, we believe our national leaders face an economic imperative to act. We applaud Gov. Jon Huntsman’s leadership to help solve this complex problem, and we respectfully ask the Utah congressional delegation to make substantive progress on this issue. We have studied the issues and are open-minded about potential solutions.

In 2007, the Chamber will work with the U.S. Congress to pass comprehensive, fair immigration reform that includes:

- Improved border security,
- An earned pathway to legalization for undocumented workers already contributing to our economy, so long as they are law-abiding and prepared to embrace the obligations and values of our society,
- Creating a carefully monitored guest worker program to fill the growing gaps in America’s workforce, recognizing that, in some cases, permanent immigrants will be needed to fill these gaps, and
- Providing employers with undocumented worker verification systems that work.

These reforms must be based on the following interests:

- Economic interest – There is a serious economic interest in our workforce that must be protected, both nationally and locally. From a business standpoint, we simply must make progress on immigration reform.

- Human interest – In a like manner, we care about the human interests at stake. Many of the policy choices would seriously impact families and children, which in turn would have implications on social services, health care, and business. The federal solution must recognize the humanitarian and family implications of our policies.

- Productive middle – Extreme points of view in this debate are harmful. The solution will require diligent work and compromise. The right solution will be found in the productive middle ground. Both the Western Governors’ Association Policy Resolution and U.S. Chamber Position on Immigration speak to the productive middle and we offer them as suitable points of reference for this debate.

- Border security, criminal justice and homeland security – We support efforts to substantially increase the number of border patrol personnel, to enhance border surveillance, and to enact security safeguards vital to our homeland security. We favor provisions that impose strict criminal penalties on illegal immigrants who participate in illegal gang and other activities.

“Very few of us can claim anything but an immigrant past. My ancestors came to the United States from Ireland during a potato famine looking for a better life. Fortunately for me, they found it. Today, people still come to America looking for a better life.”

Clark Ivory
CEO, Ivory Homes
Board of Governors

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Lane Beattie, Salt Lake Chamber
Bruce Bingham, Hamilton Partners, Inc.
Jake Boyer, The Boyer Company
Tom Guinnney, Gastronomy, Inc.
Dennis Haslam, Utah Jazz
Mark Howell, Wells Fargo Bank
Scott Hymas, R C Willey Home Furnishings
Clark D. Ivory, Ivory Homes
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Camille Winnie, Program Coordinator
Andrew Wallace, Development & Marketing Manager

The Women’s Business Center Staff
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January 8, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Information Item—Legislative Update

The general session of the Utah Legislature convenes on Monday, January 15, 2007. Associate Commissioner David Buhler will provide the Strategic Planning and Communications Committee a verbal report updating them on the 2007 Legislative Session. Regents should take special note of the Higher Education Legislative Luncheon on Friday, February 9, at noon, at the State Office Building Auditorium.

Commissioner’s Recommendation

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

_________________________________
Richard E. Kendell
Commissioner of Higher Education

REK:dlb
January 11, 2007

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 – Minutes of the Regular Meeting of the State Board of Regents held December 8, 2006, in the Regents' offices in Salt Lake City, Utah

B. Grant Proposals
   2. Utah State University – National Science Foundation; “PIRE: Improving Stem Teaching and Learning Through Innovative Research and Education;” $2,500,000. Brandon Muramatsu, Principal Investigator.
   3. Utah State University – Campus EAI; “Campus EAI Oracle Portal Grant;” $1,033,590. Stacie Gomm, Principal Investigator.
   6. Utah Valley State College – US Department of Education; “TRIO Upward Bound Program: Student Services;” $1,100,000. Maraia Weingarten, Principal Investigator.
8. Utah Valley State College – US Department of Education; “TRIO Upward Bound Program: (Student Services);” $880,000. Keith Jensen, Principal Investigator.


Richard E. Kendell, Commissioner
STATE BOARD OF REGENTS MEETING
REGENTS’ OFFICES, SALT LAKE CITY, UTAH
DECEMBER 8, 2006

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Regents Present
Jed H. Pitcher, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Daryl C. Barrett
Rosanita Cespedes
Katharine B. Garff
David J. Grant
Ali Hasnain
Greg W. Haws
Meghan Holbrook
James S. Jardine
Michael R. Jensen
David J. Jordan
Nolan E. Karras
Josh M. Reid
Marlon O. Snow

Regents Excused
Janet A. Cannon
Sara V. Sinclair

Office of the Commissioner
Richard E. Kendell, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Jorie Colbert, Research Analyst
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
Carrie Flamm, Executive Director, Utah Student Association
Brian Foisy, Assistant Commissioner for Budget and Finance
Kimberly Henrie, Budget Director
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
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
Paul T. Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services
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Stephen H. Hess, Associate Vice President for Information Technology
Laura Snow, Special Assistant to the President/Secretary of the University
Chuck Wight, Associate Vice President, Instructional Technology and Outreach

Utah State University
Stan L. Albrecht, President
Lee H. Burke, Assistant to the President/Secretary of the University
Guy Denton, Executive Director, Uintah Basin-Roosevelt Region
Glenn Ford, Vice President for Business and Finance
Sydney Peterson, Chief of Staff
Whitney J. Pugh, Director, Budget Office

Weber State University
F. Ann Millner, President
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services
Michael B. Vaughan, Provost
Jan Winniford, Student Affairs

Southern Utah University
Gregory L. Stauffer, Interim President
Abe Harraf, Provost
Dorian Page, Associate Vice President and Treasurer
Steve Kiisel, Student Body President

Snow College
Michael T. Benson, President
Gary Arnoldson, Controller
Rick Wheeler, Vice President for College Relations
Bradley A. Winn, Provost

Dixie State College
Lee G. Caldwell, President
David Colegrove,
Donna Dillingham-Evans, Academic Vice President
Joe Peterson, Dean, Arts, Letters and Sciences
Stanley J. Plewe, Vice President for College Services

College of Eastern Utah
Ryan L. Thomas, President
Michael King, Academic Vice President

Utah Valley State College
William A. Sederburg, President
Following meetings of the Board committees, Chair Jed Pitcher called to order the Committee of the Whole at 10:50 a.m. He welcomed those present and excused Regents Cannon and Sinclair.

Congratulations. Chair Pitcher congratulated Regent Barrett for receiving a Legacy of Excellence Award from the Junior League. He congratulated President Benson on his appointment to the presidency of
Southern Utah University, effective January 1, 2007. Chair Pitcher thanked President Stauffer for his excellent efforts as Interim President of SUU.

**Resolution in Memory of Elva Barnes**

Commissioner Kendell said Mrs. Barnes had served on the State Board of Regents for six years and for 18 years on the UHEAA Board of Directors, including four years as UHEAA Board Chair. She was a staunch advocate for the students and always had their needs in mind when student financial aid was discussed. She will be missed. **Regent Grant moved approval of the Resolution in memory of Elva Barnes. Regent Atkin seconded the motion, which carried unanimously.** A copy of the resolution is on file in the Commissioner's Office.

**General Consent Calendar**

On motion by Regent Grant and second by Regent Jensen, the following items were approved on the Regents’ General Consent Calendar (Tab U):

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
   2. Minutes of the Special Meeting of the State Board of Regents held November 10, 2006, at Southern Utah University in Cedar City, Utah

B. **Grant Proposals** – on file in the Commissioner’s Office

C. **Grant Awards**
   2. University of Utah – National Institutes of Health/National Institute of Neurology; “Medical Countermeasures;” $4,000,000. H. Steve White, 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

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee – Regent Michael R. Jensen, Chair

Dixie State College – Institute for Business Integrity (Tab A). Regent Jensen said this was the only item on the committee’s Consent Calendar. Dr. Robert Huddleston, former President of Dixie State College and now a member of the Business faculty, made a presentation to the committee and responded to questions. The American Association of Collegiate Schools of Business (AACSB) requires ethics to be integrated into the business curriculum as an accreditation requirement. In addition, college officials plan to integrate a Business and Professional Ethics course into each undergraduate program. Chair Jensen moved approval of Dixie’s Institute for Business Integrity. Regent Atkin seconded the motion, which was adopted.

Information Calendar, Programs Committee (Tab B). Chair Jensen briefly reviewed each item on the committee’s Information Calendar and offered to respond to questions.

Southern Utah University – Program Review, College of Science (Tab D). Regent Jensen commended SUU’s College of Science for its excellent review. He reminded the Regents that universities are required to conduct program reviews on a seven-year cycle. Community and state colleges are on a five-year cycle.

Remediation Report (Tab E). Associate Commissioner Stoddard said remediation had been a big issue in this state for many years. The report indicated that students who passed remedial courses were more likely to return for their second year of college, and also more likely to graduate on time. Dr. Stoddard commended the faculty in the remedial and developmental areas. Standards for remediation vary among institutions. Sometimes a school’s pass grade is pass/fail; sometimes standards are much higher. (A “C-” is not a passing grade in some institutions.) The report yielded a strong database on which to develop issues. Higher education is working closely with public education, through the K-16 Alliance, to increase rigor in the high school curriculum and to identify problem areas and address them while students are still in K-12. A task force is working to align curriculum to prevent a disconnect between high school and college and to standardize high school and college standards and to align content. President Bioteau asked that the system use the term “developmental education” rather than “remedial education.” In most cases, people who are successful in developmental education are building skills. Regent Cespedes commended those who prepared the work and the valuable database it gives the Regents.

Utah Valley State College – Request for Mission and Name Change (Tab C). President Sederburg recognized the UVSC faculty and staff present for this discussion. He briefly reviewed a PowerPoint presentation explaining the rationale for UVSC’s request for university status. The change will require a $10 million appropriation from the Legislature. The 2007-2008 USHE Budget Request includes $3 million as a first installment. Regent Grant pointed out $3 million, or even $10 million, is not enough money to fund a university.
He suggested that college officials approach the Legislature and request what is actually needed, and also include sufficient funding for Dixie’s mission change at the same time.

Regent Jardine thanked President Sederburg for his informative report. He noted the Regents have been adding programs and making progress for some time. He asked if Carnegie classifications were available for comparison purposes. In response to Regent Grant, President Sederburg said he was collaborating with the Commissioner and the Regents to make this an informed educational process rather than a political process. UVSC is not seeking a name change before the funding has been received.

Commissioner Kendell said discussions with legislative leadership have been clear. The Legislature wants to make this a good process, the result of an educational process. They do not want to make only a name change because that would lack credibility. The institution has done what the Regents have asked – address the eight to ten points critical to the success of the institution. The request for funding can now be taken to the Legislature with the Regents’ endorsement, with the understanding that the Legislature’s investment is vital. Higher education is particularly underfunded in this state, and at every institution. The Regents and the Legislature must take into consideration the needs of the other schools as well as UVSC and Dixie. The Regents also have an obligation to structure the System budget request based on the most reasonable expectations of the state’s ability to pay. The USHE budget request is $68 million, including $3 million for UVSC and $1.5 million for Dixie. The Legislature will recognize that $10 million is only a down payment. The process of institution-building takes years. When graduate programs are presented to the Regents for approval, they will have to be approved on their own merit.

Regent Karras remarked that he was Speaker of the House when Weber and SUU went through this process. He admitted he had been concerned initially about how fast this was moving in terms of the total system and applauded the efforts of collaboration. The Regents must now be willing to lobby the Legislature for the money to make this work. Regent Atkin asked about the possibility of getting the additional $7 million from the Legislature. Supporting the $3 million request shows the Regents’ support for the college’s efforts to follow the Regents’ recommendations.

Regent Jardine said 90 percent of the time UVSC has requested a new program, it made sense to the development of the institution and the needs of the community. He was not opposed to changing the name, but the Regents must not lose track of the school’s role to serve undergraduate students as well. The goal is to have high quality, comprehensive, four-year programs. Regent Barrett asked what would happen to UVSC’s comprehensive community college role if it advances to a university. President Sederburg said Weber does a great job at meeting the role of the community college and having a limited number of master’s degree programs. UVSC officials have the same expectations for their school. They intend to follow Weber’s model.

Commissioner Kendell said UVSC’s mission would change, but not at the expense of the core functions of the system of higher education. The core budget is based around compensation, mandated costs, student financial aid, and institutional priorities. He complimented the Presidents for developing the most important priorities at their respective institutions. The Presidents have agreed to support the institutional priorities. Although the funding increases for UVSC and DSC are much greater than for the other institutions, the Presidents have agreed to support that plan. Commissioner Kendell suggested that institution-building be
viewed similarly to business-building. Institution-building, particularly in this state, takes time. The $3 million request to the Legislature will be for a “down payment” ($10 million total) on UVSC’s mission and name change, with the expectation that funding will be required for several years.

Regent Atkin asked what would happen if we were not successful in obtaining the balance of the required funding. Commissioner Kendell said the Regents’ endorsement of support for a mission change will be contingent on receipt of funding from the Legislature. Regent Jardine said it was his understanding that the mission and name change for UVSC would not occur until the entire $10 million was received. President Sederburg concurred.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

Utah State University – Proposed Ground Lease of Property in Vernal to the Uintah Basin Applied Technology College (Tab F). Chair Atkin said 137 acres had been donated to Utah State University, of which 20 acres would be leased to the UBATC for a new facility. USU will continue to have some use of the building, and it is anticipated that future USU buildings will be constructed on the site. The proposed lease is in compliance with Regents’ policy R712. Regent Grant asked about strengthening the clause regarding dispute resolution. After brief discussion, Regent Grant was satisfied with the existing wording. **Chair Atkin moved approval of the proposed lease. Regent Karras seconded the motion. The motion carried.**

Weber State University – Sale of Donated Property (Tab G). Chair Atkin explained that Weber State University had been gifted some property with the proceeds to be used to develop the university. University officials would like to sell the property and put the money in a land development fund. The selling price is consistent with a recent appraisal of the property, and would net the University $1,076,400. **Chair Atkin moved approval of the transaction. Regent Grant seconded the motion, which carried.**

Snow College – Property Transfer to Richfield City (Tab H). Chair Atkin said the property in question was a road on the edge of the Richfield Campus. The city of Richfield would like to maintain the road, which would reduce the college’s liability and allow the city to extend Technology Drive to link with other city roads. Chair Atkin noted the Commissioner’s cover memo indicated the approval of both the Commissioner and the Attorney General’s Office. **Chair Atkin moved approval of the property transfer, seconded by Regent Grant. The motion carried.**

Consent Calendar, Finance Committee (Tab I). **Regent Atkin moved approval of the UofU and USU Capital Facilities Delegation Reports on the committee’s Consent Calendar. The motion was seconded by Regent Grant and carried.**

Progress Report on Actuarial Review of Post-Retirement Obligations (GASB 45 & 45) (Tab J). This progress report was presented for information only. The attachment listed the Legislative Auditor’s recommendations and the Regents’ reported actions to each recommendation. No questions were raised.

Executive Summary Report of Enrollment Audits for Southern Utah University and Dixie State College (Tab K). Chair Atkin noted Replacement Tab K in the Regents’ folders, which gave the significant findings of
the enrollment audits at SUU and DSC, as well as a letter from President Stauffer that addressed SUU’s findings.

Request for Information (RFI) for Administrative Systems Disaster Recovery and Banner Support (Tab L). This information item was to comply with the recently approved USHE Information Technology Strategic Plan, and to prepare for a request for legislative support.

Executive Summary Report of USHE System Information Security Readiness (Tab M). The report attached to Tab M was the result of a survey of USHE institutions to determine their Information Technology security readiness. Also included in the report was a request for each institution to have a disaster recovery and business continuity plan.

UHEAA – Information Update (including Cohort Default Rates) (Tab N). The attached report provided student loan default rates for fiscal year 2004. It was noted that the default rate for USHE institutions was 2.8 percent, compared with the national average of 4.5 percent.

Dixie State College – Future Plans for an Institutional Residence (Tab O). This agenda item addressed the need of Dixie State College to maintain an official president’s residence. When President Caldwell was inaugurated, he announced that the previous institutional residence had been converted to an alumni center. Commissioner Kendell's recommendation noted that this matter had not been approved by the Regents and that a resolution is required. DSC and President Caldwell will prepare a formal plan. Associate Commissioner Spencer will investigate presidential residence policies in other states.

Strategic Planning and Communications Committee – Regent James S. Jardine, Chair

Prioritized Recommendations of USHE Task Force on Minority and Disadvantaged Students (Tab P). Chair Jardine said the committee had asked the task force to prioritize and add fiscal notes to their previous recommendations. The work of the group has been very thoughtful. Chair Jardine recognized SLCC Vice President David Richardson and Assistant Commissioner David Doty for their efforts in leading the task force. Chair Jardine noted the task force had ranked academic support first. The group reported that many of the institutions are already taking these actions, but they are not coordinated and could be improved. The second priority was P-12 preparation. Governor Huntsman has made this a strong part of his budget request. The committee accepted the report and recognized the budgetary implications of the recommendations. On behalf of the committee, Chair Jardine moved that the board accept all 22 of the recommendations of the Minority Participation Task Force. He also moved that:

1. Institutional funds be used to have a senior level administrator to coordinate efforts to increase minority participation, retention, and graduation rates. Also, the committee invites institutional presidents to report (one or two at each meeting), beginning in January 2007, on their efforts to enhance minority participation and their efforts to address campus academic support with existing resources.
2. After learning what can be accomplished within existing resources, the Board consider other task force recommendations that will require additional funding as part of future budget deliberations.

3. The Board reaffirm its commitment to seek $3,359,400 in new legislative funding in the 2007 General Session for student financial aid, and $500,000 for the Utah State Scholar Initiative, as recommended by the task force.

4. The Board support the State Board of Education in seeking $7.5 million in legislative funding for optional extended day kindergarten targeted at high-poverty schools.

Vice President Richardson said the task force’s work will take several years. It is very important for the senior-level administrators to be chosen right away to help coordinate efforts throughout the system. Regent Cespedes applauded the work of the task force for providing data to allow the Regents to monitor the effectiveness of programs and their progress over time. She strongly urged the institutions to make this a priority. Regent Cespedes seconded the motion, which carried.

Reformatting of “Measuring Utah Higher Education” Annual Report (Tab Q). Chair Jardine commended Assistant Doty for the policy brief attached to Tab Q. The reformatting will link the messaging strategy with the priorities of preparation, participation, and completion. Commissioner Kendell remarked that the information on degree completion has been a powerful way to build the Regents’ agenda but has also been an eye-opener for the citizens of Utah. The process needs to be open and allow for adjustment as necessary. Regent Atkin moved approval of the proposed reformatting of the Measuring Utah Higher Education annual report. The motion was seconded by Regent Barrett and adopted.

Expanded Communications/Outreach Plan (Tab R). Chair Jardine referred to the Supplement to Tab R and commended Amanda Covington for her work in developing a communications plan. The supplement asked the Regents to do three things this month: (1) call legislators in their respective areas, (2) let Amanda know what groups they would like to address, such as a Rotary club or local Chamber, and (3) review Commissioner Kendell’s goals and their alignment with the Regents’ direction. Amanda is happy to help set up the meetings and suggest appropriate people to be present. Chair Jardine moved approval of the communications schedule and plan, seconded by Regent Beesley. The motion carried. Regent Karras noted that some of the bullet points in the NCSL Blue Ribbon Commission’s report (see Tab S) were very powerful and could be used in the discussions with legislators.

Report of National Conference of State Legislatures (NCSL) Blue Ribbon Commission – “Transforming Higher Education: National Imperative - State Responsibility (Tab S). Chair Jardine reported that Senator Lyle Hillyard was a member of this committee. The 15 recommendations are all on target with the Board’s strategic directions. Commissioner Kendell said these points should be used in presentations to the various Chambers, Rotary clubs, etc., as well as with legislators. Senator Hillyard has agreed to put this on the agenda of the Legislative Executive Appropriations Committee for their meeting in January. Regent Karras suggested that a presentation be made to the Utah Legislature on this report. The report was especially powerful because it came from legislators. Vice Chair Beesley suggested a joint presentation – have the legislators make the report
on the recommendations, and have Regents respond with where Utah is in each area. Regent Garff said it would be helpful for the Regents to know when they are needed for the various meetings. She asked Associate Commissioner Buhler to let the Regents know when their presence would be most helpful during the session. Regent Cespedes recommended that data be included, if possible. Chair Jardine said a good starting point for discussions with legislators is to let them to know the Regents have received this report.

Report of the Commissioner

Commissioner Kendell briefly reviewed the notable accomplishments of each institution, UHEAA, and UESP. The USTAR Initiative is starting to move out to the outreach centers. He thanked the Presidents for hosting meetings with legislators in their respective areas. Those meetings have been very productive.

Report of the Chair

Chair Pitcher said he also appreciated the meetings with legislators. The Regents have also been supportive of those meetings and have attended, when possible. He noted the Higher Education Day on the Hill luncheon on February 9 in the State Office Building and urged Regents and Presidents to attend, if possible.

Regent Reid moved that the Board move into executive session to discuss personnel issues, specifically to receive reports of the Resource and Review teams. Regent Atkin seconded the motion, which carried.

Chair Pitcher announced that the Regents would be reconvening in open session following their executive session luncheon. The Regents moved into executive session at 12:30 p.m. and reconvened in Committee of the Whole at 2:20 p.m.

Appointment of Interim President at Snow College. Commissioner Kendell said with the appointment of President Benson as Southern Utah University President, a vacancy will exist at Snow College on January 1. He recommended the appointment of Rick Wheeler as Interim President of Snow College. Dr. Rick White will be spending more time in Ephraim throughout the session to govern administrative functions as President Wheeler fulfills his responsibility as a state legislator. Dr. Brad Winn will cover the external functions. Snow College has an excellent administrative team. Vice President Larry Christensen will retire on December 31, but has agreed to stay on in a consultant capacity during this interim period.

Chair Pitcher congratulated Mr. Wheeler on his appointment. A presidential search committee will be named in the next few weeks. Regent Josh Reid will chair the committee, with Regents Holbrook and Sinclair serving as the other Regent members.

Adjournment
Regent Jensen moved the meeting be adjourned. The motion was seconded by Regent Reid and adopted. The meeting was adjourned at 2:25 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved