



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
REGENTS OFFICES, SALT LAKE CITY, UTAH

March 9, 2007

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

**STATE BOARD OF REGENTS
REGENTS' OFFICES, SALT LAKE CITY
March 9, 2007**

Agenda

8:30 a.m. - **COMMITTEE OF THE WHOLE**
9:45 a.m. Large Board Room, Lobby Level

1. Welcome and Overview
2. Review of 2007 Legislative General Session Tab A
 - Budget
 - Capital Facilities
 - Legislation
3. Tuition Increases for 2007-2008 (1st- and 2nd-tier) Tab B

10:00 a.m. - **MEETINGS OF BOARD COMMITTEES**
11:00 a.m.

Academic (Programs) Committee
Commissioner's Board Room, 5th Floor

ACTION:

1. Utah State University – Master of Social Work Degree Tab C
2. Utah Valley State College – Bachelor of Arts Degree in Deaf Studies Tab D
3. Utah Valley State College – Bachelor of Science Degree in Software Engineering Tab E

CONSENT:

4. Consent Calendar, Programs Committee Tab F
 - University of Utah:
 - A. Center for Interdisciplinary Arts and Technology
 - B. Tanner Center for Non-violent Human Rights Advocacy

INFORMATION:

5. Information Calendar, Programs Committee Tab G
 - A. University of Utah – Undergraduate Interdisciplinary Minor in British Studies
 - B. Utah Valley State College
 - i. New Database Engineering Emphasis within the Existing Bachelor of Science Degree in Computer Science
 - ii. Name Change: Department of Building Technologies to Construction Technologies
 - iii. Name Changes in Multimedia Communications Technology
 - iv. Name Change: Department of Fire Science to Department of Emergency Services
 - C. Salt Lake Community College
 - i. Name Change: Language Department to Language and Culture Department

- ii. Name Change: Telecommunications Department to Telecommunications and Computer Networking Department
- 6. Dixie State College – Program Reviews for Academic Years 2004-05 and 2005-06 Tab H

Finance and Facilities Committee

Large Board Room, Lobby Level

ACTION:

- 1. USHE – Proposed Fee Increases for 2007-2008 Tab I

CONSENT:

- 2. Consent Calendar, Finance Committee Tab J
 - A. USHE – Proposed Revisions to Policy R588, *Delegation of Debt Policy to Boards of Trustees*
 - B. USHE – Proposed Revisions to Policy R565, *Audit Committees*
 - C. UofU and USU – Capital Facilities Delegation Reports
 - D. University of Utah – Sale of Donated Property

INFORMATION/DISCUSSION:

- 3. USHE – Final Consultant Report: Actuarial Valuation Studies of Post-Retirement Obligations (GASB 45 and 47) Tab K
- 4. Utah State University – Action of Regents’ Executive Committee to Approve a Property Lease in Tooele County Tab L
- 5. Southern Utah University – Action of Regents’ Executive Committee to Authorize a Revenue Bond Proposal for the Construction of Residence Halls Tab M

Strategic Planning and Communications Committee

Small Board Room, Lobby Level

ACTION:

- 1. Regent Speaking Engagement/Presentations Tab N

INFORMATION/DISCUSSION:

- 2. Utah Valley State College – Minority Task Force Reports Tab O
- 3. Updated Commissioner’s Goals Tab P
- 4. Teacher Supply and Demand Study – Update Report Tab Q
- 5. *Measuring Utah Higher Education* Report Tab R
- 6. Orientation for New Regents, Presidents, and Trustees Tab S
- 7. USHE, UHEAA, UESP and Utah Scholars Web Sites Tab T
- 8. Board of Regents Self-Evaluation Policy Tab U

11:00 a.m. -
12:00 noon

**COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD**
Large Board Room, Lobby Level

1. General Consent Calendar
2. Reports of Board Committees
 - Programs Committee – Tabs C - H
 - Finance Committee – Tabs I - M
 - Planning Committee – Tabs N - U
3. Report of the Commissioner
4. Report of the Chair

Tab V

12:00 noon -
1:30 p.m.

LUNCHEON MEETINGS

STATE BOARD OF REGENTS – Executive Session Meeting
Executive Conference Room, 4th Floor

Chief Academic and Student Services Officers – Commissioner’s Board Room, 5th Floor
Others – Board Rooms, Lobby Level

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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.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Review of 2007 Legislative General Session

The mailing date for the Regents' March Agenda coincides with the conclusion of the legislative session, preventing staff from providing a full report with the mailed agenda. A general review of the session, including legislation affecting higher education, will be hand carried to the meeting.

Attached to this memo is the preliminary report on state appropriations compiled by staff following the close of the session. It includes a roll-up of all USHE funds, detail for the traditional nine colleges and universities, UCAT, the Utah Education Network and Medical Education Council. It also contains a summary of capital developments and a side-by-side of comparison of the Regents' request, Governor's recommendation, and the legislative appropriation. This report is still in draft form; a final version will be provided at the March 9 meeting. Also included is the Sixth Week Legislative Report. Dave Buhler will update this consistent with the final actions of the Legislature.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachments

Summary of Appropriations, 2007 General Session (Tax Funds Only)

HIGHER EDUCATION TOTAL

(Includes 10 USHE Institutions, SBR Statewide Programs, SBR Administration, UEN, and MEC)

	Appropriations	% Change from Base
2006-07 Ongoing Operating Appropriations Base Budget	\$716,748,300	
Supplemental Adjustments ⁽¹⁾	\$5,733,800	0.8%
Revised 2006-07 Appropriation (Base plus Supplementals)	\$722,482,100	
2007-08 Ongoing Adjustments		
Salary Increases (3.5% COLA, 1.5% Merit)	\$26,378,200	3.7%
9.8% Health Increases	6,282,900	0.9%
Program Increases ⁽²⁾	57,814,300	8.1%
Subtotal - Ongoing Adjustments	\$90,475,400	12.6%
2007-08 One-time Adjustments		
Program Increases ⁽³⁾	12,813,000	1.8%
Subtotal - One-time Adjustments	\$12,813,000	1.8%
Total 2007-08 Adjustments	\$103,288,400	14.4%
2007-2008 Appropriation (Base plus 2007-2008 Adjustments)	\$820,036,700	

(1) 2006-07 Supplemental Adjustments

Fuel and Power	\$1,603,600
New Century Scholarships	\$130,100
O&M	\$325,000
UCAT Utilities	\$245,500
UCAT Leases	\$1,310,300
UCAT O&M	\$19,300
UEN Satellite Replacement	2,100,000
Total 2006-07 Supplemental Adjustments	<u>\$5,733,800</u>

(2) Program Increases - Ongoing

2007-08 Internal Service Rate Adjustments	\$263,500
75/25 Compensation Split	5,341,300
Existing O&M	1,952,800
Utility Rate Increases	7,493,800
IT Licensing and Security	900,000
IT Data Base and Disaster Recovery	464,100
Engineering	3,000,000
Nursing	500,000
Financial Aid: Federal Match	210,300
Financial Aid: UCOPE	2,000,000
Hearing Impaired Student Translators	1,000,000
Financial Aid: New Century	437,500
Financial Aid: TH Bell	1,200,000
Institutional Partnerships	8,607,400
Seismic Monitoring	327,000
Institutional Priorities	7,500,000
UVSC Name Change	8,000,000
Library	300,000
New O&M	823,100
UCAT Enrollment Growth	700,000
UCAT Utilities	225,400
UCAT Student Information System	81,000
UCAT Lean Manufacturing	326,000
UCAT Leases	932,800
UCAT O&M	443,200
UCAT Custom Fit	500,000
UCAT Jobs Now	1,724,400
UEN Network Capacity	1,500,000
UEN IP Video	200,000
UEN Course Management	630,000
MEC Leases	56,200
Commission on Aging	174,500

Total Program Increases - Ongoing	<u><u>57,814,300</u></u>
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(3) Program Increases - One-Time

IT Equipment	\$3,000,000
WSU/USU Partnership (SB 53)	\$865,400
Seismic Monitoring	\$720,000
State Scholar Initiative	\$500,000
O & M New Facilities	(\$2,209,800)
USU Botanical Gardens	\$950,000
USU Open Courseware	\$200,000
CEU San Juan Campus	\$25,000
Teacher Training Initiatives	\$200,000
HB 196 Background Checks	\$250,000
KUED	\$1,500,000
O & M for Bldgs approved 2007 GS	(\$823,100)
O&M 1time Cut	(815,400)
Training Equipment	1,500,000
IP Video	865,000
Course Management	480,000
Engineering	2,000,000
UCOPE	2,000,000
Commission on Aging	5,900
DSC Kanab Campus Study	50,000
UVSC High Tech Capital Partnership	500,000
SLCC Health Science Equipment	1,000,000
Shakespeare in Schools	50,000

Total Program Increases - One-time	<u><u>\$12,813,000</u></u>
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Summary of Appropriations, 2007 General Session (Tax Funds Only)

(Includes 9 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
2006-07 Ongoing Operating Appropriations Base Budget	\$650,300,600	
Supplemental Adjustments ⁽¹⁾	\$2,058,700	0.3%
Revised 2006-07 Appropriation (Base plus Supplementals)	\$652,359,300	
2007-08 Ongoing Adjustments		
Salary Increases (3.5% COLA, 1.5% Merit)	\$24,384,500	3.7%
9.8% Health Increases	5,624,800	0.9%
Program Increases ⁽²⁾	52,111,300	8.0%
Subtotal - Ongoing Adjustments	\$82,120,600	12.6%
2007-08 One-time Adjustments		
Program Increases ⁽³⁾	10,822,900	1.7%
Subtotal - One-time Adjustments	\$10,822,900	1.7%
Total 2007-08 Adjustments	\$92,943,500	14.3%
2007-2008 Appropriation (Base plus 2007-2008 Adjustments)	\$743,244,100	

(1) 2006-07 Supplemental Adjustments

Fuel and Power	\$1,603,600
New Century Scholarships	\$130,100
O&M	\$325,000
Total 2006-07 Supplemental Adjustments	\$2,058,700

(2) Program Increases - Ongoing

2007-08 Internal Service Rate Adjustments	\$254,300
75/25 Compensation Split	5,341,300
Existing O&M	1,952,800
Utility Rate Increases	7,493,800
IT Licensing and Security	900,000
IT Data Base and Disaster Recovery	464,100
Engineering	3,000,000
Nursing	500,000
Financial Aid: Federal Match	210,300
Financial Aid: UCOPE	2,000,000
Hearing Impaired Student Translators	1,000,000
Financial Aid: New Century	437,500
Financial Aid: TH Bell	1,200,000
Institutional Partnerships	8,607,400
Seismic Monitoring	327,000
Institutional Priorities	7,500,000
UVSC Name Change	8,000,000
Library	300,000
New O&M	823,100
USU UEN Transfer	245,000
Commission on Aging	174,500
CEU/SEATC Merger	1,380,200

Total Program Increases - Ongoing \$52,111,300

(3) Program Increases - One-Time

IT Equipment	\$3,000,000
WSU/USU Partnership (SB 53)	\$865,400
Seismic Monitoring	\$720,000
State Scholar Initiative	500,000
O & M New Facilities	(2,209,800)
USU Botanical Gardens	950,000
USU Open Courseware	200,000
CEU San Juan Campus	25,000
Teacher Training Initiatives	\$200,000
HB 196 Background Checks	250,000
KUED	1,500,000
O & M for Bldgs approved 2007 GS	(823,100)
Engineering	2,000,000
UCOPE	2,000,000
Commission on Aging	5,900
DSC Kanab Campus Study	50,000
CEU/SEATC Merger	39,500
UVSC High Tech Capital Partnership	500,000
SLCC Health Science Equipment	1,000,000
Shakespeare in Schools	50,000
Total Program Increases - One-time	\$10,822,900

Summary of Appropriations, 2007 General Session (Tax Funds Only)

Utah College of Applied Technology

(Includes All UCAT Campuses, Custom Fit, UCAT Equipment and UCAT Administration)

	<u>Appropriations</u>	<u>% Change from Base</u>
2006-07 Ongoing Operating Appropriations Base Budget	\$48,589,700	
Supplemental Adjustments ⁽¹⁾	\$1,575,100	3.2%
Revised 2006-07 Appropriation (Base plus Supplementals)	\$50,164,800	
2007-08 Ongoing Adjustments		
Salary Increases (3.5% COLA, 1.5% Merit)	\$1,736,800	3.6%
9.8% Health Increases	479,500	1.0%
Program Increases ⁽²⁾	3,561,800	7.3%
Subtotal - Ongoing Adjustments	\$5,778,100	11.9%
2007-08 One-time Adjustments		
Program Increases ⁽³⁾	645,100	1.3%
Subtotal - One-time Adjustments	\$645,100	1.3%
Total 2007-08 Adjustments	\$6,423,200	13.2%
2007-2008 Appropriation (Base plus 2007-2008 Adjustments)	\$55,012,900	

(1) 2006-07 Supplemental Adjustments

UCAT Utilities	\$245,500
UCAT Leases	1,310,300
UCAT O&M	19,300
Total 2006-07 Supplemental Adjustments	\$1,575,100

(3) Program Increases - One-Time

O&M 1time Cut	(\$815,400)
Training Equipment	1,500,000
CEU/SEATC Merger	(39,500)
Total Program Increases - One-time	\$645,100

(2) Program Increases - Ongoing

2007-08 Internal Service Rate Adjustments	\$9,200
UCAT Enrollment Growth	700,000
UCAT Utilities	225,400
UCAT Student Information System	81,000
UCAT Lean Manufacturing	326,000
UCAT Leases	932,800
UCAT O&M	443,200
UCAT Custom Fit	500,000
UCAT Jobs Now	1,724,400
CEU/SEATC Merger	(1,380,200)

Total Program Increases - Ongoing \$3,561,800

Summary of Appropriations, 2007 General Session (Tax Funds Only)

Utah Education Network and Medical Education Council

	<u>Appropriations</u>	<u>% Change from Base</u>
2006-07 Ongoing Operating Appropriations Base Budget	\$17,858,000	
Supplemental Adjustments ⁽¹⁾	\$2,100,000	11.8%
Revised 2006-07 Appropriation (Base plus Supplementals)	\$19,958,000	
2007-08 Ongoing Adjustments		
Salary Increases (3.5% COLA, 1.5% Merit)	\$256,900	1.4%
9.8% Health Increases	178,600	1.0%
Program Increases ⁽²⁾	<u>2,141,200</u>	12.0%
Subtotal - Ongoing Adjustments	\$2,576,700	14.4%
2007-08 One-time Adjustments		
Program Increases ⁽³⁾	<u>1,345,000</u>	7.5%
Subtotal - One-time Adjustments	\$1,345,000	7.5%
Total 2007-08 Adjustments	\$3,921,700	22.0%
2007-2008 Appropriation (Base plus 2007-2008 Adjustments)	<u>\$21,779,700</u>	

(1) 2006-07 Supplemental Adjustments

UEN Satellite Replacement	\$2,100,000
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Total 2006-07 Supplemental Adjustments	<u>\$2,100,000</u>
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(3) Program Increases - One-Time

IP Video	\$865,000
Course Management	\$480,000

Total Program Increases - One-time	<u>\$1,345,000</u>
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(2) Program Increases - Ongoing

2007-08 Internal Service Rate Adjustments	\$0
Network Capacity	1,500,000
IP Video	200,000
Course Management	630,000
Leases	56,200
USU UEN Transfer	(245,000)
Total Program Increases - Ongoing	<u>\$2,141,200</u>

Other Committee Funding - On Going

<i>UU Huntsman Cancer Institute</i>	<i>4,000,000</i>
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Other Committee Funding - One-time

<i>UU Huntsman Cancer Institute</i>	<i>10,000,000</i>
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<i>USU American West Heritage Center</i>	<i>1,000,000</i>
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Legislative Action on Capital Development for 2007-08

STATE-FUNDED CAPITAL IMPROVEMENTS

\$73,059,900

Capital Improvement funds are appropriated to the Division of Facilities Construction and Management, which allocates funds to projects of up to \$1.5 million. USHE typically receives 50 to 60 percent of these funds.

STATE-FUNDED PROJECTS (HB 150 unless otherwise noted)

Project	Phase	Legislative Action			Future State O&M ⁽¹⁾
		Cash	GO Bond	Cumulative	
WSU Classroom Building and Chiller Plant	Construction	\$22,950,000		\$22,950,000	\$370,900
Snow College Library/Classroom Building	Construction	\$17,651,000		\$40,601,000	\$452,200
DATC Technology/Manufacturing Building	Construction	\$14,240,000		\$54,841,000	\$422,200
USU Agriculture Building	Planning	\$2,500,000		\$57,341,000	yes
SLCC Public Safety Training Center	Reimbursement	\$1,277,400		\$58,618,400	no
SWATC Land Purchase	Land Purchase	\$2,282,000		\$60,900,400	yes
CEU Mortgage Payoff (SB 1)	Other	\$3,000,000		\$63,900,400	no
UU Nursing College	Construction	\$13,500,000		\$77,400,400	
MATC N. Utah County Building	Planning	\$1,000,000		\$78,400,400	yes
Dixie State College Bond Payoff		\$4,200,000		\$82,600,400	no
USU Uintah Basin Bond Payoff		\$400,000		\$83,000,400	no
TOTAL LEGISLATIVE ACTION -- STATE-FUNDED PROJECTS		\$83,000,400	\$0	\$83,000,400	

OTHER FUNDS PROJECTS (S1 HB 473)

Project	Funding Source	Legislative Action	
		Project Approval	State O&M Approved ⁽¹⁾
UU Student Life Center	Non State Bonds	Yes	No
SUU On-campus Student Dormitories	Student Housing Fees	Yes	No
USU Tooele Classroom Building		Yes	Yes
	Donations &		
WSU Lifelong Learning Center	Other Institutional Funds	Yes	\$199,300
SLCC Parking Services/Facilities/Security Building		Yes	\$96,000
CEU/SEATC Property Exchange		Yes	\$141,000
	Donations &		
MATC Property Purchase	Other Institutional Funds	Yes	No
TOTAL LEGISLATIVE ACTION -- OTHER FUNDS PROJECTS			

2007-08 Operating Budget Comparisons (Tax Funds Only)

Board of Regents Request, Governor Huntsman and Final State Legislature Appropriation Comparison

	Board of Regents	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
Utah System of Higher Education Budget Priorities						
Compensation						
Common Compensation Package	\$30,009,300	\$22,993,600	(7,015,700)	\$30,009,300	\$7,015,700	\$0
Retention of Key Faculty & Staff	7,498,900	12,192,200	4,693,300	\$0	(\$12,192,200)	(\$7,498,900)
Mandated Costs						
Utility Rate Increases	7,493,800	8,682,200	1,188,400	\$7,493,800	(\$1,188,400)	\$0
IT Licensing and Software Costs	900,000	0	(900,000)	\$900,000	\$900,000	\$0
Database and Disaster Recovery Management	464,100	464,100	0	\$464,100	\$0	\$0
O&M Requests for State and Non State Funded Projects (Current)	1,255,300	1,133,200	(122,100)	\$1,595,800	\$462,600	\$340,500
O&M Requests for State and Non State Funded Projects (Online)	357,000	357,000	0	\$357,000	\$0	\$0
O&M Requests for New Projects Approved GS 2007		961,800	961,800	\$823,100	(\$138,700)	\$823,100
Hearing Impaired Student Translators	1,939,200	0	(1,939,200)	\$1,000,000	\$1,000,000	(\$939,200)
Academic Library Consortium	642,000	642,000	0	\$300,000	(\$342,000)	(\$342,000)
ISF Increases	254,300	254,300	0	\$254,300	\$0	\$0
Focused Participation Rate Increases						
Need Based Student Aid - (UCOPE)	3,149,100	3,434,100	285,000	\$2,000,000	(\$1,434,100)	(\$1,149,100)
Mandated Federal Aid State Match	210,300	210,300	0	\$210,300	\$0	\$0
Institutional Priorities and Partnerships						
Priorities	10,500,000	0	(10,500,000)	\$7,500,000	\$7,500,000	(\$3,000,000)
Partnerships	6,122,900	5,000,000	(1,122,900)	\$8,607,400	\$3,607,400	\$2,484,500
Workforce Development						
Engineering & Computer Science Initiative	5,045,200	3,000,000	(2,045,200)	\$3,000,000	\$0	(\$2,045,200)
Nursing	500,000	500,000	0	\$500,000	\$0	\$0
T.H. Bell	692,300	692,300	0	\$1,200,000	\$507,700	\$507,700
Student Support and Success						
New Century Scholarships	437,500	437,500	0	\$437,500	\$0	\$0
State Scholars Initiative		500,000	500,000	\$0	(\$500,000)	\$0
Other Legislative Priorities						
UVSC Name Change				\$8,000,000	\$8,000,000	\$8,000,000
Seismic Monitoring				\$327,000	\$327,000	\$327,000
75/25 Compensation Package				\$5,341,300	\$5,341,300	\$5,341,300
Internal Transfers				\$245,000	\$245,000	\$245,000
Commission on Aging				\$174,500	\$174,500	\$174,500
CEU/SEATC Merger				\$1,380,200	\$1,380,200	\$1,380,200
Subtotal - USHE Priority Ongoing Increases	77,471,200	61,454,600	(16,016,600)	82,120,600	20,666,000	4,649,400
One-time Increases						
Engineering, Computer Science, and Scientific Equipment	\$4,000,000	\$2,000,000	(\$2,000,000)	\$2,000,000	\$0	(\$2,000,000)
IT Equipment - Network Infrastructure	3,000,000	1,500,000	(1,500,000)	\$3,000,000	\$1,500,000	\$0
IT Equipment - Disaster Recovery	1,000,000	500,000	(500,000)		(\$500,000)	(\$1,000,000)
CTE Equipment	1,000,000	500,000	(500,000)		(\$500,000)	(\$1,000,000)
Utah State Scholar Initiative	500,000	0	(500,000)	\$500,000	\$500,000	\$0
Library Enhancements & Acquisitions	1,000,000	0	(1,000,000)		\$0	(\$1,000,000)
One-time O&M Cuts		(961,800)	(961,800)	(\$2,209,800)	(\$1,248,000)	(\$2,209,800)
UCOPE				\$2,000,000	\$2,000,000	\$2,000,000
Other Legislative Priorities						
Seismic Monitoring				\$720,000	\$720,000	\$720,000
USU Botanical Gardens				\$950,000	\$950,000	\$950,000
USU Open Courseware				\$200,000	\$200,000	\$200,000
CEU San Juan Campus				\$25,000	\$25,000	\$25,000
Teacher Training Initiatives				\$200,000	\$200,000	\$200,000
KUED				\$1,500,000	\$1,500,000	\$1,500,000
UVSC High Tech Partnership				\$500,000	\$500,000	\$500,000
DSC Kanab Study				\$50,000	\$50,000	\$50,000
CEU / SEATC Merger				\$39,500	\$39,500	\$39,500
Commission on Aging				\$5,900	\$5,900	\$5,900
Shakespeare in Schools				\$50,000	\$50,000	\$50,000
SLCC Health Science Equipment				\$1,000,000	\$1,000,000	\$1,000,000
O & M for Bldgs approved 2007 GS				(\$823,100)	(\$823,100)	(\$823,100)
HB 196 Higher Education Criminal Background Checks (Menlove)				\$250,000	\$250,000	\$250,000
SB 53 Higher Education Engineering Partnership (Bell)				\$865,400	\$865,400	\$865,400
Total One-time Increases	\$10,500,000	\$3,538,200	(\$6,000,000)	\$10,822,900	\$7,284,700	322,900
Supplemental Increases						
New Century Scholarship	\$130,100	\$130,100	\$0	\$130,100	\$0	\$0
SLCC 2006-07 O&M Budget Correction	325,000	0	(325,000)	\$325,000	\$325,000	\$0
Utility Rate Increases	1,603,600	2,179,900	576,300	\$1,603,600	(\$576,300)	\$0
Database and Disaster Recovery Management	100,000	0	(100,000)	\$0	\$0	(\$100,000)
Total Supplemental Increases	\$2,158,700	\$2,310,000	\$151,300	\$2,058,700	(\$251,300)	(100,000)
Total Appropriation (Ongoing, One-time & Supplemental)	90,129,900	67,302,800	(22,827,100)	95,002,200	27,699,400	4,872,300

2006-07 Operating Budget Comparisons (Tax Funds Only)

UCAT Request, Governor Huntsman Recommendation, and Final State Legislature Appropriation Comparison

	UCAT	Governor Huntsman		Final Appropriation		
	Amount	Amount	Above/ (Below) UCAT	Amount	Above/(Below) Gov	Above/ (Below) UCAT
<u>Utah College of Applied Technology Budget Priorities</u>						
Compensation						
Common Compensation Package	\$2,216,300	\$1,720,000	(496,300)	2,216,300	496,300	0
Retention of Key Faculty & Staff	347,300	867,700	520,400	0	(867,700)	(347,300)
Priorities						
Jobs Now Campus Initiative	3,050,400	1,500,000	(1,550,400)	1,724,400	224,400	(1,326,000)
Membership Hour Growth	1,197,800	1,011,100	(186,700)	700,000	(311,100)	(497,800)
Leases	932,800	933,000	200	932,800	(200)	0
Facility O&M	21,000	21,000	0	21,000	0	0
Utilities Increases	133,500	389,100	255,600	225,400	(163,700)	91,900
IT Licensing, Security, and Equipment	102,000	102,000	0	0	(102,000)	(102,000)
Hearing Impaired Student Translators	271,000	0	(271,000)	0	0	(271,000)
Custom Fit Training Program	750,000	750,000	0	500,000	(250,000)	(250,000)
Student Information System	81,000	65,000	(16,000)	81,000	16,000	0
ISF Rate Increases	9,200	9,200	0	9,200	0	0
O&M Requests for New Projects Approved GS 2007		422,200	422,200	422,200	0	422,200
Priorities						
Lean Manufacturing				326,000	326,000	326,000
CEU/SEATC Merger				(1,380,200)	(1,380,200)	(1,380,200)
Subtotal - UCAT Priority Ongoing Increases	9,112,300	7,790,300	(1,322,000)	5,778,100	(2,012,200)	(3,334,200)
<u>One-time Increases</u>						
Capital Training Equipment	\$2,122,300	\$1,000,000	(\$1,122,300)	1,500,000	500,000	(622,300)
One-time O&M Cuts		(422,200)	(422,200)	(815,400)	(393,200)	(815,400)
CEU/SEATC Merger				(39,500)	(39,500)	(39,500)
Total One-time Increases	\$2,122,300	\$577,800	(\$1,122,300)	\$645,100	\$67,300	(\$2,055,000)
<u>Supplemental Increases</u>						
Leases	\$1,310,300	\$1,310,500	\$200	1,310,300	(200)	0
Utility Rate Increases	245,500	292,600	47,100	245,500	(47,100)	0
Facility O&M	19,300	0	(19,300)	19,300	19,300	0
Total Supplemental Increases	\$1,575,100	\$1,603,100	\$28,000	1,575,100	(28,000)	0
2007 General Session Total Appropriation (Ongoing & One-time)	12,809,700	9,971,200	(2,838,500)	7,998,300	(1,972,900)	(4,811,400)

2007-08 Tax Fund Appropriations by Institution

(a)	(b)		(c)		(d)		(e)
2007-08 Adjusted Base Budget	2007-08 Ongoing Increases		2007-08 One-time Increases		2007-08 Total Increases		2007-08 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

2 & 4 Year Institutions

University of Utah	\$233,276,000	\$20,353,400	8.7%	\$1,745,900	0.7%	\$22,099,300	9.5%	\$255,375,300
Utah State University	140,952,800	14,494,600	10.3%	1,712,500	1.2%	16,207,100	11.5%	157,159,900
Weber State University	62,721,000	5,927,900	9.5%	(270,700)	-0.4%	5,657,200	9.0%	68,378,200
Southern Utah University	29,553,300	3,464,400	11.7%	(10,600)	0.0%	3,453,800	11.7%	33,007,100
Snow College	18,653,100	3,395,500	18.2%	(452,200)	-2.4%	2,943,300	15.8%	21,596,400
Dixie State College	18,875,100	3,066,800	16.2%	(363,100)	-1.9%	2,703,700	14.3%	21,578,800
College of Eastern Utah	14,061,600	3,809,000	27.1%	64,500	0.5%	3,873,500	27.5%	17,935,100
Utah Valley State College	50,965,000	12,706,200	24.9%	(553,400)	-1.1%	12,152,800	23.8%	63,117,800
Salt Lake Community College	61,322,300	5,739,600	9.4%	1,000,000	1.6%	6,739,600	11.0%	68,061,900
SBR Statewide Programs ⁽¹⁾	16,943,700	9,011,900	53.2%	7,750,000	45.7%	16,761,900	98.9%	33,705,600
SBR Administration	2,976,700	151,300	5.1%	200,000	6.7%	351,300	11.8%	3,328,000
Subtotal - 2 & 4 year	\$650,300,600	\$82,120,600	12.6%	\$10,822,900	1.7%	\$92,943,500	14.3%	\$743,244,100

Notes:

(1) The large increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students for the Engineering Initiative, UCOPE, and Information Technology Funding

UCAT

Administration	\$1,030,800	\$742,600	72.0%	\$0	0.0%	\$742,600	72.0%	\$1,773,400
Custom Fit	3,108,100	500,000	16.1%	0	0.0%	500,000	16.1%	3,608,100
Equipment	837,400	(35,500)	-4.2%	1,460,500	174.4%	1,425,000	170.2%	2,262,400
Bridgerland ATC	8,694,800	955,500	11.0%	0	0.0%	955,500	11.0%	9,650,300
Davis ATC	8,952,000	1,235,500	13.8%	(422,200)	-4.7%	813,300	9.1%	9,765,300
Dixie ATC	1,566,900	236,000	15.1%	0	0.0%	236,000	15.1%	1,802,900
Mountainland ATC	4,317,600	486,500	11.3%	0	0.0%	486,500	11.3%	4,804,100
Ogden-Weber ATC	9,748,700	1,378,300	14.1%	0	0.0%	1,378,300	14.1%	11,127,000
Salt Lake-Tooele ATC	2,693,900	402,600	14.9%	0	0.0%	402,600	14.9%	3,096,500
Southeast ATC	1,073,700	(1,073,700)	-100.0%	0	0.0%	(1,073,700)	-100.0%	0
Southwest ATC	1,729,400	493,000	28.5%	0	0.0%	493,000	28.5%	2,222,400
Uintah Basin ATC	4,836,400	457,300	9.5%	(393,200)	-8.1%	64,100	1.3%	4,900,500
Subtotal - UCAT	\$48,589,700	\$5,778,100	11.9%	\$645,100	1.3%	\$6,423,200	13.2%	\$55,012,900

Other

UEN	\$17,493,900	\$2,487,800	14.2%	\$1,345,000	7.7%	\$3,832,800	21.9%	\$21,326,700
MEC	364,100	88,900	24.4%	0	0.0%	88,900	24.4%	453,000
Subtotal - Other	\$17,858,000	\$2,576,700	14.4%	\$1,345,000	7.5%	\$3,921,700	22.0%	\$21,779,700
TOTAL	\$716,748,300	\$90,475,400	12.6%	\$12,813,000	1.8%	#####	14.4%	\$820,036,700

One-time reductions reflect the new O&M funding methodology

Comparison of New Appropriated Ongoing Operating Budgets

Recommendations and Appropriations for Recent Years ⁽¹⁾

	INCREASE FROM PREVIOUS YEAR				USHE Share of
	TOTAL EXPENDITURES		STATE TAX FUNDS		State Tax Funds ⁽²⁾
1995-96					
Regents' Request	\$57,289,100	10.5%	\$45,997,300	11.8%	
Gov. Leavitt's Recommendation	\$40,147,000	7.4%	\$29,179,100	7.5%	
Final Appropriation	\$37,825,400	6.9%	\$28,158,400	7.2%	16.3%
1996-97					
Regents' Request	\$51,333,200	8.8%	\$51,031,600	12.2%	
Gov. Leavitt's Recommendation	\$31,665,100	5.4%	\$32,753,100	7.8%	
Final Appropriation	\$26,100,900	4.5%	\$26,234,200	6.3%	15.2%
1997-98					
Regents' Request	\$46,096,500	7.5%	\$43,657,600	9.8%	
Gov. Leavitt's Recommendation	\$24,045,500	3.9%	\$22,150,700	5.0%	
Final Appropriation	\$19,662,700	3.2%	\$19,338,000	4.3%	15.4%
1998-99					
Regents' Request	\$46,620,800	7.2%	\$42,499,300	8.9%	
Gov. Leavitt's Recommendation	\$40,033,200	6.2%	\$33,270,500	7.0%	
Final Appropriation	\$29,851,700	4.6%	\$23,063,600	4.8%	15.2%
1999-2000					
Regents' Request	\$52,341,900	7.7%	\$50,738,800	10.1%	
Gov. Leavitt's Recommendation	\$23,558,400	3.5%	\$19,574,400	3.9%	
Final Appropriation	\$25,647,800	3.8%	\$17,475,900	3.5%	15.3%
2000-01					
Regents' Request	\$71,598,700	10.3%	\$63,928,300	12.5%	
Gov. Leavitt's Recommendation	\$43,397,400	6.2%	\$37,148,100	7.3%	
Final Appropriation	\$41,641,500	6.0%	\$31,143,900	6.1%	14.8%
2001-02					
Regents' Request	\$102,242,100	13.9%	\$85,602,500	15.9%	
Gov. Leavitt's Recommendation	\$81,090,200	11.0%	\$66,885,100	12.4%	
Final Appropriation	\$53,704,400	7.3%	\$29,639,800	5.5%	15.7%
2002-03					
Regents' Request	\$65,138,600	8.2%	\$42,178,300	7.2%	
Gov. Leavitt's Recommendation	\$12,843,200	1.6%	(\$10,058,000)	-1.7%	
Final Appropriation <i>(General Session)</i>	\$17,369,400	2.2%	(\$18,267,000)	-3.1%	
Revised Appropriation ⁽³⁾	\$11,711,000	1.5%	(\$23,925,400)	-4.1%	16.0%
2003-04					
Regents' Request	\$93,706,900	11.4%	\$74,073,600	13.1%	
Gov. Leavitt's Recommendation	\$38,025,300	4.6%	\$18,464,500	3.3%	
Final Appropriation	\$51,185,200	6.2%	(\$677,800)	-0.1%	15.8%
2004-05					
Regents' Request	\$124,544,200	14.3%	\$89,568,000	15.8%	
Gov. Walker's Recommendation	\$36,593,900	4.2%	\$22,694,500	4.0%	
Final Appropriation	\$69,202,000	7.9%	\$14,565,200	2.6%	14.9%
2005-06					
Regents' Request	\$62,281,300	6.9%	\$52,965,700	9.1%	
Gov. Huntsman's Recommendation	\$38,775,500	4.3%	\$32,567,500	5.6%	
Final Appropriation	\$51,117,200	5.7%	\$41,801,600	7.2%	14.9%
2006-07					
Regents' Request	\$80,440,700	8.3%	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$73,423,700	7.6%	\$52,354,300	8.4%	
Final Appropriation	\$42,184,500	4.3%	\$31,439,300	5.0%	13.3%
2007-08					
Regents' Request	\$104,194,800	10.2%	\$87,971,200	13.5%	
Gov. Huntsman's Recommendation	\$80,668,700	7.9%	\$64,992,800	10.0%	
Final Appropriation	\$104,091,900	10.2%	\$82,120,600	12.6%	12.6%

(1) Includes ongoing requests, recommendations and appropriations for 9 USHE institutions and Board of Regents line items.

(2) This column includes both ongoing and one-time appropriations.

2007-08 Appropriations Detail (including 2006-07 Supplementals)

March 1, 2007

Utah System of Higher Education Total

	USHE and UEN/MEC TOTAL	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State College	College of Eastern Utah	Utah Valley State College	Salt Lake Community College	SBR/Statewide Programs	UEN & Med. Ed. Council
2006-07 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)													
Total Expenditures	1,046,697,400	1,014,901,300	362,635,000	209,778,700	103,261,500	45,074,300	23,738,400	26,583,700	17,198,100	102,436,900	98,556,200	25,638,500	31,796,100
Tax Fund Expenditures	673,600,600	653,242,600	232,610,700	142,052,800	62,803,600	29,935,300	18,690,500	18,524,700	14,099,100	49,949,100	60,706,400	23,870,400	20,358,000
General Fund	192,820,400	190,731,300	27,355,900	108,993,300	3,310,400	2,515,600	2,833,600	3,705,800	3,138,300	13,107,000	9,290,700	16,480,700	2,089,100
Income Tax	480,780,200	462,511,300	205,254,800	33,059,500	59,493,200	27,419,700	15,856,900	14,818,900	10,960,800	36,842,100	51,415,700	7,389,700	18,268,900
Uniform School Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	345,600,900	344,780,000	120,747,400	61,427,200	40,457,900	15,139,000	5,047,900	8,059,000	3,099,000	52,487,800	37,849,800	465,000	820,900
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	14,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	10,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,768,200	2,643,000	992,400	650,600	0	0	0	0	0	0	0	1,000,000	125,200
FTE Funded Targets	94,909	94,909	22,810	16,852	12,275	5,450	2,722	4,021	2,034	14,396	14,349	0	0

2006-07 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Total Expenditures	11,036,700	8,913,300	5,877,500	1,420,000	825,700	1,875,300	789,000	1,091,000	246,300	(2,141,800)	(1,109,400)	39,700	2,123,400
Tax Fund Expenditures	4,158,700	2,058,700	229,200	70,800	111,500	135,300	568,700	0	86,300	246,900	479,900	130,100	2,100,000
Adjustments													
Less LFA 1st, 2nd, Other Tuition	(5,647,600)	(5,647,600)	(1,167,600)	(24,400)	(1,266,900)	1,050,100	0	0	22,300	(2,388,700)	(1,872,400)	0	0
Unallocated 1st-tier Tuition	1,084,600	1,084,600	0	32,900	230,000	103,600	0	0	137,700	0	0	0	0
2nd-tier Tuition	11,223,400	11,223,400	6,235,500	1,339,200	1,751,100	586,300	220,300	1,091,000	0	0	0	0	0
Other Non Tax	217,600	194,200	0	1,500	0	0	0	0	0	0	283,100	(90,400)	23,400
Fuel & Power (SB 1)	1,603,600	1,603,600	229,200	70,800	111,500	135,300	568,700	0	86,300	246,900	154,900	0	0
New Century(SB 1)	130,100	130,100	0	0	0	0	0	0	0	0	0	130,100	0
SLCC Budget Correction (SB 1)	325,000	325,000	0	0	0	0	0	0	0	0	325,000	0	0
UEN Satellite Replacement (SB 1)	2,100,000	0	0	0	0	0	0	0	0	0	0	0	2,100,000
Financing													
General Fund	(1,463,900)	0	0	0	0	0	0	0	0	0	0	0	(1,463,900)
Income Tax	(7,336,700)	1,923,400	229,200	70,800	111,500	0	568,700	0	86,300	246,900	479,900	130,100	(9,260,100)
Uniform School Fund	12,959,300	135,300	0	0	0	135,300	0	0	0	0	0	0	12,824,000
Dedicated Credits	6,878,000	6,854,600	5,648,300	1,349,200	714,200	1,740,000	220,300	1,091,000	160,000	(2,388,700)	(1,589,300)	(90,400)	23,400

2006-07 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,057,734,100	1,023,814,600	368,512,500	211,198,700	104,087,200	46,949,600	24,527,400	27,674,700	17,444,400	100,295,100	97,446,800	25,678,200	33,919,500
Tax Fund Expenditures	677,759,300	655,301,300	232,839,900	142,123,600	62,915,100	30,070,600	19,259,200	18,524,700	14,185,400	50,196,000	61,186,300	24,000,500	22,458,000
General Fund	191,356,500	190,731,300	27,355,900	108,993,300	3,310,400	2,515,600	2,833,600	3,705,800	3,138,300	13,107,000	9,290,700	16,480,700	625,200
Income Tax	473,443,500	464,434,700	205,484,000	33,130,300	59,604,700	27,419,700	16,425,600	14,818,900	11,047,100	37,089,000	51,895,600	7,519,800	9,008,800
Uniform School Fund	12,959,300	135,300	0	0	0	135,300	0	0	0	0	0	0	12,824,000
Dedicated Credits	352,478,900	351,634,600	126,395,700	62,776,400	41,172,100	16,879,000	5,268,200	9,150,000	3,259,000	50,099,100	36,260,500	374,600	844,300
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	14,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	10,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,768,200	2,643,000	992,400	650,600	0	0	0	0	0	0	0	1,000,000	125,200
Tax Funds % Change from Ongoing Base	0.6%	0.3%	0.1%	0.1%	0.2%	0.5%	3.0%	0.0%	0.6%	0.5%	0.8%	0.7%	11.8%

Back out 2006-07 One-time Appropriations from Base

Total Expenditures	(9,600,700)	(5,000,700)	436,100	(1,170,800)	(194,100)	(517,300)	(606,100)	350,400	(123,800)	769,000	136,000	(4,080,100)	(4,600,000)
General Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Income Tax	(7,500,700)	(5,000,700)	436,100	(1,170,800)	(194,100)	(517,300)	(606,100)	350,400	(123,800)	769,000	136,000	(4,080,100)	(2,500,000)
Uniform School Fund	(2,100,000)	0	0	0	0	0	0	0	0	0	0	0	(2,100,000)

2007-08 Beginning Base Budget (2006-07 Appropriated less 2006-07One-time) - House Bill 1

Total Expenditures	1,048,133,400	1,018,813,900	368,948,600	210,027,900	103,893,100	46,432,300	23,921,300	28,025,100	17,320,600	101,064,100	97,582,800	21,598,100	29,319,500
Tax Fund Expenditures	668,158,600	650,300,600	233,276,000	140,952,800	62,721,000	29,553,300	18,653,100	18,875,100	14,061,600	50,965,000	61,322,300	19,920,400	17,858,000
General Fund	191,356,500	190,731,300	27,355,900	108,993,300	3,310,400	2,515,600	2,833,600	3,705,800	3,138,300	13,107,000	9,290,700	16,480,700	625,200
Income Tax	465,942,800	459,434,000	205,920,100	31,959,500	59,410,600	26,902,400	15,819,500	15,169,300	10,923,300	37,858,000	52,031,600	3,439,700	6,508,800
Uniform School Fund	10,859,300	135,300	0	0	0	135,300	0	0	0	0	0	0	10,724,000
Dedicated Credits	352,478,900	351,634,600	126,395,700	62,776,400	41,172,100	16,879,000	5,268,200	9,150,000	3,259,000	50,099,100	36,260,500	374,600	844,300
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	14,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	10,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,768,200	2,643,000	992,400	650,600	0	0	0	0	0	0	0	1,000,000	125,200

2007-08 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	0	245,000	250,000	430,000	0	50,000	15,000	0	0	0	0	(500,000)	(245,000)
Tax Fund Expenditures	0	245,000	250,000	430,000	0	50,000	15,000	0	0	0	0	(500,000)	(245,000)
Adjustments	0	245,000	250,000	430,000	0	50,000	15,000	0	0	0	0	(500,000)	(245,000)
Engineering Initiative Transfer	0	0	250,000	185,000	0	50,000	15,000	0	0	0	0	(500,000)	0
Salary Retention Funds Transfer	0	0	0	0	0	0	0	0	0	0	0	0	0
UEN/USU Transfer	0	245,000	0	245,000	0	0	0	0	0	0	0	0	(245,000)
Financing													
Income Tax	0	245,000	250,000	430,000	0	50,000	15,000	0	0	0	0	(500,000)	(245,000)

2007-08 Adjusted Beginning Base Budget

Total Expenditures	1,048,133,400	1,019,058,900	369,198,600	210,457,900	103,893,100	46,482,300	23,936,300	28,025,100	17,320,600	101,064,100	97,582,800	21,098,100	29,074,500
Tax Fund Expenditures	668,158,600	650,545,600	233,526,000	141,382,800	62,721,000	29,603,300	18,668,100	18,875,100	14,061,600	50,965,000	61,322,300	19,420,400	17,613,000
General Fund	191,356,500	190,731,300	27,355,900	108,993,300	3,310,400	2,515,600	2,833,600	3,705,800	3,138,300	13,107,000	9,290,700	16,480,700	625,200
Income Tax	465,942,800	459,679,000	206,170,100	32,389,500	59,410,600	26,952,400	15,834,500	15,169,300	10,923,300	37,858,000	52,031,600	2,939,700	6,263,800
Uniform School Fund	10,859,300	135,300	0	0	0	135,300	0	0	0	0	0	0	10,724,000
Dedicated Credits	352,478,900	351,634,600	126,395,700	62,776,400	41,172,100	16,879,000	5,268,200	9,150,000	3,259,000	50,099,100	36,260,500	374,600	844,300
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	14,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	10,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,768,200	2,643,000	992,400	650,600	0	0	0	0	0	0	0	1,000,000	125,200

2007-08 Ongoing Increases

Compensation (SB228)	46,668,400	46,232,900	16,847,400	9,989,600	4,954,900	2,072,900	1,038,300	1,232,500	745,100	4,739,000	4,462,100	151,100	435,500
Tax Fund Expenditures	30,444,800	30,009,300	11,081,100	7,007,700	2,992,700	1,318,700	796,500	830,500	636,000	2,390,400	2,804,600	151,100	435,500
Salary (5% Increase)	37,810,300	37,553,400	14,619,200	7,891,400	3,861,300	1,635,700	790,000	954,600	559,900	3,637,300	3,482,700	121,300	256,900
Financing													
General Fund	41,300	12,600	12,600	0	0	0	0	0	0	0	0	0	28,700
Income Tax	24,600,300	24,372,100	9,596,500	5,531,100	2,332,300	1,040,500	606,000	643,200	477,700	1,834,800	2,188,700	121,300	228,200
Dedicated Credits	13,168,700	13,168,700	5,010,100	2,360,300	1,529,000	595,200	184,000	311,400	82,200	1,802,500	1,294,000	0	0
Health (9.8% Increase)	8,858,100	8,679,500	2,228,200	2,098,200	1,093,600	437,200	248,300	277,900	185,200	1,101,700	979,400	29,800	178,600
Financing													
General Fund	6,000	2,000	2,000	0	0	0	0	0	0	0	0	0	4,000
Income Tax	5,797,200	5,622,600	1,470,000	1,476,600	660,400	278,200	190,500	187,300	158,300	555,600	615,900	29,800	174,600
Dedicated Credits	3,054,900	3,054,900	756,200	621,600	433,200	159,000	57,800	90,600	26,900	546,100	363,500	0	0
Facilities Support													
Tax Fund Expenditures	10,524,000	10,524,000	4,771,700	1,985,400	818,600	395,200	1,046,600	154,200	255,300	483,700	613,100	200	0
Fuel and Power	7,493,800	7,493,800	3,452,900	1,583,700	402,800	384,600	582,700	147,500	182,000	483,000	274,600	0	0
Operations and Maintenance	2,775,900	2,775,900	1,247,800	283,000	403,100	0	452,200	0	64,800	0	325,000	0	0
ISF Rates: Risk	406,800	406,000	119,300	183,500	23,100	17,400	15,300	10,800	10,600	2,900	22,900	200	800
ISF Rates: Fleet	(20,400)	(20,400)	(7,800)	(6,100)	(2,100)	(900)	0	(700)	(200)	(1,500)	(1,100)	0	0
Financing													
General Fund	121,000	121,000	5,700	109,300	600	900	1,000	1,300	600	200	1,200	200	0
Income Tax	10,403,000	10,403,000	4,766,000	1,876,100	818,000	394,300	1,045,600	152,900	254,700	483,500	611,900	0	0
Dedicated Credits	132,100	131,300	40,500	58,700	8,300	5,900	3,600	3,400	1,900	700	8,300	0	800

Other Ongoing Increases Expenditures	41,641,900	36,255,700	2,623,700	4,259,100	1,388,200	1,462,500	1,537,400	1,987,700	3,107,700	8,666,200	1,711,300	9,511,900	5,386,200
Ongoing Increases													
IT Licensing and Security	900,000	900,000	0	0	0	0	0	0	0	0	0	900,000	0
IT Data Base and Disaster Recovery	464,100	464,100	0	0	0	0	0	0	0	0	0	464,100	0
Engineering	3,000,000	3,000,000	0	0	0	0	0	0	0	0	0	3,000,000	0
Nursing	500,000	500,000	122,200	0	82,600	37,500	37,400	62,700	37,500	37,500	82,600	0	0
Financial Aid: Federal Match	210,300	210,300	0	0	0	0	0	0	0	0	0	210,300	0
Financial Aid: UCOPE	2,000,000	2,000,000	0	0	0	0	0	0	0	0	0	2,000,000	0
Hearing Impaired Student Translators	1,000,000	1,000,000	0	0	0	0	0	0	0	0	0	1,000,000	0
Financial Aid: New Century	437,500	437,500	0	0	0	0	0	0	0	0	0	437,500	0
Financial Aid: TH Bell <i>(HB 241)</i>	1,200,000	1,200,000	0	0	0	0	0	0	0	0	0	1,200,000	0
Institutional Partnerships <i>(SB 53, HB 150, HB 185)</i>	8,607,400	8,607,400	1,000,000	3,194,400	305,600	425,000	1,000,000	425,000	1,000,000	628,700	628,700	0	0
Seismic Monitoring	327,000	327,000	327,000	0	0	0	0	0	0	0	0	0	0
Institutional Priorities <i>(SB 90)</i>	7,500,000	7,500,000	1,000,000	1,000,000	1,000,000	1,000,000	500,000	1,500,000	500,000	0	1,000,000	0	0
UVSC Name Change <i>(SB 70)</i>	8,000,000	8,000,000	0	0	0	0	0	0	0	8,000,000	0	0	0
Library	300,000	300,000	0	0	0	0	0	0	0	0	0	300,000	0
Leases	56,200	0	0	0	0	0	0	0	0	0	0	0	56,200
Network Capacity	1,500,000	0	0	0	0	0	0	0	0	0	0	0	1,500,000
IP Video	200,000	0	0	0	0	0	0	0	0	0	0	0	200,000
Course Management	630,000	0	0	0	0	0	0	0	0	0	0	0	630,000
Federal Programs	3,000,000	0	0	0	0	0	0	0	0	0	0	0	3,000,000
SB 26 - Commission on Aging	174,500	174,500	174,500	0	0	0	0	0	0	0	0	0	0
SITLA	64,700	64,700	0	64,700	0	0	0	0	0	0	0	0	0
CEU/SEATC Merger	1,570,200	1,570,200	0	0	0	0	0	0	1,570,200	0	0	0	0
Financing													
General Fund	137,722,100	137,665,900	137,174,500	0	0	0	0	0	491,400	0	0	0	56,200
Income Tax	(108,499,600)	(96,323,600)	(132,923,900)	5,071,500	2,116,600	1,700,500	1,537,400	2,082,100	2,426,300	9,832,100	2,321,900	9,511,900	(12,176,000)
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	(5,151,300)	(5,151,300)	(1,626,900)	(877,100)	(728,400)	(238,000)	0	(94,400)	190,000	(1,165,900)	(610,600)	0	0
Federal Funds	3,000,000	0	0	0	0	0	0	0	0	0	0	0	3,000,000

2007-08 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	98,966,400	93,143,900	24,283,300	16,292,800	7,170,000	3,936,500	3,625,900	3,377,800	4,110,000	13,889,600	6,794,800	9,663,200	5,822,500
Tax Fund Expenditures	84,697,300	81,875,600	20,103,400	14,064,600	5,927,900	3,414,400	3,380,500	3,066,800	3,809,000	12,706,200	5,739,600	9,663,200	2,821,700
General Fund	137,890,400	137,801,500	137,194,800	109,300	600	900	1,000	1,300	492,000	200	1,200	200	88,900
Income Tax	(67,699,100)	(55,925,900)	(117,091,400)	13,955,300	5,927,300	3,413,500	3,379,500	3,065,500	3,317,000	12,706,000	5,738,400	9,663,000	(11,773,200)
Uniform School Fund	14,506,000	0	0	0	0	0	0	0	0	0	0	0	14,506,000
Dedicated Credits	11,204,400	11,203,600	4,179,900	2,163,500	1,242,100	522,100	245,400	311,000	301,000	1,183,400	1,055,200	0	800
Federal Funds	3,000,000	0	0	0	0	0	0	0	0	0	0	0	3,000,000

2007-08 Ongoing Appropriated Budget

Total Expenditures	1,147,099,800	1,112,202,800	393,481,900	226,750,700	111,063,100	50,418,800	27,562,200	31,402,900	21,430,600	114,953,700	104,377,600	30,761,300	34,897,000
Tax Fund Expenditures	752,855,900	732,421,200	253,629,400	155,447,400	68,648,900	33,017,700	22,048,600	21,941,900	17,870,600	63,671,200	67,061,900	29,083,600	20,434,700
General Fund	329,246,900	328,532,800	164,550,700	109,102,600	3,311,000	2,516,500	2,834,600	3,707,100	3,630,300	13,107,200	9,291,900	16,480,900	714,100
Income Tax	398,243,700	403,753,100	89,078,700	46,344,800	65,337,900	30,365,900	19,214,000	18,234,800	14,240,300	50,564,000	57,770,000	12,602,700	(5,509,400)
Uniform School Fund	25,365,300	135,300	0	0	0	135,300	0	0	0	0	0	0	25,230,000
Dedicated Credits	363,683,300	362,838,200	130,575,600	64,939,900	42,414,200	17,401,100	5,513,600	9,461,000	3,560,000	51,282,500	37,315,700	374,600	845,100
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	17,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	13,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,832,900	2,707,700	992,400	715,300	0	0	0	0	0	0	0	1,000,000	125,200
Ongoing Tax Funds % Change from Adj. Beg. Base	12.7%	12.6%	8.6%	9.9%	9.5%	11.5%	18.1%	16.2%	27.1%	24.9%	9.4%	49.8%	16.0%

2007-08 Appropriated One-time Increases

One-time Increases Total Expenditures	12,167,900	10,822,900	1,745,900	1,712,500	(270,700)	(10,600)	(452,200)	(363,100)	64,500	(553,400)	1,000,000	7,950,000	1,345,000
Tax Fund Expenditures	12,167,900	10,822,900	1,745,900	1,712,500	(270,700)	(10,600)	(452,200)	(363,100)	64,500	(553,400)	1,000,000	7,950,000	1,345,000
IT Equipment	3,000,000	3,000,000	0	0	0	0	0	0	0	0	0	3,000,000	0
WSU/USU Partnership (SB 53)	865,400	865,400	0	765,200	100,200	0	0	0	0	0	0	0	0
Seismic Monitoring	720,000	720,000	720,000	0	0	0	0	0	0	0	0	0	0
State Scholar Initiative	500,000	500,000	0	0	0	0	0	0	0	0	0	500,000	0
O & M New Facilities	(3,032,900)	(3,032,900)	(480,000)	(202,700)	(370,900)	(60,600)	(452,200)	(413,100)	0	(1,053,400)	0	0	0
USU Botanical Gardens	950,000	950,000	0	950,000	0	0	0	0	0	0	0	0	0
USU Open Courseware	200,000	200,000	0	200,000	0	0	0	0	0	0	0	0	0
CEU San Juan Campus	25,000	25,000	0	0	0	0	0	0	25,000	0	0	0	0
Teacher Training Initiatives	200,000	200,000	0	0	0	0	0	0	0	0	0	200,000	0
HB 196 Background Checks	250,000	250,000	0	0	0	0	0	0	0	0	0	250,000	0
KUED	1,500,000	1,500,000	1,500,000	0	0	0	0	0	0	0	0	0	0
IP Video	865,000	0	0	0	0	0	0	0	0	0	0	0	865,000
Course Management	480,000	0	0	0	0	0	0	0	0	0	0	0	480,000
CEU/SEATC Merger	39,500	39,500	0	0	0	0	0	0	39,500	0	0	0	0
UCOPE	2,000,000	2,000,000	0	0	0	0	0	0	0	0	0	2,000,000	0
UVSC High Tech Capital Project Partnership	500,000	500,000	0	0	0	0	0	0	0	500,000	0	0	0
DSC Kanab Campus Study	50,000	50,000	0	0	0	0	0	50,000	0	0	0	0	0
SLCC Health Science Equipment	1,000,000	1,000,000	0	0	0	0	0	0	0	0	1,000,000	0	0
SB 26 Commission on Aging	5,900	5,900	5,900	0	0	0	0	0	0	0	0	0	0
Shakespeare in School	50,000	50,000	0	0	0	50,000	0	0	0	0	0	0	0
Engineering Initiative	2,000,000	2,000,000	0	0	0	0	0	0	0	0	0	2,000,000	0
Financing													
General Fund	(286,894,100)	(286,894,100)	(152,994,100)	(99,000,000)	(2,900,000)	(2,000,000)	(1,500,000)	(3,500,000)	0	(20,000,000)	(5,000,000)	0	0
Income Tax	298,422,000	297,717,000	154,740,000	100,712,500	2,629,300	1,989,400	1,047,800	3,136,900	64,500	19,446,600	6,000,000	7,950,000	705,000
Dedicated Credits	0	0	0	0	0	0	0	0	0	0	0	0	0

2007-08 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,159,267,700	1,123,025,700	395,227,800	228,463,200	110,792,400	50,408,200	27,110,000	31,039,800	21,495,100	114,400,300	105,377,600	38,711,300	36,242,000
Tax Fund Expenditures	765,023,800	743,244,100	255,375,300	157,159,900	68,378,200	33,007,100	21,596,400	21,578,800	17,935,100	63,117,800	68,061,900	37,033,600	21,779,700
General Fund	42,352,800	41,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	(6,892,800)	4,291,900	16,480,900	714,100
Income Tax	696,665,700	701,470,100	243,818,700	147,057,300	67,967,200	32,355,300	20,261,800	21,371,700	14,304,800	70,010,600	63,770,000	20,552,700	(4,804,400)
Uniform School Fund	26,005,300	135,300	0	0	0	135,300	0	0	0	0	0	0	25,870,000
Dedicated Credits	363,683,300	362,838,200	130,575,600	64,939,900	42,414,200	17,401,100	5,513,600	9,461,000	3,560,000	51,282,500	37,315,700	374,600	845,100
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	17,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	13,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,832,900	2,707,700	992,400	715,300	0	0	0	0	0	0	0	1,000,000	125,200
Total Tax Funds % Change from Adj. Beg. Base	14.5%	14.2%	9.4%	11.2%	9.0%	11.5%	15.7%	14.3%	27.5%	23.8%	11.0%	90.7%	23.7%
FTE Funded Targets		98,908	23,955	17,211	12,811	5,513	2,927	4,153	1,993	15,244	15,101		

2007-08 Post 2007 General Session Adjustments (Work Program Revisions and Special Session Reductions)

Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjustments													
Less LFA 1st, 2nd, Other Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0
Unallocated 1st-tier Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0
2nd-tier Tuition	0	0	0	0	0	0	0	0	0	0	0	0	0
Reallocated Enrollment Tuition (Base)	0	0	0	0	0	0	0	0	0	0	0	0	0
Unfunded Enrollment Tuition (1-time)	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Non-tax Funds Adjust.	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Financing													
General Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Income Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Uniform School Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	0	0	0	0	0	0	0	0	0	0	0	0	0
Mineral Lease	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Funds	0	0	0	0	0	0	0	0	0	0	0	0	0
Cigarette Tax	0	0	0	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	0	0	0	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	0	0	0	0	0	0	0	0	0	0	0	0	0

2007-08 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS LESS 1-TIME)

Total Expenditures	1,159,267,700	1,123,025,700	395,227,800	228,463,200	110,792,400	50,408,200	27,110,000	31,039,800	21,495,100	114,400,300	105,377,600	38,711,300	36,242,000
Tax Fund Expenditures	765,023,800	743,244,100	255,375,300	157,159,900	68,378,200	33,007,100	21,596,400	21,578,800	17,935,100	63,117,800	68,061,900	37,033,600	21,779,700
General Fund	42,352,800	41,638,700	11,556,600	10,102,600	411,000	516,500	1,334,600	207,100	3,630,300	(6,892,800)	4,291,900	16,480,900	714,100
Income Tax	696,665,700	701,470,100	243,818,700	147,057,300	67,967,200	32,355,300	20,261,800	21,371,700	14,304,800	70,010,600	63,770,000	20,552,700	(4,804,400)
Uniform School Fund	26,005,300	135,300	0	0	0	135,300	0	0	0	0	0	0	25,870,000
Dedicated Credits	363,683,300	362,838,200	130,575,600	64,939,900	42,414,200	17,401,100	5,513,600	9,461,000	3,560,000	51,282,500	37,315,700	374,600	845,100
Mineral Lease	1,745,800	1,745,800	0	1,745,800	0	0	0	0	0	0	0	0	0
Federal Funds	17,697,400	4,205,400	0	3,902,300	0	0	0	0	0	0	0	303,100	13,492,000
Cigarette Tax	4,284,500	4,284,500	4,284,500	0	0	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	4,000,000	0	0	0	0	0	0	0	0	0	0
Trust Funds/Other	2,832,900	2,707,700	992,400	715,300	0	0	0	0	0	0	0	1,000,000	125,200

2007-08 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2006-07 Supplementals)

March 1, 2007

	Total	Bridgerland	Davis	Dixie	Mountain-land	Ogden-Weber	Salt Lake-Tooele	Southeast	Southwest	Uintah Basin	UCAT Custom Fit	UCAT Equipment	UCAT Admin.
2006-07 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)													
Total Expenditures	54,571,100	9,914,600	10,837,200	1,667,400	4,536,500	11,597,100	3,071,500	1,263,700	1,860,300	4,846,500	3,108,100	837,400	1,030,800
Tax Fund Expenditures	48,196,500	8,694,800	8,952,000	1,566,900	4,317,600	9,748,700	2,693,900	1,073,700	1,729,400	4,443,200	3,108,100	837,400	1,030,800
General Fund	40,910,800	7,772,900	7,817,000	879,200	2,935,000	8,655,500	2,065,800	911,500	1,446,500	4,098,200	3,108,100	837,400	383,700
Income Tax	7,285,700	921,900	1,135,000	687,700	1,382,600	1,093,200	628,100	162,200	282,900	345,000	0	0	647,100
Uniform School Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	6,374,600	1,219,800	1,885,200	100,500	218,900	1,848,400	377,600	190,000	130,900	403,300	0	0	0
2006-07 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)													
Total Expenditures	1,555,600	98,000	(240,300)	0	0	1,384,400	(53,600)	26,600	19,100	321,400	0	0	0
Tax Fund Expenditures	1,575,100	98,000	45,400	0	0	1,384,400	0	26,600	0	20,700	0	0	0
Adjustments													
Ded. Cred. Adjustments	(19,500)		(285,700)				(53,600)		19,100	300,700			0
O&M	19,300							19,300					
Fuel and Power	245,500	98,000	45,400			81,400				20,700			
Leases	1,310,300					1,303,000		7,300					
Financing													
General Fund	(15,736,800)	(2,054,300)	(2,840,800)	(879,200)	(2,935,000)	(2,786,600)	(458,300)	(462,800)	(1,072,600)	(2,247,200)			
Income Tax	761,900	98,000	45,400	(98,800)	(714,400)	1,384,400		26,600	0	20,700			
Uniform School Fund	16,550,000	2,054,300	2,840,800	978,000	3,649,400	2,786,600	458,300	462,800	1,072,600	2,247,200			
Dedicated Credits	(19,500)		(285,700)				(53,600)		19,100	300,700			0
2006-07 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUAL:													
Total Expenditures	56,126,700	10,012,600	10,596,900	1,667,400	4,536,500	12,981,500	3,017,900	1,290,300	1,879,400	5,167,900	3,108,100	837,400	1,030,800
Tax Fund Expenditures	49,771,600	8,792,800	8,997,400	1,566,900	4,317,600	11,133,100	2,693,900	1,100,300	1,729,400	4,463,900	3,108,100	837,400	1,030,800
General Fund	25,174,000	5,718,600	4,976,200	0	0	5,868,900	1,607,500	448,700	373,900	1,851,000	3,108,100	837,400	383,700
Income Tax	8,047,600	1,019,900	1,180,400	588,900	668,200	2,477,600	628,100	188,800	282,900	365,700	0	0	647,100
Uniform School Fund	16,550,000	2,054,300	2,840,800	978,000	3,649,400	2,786,600	458,300	462,800	1,072,600	2,247,200	0	0	0
Dedicated Credits	6,355,100	1,219,800	1,599,500	100,500	218,900	1,848,400	324,000	190,000	150,000	704,000	0	0	0
Back out 2006-07 One-time Appropriations from Base													
Total Expenditures	(1,181,900)	(98,000)	(45,400)	0	0	(1,384,400)	0	(26,600)	0	372,500	0	0	0
General Fund	15,736,800	2,054,300	2,840,800	879,200	2,935,000	2,786,600	458,300	462,800	1,072,600	2,247,200			
Income Tax	(368,700)	(98,000)	(45,400)	98,800	714,400	(1,384,400)	0	(26,600)	0	372,500			
Uniform School Fund	(16,550,000)	(2,054,300)	(2,840,800)	(978,000)	(3,649,400)	(2,786,600)	(458,300)	(462,800)	(1,072,600)	(2,247,200)			
2007-08 Beginning Base Budget (2006-07 Appropriated less 2006-07 One-time) (HB 1)													
Total Expenditures	54,944,800	9,914,600	10,551,500	1,667,400	4,536,500	11,597,100	3,017,900	1,263,700	1,879,400	5,540,400	3,108,100	837,400	1,030,800
Tax Fund Expenditures	48,589,700	8,694,800	8,952,000	1,566,900	4,317,600	9,748,700	2,693,900	1,073,700	1,729,400	4,836,400	3,108,100	837,400	1,030,800
General Fund	40,910,800	7,772,900	7,817,000	879,200	2,935,000	8,655,500	2,065,800	911,500	1,446,500	4,098,200	3,108,100	837,400	383,700
Income Tax	7,678,900	921,900	1,135,000	687,700	1,382,600	1,093,200	628,100	162,200	282,900	738,200	0	0	647,100
Uniform School Fund	0	0	0	0	0	0	0	0	0	0	0	0	0
Dedicated Credits	6,355,100	1,219,800	1,599,500	100,500	218,900	1,848,400	324,000	190,000	150,000	704,000	0	0	0
Federal Funds	0	0	0	0	0	0	0	0	0	0	0	0	0

2007-08 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2006-07 Supplementals)

March 1, 2007

	Total	Bridgerland	Davis	Dixie	Mountain-land	Ogden-Weber	Salt Lake-Tooele	Southeast	Southwest	Uintah Basin	UCAT Custom Fit	UCAT Equipment	UCAT Admin.
2007-08 Ongoing Increases (HB 150, HB 371)													
Total Expenditures	5,589,500	955,800	1,235,900	236,000	486,500	1,379,000	402,600	(1,263,700)	493,000	457,300	500,000	(35,500)	742,600
Tax Fund Expenditures	5,778,100	955,500	1,235,500	236,000	486,500	1,378,300	402,600	(1,073,700)	493,000	457,300	500,000	(35,500)	742,600
Adjustments													
Tax Funds Transfers (HB 150)	0					74,000		7,200	68,800				(150,000)
Salary (5%) (SB 228)	1,736,800	338,700	384,400	54,100	145,400	395,900	109,000	47,200	54,700	178,000			29,400
Health (9.8%) (SB 228)	479,500	120,700	93,400	9,400	65,100	78,400	27,400	14,300	11,800	54,000			5,000
ISF Adjustments - Risk (HB 150)	11,500	3,000	2,500		400	4,500	100			1,000			
ISF Adjustments - Fleet (HB 150)	(900)				(200)	(100)			(200)	(400)			
UCAT Enrollment Growth (HB 150)	700,000												700,000
UCAT Utilities (HB 150)	225,400	89,800	48,300			71,500				15,800			
UCAT Student Information System (HE)	81,000												81,000
UCAT Lean Manufacturing (HB 150)	326,000					326,000							
UCAT Leases (HB 150)	932,800	156,200	12,300		22,600	382,000	91,400	7,300	183,800				77,200
UCAT O&M (HB 150)	443,200		422,200					21,000					
UCAT Custom Fit (HB 150)	500,000										500,000		
UCAT Jobs Now (HB 150)	1,724,400	247,400	272,800	172,500	253,200	46,800	174,700	174,000	174,100	208,900			
SEATC/CEU Merger (HB 371)	(1,605,700)							(1,570,200)				(35,500)	
Financing													
General Fund	(16,670,100)	(2,501,900)	(2,839,000)	(879,200)	(2,934,800)	(2,709,300)	(458,200)	(911,500)	(1,004,000)	(2,246,700)		(35,500)	(150,000)
Income Tax	4,310,800	780,400	969,200	76,800	(324,600)	1,011,800	309,400	(162,200)	299,200	378,200	500,000		472,600
Uniform School Fund	18,137,400	2,677,000	3,105,300	1,038,400	3,745,900	3,075,800	551,400	0	1,197,800	2,325,800			420,000
Dedicated Credits	(188,600)	300	400			700		(190,000)					
2007-08 One-time Increases													
Total Expenditures	645,100	0	(422,200)	0	0	0	0	0	0	(393,200)	0	1,460,500	0
Tax Fund Expenditures	645,100	0	(422,200)	0	0	0	0	0	0	(393,200)	0	1,460,500	0
Adjustments													
Equipment Funds	1,460,500											1,460,500	
O&M One-time Cut	(815,400)		(422,200)							(393,200)			
Financing													
Income Tax	(14,207,100)	(5,000,000)	(4,774,400)			(5,500,000)				(393,200)		1,460,500	
Uniform School Fund	14,852,200	5,000,000	4,352,200			5,500,000							
2007-08 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)													
Total Expenditures	61,179,400	10,870,400	11,365,200	1,903,400	5,023,000	12,976,100	3,420,500	0	2,372,400	5,604,500	3,608,100	2,262,400	1,773,400
Tax Fund Expenditures	55,012,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	0	2,222,400	4,900,500	3,608,100	2,262,400	1,773,400
General Fund	24,240,700	5,271,000	4,978,000	0	200	5,946,200	1,607,600	0	442,500	1,851,500	3,108,100	801,900	233,700
Income Tax	(2,217,400)	(3,297,700)	(2,670,200)	764,500	1,058,000	(3,395,000)	937,500	0	582,100	723,200	500,000	1,460,500	1,119,700
Uniform School Fund	32,989,600	7,677,000	7,457,500	1,038,400	3,745,900	8,575,800	551,400	0	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,166,500	1,220,100	1,599,900	100,500	218,900	1,849,100	324,000	0	150,000	704,000	0	0	0
Federal Funds	0	0	0	0	0	0	0	0	0	0	0	0	0

2007-08 UTAH COLLEGE OF APPLIED TECHNOLOGY APPROPRIATIONS SUMMARY (including 2006-07 Supplementals)

March 1, 2007

	Total	Bridgerland	Davis	Dixie	Mountain-land	Ogden-Weber	Salt Lake-Tooele	Southeast	Southwest	Uintah Basin	UCAT Custom Fit	UCAT Equipment	UCAT Admin.
2007-08 Work Program Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)													
Total Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0
Adjustments													
Ded. Cred. Adjustments	0												
Other Non-tax Funds Adjustments	0												
Tax Funds Transfers	0												
Other	0												
Other	0												
Financing													
General Fund	0												
Income Tax	0												
Uniform School Fund	0												
Dedicated Credits	0												
Federal Funds	0												

2007-08 Revised Ongoing Authorized Budget Ties to A1 Budgets

Total Expenditures	61,179,400	10,870,400	11,365,200	1,903,400	5,023,000	12,976,100	3,420,500	0	2,372,400	5,604,500	3,608,100	2,262,400	1,773,400
Tax Fund Expenditures	55,012,900	9,650,300	9,765,300	1,802,900	4,804,100	11,127,000	3,096,500	0	2,222,400	4,900,500	3,608,100	2,262,400	1,773,400
General Fund	24,240,700	5,271,000	4,978,000	0	200	5,946,200	1,607,600	0	442,500	1,851,500	3,108,100	801,900	233,700
Income Tax	(2,217,400)	(3,297,700)	(2,670,200)	764,500	1,058,000	(3,395,000)	937,500	0	582,100	723,200	500,000	1,460,500	1,119,700
Uniform School Fund	32,989,600	7,677,000	7,457,500	1,038,400	3,745,900	8,575,800	551,400	0	1,197,800	2,325,800	0	0	420,000
Dedicated Credits	6,166,500	1,220,100	1,599,900	100,500	218,900	1,849,100	324,000	0	150,000	704,000	0	0	0
Federal Funds	0	0	0	0	0	0	0	0	0	0	0	0	0

USHE Weekly Legislative Report

Sixth Week: February 19-26, 2007

Prepared by David Buhler

Associate Commissioner for Public Affairs

February 26, 2007

This is the final weekly report for 2007. A complete report on the legislative session will be presented at the Board of Regents meeting on March 9.

2008 Budget. The week ended with great news—a record increase in new on-going funding for Higher Education! On Friday the Executive Appropriations Committee approved new funding of \$56.2 million in on-going funding for USHE (including UCAT and UEN) and \$12.2 million in one-time funding. These figures are *in addition to* approximately \$30 million in new funding for compensation (3.5% COLA, 1.5% merit, plus covering health insurance cost increases). The package approved also includes \$8 million in on-going funding toward a mission-change at UVSC, a \$1.2 million increase in the TH Bell scholarship, and replaces one-time money with on-going for UCOPE and the Nursing initiative. The budget still needs approval of both houses, but it appears extremely likely that these recommendations will be enacted early this week. Republican caucuses also endorsed the following state-funded USHE capital projects: \$3 million to pay off CEU's dormitory mortgage, \$14.2 million for UCAT-DATC Technology Manufacturing building, \$22.95 million for WSU's Classroom building and chiller, and \$17.651 million for Snow College Library/Classroom building. USU is also receiving planning money for their Agricultural Building, and UofU is receiving approval for the non-state funded Student Life Center.

Key Legislation of Interest to USHE

- **HB 36, Income Tax Additions and Subtractions for Higher Education Savings,*** sponsored by Rep. Fred Hunsaker, is waiting Senate action. .
- **HB 79S1, Concurrent Enrollment Amendments,*** sponsored by Rep. Kory Holdaway, is a priority bill of the K-16 alliance, to move funding for concurrent enrollment to be included as part of the minimum school program. Approved by the House 73-0, waiting Senate action.
- **HB 118S1, Residency Requirements for In-State Tuition*,** sponsored by Rep. Jack Draxler, allows each USHE institution to set a residency policy no less strict than one-year residency and no more strict than the current 60 semester hours or three years. Passed the House on Wednesday 68-1, is waiting for Senate consideration.
- **HB 185, Higher Education Partnerships Appropriation,** sponsored by Rep. Gordon Snow, passed House on Thursday 72-0, and has been funded in budget at \$4.8 million.
- **HB 195, Higher Education Tuition Assistance Amendments,*** sponsored by Rep. Scott Wyatt, was initiated by UHEAA and repeals some obsolete language in the code. Is on the Senate Consent Calendar and will pass this week.
- **HB 196S1, Higher Education Criminal Background Checks,** sponsored by Rep. Ronda Menlove. Substitute bill requires the State Board of Regents to adopt rules phasing in criminal background checks of new employees who have contact with students under age 21. Approved by House on Thursday 72-0. Budget provides \$250,000 in one-time funding to implement.
- **HB 224, Repeal of Exemption from Nonresident Tuition,**** sponsored by Rep. Glen Donnelson, is the annual effort to repeal the bill which allows residency status to students who attended for 3 years and graduated from a Utah high school. Although this was defeated in the House, language has now been substituted into **HB 437 by Rep. Herrod**. Approved by House Law Enforcement and Criminal Justice Committee, but did not receive a vote by the House. This bill may be dead for this year.

- **HB 241, Appropriation for TH Bell Program,*** by Rep. Ronda Menlove, mirrors Regents' budget request for an additional \$692,300 in on-going funding for the TH Bell program. Previously it passed the House, 70-0, and by the Senate on 2nd Reading 21-0. Budget funds at \$1.2 million in new on-going funding.
- **HB 309S1, Scott B. Lundell Tuition Waiver for National Guard Members' surviving dependents,** by Rep. Greg Hughes, passed House 68-0, waiting for Senate consideration.
- **HB 314S1, Amendments to Dedicated Sales Tax for Transportation,** by Rep. Becky Lockhart. Substitute bill increases the amount of sales tax general fund dedicated to the Centennial Highway fund by \$36.9 million (rather than by \$167 million as in original bill). House passed on Wednesday 46-23. Now goes to Senate for consideration.
- **HB 361, State Purchase of Real Properties,** by Rep. Bud Bowman, appropriates \$7.8 million for the purchase of property for two UCAT campuses in southern Utah—DXTAC and SWATC. It is "circled" on the House Floor until funding issues are resolved.
- **HB 371S1, Applied Technology Amendments,*** by Rep. Ron Bigelow, makes the statutory change necessary to merge the Southeast Applied Technology College with College of Eastern Utah as approved by the Board of Regents. The bill originally failed on a vote of 32-40, but was passed upon reconsideration 46-23 on Wednesday. Waiting Senate action.
- **SB 53, Higher Education Engineering Partnership,*** by Sen. Greg Bell, authorizes partnership between USU and WSU to offer bachelor's degree in electrical engineering to meet demand of Hill AFB. Funded in budget at \$1.26 million. Senate approved 28-0.
- **SB 62, College and University Tuition Tax Credits,** by Sen. Greg Bell, creates a refundable tax credit of up to \$300 for taxpayers with an income of \$30,000 or less for tuition and fees paid to a USHE institution. Passed Senate 24-3.
- **SB 70, Utah Valley University Institutional Name Change,** by Senator John Valentine, changes name of Utah Valley State College to Utah Valley University (effective 2008) and appropriates \$10 million in on-going funding. Received final Senate approval on Monday, 28-0. Budget funds it at \$8 million.
- **SB 90, Higher Education Enhancements,*** by Sen. Bill Hickman, exempts USHE institutions from the state spending limit and appropriates \$10.5 million to USHE-9 institutions for high priorities. Funded in the budget at \$7.5 million (eliminating UVSC which is funded under SB 70.) Senate previously approved unanimously, 25-0; waiting for House consideration.
- **SB 111S1 , Free Exercise of Religion Without Government Interference,** Senator Buttars has withdrawn the bill to have time to resolve issues still being raised by concerned parties during the interim for consideration in 2008.
- **SB 128, Withdrawal from Education Compact,** by Sen. Margaret Dayton, withdraws Utah as a member of the Compact for Education overseen by the Education Commission of the States. Passed Senate on Tuesday 26-0; House Education Committee rejected it 6-5.
- **SB 242, Income Tax Credit for Educational Savings Plan,*** by Sen. Greg Bell, provides for an income tax credit for UESP contributions in the flat-tax income tax. Passed Senate on Tuesday 25-1, waiting House consideration.
- **SB 251, Higher Education—Concealed Weapons Restrictions, *** by Sen. Greg Bell, is the result of a working group and higher education officials. Would allow restrictions in dormitories and faculty and staff offices, with accommodations for concealed weapon permit holders. Senate approved 17-12. Rep. Mel Brown will sponsor in House.

*USHE has taken an official position in support; ** USHE has taken an official position in opposition.

For more information about specific bills, legislative membership, or committees, see the legislative website at <http://legislature.utah.gov>



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds



Legislative Report 2007

Prepared by:

Dave Buhler

Associate Commissioner for Public Affairs

Dr. Mark H. Spencer

Associate Commissioner for Finance and Facilities



Presentation Overview

- 2007 Budget Summary
- 2007 Key Legislation
- Lessons Learned



2007 Summary

A Remarkable Legislative Session

- The single best funding year for higher education ever!
 - Over \$100 million in new money including an ongoing increase of 12.6%
- Every priority bill we wanted, passed
- Every bill we opposed, failed



2007 Budget Overview

Dr. Mark H. Spencer

Associate Commissioner for Finance and Facilities

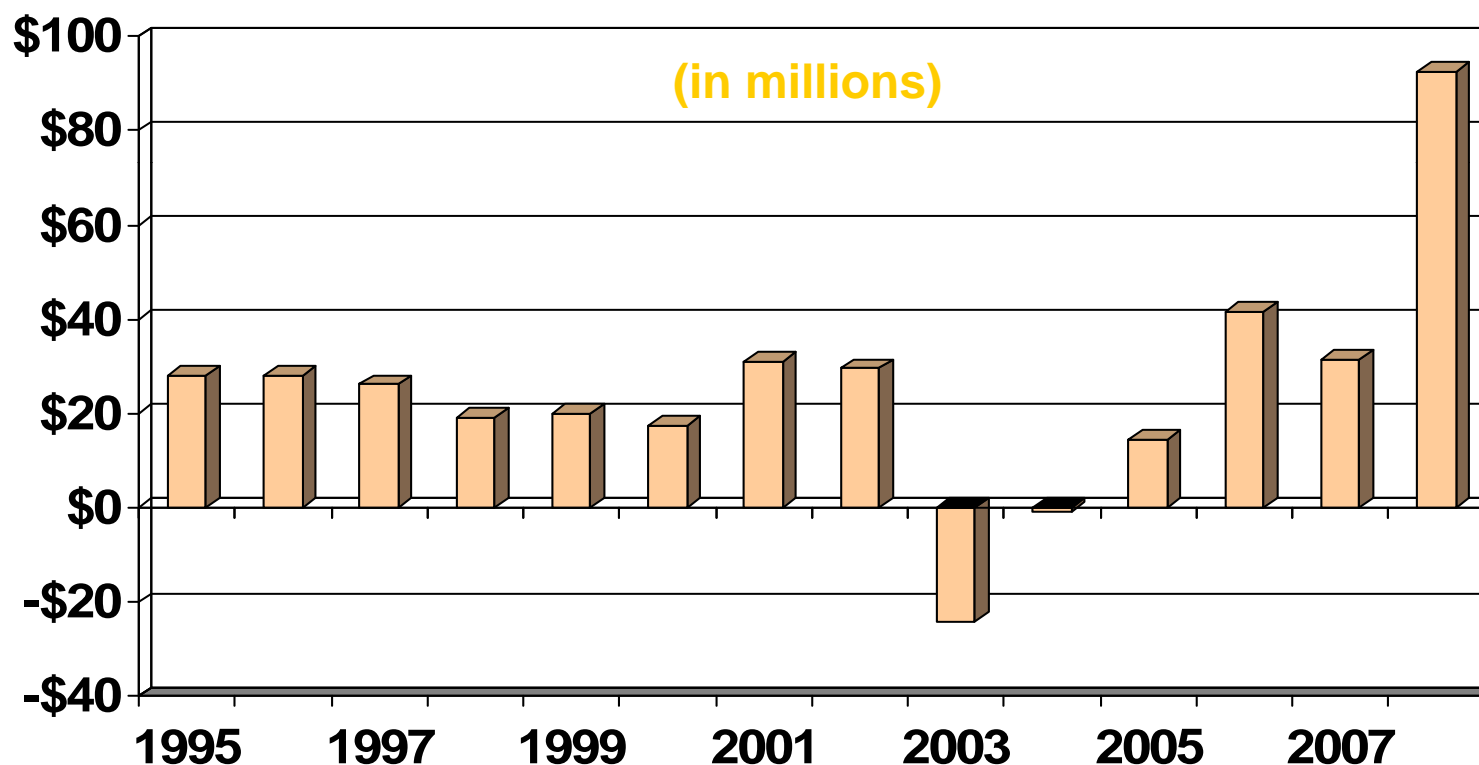
Kimberly Henrie

Director of USHE Budget and Planning



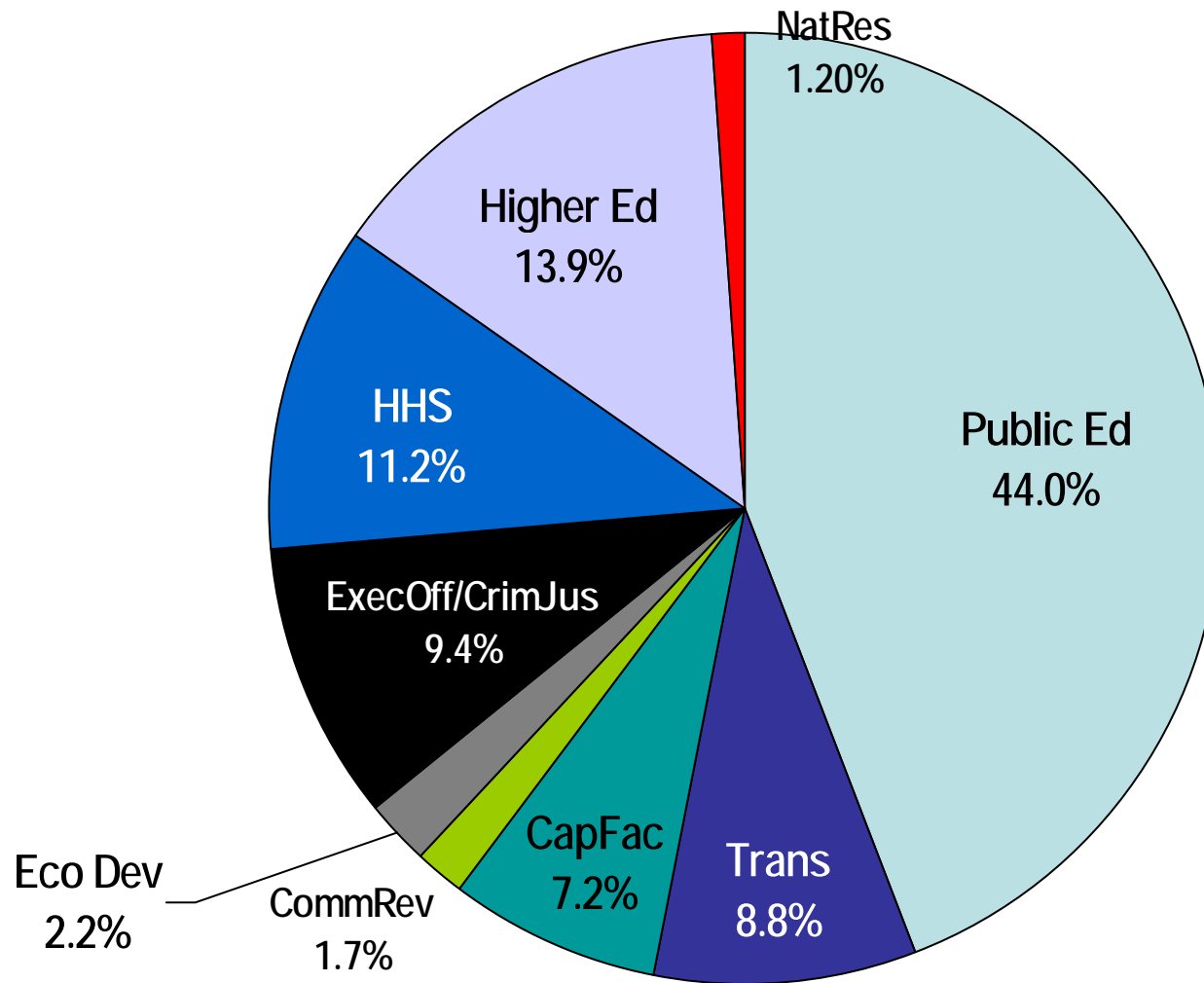
Appropriated New Funds by Fiscal Year

USHE (Traditional 9 and SBR)



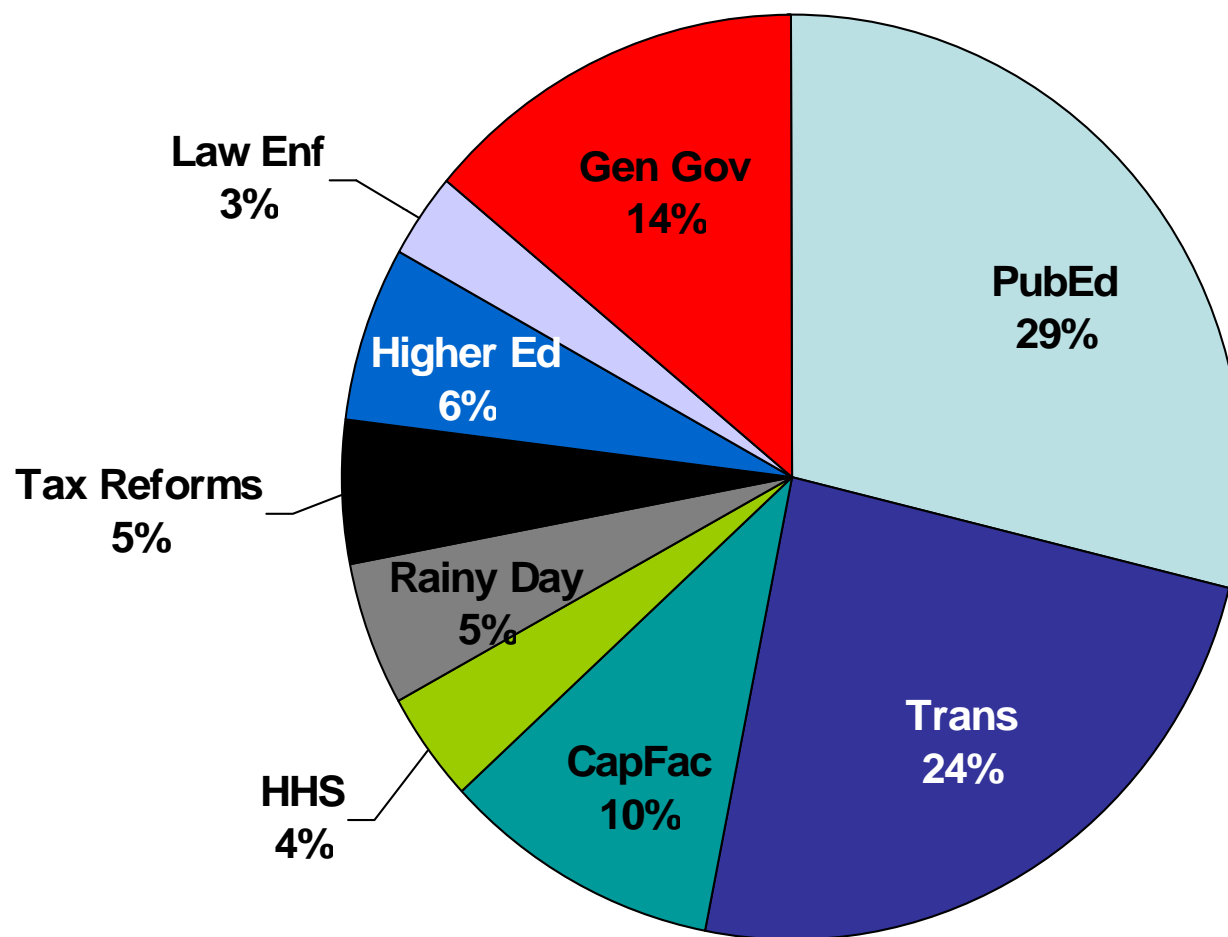


FY 2008 Total Tax Fund Appropriations: \$5.8 Billion (Higher Ed includes UCAT and UEN)





FY 2008 New Tax Funds Appropriation: \$1.7 Billion





FY 2008 Ongoing Legislative Appropriations:

Compensation & Mandated Costs

- Compensation Increases \$32,661,100
 - 3.5% COLA increase
 - 1.5% Discretionary salary increases
 - 9.8% Health insurance rate increases
- 75/25 Compensation Package \$5,341,300
 - Student share of compensation reduced by \$5.3 million
- Mandated Costs \$13,188,100
(O&M, Utilities, IT, Library, & Translators)
 - O&M: \$2,775,900
 - Utilities: \$7,493,800
 - IT: \$1,364,100
 - Library: \$300,000
 - Translators: \$1,000,000



FY 2008 Ongoing Legislative Appropriations:

Participation, Preparation & Completion

- Financial Aid \$2,647,800
 - Federal Match: \$210,300
 - Need Based Aid: \$2,000,000
 - New Century: \$437,500
- Institutional Priorities \$15,500,000
- Institutional Partnerships \$8,607,400
- Workforce Development \$4,700,000
 - Engineering: \$3,000,000
 - Nursing: \$500,000
 - TH Bell: \$1,200,000



FY 2008 Ongoing Legislative Appropriations: *UCAT, UEN & MEC*

- UCAT \$5,778,100
 - Growth, Jobs Now, Custom Fit, Leases, Utility Rates, O&M, Student Information System
- UEN \$2,085,000
 - Network Capacity, IP Video, Course Management
- MEC \$56,200
 - Leases



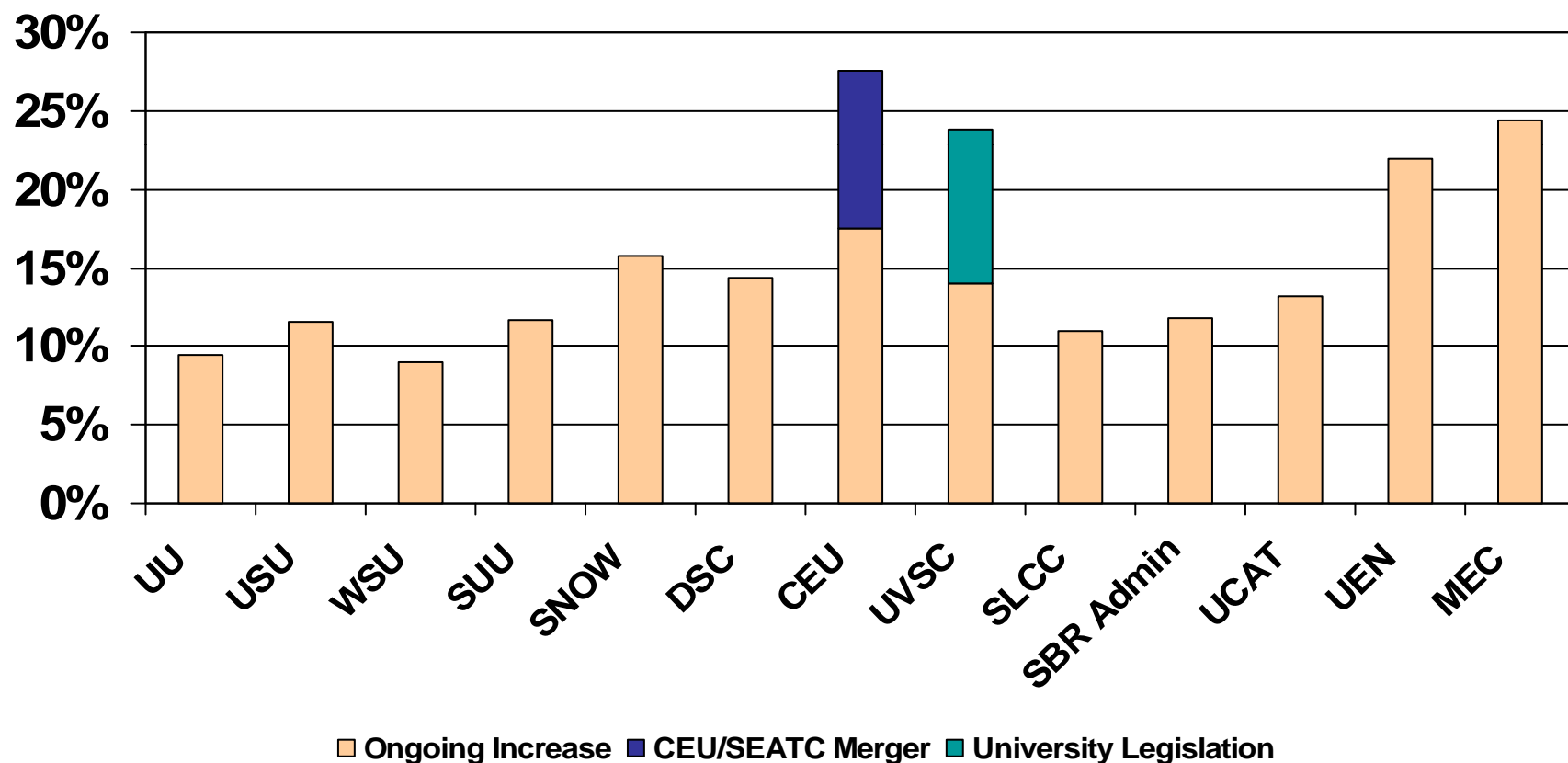
FY 2008 One-time Legislative Appropriations: *Special Initiatives*

- Equipment \$5,865,400
 - Engineering: \$2,000,000
 - IT: \$3,000,000
 - Engineering Partnership (SB 53): \$865,400
- Financial Aid \$2,000,000
 - Need Based Aid: \$2,000,000
- State Scholars \$500,000
- Other Initiatives \$2,457,500
 - Legislative Priorities, School Initiatives



FY 2008 Increase in Appropriated Budget

(see page 9 of Tab A)





FY 2008 Capital Development

2008 Capital Improvement Funds

\$73,059,900

USHE receives approximately 50-60% of these funds

- **State Funded Projects**
\$83,000,400

- WSU Classroom Building
- UU College of Nursing
- Snow Library
- CEU Dormitory Payoff
- USU Ag Building Planning
- USU Uintah Basin Bond Payoff
- DSC Bond Payoff
- DATC Technology Building
- SWATC Land Purchase
- MATC Building Planning

- **Non-state Funded Projects**

- UU Student Life Center
- SUU Dormitories
- USU Tooele Classroom Building
- WSU Lifelong Learning Center
- SLCC Maintenance Building
- CEU/SEATC Property Exchange
- MATC Property Purchase



2007 Key Legislation

Dave Buhler

Associate Commissioner for Public Affairs



Legislation - Passed

- **HB 36 S2, Income Tax Additions and Subtractions for Higher Education Savings**
 - Rep. Fred Hunsaker, incorporates SB 242, Income Tax Credit for Educational Savings Plan by Sen. Greg Bell: Changes contributions to UESP accounts from a deduction to a credit, allows trusts to take credit for their 2006 contributions on their 2007 tax return, and allows married couples filing jointly to claim the full credit without having to open separate accounts.



Legislation - Passed

- **HB 79 S2, Concurrent Enrollment Amendments**
 - Rep. Kory Holdaway: K-16 Alliance priority bill to move funding for concurrent enrollment to be included as a formula within the minimum school program (below the line). Legislature will increase CE funding each year based on percentage growth of the WPU and the program.



Legislation - Passed

- **HB 118 S1, Residency Requirements for In-State Tuition**
 - Rep. Jack Draxler: allows each USHE institution to set residency policies that are no less strict than one-year residency and no more strict than the current 60 semester hours or three years. Also, children of persons on a U.S. work visa will be exempt from non-resident tuition if they graduate from a Utah high school, after attending three years.



Legislation - Passed

- **Specific Appropriation Bills**
 - **HB 185 S1, Higher Education Partnerships Appropriation = \$4.8 million**
 - **SB 53, Higher Education Engineering Partnership = \$710,000 in ongoing and \$865,400 in one-time funds**
 - **SB 70, Utah Valley University Institutional Name Change = \$8 million in ongoing funding**
 - **SB 90, Higher Education Amendments = \$7.5 million**



Legislation - Passed

- **HB 196 S1, Higher Education Criminal Background Checks**
 - Rep. Rhonda Menlove: Requires the Board of Regents to adopt rules phasing in background checks for new employees who have contact with students under age 21. Budget provides \$250,000, one-time.



Legislation - Passed

- **HB 309 S1, Tuition Waiver for Military Members' Surviving Dependents**
 - Rep. Greg Hughes: Waives undergraduate tuition at USHE institutions for surviving dependents of Utah resident military members killed on federal active duty. The Board of Regents may seek reimbursement from the Legislature.



Legislation - Passed

- **HB 371 S1, Applied Technology Amendments**
 - Rep. Ron Bigelow: Makes statutory change to merge SEATC with CEU, as approved by the Regents.
- **HB 396, Higher Education Task Force**
 - Rep. Kory Holdaway: Creates a legislative task force of five senators and seven representatives to look at our issues and report to the Education Interim Cmt. by Nov. 30, 2007.



Legislation - Passed

- **SB 251, HE – Concealed Weapons Restrictions**
 - Sen. Greg Bell: Allows students in dormitories to request to live with a roommate who is NOT a concealed weapons permit holder.



Legislation - Failed

- **HB 224, Repeal of Exemption from Non-resident Tuition**
 - Rep. Glen Donnelson: Annual effort to repeal the bill that allows students residency status if they attended a Utah high school for three years and graduated.



Lessons Learned

- Sustain and increase messaging efforts
 - At the conclusion of last year's session, we determined the need for a unified, clear, and credible message about the value of higher education.
 - This year we implemented "Building a Stronger State of Minds" through preparation, participation and completion.
 - Efforts were made to reach influential community leaders who could also reiterate our message.



Lessons Learned

- Maintain a united front and receive strong support from our presidents, as we did this year.
 - The Legislature had more money than ever before, but as we've seen in other "good years," that does not always translate into addressing the needs of higher education.



Lessons Learned

- Centrally coordinate and produce documents, reports and data that clearly communicate our issues and messages.
- Maintain good relationships with the Legislature and the Governor.
- Continue to “Build a Stronger State of Minds.”



Special Thanks

- Regents
- Presidents
- Legislative Liaisons
- Student Regent, Student Leaders, Utah Student Association
- UHEAA
- UESP



UTAH SYSTEM OF HIGHER EDUCATION



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UTAH SYSTEM OF HIGHER EDUCATION

***USHE Final Report on the
2007 Legislative General Session***
Prepared by David Buhler
Associate Commissioner for Public Affairs
March 9, 2007

2008 Budget. In a year of record revenue increases and surpluses, legislators remembered Utah's college and university students in adopting their budget priorities. USHE's ten institutions, UEN, UEC and statewide programs, received a total of \$90.5 million in new ongoing state tax dollars, compared to an increase a year ago of \$34.5 million. This represents a one-year increase of 12.6% in ongoing funding (compared to 5.1% last year). Higher education also received an infusion of \$18.5 million in one-time funding (compared to \$10.2 million a year ago).

Details of the budget increases are included in the following summary; however, here are a few highlights: The largest portion of the new ongoing funding is for compensation, with \$32.7 million in new state tax funds--3.5% cost of living adjustments and 1.5% available for discretionary salary increases, and funding to cover health premium increases. The Legislature funded 100% of the Regents' request for utility cost increases and operations and maintenance of new buildings, and in general, closely followed the budget priorities as established by the Board of Regents. The Legislature made a significant policy change in how compensation increases are funded, by infusing an additional \$5.3 million to establish a 75/25% split between tax funds and first-tier tuition increases. This will reduce the amount needed for the first-tier tuition increase this year by a full percentage point and provide a direct savings for students.

Other significant budget increases include the Engineering and Computer Science Initiative, which received the largest increase since it started, with \$3 million in new ongoing funding. Student financial aid received an increase of \$2 million in ongoing funding and an additional \$2 million in one-time funding. The Legislature's increase for the TH Bell Scholarship program for newly trained teachers was even higher than the Regents' request, with \$1.2 million in new money. (The Regents' budget request was mirrored in H.B. 241 by Rep. Ronda Menlove.) UCAT budget highlights include funding for enrollment growth and \$1.7 million for "Jobs Now." The Utah Education Network received 100% of its funding requests, \$2.1 million in new ongoing money.

For the first time in many years, every USHE institution received new ongoing state funding to improve or expand programs for students—a total of \$26.9 million. The Regents' budget request recommending funding of \$10.5 million for institutional priorities (this was mirrored in S.B. 90 by Senator Bill Hickman) and \$6.1 million for partnerships among institutions (reflected in S.B. 53 by Senator Greg Bell, H.B. 185 by Rep. Gordon Snow, and S.B. 70 by Sen. John Valentine). The Legislature fully funded the institutional priorities (plus an additional \$5 toward the UVSC mission and name change above the Regents' budget) and provided a total of \$8.6 million for partnerships.

Capital Facilities. The Legislature appropriated \$83 million for higher education capital facilities and land purchases (compared to \$68 million last year) for the following Regents' priority projects: \$23 million for the WSU classroom building and chiller plant, \$13.5 million for the UofU Nursing College renovation, \$17.7 million for the Snow College library and classroom building, \$2.5 million for planning for the USU Agriculture Building. In addition, the Legislature appropriated \$3 million to retire bonds for the College of Eastern Utah as requested by the Regents. The Legislature also used cash to pay off some additional bonds, \$4.2 million for Dixie State College and \$400,000 for the USU-Uintah Basin, helping cash-flow at all three of these institutions. UCAT also did well with funding of \$14.2 million for a Technology Manufacturing building at DATC, \$1 million to plan a building for the MATC, and \$2.3 million to purchase property for the

SWATC. In addition, legislative approval was received for non-state-funded projects totaling \$71.7 million on the campuses of the UofU, SUU, USU-Tooele, SLCC, and MATC. The Legislature also appropriated \$73.1 million for capital improvements to be allocated by the State Building Board. Typically, at least half of these funds are spent on USHE facilities.

Legislation. The Commissioner's staff and legislative liaisons of USHE institutions tracked, monitored, and, where appropriate, spoke out on numerous bills introduced and considered. Every USHE priority bill passed and those bills actively opposed by USHE failed. Here is a summary of the key legislation tracked during the session.

Key Legislation of Interest to USHE--Passed

- **HB 36 S2, Income Tax Additions and Subtractions for Higher Education Savings,*** sponsored by Rep. Fred Hunsaker, co-sponsored by Rep. Sheryl Allen, also ultimately incorporated by amendment **SB 242, Income Tax Credit for Educational Savings Plans**, by Sen. Greg Bell. This bill changes contributions to UESP accounts from a deduction to a credit (in keeping with changes in the income tax to a single rate system without deductions but some credits), allows trusts to take the credit for their 2006 contributions on their 2007 tax return, allows married couples filing jointly to claim the full credit amount without having to open separate accounts, and makes other technical and clarifying changes. This was a very important bill to help maintain UESP's strong program. Passed House 64-0 (59-13 in concurrence to Senate amendment) and Senate 27-0.
- **HB 79 S2, Concurrent Enrollment Amendments,*** sponsored by Rep. Kory Holdaway, is a priority bill of the K-16 alliance, to move funding for concurrent enrollment to be included as a formula within the minimum school program (as amended, now "below the line"). Under this bill the Legislature is to increase concurrent enrollment funding each year based on the percentage growth of the Weighted Pupil Unit (WPU) and growth in the program. Passed House 73-0, and Senate 26-0.
- **HB 118 S1, Residency Requirements for In-State Tuition,*** sponsored by Rep. Jack Draxler, allows each USHE institution to set a residency policy no less strict than one-year residency and no more strict than the current 60 semester hours or three years. Originally, the bill included a provision making children and grandchildren of USHE graduates immediately eligible for resident tuition of the institution where their parent or grandparent graduated, but this was amended out of the bill. Another amendment grants the children of persons lawfully in the U.S. on a work visa an exemption from non-resident tuition if they graduated from a Utah high school after attending three years. Passed the House 68-1, and Senate 23-3. Effective date is July 1.
- **HB 125, Centers of Excellence Amendments,** sponsored by Rep. John Dougall, amends the Centers of Excellence program to allow grants to also be given to companies working in partnership with a college or university to commercialize their technology. Passed House 68-1, and Senate 23-3.
- **HB 185 S1, Higher Education Partnerships Appropriation,** sponsored by Rep. Gordon Snow, appropriates nearly \$4.8 million to Utah State University to offer four-year programs at Snow College and the College of Eastern Utah, and new or expanded programs at USU's Tooele, Uintah Basin, and Brigham City campuses. Passed House 73-0, and Senate 26-0.
- **HB 195, Higher Education Tuition Assistance Amendments,*** sponsored by Rep. Scott Wyatt, was initiated by UHEAA and repeals some obsolete language in the code. It will enable UHEAA to disburse about an additional \$400,000 in targeted financial aid one-time, and then \$50,000 a year thereafter, by removing a requirement that the money be matched by private donations to create an endowment. Passed House 72-0 and Senate 26-0.
- **HB 196 S1, Higher Education Criminal Background Checks,** sponsored by Rep. Ronda Menlove. The substitute bill requires the State Board of Regents to adopt rules phasing in criminal background checks of new employees who have contact with students under age 21. Budget provides \$250,000 in one-time funding to implement. Passed House 72-0, and Senate 27-0.

- **HB 241, Appropriation for TH Bell Program,*** by Rep. Ronda Menlove, mirrored the Regents' budget request for an additional \$692,300 in ongoing funding for the TH Bell program. Rep. Ron Bigelow was successful in securing additional funding as part of the budget, so it was amended to provide \$1.2 million in new ongoing funding. Passed the House 70-0, Senate on 2nd Reading 27-0.
- **HB 309 S1, Scott B. Lundell Tuition Waiver for Military Members' Surviving Dependents,** by Rep. Greg Hughes, waives the undergraduate tuition at USHE institutions for surviving dependents of Utah resident military members killed on federal active duty. The bill includes a provision that the Board of Regents may seek a reimbursement from the Legislature for the costs incurred in providing the tuition waiver. (As of the end of the legislative session, it is estimated that there are 81 dependents potentially and eventually eligible for this benefit.) Passed House 68-0, Senate 29-0.
- **HB 314 S2, Amendments to Dedicated Sales Tax for Transportation,** by Rep. Becky Lockhart. This bill went through various iterations, ranging from earmarking an additional \$167 million in sales tax revenue for highways, to a low of \$36.9 million. As it passed, it earmarks \$90 million a year starting in FY 2009 (\$19 million in FY 2008) to pay for a \$1 billion highway bond. Passed House 49-18, and Senate 26-3.
- **HB 371 S1, Applied Technology Amendments,*** by Rep. Ron Bigelow, makes the statutory change necessary to merge the South East Applied Technology College with the College of Eastern Utah as approved by the Board of Regents. The bill originally failed on a vote of 32-40, but was passed upon reconsideration 46-23. Senate passed 25-2.
- **HB 396, Higher Education Task Force,** by Rep. Kory Holdaway, surfaced literally on the last day of the session. This bill creates a legislative task force, comprised of five senators and seven representatives, to look at a variety of higher education issues and report to the Education Interim Committee by November 30, 2007. It provides an opportunity for USHE to help legislators better understand our system, our challenges, and our priorities. House passed 68-0, Senate passed 24-2.
- **SB 53, Higher Education Engineering Partnership,*** by Sen. Greg Bell, authorizes partnership between USU and WSU to offer a bachelor's degree in electrical engineering to meet the needs of Hill AFB. As amended, it provides a total of \$710,000 in ongoing funds to USU and WSU and \$865,400 in one-time money. Senate passed 28-0, House passed 70-1.
- **SB 70, Utah Valley University Institutional Name Change,*** by Senator John Valentine, changes the name of Utah Valley State College to Utah Valley University (effective 2008) and appropriates \$8 million in ongoing funding. Senate passed 28-0, House passed 72-0.
- **SB 90, Higher Education Enhancements,*** by Sen. Bill Hickman. The original bill exempted USHE institutions from the state spending limit; however, this was removed in the House. The bill appropriated \$10.5 million to the nine USHE institutions for high priorities, \$3 million for UVSC which duplicated funding in SB 70. As passed, provides \$7.5 million for eight USHE institutions for their high priorities. Passed Senate, 25-0 (28-0 on concurrence), passed House 74-0.
- **SB 128, Withdrawal from Education Compact,** by Sen. Margaret Dayton, withdraws Utah as a member of the Compact for Education overseen by the Education Commission of the States. Passed Senate 26-0; House Education Committee rejected it 6-5; however, it was revived on the House floor and passed 45-27.
- **SB 251, Higher Education—Concealed Weapons Restrictions, *** by Sen. Greg Bell, is the result of a working group of legislators and higher education officials. Originally as passed by the Senate 17-12, it would have allowed students in dormitories to request to live with a roommate who is not a concealed weapons permit holder, and allow for restrictions in faculty and staff offices. When it became clear that there were not sufficient votes in the House to pass this version, House floor sponsor Rep. Mel Brown and Speaker Curtis forged a compromise that removed the portion dealing with faculty/staff offices. House passed 52-13 and Senate 24-4.

Key Legislation of Interest to USHE--Failed

- **HB 224, Repeal of Exemption from Nonresident Tuition,**** sponsored by Rep. Glen Donnelson, is the annual effort to repeal the bill which allows students who attended for 3 years and graduated from a Utah high school an exemption from out of state tuition. This was defeated in the House on a tie vote, 37-37, and then an effort to revive it failed 36-38. Its language was then amended into **HB 437 S2** by Rep. Herrod, approved by House Law Enforcement and Criminal Justice Committee, but did not receive a vote by the House.
- **HB 361, State Purchase of Real Properties**, by Rep. Bud Bowman, would have appropriated \$7.8 million for the purchase of property for two UCAT campuses in southern Utah—DXTAC and SWATC. Although the bill failed without a House vote, a portion of it, \$2,282,000, was included in the budget for the SWATC campus.
- **SB 62, College and University Tuition Tax Credits**, by Sen. Greg Bell, would have created a refundable tax credit of up to \$300 for taxpayers with an income of \$30,000 or less for tuition and fees paid to a USHE institution. Passed Senate 24-3. Was not considered by the House.
- **SB 111 S1, Free Exercise of Religion Without Government Interference**, Senator Buttars withdrew the bill to have time to resolve issues still being raised by concerned parties during the interim. Expect it to be reintroduced in some form in 2008.
- **SB 242, Income Tax Credit for Educational Savings Plan,*** by Sen. Greg Bell, provided for an income tax credit for UESP contributions in the single rate income tax. Passed Senate 25-1, then amended into HB 36 in the House. So while technically it failed, it actually passed as part of HB 36.

Bills were also passed amending the open meetings law and lobbyist disclosure requirements which may have impacts on the Board and Commissioner's Office. These will be carefully analyzed and any necessary adjustments will be made.

For more information about specific bills, legislative membership, or committees, please see the legislative website at <http://legislature.utah.gov>

Lessons Learned. At the end of last year's legislative session we concluded with renewed clarity the "need for USHE to develop a clear, coherent, credible, and concise message about the value of higher education and the need to make additional investments for the betterment of citizens and the future of Utah" (USHE Final Report on 2006 Legislative Session). Since then, we have developed a new tag-line, message, and theme: Building a Stronger State of Minds, with three areas of focus: Preparation, Participation, and Completion. Efforts were also expanded to reach out to the broader community including business and civic leaders and the public. These efforts are beginning to pay off, but must be sustained and increased so that we will be able to build upon the successes of 2007.

Now to be sure, the fact that Legislature had more money to spend than ever before was an enormous factor in our budgetary success. But as we have seen in previous "good years," this does not always translate into addressing even our most pressing needs in higher education. The Regents' budget in 2007 received strong support from presidents, and we did better in providing a united front. Again, this is critically important to success.

The Commissioner's Office worked closely with institutional legislative liaisons and the Utah Student Association, represented by Carrie Flamm, throughout the legislative session. The Commissioner personally, as well as his entire staff, was all involved to one degree or another in supporting the Board's legislative agenda. Kimberly Henrie and Amanda Covington worked closely together and with other staff members to make sure our presentations and documents were accurate and clearly communicated our issues and messages. Lynne Ward, as Executive Director of UESP, was particularly involved in

safeguarding the integrity of that agency and successfully negotiating through various versions of tax reform to protect benefits for college savers.

We continued to have tremendous support from the Co-Chairs of the Higher Education Appropriations Subcommittee, Sen. Greg Bell and Rep. Kory Holdaway, and from the Co-Chairs of the Executive Appropriations Committee, Sen. Lyle Hillyard and Rep. Ron Bigelow. Legislative leadership in both houses and on both sides of the aisle were also very supportive of USHE, our budget, and our issues. We had superb cooperation from Governor Huntsman and his staff.

The Utah System of Higher Education has gained some important legislative allies during the past few years, and there seems to be a growing recognition of our importance to the state. Obviously, our credibility, our ability to share a compelling message, and the relationships we forge must be constantly maintained and nourished, if we are to succeed in building a stronger state of minds.

*USHE has taken an official position in support; ** USHE has taken an official position in opposition.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Tuition Increases for 2007-2008 (1st- and 2nd-tier)

Regents are asked to review and finalize first- and second-tier tuition increases for 2007-08 for all 10 USHE institutions and the Utah Electronic College.

At the time of printing, 2007-08 tuition rate increases had not been finalized for the USHE institutions and the Utah Electronic College. Proposed tuition rate increases will be collected from the institutions and be hand carried to the meeting.

Commissioner's Recommendation

After the conclusion of the legislative session, the Commissioner's staff will review the funding allocated to higher education and prepare a first-tier tuition increase recommendation to meet the needs of the system. Staff will also review information from the institutions regarding second-tier tuition increase and prepare a summary report for the Regents review and approval. Information will be presented during the March 9 meeting.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Master of Social Work Degree Effective January 2008 – Action Item

Issue

Utah State University requests approval to offer a Master of Social Work (MSW) Degree effective January of 2008. This program was approved by the Institutional Board of Trustees in May 2006.

Background

The purpose of the program is to prepare Social Workers for advanced practice in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions such as education, health, employment, housing, and criminal justice. The program's guiding educational philosophy is based on two broad traditions: (1) advanced generalist Social Work practice, and (2) the Land-grant University heritage. The Social Work program provides a learning environment for those who seek to acquire knowledge and skill in order to bring about meaningful social change in individuals, groups, communities, and society.

The Social Work program at Utah State University, in conjunction with USU's distance education program, is developing a Master of Social Work program that is proposed to begin in January of 2008. The MSW will be offered at the Logan campus and at three distance sites: Tooele, Ogden and Brigham City. There will be two MSW variants: a 60 credit hour two-year full-time program, and a 60 credit hour part-time program that will require three years to complete. Also, the program will be accessible to rural areas such as Tremonton, southeastern Idaho, and Wendover. In the future, once it is more established, the MSW program will be offered in other rural areas such as Uintah Basin, Price, Blanding, and Richfield. The USU proposed program would cover the rural areas through a combination of technology and onsite teaching. The program is expected to pay for itself through part-time student tuition and fees. Market data support the need for the graduate program.

Utah State University is well prepared to add the MSW Degree to its graduate programs. The proposed program is built upon an existing Bachelor of Social Work program. All Social Work faculty will teach in both the undergraduate and graduate programs. The University possesses the faculty, staff, library, and other resources to support the program.

The University of Utah also offers an MSW program. However, it serves primarily full-time students in Salt Lake City and a small distance education program in Southern Utah.

Policy Issues

USHE institutions were supportive of the program and raised no objections.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve Utah State University's request to offer a Master of Social Work Degree effective January 2008.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

Academic, Applied Technology, and Student Services Committee

Action Item

Request to Offer a Master of Social Work Degree Effective January 2008

Utah State University

Prepared for
Richard E. Kendell
by
Phyllis C. Safman

February 28, 2007

SECTION I: The Request

Utah State University requests approval to offer a Master of Social Work (MSW) degree effective January of 2008. This program was approved by the Institutional Board of Trustees on May 26, 2006.

SECTION II: Program Description

Complete Program Description

The Social Work program at Utah State University, in conjunction with its distance education program, is developing a Master of Social Work Degree that is proposed to begin in the Fall of 2008. The MSW will be offered at the Logan campus and at three distance sites: Tooele, Ogden and Brigham City. There will be two MSW variants: a 60 credit hour two-year full-time program, and a 60 credit hour part-time program that will require three years to complete. The two variations of the MSW program (Appendices A and B) will serve different pools of students: the traditional (full-time) student willing to devote two years of full-time study to a master's degree, and the non-traditional student who prefers to complete the MSW at a part-time pace, either because that individual does not wish to stop working completely and/or because that individual cannot travel to the Logan campus to participate in the full-time program.

The full-time program will be offered at the Logan campus. The part-time program will be offered initially at the Tooele, Ogden, and Brigham City centers. Sites located in the northern part of the state were chosen because of logistical concerns (faculty and student travel and the need to integrate new faculty into the program and Department). Although much of this part of the state is considered urban, the program will be accessible to rural areas (Tremonton, southeastern Idaho, Wendover). In the future, once it is more established, the MSW program will be offered in other, more rural, parts of the state (Uintah Basin, Price, Blanding, Richfield). USU officials anticipate that it will always be necessary to draw students from an urban population base to keep the program financially viable. Serving urban students does not preclude serving rural students; rather, the needs of both types of students can be met.

Students will proceed through each variant of the program as a cohort. The traditional program will admit 45 students who will begin classes in the Fall and graduate at the conclusion of the Spring semester of the second year. The part-time program will admit 40 students. This cohort of 40 students will graduate after three years of continuous part-time study. Admissions to the part-time program will be divided roughly evenly among the three centers (Tooele = 14, Ogden = 14, Brigham City = 12). Although full-time and part-time students will complete the same curriculum, the two programs will operate independently; part-time and full-time students will typically not take courses together.

The Council on Social Work Education (CSWE), the body responsible for accrediting Social Work programs in the U.S., has established standards for MSW programs. The curriculum developed for the proposed MSW program is consistent with these standards. In developing the curriculum, accredited MSW programs throughout the country that are similar to the proposed program in size and context were examined. After careful review, USU officials determined that the MSW program at the University of Wyoming (UW) was the appropriate model upon which to build a program. Like UW's MSW

program, USU's proposed program will incorporate several course delivery methods, including face-to-face, satellite, and online (Web-CT). The majority of the courses, however, will be taught through face-to-face instruction.

In addition to coursework, students will complete two field practica experiences that will require 900 hours of supervised work. Students will be placed in certified MSW-supervised placements in the Cache Valley area, Box Elder, Weber, Davis, Tooele, and Salt Lake counties. When the program is offered in other areas of the state, students will be placed in MSW-supervised placements within those areas.

An advanced research course that provides students an opportunity to conduct a small-scale research project under the instructor's supervision will be included. A typical project is usually accomplished in conjunction with the field placement experience.

Purpose of Degree

The purpose of the program is to prepare Social Workers for advanced practice in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions, such as education, health, employment, housing, and criminal justice. The program is committed to enhance the quality of life in Utah, the nation, and the world through service learning, leadership development, research, and extension; it is reflective of the fundamental need to adjust social institutions to the democratic and egalitarian ideals of both the University and the Social Work profession. The Social Work program at Utah State University recognizes the historic importance of social welfare in balancing the country's economic and social structure. The program is committed to the resolution of contemporary human social problems, such as poverty, racism, discrimination, exploitation and economic injustice.

The program's guiding educational philosophy is based on two broad traditions: (1) advanced generalist Social Work practice, and (2) the Land-grant University heritage. The Social Work program provides a learning environment for those who seek to acquire knowledge and skill in order to bring about meaningful social change in individuals, groups, communities, and society. The program provides grounding in the foundation skills, knowledge, and values of Social Work, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills as well as advanced training in the skills and knowledge required for practice with individuals and families.

In fulfilling its mission, the proposed Social Work program seeks to accomplish the following goals:

- Deliver foundation courses that incorporate a liberal arts perspective and promote knowledge development, critical thinking, and the development of communication skills.
- Deliver advanced courses that prepare students for practice with individuals, families, groups, and communities, and to engage in practice in ways that reflect respect for all people regardless of race, nationality, color, ethnicity, class, sex, gender, sexual orientation, or religion.
- Infuse content throughout the curricula that engenders attitudes consistent with the values of the Social Work profession: social justice, dignity and worth of persons, service, integrity, competence, and the importance of human relationships.

- Prepare Social Workers who possess the desire and ability to improve and prevent deleterious systemic conditions such as poverty, oppression, racism, ageism, and sexism, which serve as barriers to the well-being of individuals, families, groups, and communities, through formulating and influencing social policy and social service delivery systems.
- Prepare Social Workers to be capable of consuming Social Work and social and behavioral science research, applying research to practice, and evaluating practice processes and impacts.
- Provide and support activities that promote ongoing student, faculty, and practitioner professional development, interprofessional and interdisciplinary collaboration, and reciprocal relationships among Social Work professionals, groups, organizations, and communities.

Institutional Readiness

Utah State University is well prepared to add the MSW Degree to its graduate programs. The University possesses the faculty, staff, library, and other resources to support the program. These resources are described in this document.

Faculty

The Council on Social Work Education (CSWE) has established standards that pertain to the qualifications of faculty assigned to MSW programs. All faculty members must hold an MSW from a CSWE-accredited program and at least 50 percent of the faculty must hold a doctoral degree in Social Work or a related discipline (sociology, psychology). The current full-time Social Work faculty exceeds this standard; all hold MSW Degrees as well as doctorates. Review of their condensed CVs (Appendix C) indicates that one holds the rank of lecturer, two hold the rank of associate professor, and one is a full professor (a search is in process for an additional faculty position). Each is a highly experienced and qualified Social Work educator. Current part-time faculty members meet the CSWE standard; all have an MSW Degree.

Six additional full-time faculty members will be hired to support the proposed MSW program raising the total number of full-time faculty to ten. All faculty members (current and newly hired) will teach in the part-time and full-time MSW programs and in the existing BSW program. Of the six additional full-time faculty members who will be hired, three will be at the assistant professor level and three at the lecturer level. All of these individuals will have the MSW degree and three of the six will also have doctorates or their equivalent. Moreover, although CSWE does not require faculty to hold a professional license, at least four of the ten faculty members will be licensed. Consequently, all faculty members will be qualified to prepare and teach the courses offered in the existing BSW program and the new MSW program. New course preparation will be included in all program faculty role statements. CSWE provides resources, such as exemplary syllabi, to assist faculty in designing courses consistent with accreditation standards.

In an effort to ensure that faculty and student travel is minimized and that part-time students have access to faculty, two of the new full-time faculty members will be based at the Tooele center, one will be placed in Brigham City and the other three will be based at the Logan campus. All faculty, regardless of their location,

will be tenured within and/or supervised (in the case of lecturers) by the academic department (Sociology, Social Work, and Anthropology).

The current Director of the Social Work program, Dr. Terry Peak (associate professor), will continue to direct the entire Social Work program. One of the new hires, an assistant professor, will coordinate the MSW program (many smaller Social Work programs utilize faculty holding the rank of assistant professor in administrative capacities). This person will need to demonstrate administrative experience in Social Work education in order to qualify for the position.

The current Practicum Director, Dr. Diane Calloway-Graham (associate professor), will oversee all practicum placements. Two faculty members will serve as assistant practicum directors and will assist the practicum director in supervising BSW and MSW placements. It will be the responsibility of the practicum director and assistant practicum directors to orchestrate the overall learning experience of the practicum students and act as facilitator between students and field work agency. The director and assistant directors, acting as advisors, will assist students in planning for the practicum including identification of learning needs, long-term practicum goals and educational experiences designed to meet those needs and goals. They will ensure that students integrate theoretical knowledge and Social Work values and skills in their practice settings. The practicum director also acts as mediator in resolving problems between student and the practicum Instructor or other agency personnel. The director and assistant directors work closely with the agency field Instructors who are responsible for providing direct and ongoing professional Social Work supervision within their organizations. Collectively, the practicum director, assistant practicum directors, and field instructors work to ensure that the internship experiences fulfill academic requirements and meet program and CSWE expectations.

Staff

Staff support will be provided by a new part-time staff member and existing departmental and distance education staff.

Library and Information Resources

Library Facilities. The USU library's collections and services give ample support to the program in Social Work. The Merrill-Cazier Library, opened in 2005, is a state-of-the-art facility with several unique technological features, such as: ubiquitous wireless computing; an automated storage system (called "The Barn") with a capacity for over 1.5 million volumes; an information commons with 150 computer stations from which students and faculty are able to use a wide variety of productivity software, including word processing and statistical analysis; and group study rooms with computing and projection equipment. The Merrill-Cazier Library has over 305,000 square feet of usable space, with seating capacity for over 2,000. The library provides extensive service hours during the day and is accessible throughout the year (except during designated University closings). The library is a member of several consortia, including the Utah Academic Library Consortium (UALC), comprised of 24 academic libraries throughout Utah and Nevada, the Bibliographical Center for Research (BCR), and the Greater Western Library Alliance (GWLA).

Services. The library offers a full range of library services. The Interlibrary Services (ILS) office can quickly borrow virtually any material not held at USU from other libraries. ILS uses the ILLiad software to manage interlibrary requests. Users can request materials online and have electronic copies delivered right to their desktop. The turnaround time for journal articles averages 3.5 days. The Course Reserve Department hosts reserve materials in print and electronic format for USU instructors. Reference and

Instruction Services offers research consultation from a traditional reference desk, but also via telephone, email, and live synchronous chat. The library has automated classrooms from which to offer library instruction. A subject librarian assigned to the department is available to provide classroom instruction and one-on-one consultation with students and faculty. The subject librarian, in consultation with faculty, also selects new books and other materials to add to the library collection. All reference librarians hold a masters' degree in library science from an accredited institution.

Books. The book collection at USU contains over 630,000 volumes and includes over 31,000 titles in social sciences and sociology. Of these, over 5,300 are in the "HV" Library of Congress classification (materials dealing with Social Work and public welfare). A budget of \$18,000 is allocated annually to purchase books for the Department of Sociology, Social Work and Anthropology.

Databases. The library provides access to over 250 bibliographic, text, and reference databases. These include multidisciplinary databases such as *Academic Search Premier*, *JSTOR*, *Web of Science*, *Dissertation Abstracts*, and subject-specific databases like *Gender Watch*, *Ethnic News Watch*, *Sociological Abstracts*, *Medline*, *PsycINFO*, *Social Sciences Abstracts*, and Ebsco's *Psychology and Behavioral Sciences Collection*.

Journals. The library maintains an extensive list of subscriptions to newspapers, popular magazines, scholarly journals, government periodicals, and trade publications in print and electronic format. The total periodical budget for the 2006 fiscal year was in excess of \$2,400,000. Approximately \$42,000 was allocated for journals in Social Work, sociology, and anthropology, which sustain over 140 subscriptions. All bound volumes of journals are housed in "The Barn," the automated storage facility. Library users can request any journal volume through the library online catalog. Requests are retrieved from storage and available at a service counter in less than 5 minutes (unlike the remote storage at many universities, which often require a wait of 24 hours or more).

Admission Requirements

The proposed program's admission requirements will be consistent with standards established by the Council on Social Work Education and USU's Graduate School. Admissions requirements will include:

- A 4-year undergraduate degree from an accredited university or college.
- Three letters of reference that address the applicant's potential for success in the proposed graduate degree program. If the applicant has been enrolled in school during the last five years, at least two of the letters must come from persons who are familiar with, and can make authoritative assessments of, the applicant's recent academic progress and success.
- A minimum undergraduate GPA of 3.0. In cases where the GPA is low, the GRE will be required.

- International applicants from non-English-speaking countries must demonstrate competency in the English language. A minimum score of 550: Paper based test, 213: Computer based test, or 79: Internet based test on the Test of English as a Foreign Language (TOEFL) taken within the past two years satisfies this requirement.
- Completion of an undergraduate Social Work degree or a degree in a related discipline. Any familiarity with related coursework will be a plus.

Student Advisement

All faculty members will be responsible for advising graduate students. MSW students will be assigned a faculty advisor/mentor upon admission. Students will meet with their faculty advisor at least once each semester to discuss the student's academic plan, practicum experience, and career goals. Field instructors will evaluate students twice during each semester of the practicum experience. The practicum director and assistant practicum directors will use these evaluations to assess student competencies. Also, students will have the opportunity to evaluate their field instructors and the practicum faculty. Evaluations will be used to assess the adequacy of supervision from the student perspective.

Justification for the Number of Credits

The Council on Social Work Education requires MSW programs to include specific content in their curricula. Consequently, all accredited MSW programs are quite similar with respect to core courses offered and credit hours required for graduation. The proposed 60 credit hour program is similar to other accredited MSW programs. Twenty-one practicum credits are included in this total.

External Review and Accreditation

The Council on Social Work Education (CSWE) has established accreditation standards for MSW programs and provides initial accreditation and ongoing program oversight. As part of the accreditation standards, CSWE requires Social Work programs to systematically monitor and evaluate student progress and program performance and outcomes. An appropriate monitoring and evaluation plan will be developed in consultation with the CSWE accreditation specialist who will be assigned to this program after the initial accreditation process is completed. The BSW program recently completed its CSWE reaffirmation review (which occurs every eight years); no flaws were found in its current assessment processes.

All Social Work programs must successfully complete a candidacy period in order to receive full accreditation. Candidacy can be expected in the Spring of 2008, which will allow students to be admitted in the Fall of 2008, and full accreditation status is expected in 2011. Per existing CSWE policy, all students admitted to the program during the candidacy period will be considered to have graduated from an accredited program.

Projected Enrollment

As mentioned above, the proposed program expects to enroll a cohort of 45 full-time students every two years and a cohort of 40 part-time students every three years.

Expansion of Existing Program

The addition of the MSW program will enhance the existing BSW program by increasing the breadth of faculty expertise and increasing the number of elective courses available to BSW students and other students within the Department of Sociology, Social Work, and Anthropology.

SECTION III: Need

Program Need

Professional Social Workers are in great demand and that demand is only expected to increase as the "Baby Boomer" generation moves into retirement. The MSW Degree is particularly desirable because of its utility to human service organizations and the career opportunities it affords individuals who possess it.

Labor Market Demand

National and regional studies indicate strong growth in demand in the foreseeable future for Social Workers who have earned a master's degree from an accredited program. The U.S. Department of Labor (DOL, 2006) estimates that nationwide demand for MSW-level Social Workers will grow 18 to 26 percent in the next decade. Job prospects are expected to be particularly high in rural areas and in the gerontology, substance abuse, school, and private practice arenas. The job outlook in Utah reflects these national projections. The Utah Department of Human Resources predicts positive job growth for Social Workers overall as well as the following areas of specialization: mental health/substance abuse, medical and public health, child, family and school, social and community service managers, and probation officers and correctional treatment specialists (Utah Department of Workforce Services, 2004). The DOL also suggests that the master's degree in Social Work, which is the traditional terminal degree for the profession, rather than the BSW, will become the standard educational requirement for many of these jobs. A master's degree in Social Work is already preferred in most health and mental health settings, and is required for the Licensed Clinical Social Work (LCSW), the professional license required for independent clinical Social Work practice.

Job growth is expected to be fueled by several factors including retirement, voluntary turnover, and increasing recognition of the value Social Workers add to organizations. A relatively large percentage of the professional Social Work workforce will reach retirement age in the next decade; a recent study conducted by the National Association of Social Workers (NASW) places this number at 30 percent. The authors of this study suggest that the profession needs to take steps now to prepare for this significant workforce

challenge. One of the suggested steps is to increase the number of students graduating from Social Work programs (NASW, 2005).

Employee turnover is an organizational epidemic within the social services. Early national figures of voluntary turnover rates range from 30 to 60 percent (Jayaratne & Chess, 1983). More recently, Geurts and Atherton (1998) found that turnover rates exceeded 60 percent among human service workers. A report released by the Anne E. Casey Foundation in 2003 suggests that things have not improved since Atherton's report was published; rather, the Casey report suggests that the situation is now critical. Moreover, a report published by the Government Accounting Office in 2003 found critically high turnover rates within human service agencies. Research has shown that individuals who possess Social Work degrees, particularly the MSW, report feeling better prepared for their work; research also shows that, compared to employees with non-social work backgrounds, MSW holders stay in their jobs longer (Barth et al., 2007; Government Accountability Office, 2003; Institute for the Advancement of Social Work Research, 2005; Landsman, 2001; Albers et al., 1993; Booz-Allen & Hamilton, 1987; Dhooer et al., 1990).

Finally, because professional Social Workers possess the specialized skills and knowledge required for practice in today's human service environment, and because they are a relatively inexpensive delivery system as compared with other helping professions, public and private companies and agencies are increasingly recognizing the value these individuals add to organizations and are hiring larger numbers of MSW graduates. In health care, for example, accrediting bodies such as Joint Commission on Hospital Accreditation requires health care organizations to have professional Social Workers on staff because of the unique knowledge and skills they bring to the health care team. In the child welfare field, the Federal government is encouraging agencies to hire professional Social Workers as part of its effort to reduce worker turnover and improve outcomes for abused and neglected children. In fact, USU's Social Work program, in conjunction with the College of Social Work at the University of Utah, is already training Social Workers for child welfare practice at the undergraduate level through a U.S. Children's Bureau Child Welfare Training Grant. Adding an MSW program to the existing BSW program will allow competition for the larger pool of Federal funds set aside for training MSW-level Social Workers for child welfare practice. There is an urgent need for MSW-level Social Workers in Utah's public child welfare system (DCFS) which is especially acute in rural areas of the state. The proposed MSW program, which will graduate many students who already live in rural areas, will help meet this need.

Student Demand

Student demand for access to MSW training is demonstrated, in part, by the number of respondents (211) to the needs assessment survey conducted during the Summer of 2004. Of the 211 individuals who completed the needs assessment survey, three-fourths indicated that they were "somewhat" or "very likely" to apply to the proposed program. The majority of survey respondents are well qualified to apply to the proposed program in terms of grade point average and undergraduate major. One-third of the respondents held undergraduate degrees in Social Work. A follow-up survey was conducted in the Spring of 2006, the results of which continue to demonstrate a high level of interest in the program.

Since the initial needs assessment, the Social Work program has received a steady number of phone calls and e-mail inquiries about the program. There is a current list of over 350 individuals who are interested in applying to the MSW program if it is approved. Moreover, the strong and consistent demand for the BSW program (40-50 Social Work majors graduate from USU each year, at least half of whom would choose graduate Social Work education if it were available at USU), coupled with the backlog of BSW students who have already graduated from USU and stayed in the local area, imply that there might be a steady stream of MSW applicants. In addition, given that calls and e-mails are regularly received from individuals in neighboring states, it seems apparent that students can be drawn from southeastern Idaho, eastern Nevada, and western Wyoming.

Similar Programs/Collaboration with and Impact on other USHE Institutions

The University of Utah (U of U) is the only public university in the state that currently offers the MSW Degree. The U of U's College of Social Work admits 120 MSW students per year, less than half of the more than 300 applications it receives each year. Moreover, its MSW program is geared toward the traditional full-time student living in the Salt Lake City area. With the exception of a small outreach program offered only to employees of the Division of Child and Family Services and the Division of Juvenile Justice Services in southern Utah, a part-time MSW program is not available. The only other institution of higher education in the state that offers the MSW is BYU. Its program admits fewer than 40 students per year; many of these

students are not residents of Utah and they leave the state after graduating. As mentioned above, the 2004 needs assessment indicates a healthy demand for the proposed program. USU has worked closely with administration and faculty at the U of U throughout the MSW development process. A U of U faculty member conducted the 2004 needs assessment and continues to serve as a consultant on the MSW project. A Letter of Support for USU's proposed MSW program from Dr. Jannah Mather, Dean of the University of Utah, College of Social Work, can be found in Appendix D.

Benefits

USU expects to benefit from this program in several ways. First, the program will attract new students to the University. Second, the program will strengthen the existing BSW program through the addition of six new faculty. Third, the University will benefit in terms of public relations by offering the program to students living in communities that sorely need professional MSW-level Social Workers but lack accessibility to the state's existing MSW programs. In addition, the MSW program will help ameliorate any enrollment shortfalls at USU. As previously mentioned, potential graduate students can be drawn from surrounding states. Increasing graduate enrollments, some from other states, has the advantage of producing more tuition and fees and higher state reimbursement.

Consistency with Institutional Mission

The proposed MSW program fits well with the Board of Regents' mission statement for USU which is "to discover, create, and transmit knowledge through education and training programs

at the undergraduate, graduate, and professional levels..... High priority is given to nationally recognized research and professional programs which make scholarly and creative contributions to the various disciplines and which support masters' and doctoral programs of excellence." The primary purpose of the proposed MSW Degree will be to prepare professional Social Workers for advanced generalist practice with a particular emphasis on direct practice with individuals and families. Consistent with USU's land-grant mission, the MSW program will help address the needs of individuals and families and public and private human service agencies throughout Utah.

SECTION IV: Program and Student Assessment

Program Assessment and Expected Standards of Performance

The Council on Social Work Education requires Social Work programs to systematically monitor and evaluate student progress and program performance and outcomes. A monitoring and evaluation plan for the MSW program will be finalized in collaboration with the CSWE accreditation specialist who will be assigned to this program after the initial accreditation process is completed. The assessment plan described below is the one that is currently in place.

There are two fundamental goals that guide the Social Work program. They are:

1. To prepare students for employment as generalist Social Workers through education in a professional foundation curriculum and liberal arts education coursework.
2. To prepare students for advanced education as well as responsible citizenship in the areas of service and research.

These goals are consistent with the purposes of the Social Work profession and Social Work education as identified in the standards set out by the Council on Social Work Education (CSWE) (see table below). The standards state that students demonstrate the capacity to meet foundation objectives as well as any objectives and goals unique to the program. These goals show commitment to generalist Social Work practice, the values and ethics of the profession, and a view of Social Work practice that incorporates a variety of professional roles, responsibilities and tasks.

CONSISTENCY OF SOCIAL WORK PROGRAM GOALS WITH PURPOSES OF SOCIAL WORK EDUCATION	
Social Work Program Goals	Standards of Social Work Education
To prepare students for employment as generalist social workers through education in a professional foundation curriculum and liberal arts education coursework.	<p>To prepare competent and effective social work professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.</p> <p>To develop and apply practice in the context of diverse cultures.</p> <p>To prepare for the profession of social work based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice.</p>
To prepare students for advanced education as well as responsible citizenship in the areas of service and research.	<p>To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.</p> <p>To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.</p> <p>To formulate and implement social policies, services and programs that meet basic human needs and support the development of human capacities.</p> <p>To pursue policies, services and resources through advocacy and social or political actions that promote social and economic justice.</p> <p>To provide leadership in the development of service delivery systems.</p>

In fulfilling its MSW mission, the Social Work program will accomplish these additional goals:

- Deliver foundation courses that incorporate a liberal arts perspective and promote knowledge development, critical thinking, and the development of communication skills.
- Deliver advanced courses that prepare students for practice with individuals, families, groups, and communities, and to engage in practice in ways that reflect respect for all people regardless of race, nationality, color, ethnicity, class, sex, gender, sexual orientation, or religion.
- Infuse content throughout the curricula that engenders attitudes consistent with the values of the Social Work profession: social justice, dignity and worth of persons, service, integrity, competence, and the importance of human relationships.
- Prepare Social Workers who possess the desire and ability to improve and prevent deleterious systemic conditions such as poverty, oppression, racism, ageism, and sexism, which serve as barriers to the well-being of individuals, families, groups, and communities, through formulating and influencing social policy and social service delivery systems.
- Prepare Social Workers capable of consuming Social Work and social and behavioral science research, applying research to practice, and evaluating practice processes and impacts.
- Provide and support activities that promote ongoing student, faculty, and practitioner professional development, interprofessional and interdisciplinary collaboration, and reciprocal relationships among social work professionals, groups, organizations, and communities.

The Social Work objectives are consistent with the standards set out by CSWE. These program objectives link the mission to goals and will be reflected in continuous assessment at the master's level as they are at the bachelor's level. The objectives specify outcomes, which are the knowledge and skills students should be able to demonstrate at completion of their education. The MSW students will be expected to:

1. Apply critical thinking skills within context of professional Social Work practice.

2. Understand the value base of the profession and its ethical standards and principles, and behave accordingly
3. Promote student understanding, affirmation, and respect for people from diverse backgrounds: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the Social Work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist Social Work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and understand mechanisms of influence when responding to social policies.
9. Evaluate research studies and understand their applicability to generalist Social Work practice.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to Social Work practice.
12. Function within the structure of organizations and service delivery systems.

The table below is a model of the assessment plan that will be in place for the master's program.

ASSESSMENT OF SOCIAL WORK PROGRAM OBJECTIVES UTILIZING BOTH FORMATIVE & SUMMATIVE MEASURES			
OBJECTIVE	COMPETENCY OUTCOME	COURSE	ASSESSMENT TOOL
1. Apply critical thinking skills in professional social work practice	Demonstration of skill in class performance, on assignments and exams; evaluation of skill in practice settings; responses in focus groups and surveys.	All courses	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
2. Understand social work value base, ethical standards, principles; behave accordingly	Demonstration of understanding in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	All courses	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
3. Understand, affirm, respect for people from diverse backgrounds	Demonstration of understanding, affirmation & respect; performance in class, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	All courses	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
4. Understand oppression & discrimination and strategies of advocacy & social change that advance social & economic justice	Demonstration of understanding in class performance, on assignments, and exams; evaluation in practice settings; responses in focus groups and surveys.	All courses	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys

5. History of profession and its contemporary structures and issues	Demonstration of knowledge of history and impact on contemporary issues in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	Intro, diversity, policy	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
6. Knowledge & skills of generalist social work practice with systems of all sizes	Demonstration of knowledge & skills in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	HBSE, practice classes and practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
7. Use theoretical frameworks supported by empirical evidence to understand development and behavior across the lifespan and with systems of all sizes	Demonstration of value of theory supported by empirical evidence in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	HBSE, practice classes and practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
8. Analyze, formulate and understand mechanisms of influence in social policies	Demonstration of understanding of mechanisms of social policy in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	Intro, policy, practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
9. Evaluate research studies in relation to generalist social work practice	Demonstration of benefit of research to social work practice in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	HBSE, practice classes, and practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
10. Use communication skills differentially across client pops, colleagues, and communities	Demonstrate knowledge of differential communication skills in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	Practice classes, practicum, intro, diversity	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
11. Use supervision and consultation appropriate to social work practice	Demonstrate knowledge of how to use supervision appropriately in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	Practice classes and practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys
12. Function within structure of organizations and service delivery systems	Demonstrate knowledge of how to function in systems of all sizes in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.	Practice classes and practicum	Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups & surveys

In addition, field instructors will evaluate students twice during each semester of the practicum experience. The practicum director and assistant practicum directors will use these evaluations to assess student competencies. Students will have the opportunity to evaluate their field instructors and the practicum faculty; these evaluations will be used to assess the adequacy of supervision from the student perspective.

SECTION V: Finance

Budget

The budget (see Table below), which is based on \$350 per credit hour flat tuition (including program fees), covers the costs of instruction, travel and operating expenses (rather than student fees based on a University/distance education agreement) and is based on enrollment projections of 40 part-time students and 45 full-time students. The initial 5-year budget for the proposed MSW program includes non-recurring costs associated with hiring a consultant who will assist faculty with program development and accreditation activities. The Department and distance education will provide office space, computers and other necessary items for faculty based off campus. The budget includes start-up money for computers and office equipment as well as funds to support faculty travel.

Budgets

USU distance education will provide all financial support for the program; no existing program budgets will be impacted. Distance education will finance the program initially through budgeted funds of the four participating centers: Logan, Tooele, Brigham City, and Ogden. By the time the first full-time and part-time cohorts graduate, the proposed program will be self-supporting through student tuition and fees. The budget is not dependent on enrollment growth as the number of students admitted to the program is expected to remain static. Tuition is also expected to remain static.

Distance education will collect the tuition/fees and will use these funds to pay faculty. All remaining funds will be appropriated to the academic department to use in administering the program (the department head and Social Work program director will decide how to allocate the funds). Distance education will expect the Department to provide the courses and help in maintaining student numbers. A Memo of Understanding (MOU) will specifically outline the responsibilities of distance education and program; the MOU will be revisited at least annually.

Proposed MSW Program Budget

Year	1	2	3	4	5	Five Year Total
Tuition And Fees						
Total Part Time year 1		175,500	221,130	227,448	227,448	851,526
Total Logan Full Time		447,525	447,525	447,525	447,525	1,790,100
Total Revenue						2,641,626
Salaries						-
Director 12month	75,000	75,000	76,875	78,797	80,767	386,439
Assistant Professor 9 month		55,000	56,375	57,784	59,229	228,388
Lecturer 12 month		50,000	51,250	52,531	53,845	207,626
Program Director (Logan)		50,000	51,250	52,531	53,845	207,626
Lecturer 9 month		81,000	82,025	83,075	84,125	330,225
Administration		20,000	20,000	20,000	20,000	80,000
Staff Assistant		12,000	12,000	12,000	12,000	48,000
Total Salaries	75,000	343,000	349,775	356,719	363,810	1,488,304
Staff Benefits	32,625	149,205	152,152	155,173	158,257	614,412
Faculty Expenses	8,000	40,000	40,000	40,000	40,000	168,000
Distance Delivery		11,880	14,969	15,396	15,396	57,642
Administrative Fee		57,510	61,722	62,305	62,305	243,842
Total Expenses						2,605,200

Appendix A: Program Curriculum

New courses to be added.

MSW Course Descriptions- 60-Hour Full & Part-Time Programs

SOWK 6XXX: Principles and Philosophy of Social Work (3)

This course explores the history, traditions, ethics, purpose, philosophy and knowledge base of the social work profession. The course introduces the generalist social work problem-solving approach.

SOWK 6XXX: Human Behavior in the Social Environment I: Individuals and Families (3)

A theoretical examination of human behavior in the social environment, focusing on individuals and families in the context of human life cycle development. Emphasizes issues of human diversity and social and economic justice.

SOWK 6XXX: Social Policy Analysis (3)

Explores the theory, history, structure and impact of social welfare policy on individuals, families, groups, organizations and institutions. Particular attention paid to the analysis and development of policy, programs, and services related to social issues on the national, state, and local levels.

SOWK 6XXX: Human Behavior in the Social Environment II: Groups, Organizations & Communities (3)

A theoretical examination of human behavior in the social environment, focusing on groups, communities, organizations, and institutions. Emphasizes issues of human diversity and social and economic justice.

SOWK 6XXX: Research Methods I (3)

Covers design, implementation and interpretation of research in social work practice settings. Presents methods of program evaluation and practice research at all system levels using both quantitative and qualitative research methodologies.

SOWK 6XXX: Generalist Practice I (3)

Applies social work skills, values, and knowledge to a range of human service settings. Emphasis is on generic methods within a systems and problem-solving framework. Covers assessment and intervention with individuals and families, and treatment groups. Addresses ethics and diversity throughout the course.

SOWK 6XXX: Practicum I (150 clock hours) & Seminar (4)

Provides practical social work experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, families, and groups.

SOWK 6XXX: Generalist Practice II (3)

Applies social work skills, values, and knowledge to the assessment and intervention with task groups, organizations, and communities. Emphasizes generic methods within a systems and problem-solving framework. Addresses ethics and diversity throughout the course.

SOWK 6XXX: Practicum II (250 clock hours) & Seminar (5)

Provides practical social work experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with groups, organizations, communities and institutions.

SOWK 6XXX: Law and Ethics for Professional Social Workers (3)

Students develop knowledge and skills related to handling ethical dilemmas in ways that protect client rights and minimize risks for the social work practitioner. The importance of professional values and ethics is stressed. Models for ethical decision-making are explored and applied. Key laws and court cases that impact practice are reviewed. Special attention is given to the ethical and lawful practice of social work with diverse populations and in the context of administration and supervision.

SOWK 6XXX: Policy and Administration (3)

Covers theories and skills of planning, design, and administration of human service systems within local, state, and national communities.

SOWK 6XXX: Advanced Generalist Practice I (3)

Advanced application of generalist problem-solving theories and skills in working with individuals and families. Issues of ethics, diversity, and evaluation of practice addressed throughout the course.

SOWK 6XXX: Supervised Practicum III (250 clock hours) & Seminar (6)

Provides advanced generalist social work practice experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, groups, families, organizations, and communities.

SOWK 6XXX: Advanced Generalist Practice II (3)

Advanced application of generalist problem-solving theories and skills to work with both task and treatment groups. Issues of ethics, diversity, and evaluation of practice addressed throughout the course.

SOWK 6XXX: Supervised Practicum IV (250 clock hours) & Seminar (6)

Provides advanced generalist social work practice experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, groups, families, organizations, and communities.

SOWK 6XXX: Advanced Practice with Individuals and Families (3)

Introduces students to 1) the primary mental disorders in children and adults and examines causal theory and prognosis, and 2) theories about family dysfunction. Issues of ethics and diversity are addressed throughout the course.

SOWK 6XXX :Research Methods II (3)

In this course, students will apply their understanding of research methods, theories, social work values, and practice in completing a research project. Students will work closely with the instructor in developing and conducting the project, which will include a final paper of publishable quality.

Appendix B: Program Schedule

Two-Year Full Time MSW Program (60 Hours) Overview

Fall Semester Year 1		Spring Semester Year 1	
Principles and Philosophy of Social Work	3 cr.	Social Policy Analysis	3 cr.
Individuals and Families in their Environment	3 cr.	Groups, Organizations, and Communities	3 cr.
Generalist Practice I	3 cr.	Generalist Practice II	3 cr.
Research Methods	3 cr.	Supervised Practicum II (250 clock hours)	5 cr.
Supervised Practicum I (150 clock hours)	4 cr.		
Total	16 cr.	Total	14 cr.
Fall Semester Year 2		Spring Semester Year 2	
Law and Ethics for SW	3 cr.	Research Methods II	3 cr.
Policy and Administration	3 cr.	Advanced Generalist Practice II	3 cr.
Advanced Generalist Practice I	3 cr.	Advanced Practice with Individuals and Families	3 cr.
Supervised Practicum III (250 clock hours)	6 cr.	Supervised Practicum III (250 clock hours)	6 cr.
Total	15 cr.	Total	15 cr.

MSW Part-Time Program (60 credit hours) Overview

Fall Semester Year 1		Spring Semester Year 1	
Principles and Philosophy of Social Work	3 cr.	Social Policy Analysis	3 cr.
HBSE I: Individuals and Families	3 cr.	HBSE II: Groups, Organizations, and Communities	3 cr.
Total	6 cr.	Total	6 cr.
Summer Semester Year 1			
Research Methods I	3 cr.		
Total	3 cr.		
Fall Semester Year 2		Spring Semester Year 2	
Generalist Practice I	3 cr.	Generalist Practice II	3 cr.
Supervised Practicum I (150 clock hours) Web or Distance Seminar	4 cr.	Supervised Practicum II (250 clock hours) Web or Distance Seminar	5 cr.
Total	7 cr.	Total	8 cr.
Summer Semester Year 2			
Law and Ethics for SW	3 cr.		
Policy and Administration	3 cr.		
Total	6 cr.		
Fall Semester Year 3		Spring Semester Year 3	
Advanced Generalist Practice I	3 cr.	Advanced Generalist Practice II	3 cr.
Supervised Practicum III (250 clock hours) Web or Distance Seminar	6 cr.	Supervised Practicum IV (250 clock hours) Web or Distance Seminar	6 cr.
Total	9 cr.	Total	9 cr.
Summer Semester Year 3			
Research Methods II	3 cr.		
Advanced Practice with Individuals and Families	3 cr.		
Total	6 cr.		
Grand Total= 60 credit hours			

Appendix C: Social Work Program Faculty Credentials

M. DIANE CALLOWAY-GRAHAM, M.S.W., PH.D., ASSOCIATE PROFESSOR, PRACTICUM DIRECTOR

EDUCATION:

- Ph.D. University of Utah, Graduate School of Social Work (1990)
- M.S.W. University of Utah, Graduate School of Social Work (1993)
Emphasis: Children and Families, Administration & Community Work
- B.S. Weber State University, Physical Education with an Emphasis in Social Work (1975)

PROFESSIONAL EXPERIENCE:

- Associate Professor, Practicum Director, Department of Sociology, Social Work, and Anthropology, Utah State University (1996-present)
- Director of Social Work Program, Utah State University (1997 – 2003)
- Off-campus Social Work Program Coordinator, Utah State University (1996 – 1998)
- Clinical Faculty, Social Work Department, Weber State University (1985 – 1990)
- Instructor, Continuing Education, Career Assessment Program, Weber State University (1984 -1987)
- Instructor, Gifted and Talented Program, Weber County School District (1983-1992)

PROFESSIONAL LICENSE:

- Certified Social Worker. State of Utah, Department of Business Regulation, Occupational and Professional Licensing. Licensed since June 1983, and current license extends is valid until September, 2008.

PROFESSIONAL AFFILIATIONS:

- NASW, National Association of Social Workers
- BPD, Bachelor Program Director's Association
- CSWE, Council on Social Work Education
- WSSA, Western Social Science Association

SUSAN E. DAWSON, M.S.S., PH.D., PROFESSOR OF SOCIAL WORK

EDUCATION:

- Ph.D. The Graduate School of Social Work and Social Research, Bryn Mawr College, Social Work/Occupational and Environmental Health (1988)
- M.S.S. The Graduate School of Social Work and Social Research, Bryn Mawr College, Social Policy and Program Development (1983)
- B.S. University of Delaware. B.S. in Human Resources/Community and Family Services (1981)

PROFESSIONAL EXPERIENCE:

Professor, Social Work, Utah State University (2001 - present)
Affiliated Faculty Member, Interdisciplinary Certificate Program, Natural Resources and Environmental Policy Department, Utah State University (1995 – present)
Associate Professor w/Tenure, Social Work, Utah State University (1994 - 2001)
Acting Director, Social Work Program, Utah State University (1999-2000)
Program Director, Social Work Program (1996-1997)
Acting Director, Social Work Program, Utah State University (1989-1990)
Visiting Clinical Professor, University of New Mexico School of Medicine (1995-1997)
Assistant Professor, Social Work, Utah State University (1988-1994)

TERRY PEAK, M.S.W., PH.D., ASSOCIATE PROFESSOR, DIRECTOR, SOCIAL WORK PROGRAM

EDUCATION:

Ph.D. School of Social Welfare of the State University of New York at Albany, New York (1993)
M.S.W. School of Social Welfare of the State University of New York (1987)
B.A. History, State University of New York at Buffalo (1972)

PROFESSIONAL EXPERIENCE:

Director, Social Work Program, Utah State University (2003 to present)
Associate Professor, Department of Sociology, Social Work and Anthropology
Utah State University (2000 – present)
Assistant Professor, Department of Sociology, Social Work and Anthropology
Utah State University (1994 – 2000)
Research Associate, Ringel Institute of Gerontology, School of Social Welfare
Richardson Hall, Rockefeller College of Public Affairs & Policy
State University of New York at Albany (1993 – 1994)
Director, Caregiver Support Program (HSR&D Grant #IIR 89-058.1)
Stratton VA Medical Center, Albany, New York 12208 (1990 – 1991)
Graduate Assistant, School of Social Welfare, State University of New York (1987 – 1990)
Intern at New York State Department of Social Services, Bureau (1986 – 1987)
MSW Field Placement, Human Services Planning Council, New York (1985 – 1986)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

National Association of Social Workers (NASW)
Gerontological Society of America (GSA)
Association for Gerontology Education in Social Work (AGE-SW)
American Society on Aging (ASA)

SHANNON TODD BROWNE, M.S.W, J.D., LECTURER, ASSISTANT PRACTICUM DIRECTOR

EDUCATION:

- M.S.W. Columbia University, Graduate School of Social Work (2002)
Emphasis: Children and Families
- J.D. The Ohio State Law School (1996)
- B.A. Bowling Green State University, Sociology (1992)

ACADEMIC APPOINTMENT:

Lecturer and Assistant Practicum Director, Social Work Program, Department of Sociology, Social Work and Anthropology, Utah State University (2005-present)

PROFESSIONAL EXPERIENCE:

Clifford Beers Child Guidance Clinic, New Haven, Connecticut. Crisis Clinician, HIPAA Privacy Officer, Contract Compliance Officer, Chairperson of Health and Safety Committee, Member of Leadership Team, CAMPES Program (2001-2005)

The Children's Center, Hamden, Connecticut. Clinical Therapist Intern, New Choices Program. Worked with adolescents and families in a 16-bed, 45-day residential substance abuse treatment facility for 12-16 year old involved with the Connecticut Juvenile Justice System. Provided individual, group, and family therapy to residents, medication management, consultation with teachers and outside agencies, and intensive discharge planning. (2000-2001)

Paul, Hastings, Janofsky, and Walker, Los Angeles, California. Attorney, Employment Law Department (1998-2000)

Honorable Solomon Oliver, Jr. and Honorable Kathleen McDonald O'Malley, United States District Court, Cleveland, Ohio. Law Clerk (1996-1998)

Appendix D: University of Utah Letter of Support

Letter of Support, Dean Jannah Mather, University of Utah College of Social Work



395 SOUTH 1500 EAST, ROOM 101 • SALT LAKE CITY, UTAH 84112-0260 • (801) 581-6191 • FAX (801) 585-3219 • WWW.SOCWK.UTAH.EDU

December 9, 2005

Board of Regents.
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

To Whom It May Concern:

I am aware of and fully support the efforts underway at Utah State University to develop a Masters of Social Work degree. The faculty at USU has worked collaboratively with the University of Utah College of Social Work from the beginning of this initiative to ensure that our programs are coordinated. I expect that the two programs will continue to work together to ensure that this much needed degree is available to students throughout the state.

Sincerely,

Jannah Mather, Ph.D.
Dean, College of Social Work

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References available upon request.

February 28, 2007

MEMORANDUM

TO: Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Bachelor of Arts Degree in American Sign Language and Deaf Education and a Bachelor of Arts Degree in Deaf Studies with emphasis in General Deaf Studies and Interpreting, Effective Fall, 2007 – Action Item

Issue

The UVSC Department of Foreign Languages proposes a Bachelor of Arts (BA) Degree in American Sign Language (ASL) and Deaf Education and a Bachelor of Arts (BA) Degree in Deaf Studies with emphases in General Deaf Studies and Interpreting effective Fall, 2007. The institutional Board of Trustees approved this proposal on November 16, 2006.

Background

After reviewing UVSC's Letter of Intent (LOI) to offer baccalaureate degrees in ASL and Deaf Education and Deaf Studies and Interpreting, the Regents' Program Review Committee (PRC) determined that the LOI met the criteria for placing this request on an Abbreviated Track, as specified in R401-7.1.4.1., Approval of New Programs, Program Changes, and Discontinued Programs. These criteria include: academic quality and ability to meet accreditation standards, does not require new state resources, has additional facilities, demonstrates large student and employer demand, and the program is not necessarily duplicative. UVSC currently has a stand-alone minor and emphasis in Deaf Studies within its Integrative Studies baccalaureate program.

The most intense demand for graduates of the proposed program is within the interpreting field in which shortages exist. The reason for the intensity of Utah's interpreter shortage is the advent of video relay services, which now employ thousands of interpreters nationally to interpret video-conferencing-type telephone calls between deaf and hearing individuals.

In education, there are efforts to provide American Sign Language to hearing students as part of their high school education. Currently, many schools along the Wasatch Front and in more rural parts of the state offer ASL classes. And, over the past three decades the practice of mainstreaming deaf children into public schools has spread dramatically. As a result, many elementary and secondary school districts need teachers and administrators who have a working knowledge of ASL and who can engage with the deaf students.

In 1998 UVSC offered one section of three different ASL courses. Today, the Foreign Language Department oversees 22 courses in ASL, Deaf Cultural History, ASL Linguistics, Deaf Literature, Deaf Culture, and Interpreting with twenty-two sections offered Fall semester 2006. UVSC currently offers a minor in Deaf Studies that has at least 63 students and an ASL emphasis for the Integrated Studies BA which has at least 44 students.

Policy Issues

The Program Review Committee asked that UVSC provide information on pay scales by level of proficiency of interpreters and an assessment plan. Both are included in this proposal. USHE institutions support the proposed program.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve Utah Valley State College's request to offer a Bachelor of Arts Degree in American Sign Language and Deaf Education and a Bachelor of Arts in Deaf Studies with emphases in General Deaf Studies and Interpreting effective Fall of 2007.

Richard E. Kendell, Commissioner

REK/PCS
Attachment

Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer Bachelor of Arts Degree in American Sign Language and Deaf Education and a Bachelor of Arts in Deaf Studies with emphasis in General Deaf Studies and Interpreting, Effective Fall, 2007

Utah Valley State College

Prepared for
Richard E. Kendell
by
Phyllis C. Safman

February 28, 2007

Section I: The Request

The UVSC Department of Foreign Languages proposes a Bachelor of Arts Degree in ASL and Deaf Education and a Bachelor of Arts in Deaf Studies with emphases in General Deaf Studies and Interpreting, effective Fall, 2007. The UVSC Board of Trustees approved this program proposal at its November 16, 2006 meeting.

SECTION II: Program Description

The BA in Deaf Studies is an interdisciplinary program which, in addition to the general education courses, will require a core of 31 credit hours in Deaf Studies courses, 30 of which are upper-division, 28 will be from a required core, and the remaining 3 elective. Each emphasis adds specific requirements. Course requirements are as follows (Appendix A):

Deaf Studies: General Deaf Studies Emphasis	
General Education Core and Distribution	35
Deaf Studies Major Core Requirements	31
Emphasis Requirements	15
Emphasis Elective Credits	42
General Deaf Studies Emphasis Total:	123
Deaf Studies: Interpreting Emphasis	
General Education Core and Distribution	35
Deaf Studies Major Core Requirements	31
Emphasis Requirements	23
Emphasis Elective Credits	33
Interpreting Emphasis Total:	123

The ASL and Deaf Studies Education major requires a core of 21 credit hours and an additional class (Methods of Teaching a Foreign Language) as part of the core requirement. Admission into the Secondary Education program and the completion of the required education courses including student teaching also are required. Course requirements are as follows:

ASL and Deaf Studies Education	
General Education Core and Distribution	36
ASL and Deaf Studies Core Requirements	21
ASL and Deaf Studies Elective Requirements	18
Secondary Education Core Requirements	30
Elective Requirements	18
ASL and Deaf Studies Education Total:	123

To matriculate into the ASL and Deaf Studies Education major, students must meet requirements set forth by the Secondary Education Department. Students must also meet residency and maximum years in program requirements and any other requirements stated in the College Catalog or established by the Department. A grade below 2.0 (C) in the Deaf Studies core or elective courses will not be accepted toward the major.

Mission Fit

Utah Valley State College is committed to provide “programs leading to baccalaureate degrees in areas of high community demand and interest,” programs which also prepare students to take advantage of “diverse social, cultural, and international opportunities.” In this respect, the Deaf Studies major is a near-perfect fit. Interest in American Sign Language (ASL) and deaf people is at an all-time high, and the demand for people with a Deaf Studies education is equally high.

Students majoring in Deaf Studies will be able to work with a linguistic and cultural minority from across the country, a linguistic and cultural minority that is diverse and dynamic. Offering a major in Deaf Studies at UVSC will greatly enhance the scope of the degrees offered at the College. In short, the proposed Deaf Studies major at UVSC will allow the College to provide academically responsive programs to fulfill its mission more completely.

Current Faculty Preparedness

UVSC already has sufficient faculty to launch the proposed degrees with two who are tenured, two on two-year non-tenure-track contracts, and five adjunct faculty who are hired semester by semester. The Foreign Language Department currently has four faculty members in ASL and Deaf Studies. Two of these are deaf themselves, and three of the four hold doctorates, a Ph.D., Ed.D., and J.D. The fourth has an MA in teaching English as a second language with an emphasis in teaching deaf students to read and write. This diversity reflects the interdisciplinary nature of the field and affords the program’s students access to a variety of theoretical frameworks from which to approach the subject.

All of the faculty members have extensive experience beyond their educational background that qualifies them for their positions. The four contract faculty, together with five adjunct faculty members have almost a century’s worth of experience teaching ASL and Deaf Studies at colleges and universities (Appendix B). With only one or two exceptions, the contract faculty will teach all the coursework required for the majors.

Section III: Need

Market Demand

As with other liberal arts degrees, the graduates from the proposed program will possess knowledge, abilities, and experience that are applicable to a variety of careers. The graduates of this program, however, will find some very specific market conditions that make an education in Deaf Studies a valuable asset.

Interpreting. The most intense demand for graduates is within the interpreting field. There is an ever-widening interpreter shortage throughout the United States. This shortage is particularly pronounced in Utah. In fact, in September of 2005, the Salt Lake Tribune reported that, "Only 74 interpreters certified at an intermediate or master level currently are working in the state, according to the Department of Workforce Services (DWS). But more than 400 skilled interpreters are needed." The article, titled "Sign Language: Help Wanted" went on to state that, "If qualified [new interpreters] could land jobs paying \$25,000 to \$50,000 today" (Salt Lake Tribune, September 22, 2005).

The reason for the intensity of Utah's interpreter shortage is the advent of video relay services, which now employ thousands of interpreters nationally to interpret video-conferencing-type telephone calls between deaf and hearing individuals. The company that pioneered the field, Sorenson Communications, is based in Salt Lake City, and its first call center is located in Salt Lake. Sorenson has since opened dozens of other call centers around the country. Other entities that hire interpreters, including UVSC, have noted the difficulty of competing with Sorenson and its competitors, while at the same time, the new demand for interpreters has sparked renewed attention to the need for highly skilled interpreters.

The interpreter shortage is so severe that in 2005 the Utah legislature authorized the state's Public Service Commission to use funds collected through telephone taxes to contract with institutions of higher learning in Utah to provide programs to address the shortage. UVSC's ASL and Deaf Studies program sought and was awarded almost \$700,000 (for two years, renewable) to create an innovative program, the Advanced Certification Interpreter Preparation Program (ACIPP), whose aim is to increase the number and qualifications of interpreters in the state. Many of the students in the program will have Deaf Studies as their major, and having the proposed major available is critical to the success of the program.

Education. The shortage of interpreters has created demand for people trained in Deaf Studies. It takes years to develop the knowledge and skills needed to be an interpreter. There are efforts to provide American Sign Language to hearing students as part of their high school education. Currently, many schools along the Wasatch Front, and in more rural parts of the state, offer ASL classes. The number is increasing, creating a demand for teachers. Unfortunately, most teachers of ASL in the state start out without proper certification. It is for this reason that the proposed program provides opportunities for students to earn secondary education certification in Deaf Studies.

Also noteworthy is that over the past three decades, the practice of mainstreaming deaf children into public schools has spread dramatically. As a result, many elementary and secondary school districts need teachers and administrators who have a working knowledge of ASL and who can engage with the deaf students.

Business. There is an increasing demand for people prepared in Deaf Studies to work in the business world. Deaf-owned businesses are more abundant as are deaf-aimed businesses (such as divisions in the telecommunications market, including Verizon, Sprint, MCI, and Sorenson Communications). While a liberal arts education provides excellent preparation for work in business, deaf-world-related businesses demand skills in American Sign Language and knowledge of the people who use it. As a result, graduates in Deaf Studies will be uniquely qualified to fill niches that the population at large simply cannot. This is particularly important for students who are themselves deaf and who are increasingly in demand by businesses like Sorenson Communications.

Social Services. There is demand for Deaf Studies graduates within the social services fields. The Robert G. Sanderson Community Center of the Deaf and Hard of Hearing in Taylorsville, for example, hires many individuals who conduct outreach, educational, and service programs for deaf people in Utah. The Division of Vocational Rehabilitation, private care facilities, and nonprofit organizations serve deaf people and have specific needs that create opportunities for future graduates of the UVSC program.

Student Demand

Student demand for programs in American Sign Language and Deaf Studies has grown steadily over the past thirty years and dramatically over the past decade. The Modern Language Association (MLA) survey of 2002 *Foreign Language Enrollments in Institutions of Higher Education* found that from 1998 to 2003 enrollments in ASL courses rose 433 percent and that during the same period, 186 new ASL programs had come into existence nationwide.

ASL and Deafness-related offerings have grown at UVSC. In 1998 UVSC offered one section of three different ASL courses. Today, the Foreign Language Department oversees 22 courses in ASL, Deaf Cultural History, ASL Linguistics, Deaf Literature, Deaf Culture, and Interpreting with twenty-two sections offered Fall semester 2006. UVSC currently offers a minor in Deaf Studies that has at least 63 students and an ASL emphasis for the Integrated Studies BA which has at least 44 students.

In December of 2005, the Foreign Language Department conducted a survey of 129 students enrolled in its ASL and Deaf Studies courses.¹ The survey (Appendix C) gauged the likelihood that each student would major in Deaf Studies (along with various possible emphases). Of the 129 students who completed the survey, 55 students said they would either “probably” or “definitely” major in Deaf

¹ Not all of the students in ASL & Deaf Studies courses responded to the survey for a variety of reasons including absences/tardies when given, the failure of some adjuncts to survey their courses, etc.

Studies were it available (Table One). Sixty-one students said they would either “probably” or “definitely” major in Deaf Studies with an emphasis in Interpreting should it be available.

Table One: Student Interest in Deaf Studies Major

n = 129	Students responding “Probably”	Students responding “Definitely”	Total
Deaf Studies Major w/ No Emphasis	26	28	54
Deaf Studies Major w/ Interpreting Emphasis	21	40	61

Because the same students could express their interest in both the major with and without an interpreting emphasis, there is an extensive overlap between these two groups. In total, 73 of the 129 students surveyed (57%) said they would either “probably” or “definitely” take one of these two options. Another 43 (33%) responded “maybe” to either one or both options. This brings the total number of current students surveyed who indicated at least some interest in taking the major to 111 (90%).

The same survey cited above asked students who are currently working toward either a Deaf Studies minor or an ASL emphasis in Integrated Studies if they would prefer to major in Deaf Studies. Fifty of the 69 students (72%) in this category said they would prefer a major (Table Two). Several students stated that they were taking the minor or the emphasis because there was no major.

Table Two: Desire For Major among DS Minors and IS Majors

n = 129	Deaf Studies Minor	Integrated Studies with ASL Emphasis	Total
Currently Enrolled	47	22	69
Would Prefer Deaf Studies Major	34 (72%)	16 (73%)	50 (72%)

The establishment of the major at this time will increase UVSC’s retention of these students, greatly enhance the breadth and depth of their preparation, and attract others who are looking for ways to maximize their professional and vocational opportunities through their language skills.

Student demand for ASL and Deaf Studies courses is evident in enrollments throughout the state. Utah County in particular has a strong pool of individuals from whom UVSC’s degree program can draw. UVSC’s ASL and Deaf Studies program currently has 353 students. BYU has nearly 700 students in its limited program. Administrators with the primary responsibility for ASL at BYU, as well as BYU students, have tried for some time to create at least a minor program. Since UVSC’s Deaf Studies minor was approved, students have transferred from BYU to UVSC every semester to take advantage of the offering.

The proposed program will provide for Salt Lake Community College's two-year Interpreter Training associate degree recipients an opportunity to continue their education in Deaf Studies, ASL, or Interpreting.

In addition to college students taking ASL, there are at least 1,000 high school students taking ASL in county high schools which include Provo, Timpview, Pleasant Grove, Lone Peak, Mountain View, Lehi, and Springville. Many other high schools along the Wasatch Front increasingly are offering ASL courses.

Every vocational and professional area is in need of academically qualified bilingual ASL speakers who are prepared to address the needs of the state's deaf population and who are able and capable to take advantage of the increasing number of economic opportunities now available locally, nationally, and internationally.

Salaries

Not only do new interpreters find opportunities to use their skills in a professional capacity, the pay they receive for their services continues to grow as well. Table Three lists the starting wages/salaries for interpreters at each of the three certification levels within the Utah Interpreter Program's certification system as reported by a variety of local employers. These dollar figures are entry-level wages and do not take into consideration additional amounts that are usually paid based on a variety of factors ranging from interpreters' education level to their negotiation skills. The figures do not include benefits; most interpreters receive some form of benefits ranging from full insurance and retirement programs to free tuition.

Table Three: Entry-level Pay Scale for Interpreters in Utah²

	USDB*	UVSC	U of U	Interwest Interpreting	Sorenson Communication	BYU	USU
Novice	\$11.58	\$15.15	\$12.67	\$17.00	N/A ³	\$14.00	\$15.00
Intermediate	\$12.98	\$21.21	\$21.12	\$22.00 ⁴	\$28-45K salary—FT	\$17.00	\$20.00
Master	\$14.38	\$24.24	\$25.34			\$25.50	\$25.00

The Utah Schools for the Deaf and Blind (USDB) currently faces greater interpreter shortages than do institutions within USHE or private employers who offer higher salaries. As a result, lower-paying positions at USDB are more readily available to newly- certified and lesser-skilled interpreters.

² The amounts listed here do not take into account benefits, which are part of the compensation packages for most of these positions although to varying degrees.

³ Sorenson Communications does not hire interpreters at this level.

⁴ Interwest Interpreting, Inc. does not have a standard pay difference based on these two levels of interpreting.

Clearly, graduates with the skills to pass the certification exams will enjoy favorable conditions as they move into professional life. It is worth remembering that their presence in the profession will also aid Deaf citizens of Utah in their attempts to access the information they need to be productive, contributing members of the larger society.

Section IV: Program and Student Assessment

UVSC faculty have initiated a long-range assessment plan for the proposed program. This plan builds on existing assessment tools already used within the program and draws on the assessment plans and instruments used in other programs within the Language Department and across the campus.

Faculty assessment efforts are overseen and supported by the Office of Institutional Effectiveness which supplies the planning and reporting forms that will be used in the new program, and these reports are then submitted to that office for evaluation and filing.

Student Assessment

Much of the student assessment takes place during the class. Each class has specific objectives for student outcomes, and each class has a variety of instruments to measure student outcomes. These instruments include exams, quizzes, papers, presentations, and a variety of other activities, all of which are used to determine students' grades for each course. The success of each student is formally tracked.

Six years ago the ASL and Deaf Studies program began evaluating student progress beyond the traditional in-class measures with instruments that would expose how well the program was functioning. Included were a video clip of a narrative presented in ASL by a deaf person and an answer sheet⁵ on which students are to respond to questions about the narrative (Appendix D). The signer on the video also poses questions.

The program's faculty members give these assessment tests to each class of students at the beginning of the first semester and then repeated at the end of the year. The results serve multiple purposes: (1) they allow for assessment of the degree to which the students have improved their skills/knowledge over the course of the year; (2) they allow a determination on how well the students have mastered the skills/knowledge presented during each year; and (3) they provide important feedback on the effectiveness of the program's curriculum and faculty. The feedback becomes the basis for changes in the program, faculty training/development, and hiring practices.

Findings from the above processes lead to planned implementation of additional measures to assess student progress, such as ratings on the American Sign Language Proficiency Interview (ASLPI), success rates on certification exams, and scores on student-teaching portfolios.

⁵ In the case of the second-year assessment (ASL 2010-2020), there are also a few questions about pieces of ASL literature the students have studied.

Program Assessment

Assessment Records were prepared by the Office for Institutional Effectiveness (Appendices E, F, G) and set forth specific outcomes, including student learning outcomes. The reporting process then requires the programs' administrators to provide a "summary and analysis of results" and to outline how these findings will be used to improve the program, while also serving to document faculty efforts in this area for accreditation teams, administrators and other interested parties. The changes resulting from this analysis then become the basis for the following cycle.

Beyond using measures of student progress as indicators of the programs success, the program faculty members are currently drafting a plan to examine various elements of the program's structure at regular intervals. These include the following elements⁶:

Biennial Reviews of All Program Curricula

- a. Will review program structure, course content, textbooks, teaching assignments, etc.

(2) Annual Faculty Reviews

- a. Calculate adjunct to contract faculty ratios
- b. Faculty development efforts
- c. Faculty progress toward tenure

(3) Annual Review/Update of 5-year Plan

- a. Identify strategic directions
- b. Make recommendations to and requests of administration for needed support

(4) Survey of Graduating Students

- a. Will evaluate graduates' perceptions about:
 - i. The program structure
 - ii. Course offerings
 - iii. Instruction
 - iv. Student support
 - v. Graduates' own sense of readiness to
 - 1. Enter the workforce
 - 2. Pursue graduate study

(5) Survey of Previous Graduates

- a. Will solicit information from previous graduates, including the following:
 - i. Success in certification (interpreting graduates)
 - ii. Success in finding employment
 - iii. Success in entering graduate school
 - iv. Suggestions for program improvement

⁶ Additional useful tools are already in place such as annual supervisor and peer reviews that are part of the tenure process, etc.

Finally, UVSC's contract with the Utah Public Service Commission includes funding for an outside evaluator to annually evaluate the ACIPP. While this is not primarily a degree-granting program, the coursework for the program is the same as that in the proposed degrees, and most of the students in the ACIPP are seeking these degrees. As a result, the independent reviews should provide good feedback on the effectiveness of many program elements.

Section V: Finance

Budget

The program budget is based on the cost of the new upper-division courses and new course sections required to serve the projected majors. Additionally, the budget includes supporting costs such as advising, hourly staff, current expense, travel and capital as needed.

To determine revenue, UVSC officials assume that the new courses will generate some new FTE students. The projected FTE student number is multiplied by the current resident tuition rate to calculate the total tuition revenue. Additional revenue beyond tuition from new FTE is noted in the paragraph following Tables Four and Five.

Table Four: Expenses

Category/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries and Wages	\$14,220	\$138,160	\$152,231	\$158,320	\$169,274
Benefits	\$1,507	\$75,816	\$79,754	\$82,945	\$86,752
Total Personnel Costs	\$15,727	\$213,976	\$231,985	\$241,265	\$265,026
Current Expense	\$3,000	\$6,000	\$7,000	\$7,000	\$7,000
Capital	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000
Library	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
TOTAL	\$21,227	\$224,976	\$243,985	\$253,265	\$268,026

Table Five: FTE Students and Student/Faculty Ratios

Category/Year	Year 1	Year 2	Year 3	Year 4	Year 5
FTE Students	15.00	35.00	44.50	51.00	55.50
Cost per FTE	\$1,415	\$6,428	\$5,483	\$4,966	\$4,829
Student/Faculty Ratio	17	18	18	20	20

Headcount	50	115	145	175	195
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UVSC is currently receiving a grant from the Utah Public Service Commission in support of the Advanced Certification Interpreter Preparation Program (ACIPP), which is providing funding for two faculty who are teaching in the current ASL/Deaf Studies program. This grant will continue to provide funding for their salaries/benefits through 2007-08. Beginning with Year 2 of the new Deaf Studies Bachelor's degree program, the grant could be renewed—for three more years without reapplying—or UVSC will need to allocate new funds or reallocate vacant faculty positions to support salaries. The budget is based on UVSC using the grant-funded faculty during Year 1 and then UVSC funding the faculty beginning Year 2.

UVSC has sufficient resources to support this proposed degree program. As noted, it is anticipated that a major in Deaf Studies will bring an influx of new students into the upper-division courses, which are now at about 50 percent capacity, and will allow the Department to achieve greater cost efficiency in upper-division courses while adding new tuition dollars.

Similar Programs Already Offered in the USHE

While other institutions in the USHE offer courses related to Deaf Studies, none offers a major in Deaf Studies. In fact, California State University at Northridge is the only institution in the western United States that offers a major in Deaf Studies. The proposed major at UVSC will, therefore, fill a specific niche not only in Utah but in the region as well. And because UVSC is the creator and host of the only national (increasingly international) academic conference for Deaf Studies in the country, (Deaf Studies Today - www.deafstudies.org), UVSC is already a major player in Deaf Studies on the national scene.

USHE institutions that offer degrees related to Deaf Studies are: Utah State University (M.Ed. in Deaf Education), Salt Lake Community College (Interpreter Training Program—AS in interpreting), and the University of Utah (BA in Teaching ASL). Other area institutions offer mostly lower-division ASL courses without attached degrees. These include: Brigham Young University, Weber State University, Southern Utah University, Dixie College, and possibly Snow College.

UVSC Deaf Studies graduates may consider attending Utah State University for graduate work. In a letter of support for the proposed UVSC degree, Dr. Freeman King, Director of Deaf Education at USU writes, "[The proposed UVSC] degree opportunities . . . would certainly assist in filling a need in the state of Utah for such course/degree offerings." Dr. King also addresses the fit of these degrees within the state system, saying, "[The degrees] could also be stepping-stones to advanced degrees in Deaf Education, linguistics, or multi-cultural studies," and added that, "We, at Utah State University, would certainly welcome graduates of the UVSC Deaf Studies Education program to apply for our masters program in Education of the Deaf."

Salt Lake Community College has a two-year Interpreter Training Program (ITP) that has been in existence since 1995. In 2000, the former coordinator of ITP and her division chair asked UVSC's ASL and Deaf Studies program to assist them in their efforts by creating a BA program so SLCC graduates

could continue their training. UVSC's and SLCC's ASL programs have maintained a good collaborative relations.

University of Utah began offering its BA in Teaching ASL in 1997. Very few graduates have gone through this program. Because UVSC is uniquely positioned in this field, the proposed program aims to provide an additional source for the preparation of certified secondary education instructors in ASL and Deaf Studies. In a letter of support for the UVSC program, Jeff Pollock, the head of the ASL Teaching Program at the U of U and Chairperson of SLCC's ASL/Interpreting Program Advisory Committee writes, "I am supportive of the direction that the American Sign Language and Deaf Studies program at Utah Valley State College is headed. I encourage the Administrators, Regents, and Legislature to consider providing all means of support for this program."

Brigham Young University has possibly the largest number of ASL students in the United States with some 700 enrolled each semester. BYU's program, however, is administered through its evening school, and its faculty consists entirely of part-time instructors. BYU's course offerings are limited in scope, serving only to satisfy foreign language requirements.

From the time UVSC's ASL program began, it has maintained a close relationship with BYU's program. At present BYU students transfer to UVSC's ASL and Deaf Studies program every semester because BYU's program does not provide degree options. BYU and UVSC share many of the same adjunct instructors, and UVSC's full-time faculty has played significant roles as consultants and trainers for the BYU program.

Weber State, SUU and, Dixie offer courses in American Sign Language which students may use to satisfy their foreign language requirements. None of these institutions has degrees similar to the one proposed by UVSC.

UVSC intends to continue to coordinate with other institutions in the state to ensure that the new program complements other state programs. The needs in deafness-related fields are so great that no one program or institution will satisfy them all

Institutional Priority

The Deaf Studies degree has been considered to be important since at least 1989. High student demand sustained over the past ten years, changing demographics in the county and the state, and economic opportunity have made the proposed program a top priority at this time. The proposed degree has been on the degree development matrix for the past two years.

Exceptional Program

UVSC officials consider the proposed program to be exceptional for the following reasons. First, the proposed degrees will help UVSC fulfill its mission by providing breadth in diversity and cultural experiences while addressing an area of high community demand and interest. Second, UVSC's Deaf Studies program will fill a unique niche in the USHE, in the west, and the nation. Third, there is high demand for the program among current and future students. Fourth, current market conditions offer

work prospects for program graduates. Fifth, the program will benefit an underserved population, Deaf citizens of Utah and the organizations that serve them, allowing these citizens fuller lives and an increased capacity to contribute to society.

Appendix A: Advising Sheets



Deaf Studies

Bachelor of Arts Degree

Emphases in **General Deaf Studies** and **Interpreting**
800 West University Parkway, Orem, UT 84058 • (801) 863-8518

Course Requirements for a Deaf Studies Major

General Deaf Studies Emphasis

General Education Core and Distribution	35
Deaf Studies Major Core Requirements	31
General Deaf Studies Emphasis Core Requirements	15
General Deaf Studies Emphasis Elective Credits	<u>42</u>

Total: 123

Course Requirements for a Deaf Studies Major

Interpreting Emphasis

General Education Core and Distribution	35
Deaf Studies Major Core Requirements	31
Interpreting Emphasis Core Requirements	23
Interpreting Emphasis Elective Credits	<u>33</u>

Total: 122

Matriculation Requirement to Become a Deaf Studies Major:

Apply and pay a \$20 application fee

Course Number	Course Title	Credits	Prerequisites
General Education Core and Distribution - 35 hours			
ENGL 1010	Intro to Writing	3	
ENGL 2010 or ENGL 2020	Intermediate Writing: HU/SS (3) Intermediate Writing: SCI/TECH (3)	3	ENGL 1010
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning (3) Introduction to Statistics (3) College Algebra (4)	3	
HIST 1000 or HIST 1700 or ECON 1740 or PLSC 1100 HIST 2700 or HIST 2710	American Heritage (3) or American Civilization (3) or US Economic History (3) or American National Government (3) or US History to 1877 (3) or US History since 1877 (3)	3	Varies
PHIL 2050	Ethics and Values (3)	3	ENGL 1010
HLTH 1100 or PE-S 1097	Personal Health (2) or Wellness or Fitness for Life (2)	2	
HUMANITIES	[Any course from list]	3	
SOCIAL/BEH. SCIENCE	ANTH 1010 (3)	3	
FINE ARTS	[Any course from list]	3	
BIOLOGY	[Any course from list]	3	
PHYSICAL SCIENCE	[Any course from list]	3	
BIOLOGY OR PHYSICAL SCIENCE	[Any course from list]	3	
Deaf Studies Major Core Requirements: 25 Credits			
ASL 2040*	ASL Numbers (3)	3	ASL 1020 or equivalent
ASL 3050**	Advanced American Sign Language (3)	3	ASL 2020
ASL 3310	Interpreting I (3)	3	ASL 2020
ASL 3510	Deaf Culture to 1817 (3)	3	ASL 2020

ASL 3520	Deaf Culture 1817 to 1970 (3)	3	ASL 2020
ASL 3530	Deaf Culture after 1970 (3)	3	ASL 2020
ASL 3610	ASL Literature (3)	3	ASL 2020
ASL 4410	ASL Linguistics (3)	3	ASL 3050

Deaf Studies Culture Electives: 6 Credits

Choose any six hours of the following courses

ANTH 1070	Multicultural Societies (3)		Varies
ANTH 3500	Discourse Semiotics and Representation (3)		
ANTH 360R	People and Cultures of the World (3)		
SOC 1010	Introduction to Sociology (3)		
SOC 3000	Contemporary Social Theory (3)	6	
SOC 3200	Race and Minority Relations (3)		
SOC 3560	Sociology and Deviance (3)		
SOC 3700	Social Inequality (3)		
SOC 4400	Social Change (3)		
EDEC 3300	Multicultural Understanding (2)		

**Add The Above Requirements to
One of the Two Areas of Emphasis Below**

Emphasis #1: General Deaf Studies

General Deaf Studies Emphasis Requirements: 15 Credits

ASL 3800	Deaf Cultural Studies (3)	3	ASL 3050
ASL 4450	Deaf-World Discourse (3)	3	ASL 3050
ASL 4550	Multicultural Issues in the Deaf-World (3)	3	ASL 3050
ASL 4560	Deafness and the Law (3)	3	ASL 3050
LANG 3000	Language and Culture (3)	3	Any language 2020 class or ANTH 1010

General Deaf Studies Emphasis Elective Requirements: 42 Credits

Emphasis Culture Elective
Three credit hours from the list below

ANTH 1070 or ANTH 3500 or ANTH 360R or SOC 1010 or SOC 3000 or SOC 3200 or SOC 3560 or SOC 3700 or SOC 4400 or EDEC 3300	Multicultural Societies (3) Discourse Semiotics and Representation (3) People and Cultures of the World (3) Introduction to Sociology (3) Contemporary Social Theory (3) Race and Minority Relations (3) Sociology and Deviance (3) Social Inequality (3) Social Change (3) Multicultural Understanding (2)	3	Varies
---	--	---	--------

Complete 18 credits from among the following:

1. Any 3000- or 4000-level ASL and Deaf Studies courses that are not part of the core and are not emphasis requirements,	18	Varies
2. Language Internship		
Complete 21 credits of any 1000-level or higher coursework***	21	Varies

Emphasis #2: Interpreting

Emphasis Requirements: 23 Credits

ASL 4370	Ethics for Interpreters (3)	3	ASL 3310
ASL 482R	Language Internship (3)	3	Dept. Approval

Complete 18 credits from among the following:

ASL 3340	Interpreting II: Advanced Interpreting Techniques (3)	ASL 3310
ASL 3380	Transliteration (3)	
ASL 3320	Physiology of Interpreting (3)	
ASL 3370	Sign to Voice Interpreting (3)	
ASL 3390	Professional Issues in Interpreting (3)	18
ASL 4330	Nonmanual and Visual Linguistic Analysis for Interpreters (3)	
ASL 4360	Legal Interpreting (3)	
ASL 439R	Special Topics in Interpreting (3)	

Emphasis Elective Requirements: 33 Credits

Choose electives **totaling at least 33 credit hours** from the following courses.

(Do not duplicate courses previously taken/required.)

Complete two courses from each set. Upper-division courses are encouraged.

Self and Spatial Awareness Set

THEA 1113	Voice and Diction (3)	Varies
COMM 1020	Public Speaking (3)	
COMM 1050	Introduction to Speech Communication (3)	
DANC 1010	Dance as an Art Form (3)	
HUM 1010	Humanities Through the Arts (3)	
HUM 3800	Introduction to Aesthetics (3)	Two classes

Ethics Set

PHIL 1000	Introduction to Philosophy (3)	Varies
PHIL 3520	Bioethics (3)	
PHIL 3200	Metaphysics (3)	Two classes
PHIL 3300	Epistemology (3)	
PHIL 3510	Business and Professional Ethics (3)	
PHIL 3700	Social and Political Philosophy (3)	

Special Interest Set: Law

LEGL 1010	Survey of Law (3)	Varies
LEGL 1110	Civil Litigation and Preparation (4)	
LEGL 290R	Law Society (1)	Two classes
CJ 1300	Introduction to Corrections Process (3)	

Special Interest Set: Community

INFO 1000	Computer Programming Concepts (3)	Varies
MGMT 1010	Introduction to Business (3)	
PHYS 1010	Elementary Physics (3)	Two classes
MCT 1110	Multimedia Essentials I (4)	
MGMT 1200	Business English (3)	
MGMT 2200	Business Communications (3)	

Special Interest Set: Education

CHEM 1010	Introduction to Chemistry (3)	Varies
MATH 1100	Introduction to Calculus (3)	
EDSC 3050	Foundations of American Education (2)	Two classes
EDSP 3400	Exceptional Students (2)	
SOC 3430	Sociology of Education (3)	
PHIL 4120	Philosophy of Education (3)	
ENGL 2300	Shakespeare (3)	
PES 1057	Power Yoga (2)	

Special Interest Set: Medical

ZOOL 1090	Introductions to Human Anatomy and Physiology (3)	Two classes	Varies
ZOOL 2320	Human Anatomy (4)		
ZOOL 2420	Human Physiology (4)		

Notes:

Upper division classes with an ASL prefix may be used as electives

Any grade below a C (2.0) in a Deaf Studies core or elective course will not be accepted toward the major. In addition, students must meet residency and maximum years in program requirements and any other requirements stated in the College Catalog or established by the Department.

Summary of Graduation Requirements:

120 credit hours (minimum of 40 upper division); minimum cumulative GPA of 2.0; completion of General Education requirements; completion of Deaf Studies major core and elective requirements. Students in addition must meet residency and maximum years in program requirements and any other requirements stated in the College Catalog or established by the Department. Students should frequently review their program with faculty or department advisor.



ASL and Deaf Studies Education

Bachelor of Arts Degree

800 West University Parkway, Orem, UT 84058 • (801) 863-8518

**Course Requirements for ASL and Deaf Studies Education Major
General Deaf Studies Emphasis**

General Education Core and Distribution	36
ASL and Deaf Studies Core	21
ASL and Deaf Studies Electives	18
Secondary Education Core	30
General Electives	<u>18</u>

Total: 123

Matriculation Requirement to Become a Deaf Studies Major:

- ACT score: 20 composite minimum, no sub-test below 18
- Passing score on CAAP exam (3 or higher)
- Pass a criminal background check, student's junior year
- Receive approval from Secondary Ed Selection and Retention Committee—formal interview required
- Meet all other requirements for Secondary Education Program
- Apply and pay a \$20 application fee

	Course Number	Course Title	Credits	Prerequisites
General Education Core and Distribution - 36 hours				
	ENGL 1010	Intro to Writing	3	
	ENGL 2010 or ENGL 2020	Intermediate Writing: HU/SS (3) Intermediate Writing: SCI/TECH (3)	3	ENGL 1010
	MATH 1050	College Algebra (4)	3	
	Choose one of the following:			
	HIST 1700 HIST 2700 HIST 2710 POLS 1000 PLSC 1100 ECON 1740	American Civilization (3) US History to 1877 (3) US History since 1877 (3) American Heritage (3) American National Government (3) US Economic History (3)	3	Varies
	Complete the following:			
	PHIL 2050	Ethics and Values (3)	3	ENGL 1010
	HLTH 1100 or PE-S 1097	Personal Health (2) or Wellness or Fitness for Life (2)	2	
	Distribution Courses:			
	HUMANITIES	[Any course from list]	3	

	SOCIAL/BEH. SCIENCE	ANTH 1010 (3)	3	
	FINE ARTS	[Any course from list]	3	
	BIOLOGY	[Any course from list]	3	
	PHYSICAL SCIENCE	[Any course from list]	3	
	BIOLOGY OR PHYSICAL SCIENCE	[Any course from list]	3	
ASL and Deaf Studies Education Core Requirements: 69 Credits				
	ASL and Deaf Studies Courses:			
	ASL 3050**	Advanced American Sign Language (3)	3	ASL 2020
	ASL 3310 or ASL 4410	Interpreting I (3) or ASL Linguistics (3)	3	ASL 2020 ASL 3050
	ASL 3510 or ASL 3520	Deaf Culture to 1817 (3) or Deaf Culture 1817 to 1970 (3)	3	ASL 2020 ASL 2020
	ASL 3530	Deaf Culture after 1970 (3)	3	ASL 2020
	ASL 3610	ASL Literature (3)	3	ASL 2020
	LANG 4200	Methods of Teaching a Foreign Language	3	
	Complete 18 credits of any upper-division ASL or LANG courses not previously taken.			
	Education Courses:			
	EDSC 3000	Educational Psychology (3)	3	
	EDSC 2540	Development of the Adolescent Student (2)	2	
	EDSC 3400	Exceptional Students (2)	2	
	EDSC 3050	Foundations of American Education (2)	2	
	EDSC 3250	Instructional Media (2)	2	
	EDSC 4200	Classroom Management I (1)	1	
	EDSC 4250	Classroom Management II (1)	1	
	EDSC 4440	Content Area Reading and Writing (3)	3	
	EDSC 4450	Multicultural Instruction/ESL (2)	2	
	EDSC 4850	Student Teaching—Secondary (4)	4	
	EDSC 4550	Secondary Curriculum Instruction and Assessment (4)	4	
	Elective Requirements: 18 Credits			
	Complete 18 credits of any course 1000-level or higher.			
	Graduation requirements:			
	<ul style="list-style-type: none"> • Complete a minimum of 123 credit hours with a minimum of 40 upper-division credits. • Minimum cumulative GPA of 2.75 with no grade lower than a C (2.0) in all core and elective courses. • Completion of General Education, ASL and Deaf Studies Education Core, and elective requirements. • Meet residency and maximum years in program requirements and any other requirements stated in the College Catalog or established by the department. 			
	Notes:			
	<ul style="list-style-type: none"> • Students should frequently review their program with faculty or department advisor. • Post BA/BS students must take 30 hours of education courses, fulfill the MATH 1050 requirement, and meet stipulated deadlines. 			

Summary of Graduation Requirements:

120 credit hours (minimum of 40 upper division); minimum cumulative GPA of 2.0; completion of General Education requirements; completion of Deaf Studies major core and elective requirements. Students in addition must meet residency and maximum years in program requirements and any other requirements stated in the College Catalog or established by the Department. Students should frequently review their program with faculty or department advisor.

Appendix B: Faculty

Contract Faculty

Bryan K. Eldredge

Tenured Associate Professor

Program Coordinator

Dr. Bryan K. Eldredge earned his Ph.D. in Linguistic Anthropology from The University of Iowa and an M.A. in linguistics at BYU. Bryan's research interests include the discourse, identity, semiotics, ASL linguistics, language and culture, language socialization, language politics, and educational language policy.

Bryan has taught ASL on the collegiate/university since 1989, and he is the only person in the state to hold the Professional-Level certification from the American Sign Language Teachers Association (ASLTA). Bryan is co-founder and co-chair of Deaf Studies *Today!*, the only academic conference in Deaf Studies in the country. Bryan is also the creator of the Advanced Certification Interpreter Preparation Program at UVSC.

In 2005, the Utah Public Service Commission awarded Bryan \$700,000 (over two years) to launch this intensive program aimed at rapidly increasing the quality of interpreting in the state. In addition to his duties as program coordinator, Bryan teaches courses in ASL, Deaf culture, Deaf history, language and culture, and linguistics.

Minnie Mae Wilding Diaz, M.A.

Tenured Associate Professor

Minnie Mae Wilding-Diaz has taught collegiate for twenty-two years. She earned her M.A. in Teaching English as a Second Language from BYU. She earned her B.A. in English from Gallaudet University. Minnie Mae has the extremely rare distinction of being one of nine Deaf children born to Deaf parents.

Minnie Mae with Bryan is co-founder and co-chair of Deaf Studies *Today!* She is also a co-founder of Jean Massieu School, a charter school serving Deaf and hard-of-hearing students. She also served as the head translator of the ASL *The Book of Mormon* for the LDS church. Minnie Mae primarily teaches literature, language, and Deaf culture-related courses; however she also teaches an innovative course at UVSC which uses ASL as the language of instruction to teach written English to deaf students.

Dale Boam, J.D.

Visiting Assistant Professor

Director of Academic Programs in Interpreting

Dr. Dale Boam earned a J.D. at Northeastern University where he specialized in disability law. Dale stepped away from his law practice to join the UVSC faculty in July of 2006 as the head of the Advanced Certification Interpreter Preparation Program. Dale is certified at the Master level by the Utah Interpreter program and holds a CI certification from the (national) Registry of Interpreters for the Deaf.

Before entering law school, Dale worked as a professional interpreter for eight years. He has also taught interpreting and American Sign Language at The University of Utah, Salt Lake Community College, and for the Salt Lake School District. Dale currently serves as a board member for the Salt Lake City 2007 Deaflympic Winter Games and is an active member of the Utah State Task Force on Interpreting.

Cynthia Plue, Ed.D.

*Visiting Assistant Professor
ACIPP Mentorship Coordinator*

Dr. Cynthia Plue earned her Ed.D. in Deaf Studies/Deaf Education from LaMar University. She also holds an M.Ed. in Deaf Education from Boston University. Dr. Plue's research centers on literacy among deaf students and multiculturalism within the Deaf-World. She has served terms as both the historian and the president of the National Asian Deaf Congress. She brings unique insights as an adopted Deaf female of Chinese, Irish, and Scottish descent.

Cynthia was formerly an assistant professor in and coordinator of the Deaf Education Teacher preparation program at Northern Illinois University. She has also taught at LaMar University and Gallaudet University as well as at an elementary school for deaf children in Boston. She holds certificates as a Certified Deaf Interpreter (CDI), Multimedia Technology, and the American Sign Language Proficiency Interview (ASLPI).

Adjunct Faculty

Elayne Fife, B.A.

Adjunct Instructor

Elayne Fife earned her B.A. in Integrated Studies with an emphasis in American Sign Language from UVSC. She has taught ASL at UVSC and at BYU for the past six years and has taught at BYU for the past three. Elayne is Deaf, and she specializes in intermediate and advanced ASL classes.

Judy Saunders, B.A.

Adjunct Instructor

Judy Saunders is an accomplished ASL teacher. She joined the UVSC faculty in 1996 and began teaching at BYU the following year. Judy is a Deaf graduate of Gallaudet University, and ASL is her first language. Judy is in demand as a workshop presenter where she teaches interpreting students and interpreters (in Idaho and Kansas) about the subtleties of American Sign Language and the Deaf-World.

Gregg Scott

Adjunct Instructor

Gregg Scott began teaching ASL ten years ago at BYU. He joined the UVSC faculty three years ago. Gregg is Deaf and he is well-known in the local deaf community for his skillful language use. As a beginning and intermediate ASL teacher, Gregg provides students an excellent language model.

Matthew Snarr*Adjunct Instructor*

Matt Snarr has taught ASL at UVSC for eight years. Matt is a Deaf, native signer who consistently receives some of the highest student ratings on campus. He teaches all levels of lower-division ASL courses.

Douglas Stringham, B.A.*Adjunct Instructor*

Douglas Stringham is currently completing an M.S. (BYU) in Instructional Psychology and Technology. Doug has taught ASL and interpreting at UVSC for the past nine years. He is a professional interpreter who holds a Master-level certification. Doug served on as an interpreter rater on the Utah Interpreter Program's certification board from 1998-2001. Since 2001, Doug has served as an Interpreter Diagnostician for the same program.

Appendix C: Student Interest Survey

Foreign Language Department Interest Survey Regarding Deaf Studies Major December 2005

The UVSC Foreign Language Department will submit a proposal to the Board of Regents requesting approval to offer a Baccalaureate Degree (B.A.) in Deaf Studies. The granting of new B.A. Programs is based in part on student interest in the degree. This survey of current ASL & Deaf Studies students aims to collect data for the proposal to the Regents. Your participation is appreciated.

Sex: _____ Male _____ Female

What do you plan now as a Major and Minor (if unknown write "Undecided")

Major _____ Minor _____

Semester in College: 1st 2nd 3rd 4th 5th 6th 7th 8th other: _____

What ASL & Deaf Studies program course are you currently taking (or that you have received or will receive through experiential credit):

Are you currently working toward an Integrated Studies Major with an Emphasis in ASL? _____ Yes _____ No

If yes, would you rather, instead of an emphasis, have a major in Deaf Studies? _____ Yes _____ No

Are you currently working toward a minor in Deaf Studies? _____ Yes _____ No

If yes, would you rather, instead of a minor, have a major in Deaf Studies? _____ Yes _____ No

Given your individual circumstances, rate the likelihood and/or desirability of completing your Baccalaureate Degree at each of the following institutions on a scale of 0 to 5 with 0 being the lowest and 5 being the *highest*:

(Note: the same rating number may be used more than once)

UVSC _____ University of Utah _____ Utah State _____ Weber State _____

Southern Utah University _____ BYU _____ Dixie State College _____

Below is a list of some various forms of degrees that might be offered at UVSC. Please indicate your current interest in each program by **circling** the word that best describes the likelihood of your taking them: (Note: the same rating may be used more than once)

- | | | | | |
|------|-------|----------|------------|--|
| None | Maybe | Probably | Definitely | 1) A Major in Deaf Studies (without any particular emphasis) |
| None | Maybe | Probably | Definitely | 2) A Major in Deaf Studies with an emphasis in <u>Interpreting</u> |
| None | Maybe | Probably | Definitely | 3) A Major in Deaf Studies with an emphasis in <u>Teaching ASL</u> |
| None | Maybe | Probably | Definitely | 4) A Major in Deaf Studies with an emphasis in <u>Deaf Education</u> |
| None | Maybe | Probably | Definitely | 5) A Major in Deaf Studies with an emphasis in <u>Language & Linguistics</u> |
| None | Maybe | Probably | Definitely | 6) A Major in Deaf Studies with an emphasis in <u>Cultural Studies</u> |

Please make any additional comments on your interest in a Deaf Studies B.A. on the back:

Appendix D:
ASL 1010-1020 Assessment Test
ASL 2010-2020 Assessment Test

American Sign Language Program
Department of Foreign Languages
Utah Valley State College

Course: _____

Semester: _____

Background: This test is being given in response to a mandate that colleges demonstrate the effectiveness of their teaching. This test is given to all ASL 1010 students during the first week or so of instruction and to all 1020 students near the end of their class. The results are then compared to demonstrate the difference in students' abilities at the beginning and end of this particular year of study. The test is completely anonymous and *does not* affect your grade in any way. We appreciate your participation.

The Procedure: Your teacher will show you a videotape containing a short narrative signed in ASL. Before signing the narrative, the signer on the video will ask five questions about the narrative. After the narrative, you will see the same questions again and you should answer them below if you can. The instructor may pause the video briefly after each question is signed. You may take notes on the back of this sheet, but be careful not to look away from the tape while it is running.

Instructions: After viewing the narrative, answer the signed questions below. If you do not know the answer(s), just leave it blank. After the video segment is completed, answer the two written questions in the section titled "Literature" below.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)

Literature: (2010-2020)

Answer the following questions, if you are able, on the back of this sheet.

- 1) The allegory "Bird of a Different Feather" contains a number of symbolic elements that parallel the Deaf experience. Identify below three of these specific elements, and explain what aspects of the Deaf-World to which they are correlated.

2) Identify any two of the social issues addressed in Sam Supalla's story "For A Decent Living."

APPENDIX E: Assessment Record

Program: ASL & Deaf Studies Education

Assessment period:

Program Mission:

To prepare students to work as teachers of ASL and Deaf Studies in secondary education settings, so that:

- (1) the program's graduates can find meaningful employment for themselves;
- (2) more junior and senior high schools will be able to offer quality ASL and Deaf Studies classes in response to students demand;
- (3) general awareness and understanding of the Deaf-World will increase;
- (4) more college freshman will be adequately prepared to pursue advanced studies in ASL and Deaf Studies when they arrive at college; more skilled interpreters will be available to Deaf-World members.
- (5) Utah's Deaf citizens will have increased access to professional employment.

Plan		Report	
Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
Students will have a high degree of proficiency in American Sign Language.	Graduating seniors will score at least a rating of 3 of 5 on the American Sign Language Proficiency Interview and will average at least 3.7.		
Students will be able to promote student development and learning.	95% of teacher candidates must score "acceptable" or "exemplary" on each artifact and on each reflection in their portfolios.		
Courses and instruction will be effective and beneficial.	All courses and instructors will receive no class-average scores of student of 3.5 or lower on the Student Ratings of Instructors (SRI). All program SRI ratings will average 4.3 or higher.		

Students will be confident in their abilities to teach ASL and Deaf Studies in secondary education settings.	A survey of graduating seniors will reveal that they feel adequately or exceptionally well prepared to enter the workforce in their field.		
Graduates will express satisfaction with the program.	A survey of graduating seniors will reveal that they express satisfaction with the program (e.g. curriculum, faculty, support, etc.)		
Plan submission date:		Report submission date:	
Submitted by:		Submitted by:	

APPENDIX F: Assessment Record



Program: Deaf Studies B.A.
(Emphases: (1) General Deaf Studies or (2) Interpreting Emphasis)

Assessment period:

Program Mission:

To prepare students with the knowledge and skills they need to do some or all of the following (as determined by their chosen emphasis):

- (1) find meaningful employment for themselves;
- (2) function in private or public workplaces that serve Deaf consumers/citizens.
- (3) increase general awareness and understanding of the Deaf-World among those with whom they interact;
- (4) interpret in a professional manner and increase the level of professionalism within the field.
- (5) gain acceptance to graduate school to pursue further study within their discipline.
- (6) increase the opportunities for Utah's Deaf citizens to obtain meaningful employment.

Plan		Report	
Intended goals, outcomes, or objectives	Means of Assessment & Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
General Deaf Studies Emphasis			
Students will have a high degree of proficiency in American Sign Language.	Graduating seniors will score at least a rating of 3 of 5 on the American Sign Language Proficiency Interview and will average at least 3.7.		
Interpreting graduates will demonstrate appropriate skills in interpreting.	All graduates with an interpreting emphasis will receive a rating of at least "satisfactory" on UVSC's "Interpreting Skills Evaluation."		
Courses and instruction will be effective and beneficial.	All courses and instructors will receive no class-average scores of student of 3.5 or lower on the Student Ratings of Instructors (SRI). All program SRI ratings will average 4.3 or higher.		

Interpreting graduates will demonstrate the knowledge and abilities needed to interpret.	75% of interpreting emphasis graduates will receive novice-level certification (or equivalent) within nine months of graduation.		
Graduates will express satisfaction with the program.	A survey of graduating seniors will reveal that they express satisfaction with the program (e.g. curriculum, faculty, support, etc.)		
Plan submission date:		Report submission date:	
Submitted by:		Submitted by:	

APPENDIX G:

UVSC Interpreting Skills Evaluation

ASL Rubric One (Sign to Voice)

Section 1	1	2	3	4	5
Grammar					
Above the nose	Pattern of failure to recognize statements versus questions	Tendency of failure to differentiate statements from questions	Sometimes confuses statements and questions	Tends to accurately identify statements from questions	Voices statements as statements and questions as questions
Rhetorical Questions	Pattern of failure to recognize rhetorical questions	Tendency to fail to differentiate rhetorical questions from inquiries	Tends to voice rhetorical questions as rhetorical questions	Tends to accurately identify and voice rhetorical questions with appropriate English grammar	Voices rhetorical questions in appropriate English grammar and for appropriate purposes ("to be" verb replacement)
Spoken English grammar	Pattern of ASL intrusion in spoken grammar	Tendency to allow ASL grammar structure to intrude on English grammar	Grammatical switching between English and ASL when voicing	Some ASL intrusion in to spoken English interpretation	Voices ASL text in proper English grammatical structure
Section 2	1	2	3	4	5
Comprehension (ASL Lexicon)					
Fingerspelling	Pattern of failure to recognize fingerspelled words	Tendency to omit or misperceive fingerspelling	Sometimes misperceives or omits fingerspelled terms	Some perception or omission errors of fingerspelled words	Voices fingerspelled words accurately
Loan Signs	Pattern of failure to recognize Loan signs	Tendency to omit or misperceive Loan signs	Sometimes misperceives or omits Loan signs	Some perception or omission errors of Loan signs	Voices Loan signs accurately
Acronyms	Pattern of failure to recognize acronyms	Tendency to omit or misproduce acronyms as fingerspelled words (circle all that apply)	Sometimes omits or misproduces acronyms as fingerspelled words (circle all that apply)	Some perception, omission, or production errors of acronyms (circle all that apply)	Voices acronyms accurately

Section 3	1	2	3	4	5
Discourse					
ASL References	Pattern of failure to recognize ASL referencing	Tendency to misperceive or misproduce ASL references	Sometimes misperceives or misproduces ASL references	Some misperceptions or misproductions of ASL references	ASL referencing is interpreted accurately
Spatial Relationships	Pattern of failure to recognize ASL spatial relationships	Tendency to misperceive or misproduce ASL spatial relationships	Sometimes misperceives or misproduces ASL spatial relationships	Some misperceptions or misproductions of ASL spatial relationships	ASL spatial relationships are interpreted accurately
Topic Boundaries	Pattern of failure to recognize topic boundaries	Tendency to bind topics	Sometimes binds topics	Tends to recognize topic boundaries	Recognizes, separates and accurately voices topic boundaries

Letters and references available upon request.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Bachelor of Science in Software Engineering – Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science Degree in Software Engineering, effective Fall Semester 2007. The UVSC Board of Trustees approved the Letter of Intent on November 16, 2006. The Program Review Committee approved the Letter of Intent on February 2, 2007 and directed the proposal to proceed according to the R 401 abbreviated track.

Background

The UVSC Department of Computing and Networking Sciences is proposing a Bachelor of Science Degree in Software Engineering. The program will reside in the Department of Computing and Networking Sciences that was established five years ago. The proposed degree will prepare students to design and implement large software systems. Companies that employ computer science graduates are now asking for software engineers. Software engineers coordinate the construction and maintenance of a company's computer systems and plan for future growth. Software engineers can be involved in the design and development of many types of software, including software for operating systems and network distribution and compilers, which convert programs for execution on a computer. The proposed degree is designed to prepare students to enter the software development field ready to be productive employees.

The proposed degree builds on a five-year-old, successful software engineering emphasis in an ABET accredited Bachelor of Science Degree in Computer Science degree program. Faculty, labs, advising, administrative support, and all courses for the program are in place.

Policy Issues

USHE institutions have reviewed the proposal and there were no objections expressed to the approval of the proposed degree.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science Degree in Software Engineering at Utah Valley State College, effective Fall Semester, 2007.

Richard E. Kendell, Commissioner

REK/GW
Attachment

Academic, Applied Technology and Student Success Committee
Action Item

Request to Offer a
Bachelor of Science Degree in Software Engineering
Utah Valley State College

Prepared for
Richard E. Kendell
By
Gary Wixom

February 28, 2007

SECTION I: The Request

The UVSC Department of Computing and Networking Sciences proposes a BS degree in Software Engineering (SE). Computer Software Engineers apply the principles and techniques of computer science, engineering, and mathematical analysis to the design, development, testing, and evaluation of software systems that enable computers to perform their many applications. The Software Engineering degree program at UVSC will build upon a strong computer science foundation and add selected engineering-oriented courses to produce software engineers capable of designing and building robust, reliable software systems.

SECTION II: Program Description

Purpose of Degree

The Bachelor of Science degree in Software Engineering (SE) at UVSC will prepare students to enter the high technology computer software development field ready to be productive in the companies that employ them. They will be prepared to design and implement large software systems to meet the needs of the enterprise. During the course of their study the students will program and implement complex simulations of their designs, work in teams, prepare specification and design documents; and become skilled in the use of comprehensive, up-to-date design tools. The students will design and implement a number of complex projects as part of their education.

The proposed curriculum, designed around the IEEE/ACM 2004 model curriculum for Software Engineering, meets the curriculum standards for software engineering accreditation by the Accreditation Board for Engineering and Technology (ABET) Engineering Accreditation Commission (EAC).

Institutional Readiness

The proposed degree builds on a five-year old, successful software engineering emphasis in an ABET accredited BS Computer Science degree program. Faculty, labs, advising, administrative support, and all courses for the program are already in place.

Faculty

The Computer and Networking Sciences department has 13 full time faculty with the following degree distribution: 7 PhDs, 1 EdD, 3 ABDs, and 2 MS degrees. All of the computer science faculty will teach courses in the computer science supported portions of the software engineering program. There are 5 faculty members in the department particularly qualified to teach the software engineering portions of the software engineering degree program. The software engineering qualified faculty credentials are listed in the Appendix B.

Staff

The proposed degree will be handled in the CNS department by the staff of the department that currently handles the software engineering option. No additional staff will be needed.

Library and Information Resources

The current Library and Information resources are adequate. The library resources passed the ABET Computer Science accreditation visit in 2005, which included the software engineering option in the Computer Science program.

Admission Requirements

There are no special admission requirements for this program. Regular admission procedures for being admitted to UVSC will be followed.

Student Advisement

The advising staff is in place and has been functioning for the past 6 years. The advising process passed the ABET Computer Science accreditation review in 2005 and the software engineering option in the Computer Science program was part of that review. Two advisors that work out of the School of Technology and Computing Advisory Center will share responsibility for the CNS program and the relabeled software engineering program.

Justification for Number of Credits

There are 123 credits required for the proposed degree, which is in harmony with Regents policy for the number of credit hours for a Bachelor of Science degree.

External Review and Accreditation

The proposed curriculum meets the requirements for ABET. ABET, Inc., is the recognized U.S. accreditor of college and university programs in applied science, computing, engineering, and technology. The accreditation process ensures the quality of the postsecondary education students receive.

Projected Enrollment

There are currently 63 students who have declared themselves as computer science majors seeking the existing software engineering emphasis in the computer science program. All of these students will switch to the Software Engineering program when it becomes available. In interviews with students in the Computer Science program and the Pre-engineering, program 15 to 20 additional students have indicated they would seek the Software Engineering degree if such a degree were available. It is estimated that the

Software Engineering program will grow to about 100 declared majors over the next five years graduating 35 to 40 engineers each year beginning in 2008.

Expansion of Existing Program

The proposed degree in Software Engineering is built upon the successful emphasis that exists in the current Computer Science program. Expanding this existing program will give students increased options without having a negative impact on the existing program.

SECTION III: Need

Program Need

Utah County is a rapidly growing area of the state with a large high technology industry segment. The 2005 Utah Valley Economic Development Association (UVEDA) lists over 500 high technology companies in Utah County. To support the continued growth of the high technology sector in Utah County a growing supply of educated people in high technology fields is necessary. Currently UVSC has a thriving computer science program that meets part of the need. The software engineering degree program requested would complement the computer science program and provide additional talent to the high technology employee pool needed in Utah County and across the State of Utah. Software Engineering graduates are in demand because they are an essential element in the growth of the high technology industries. UVSC is in a position to accommodate the needs of the local student population and to enhance the State of Utah's capability to provide an attractive environment for high technology industries.

Labor Market Demand

In reviewing the U.S. Department of Labor 2006-2007 Occupational Outlook Handbook with occupational projections for 2004 through 2014, it was found that all the computing disciplines were predicted to have significant growth. The prediction for Software Engineering was listed as 45% growth during that time period. America's Career InfoNet web site (<http://www.acinet.org/acinet/>, accessed November 7, 2006)) lists software engineers 3rd as the fastest growing occupation requiring a bachelor's degree nationally and in Utah in the 2000 to 2012 time frame, and 15th in the occupations with the most openings in Utah during the same time frame. These estimates are based upon data from a 2004 study. They also use data from the US Department of Labor 2005-2006 Occupational Outlook Handbook. The America's Career Infonet study predicts 320 job openings for software engineers annually in Utah in the 2002-2012 time period. America 's Career Infonet lists software engineers as 31st in the highest paying occupations in Utah (\$69,500 annually), just below mechanical engineers and just above chemical engineers

The Utah Department of Workforce Services, in its 2000-2010 employment projections, lists Software Engineers with 570 annual job openings in Utah at an estimated average wage of \$34.30 per hour or an annual salary in excess of \$70,000.

Student Demand

Students in the existing computer science majors have expressed interest in seeing the program expand and offer a Bachelors Degree in Software Engineering rather than just an emphasis within the existing computer science degree. There are presently 63 students in the existing emphasis that will shift directly to the program. Students from other majors, from computer science and pre-engineering have expressed interest. There appears to be a substantial core of students to get the program underway and growth is expected to be strong over the next couple of years. The degree program at UVSC will be administered within the Computer Science Department and it is expected that the program will attract students with a strong computer science focus who are interested in designing and building large software systems.

Similar Programs, Collaboration with and Impact on Other USHE Institutions

There are no Software Engineering baccalaureate programs in the USHE system; however, USU recently received approval from the Board of Regents for a Master of Science Degree in Computer Engineering¹, which could benefit from graduates from this program. This synergy has been discussed by the two Deans involved. The UVSC program will offer an additional engineering skill area to the high technology industries in the State.

Benefits

Software engineering as a distinct discipline has emerged over the last 10 years. Companies that used to hire computer science graduates for their software development are now requesting software engineers. The supply of trained software engineers is still small so the shortfall in the engineering area is filled with computer scientists. Trained software engineers are starting at higher salaries than are computer scientists. It is an advantage for the student to have a degree in software engineering instead of computer science if they go into the software development field.

Consistency with Institutional Mission

The mission of Utah Valley State College is to provide "a broad range of quality academic, vocational, technical, cultural, and social opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally." UVSC accomplishes this mission by "meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education"². The proposed software engineering program supports the institutional mission through its focus on community demand and student interest.

UVSC has identified five general communities involved in realizing its institutional mission. These are the Student Community, the Faculty and Staff Community, the Diverse Community, the Industrial Community, and the Global Community. The proposed Software Engineering program addresses the Industrial Community by supporting UVSC in its commitment "to developing, broadening, and strengthening mutually

¹ USHE Meeting of the Utah State Board of Regents, Agenda October 26, 2006.

² UVSC Mission Statement. Retrieved November 7, 2006 from <http://www.uvsc.edu/insteffect/uvscmission.html>

beneficial partnerships with business and industry to provide an increasingly educated workforce and to enhance economic growth and development in the community"³.

SECTION IV

Program and Student Assessment

The BS program in Software engineering that is presented in this document is designed to meet ABET accreditation requirements to be considered a credible program. The pertinent engineering criteria from the ABET Engineering Criteria 2000 document, which must be met by all engineering programs, is listed below.

Criterion 3. Program Outcomes and Assessment

Engineering programs must demonstrate that their graduates have:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet the desired goals
- (d) an ability to function on multi-disciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global and societal context
- (i) a recognition of the need for, and the ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The UVSC Software Engineering program has been designed to meet the ABET requirements and the goal or objective statements that follow have been derived with that intent. The program goals and the objectives for the program graduates were derived from the ACM/IEEE Computer Society joint task force report "Software Engineering 2004" and from example engineering programs that have recently been accredited by ABET.

In addition to the ABET specified competencies the UVSC Software Engineering program has four goals:

Program Goal 1: To provide graduates with a thorough grounding in the key principles and practices of engineering and computing, and the basic mathematical and scientific principles that underpin them.

Program Goal 2: To provide graduates with an understanding of additional engineering principles, and the mathematical and scientific principles that underpin them.

Program Goal 3: To provide graduates with an understanding of the overall human context in which engineering and computing activities take place.

³ UVSC Statement of Community. Retrieved November 7, 2006 from <http://www.uvsc.edu/insteffect/uvscmission.html>

Program Goal 4: To prepare graduates for immediate employment in the software engineering profession and for admission to graduate school.

EXPECTED STANDARDS OF PERFORMANCE

The table on the following pages relates each Software Engineering program goal and performance objective or outcome with the assessment mechanisms that are used to evaluate how well we achieve the objective in question.

Program Goal 1: To provide graduates with a thorough grounding in the key principles and practices of engineering and computing, and the basic mathematical and scientific principles that underpin them.		
Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Software Engineering students will demonstrate proficiency in the areas of programming languages, algorithms, algorithm design, operating systems, computer architecture, program design, software modeling and analysis, Software testing and validation, and engineering design principles.	a, c, d, e, g, i, k	Evaluate student proficiency in these tasks by assigning suitable laboratory tasks in appropriate courses, and by conducting mid-term and final examinations in various courses. The results of these evaluations will be used by the individual instructors and the department curriculum committee to improve the various courses.
Students will demonstrate proficiency in relevant aspects of mathematics particularly discrete mathematics	a, i, k	Evaluate via examinations and appropriate assignments how well students have acquired the required technical knowledge. Provide this information to the faculty involved in teaching this material.
Students will successfully apply these principles and practices to a variety of problems.	a, b, c, e, k	<p>Evaluate in advanced courses, including the capstone design courses, how well the students are able to apply the principles and practices they have acquired in earlier courses. Report these results to the department curriculum committee to be used in curriculum improvement decisions.</p> <p>On a long term basis, use feedback from employee and supervisor surveys to gauge how well our graduates are able to apply these principles and practices in the workplace.</p>

Program Goal 2: To provide graduates with an understanding of additional engineering principles, and the mathematical and scientific principles that underpin them.		
Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Students will demonstrate an understanding of differential and integral calculus, discrete structures, probability and statistics, physics, and other areas of science pertinent to engineering.	a, b, e, k	Evaluate via examinations and appropriate assignments, in courses where students apply these skills, as well as in courses where these skills are acquired, how well students are able to use the required technical knowledge. Provide feedback to the faculty teaching this material.
Students will apply modern engineering tools necessary for software engineering practice including computer based analysis, design, modeling, and simulation tools.	k	Provide laboratory and classroom assignments that require the use of the engineering tools for the solution of problems. Evaluate the students proficiency in the use of these tools. Use feedback from graduates of the program and from employers to see how well the students are able to use the tools
Students will have the ability to work with others and on multidisciplinary teams in both classroom and laboratory environments.	d	Evaluate the individual and team performance in courses organized to provide team experiences. Use feedback from graduates of the program and from employers to gauge how well graduates are able to function as team members in the workplace.
Students will demonstrate critical and abstract thinking.	a, e	Provide coursework and laboratory exercises that are designed to require critical and abstract thinking. Student performance on these exercises will be examined and evaluated for the students ability to apply these skills. Feedback will be provided to the instructors in these courses.

Program Goal 3: To provide graduates with an understanding of the overall human context in which engineering and computing activities take place.		
Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
Students will demonstrate an ability to communicate effectively.	g	Assign design documents and other technical communication as part of the required work in several courses. Evaluate the student's

		<p>performance in both written and oral communication. Provide feedback to the courses where the communication skills are taught.</p> <p>Survey employers to see how effectively the graduates communicate in the workplace.</p>
Students will obtain familiarity with basic ideas and contemporary issues in the social sciences and the humanities.	g, j	Review on a regular basis the course content of the programs required courses that cover these issues. Provide feedback to the department curriculum committee.
Students will obtain an understanding of social, professional, and ethical issues related to engineering.	f, h, j	Review on a regular basis course content and student performance in the courses required by the department that cover these issues. Provide feedback to the department curriculum committee.

Program Goal 4: To prepare graduates for immediate employment in the Software Engineering profession and for admission to graduate school.		
Outcomes	ABET 2000 Criterion 3.(a-k)	Assessment Methods and Feedback Mechanisms
The majority of the graduates will be immediately employed in high-technology companies that utilize their computer engineering skills.	e, k	<p>Use data from the placement office to obtain information about how actively our graduates are being recruited by high-tech companies.</p> <p>Use survey data from graduates and from employers to see how successful our graduates are in the workplace.</p>
Strong graduates from the program will be prepared to enter graduate programs in computer engineering .	a, b, c, e, h, i	Use data from our exit surveys to see how many of our graduates are accepted to graduate programs.

The Software Engineering program at UVSC will use the following program assessment mechanisms:

- Conventional assignments and exams in individual courses.
- Student Evaluation of Teaching in individual sections of courses.
- Exit Survey of student results.
- Survey of students 3 years after graduation.
- Annual Faculty curriculum committee evaluation of courses in the curriculum
- Utah Valley State College program assessment instruments
- Board of Trustees 5-year program review

- School directed Academic Audits of selected departments
- Northwest Accreditation self study and review
- Nationally normalized major field achievement test

Continued Quality Improvement--The results of our evaluation mechanisms: conventional assignments and exams in individual courses, student evaluation of teaching in individual sections of courses, exit survey of student results, survey of students three years after graduation, and faculty curriculum committee evaluation of new or revised courses in the curriculum will be examined each year. The summaries of the evaluation instruments will be considered by the department curriculum committee and by our industrial advisory committee at regular intervals. These results combined with the curriculum documents of the professional societies will be used to modify the curriculum to keep it current and vibrant.

Student Assessment

Student assessment will be performed in a variety of different ways, many of which are mentioned in the preceding table. Since engineering is a performance oriented discipline, laboratory experience is an integral part of the educational process. Students will be given problems that will require analysis and design to craft a solution to the given problem. Students will be evaluated on their analytical processes as well as their design and development of the solution to the assigned problems. Written and verbal reports will be an integral part of the evaluation process. Students will also be tested on their mastery of the concepts of a particular area by using short essay, expository, and problem solving questions in a formal exam setting. Students will be required to work in teams on many projects and peer evaluation by their team members will part of the evaluative process. The grading process will be competency based using a set of established and certified standards drawn from professional societies and an educated, informed faculty.

SECTION V

Budget

There are no new courses being added to the curriculum as part of the breakout of Software Engineering from the Computer Science degree program. The program will also need no new faculty and no new staff even if the number of majors in the program doubles. The startup of the Software Engineering program will simply reduce the number of Computer Science majors for a net change of zero.

In the budget areas of Salaries and Wages, Benefits, Personnel Costs, Current Expenses, Library, Capital Costs, and travel there should be no new costs for the next five years. They are already being handled in the budget process of the School of Technology and Computing working with the Computer and Networking Sciences Department. The new degree will remain in the CNS department.

Impact on Existing Budgets

There will be no impact on existing budgets.

Appendix A

Program Curriculum

BS in Software Engineering	123 Credits
General Education Requirements:	41 Credits
▪ ENGL 1010 Introduction to Writing	3.0
▪ ENGL 2020 Intermediate Writing--Science and Technology	3.0
▪ MATH 1210 Calculus I	5.0
American Institutions, complete one of the following:	3.0
▪ HIST 1740 US Economic History (3.0)	
▪ HIST 1700 American Civilization (3.0)	
▪ POLS 1000 American Heritage (3.0)	
▪ POLS 1100 American National Government (3.0)	
▪ HIST 2700 US History to 1877 (3.0)	
and HIST 2710 US History since 1877 (3.0)	
Complete the following:	
▪ PHIL 2050 Ethics and Values	3.0
▪ HLTH 1100 Personal Health and Wellness	2.0
or PES 1097 Fitness for Life (2.0)	
Distribution Requirements:	
▪ PHYS 2210 Physics for Scientists and Engineers I	4.0
▪ PHYS 2215 Physics for Scientists and Engineers I Lab	1.0
▪ PHYS 2220 Physics for Scientists and Engineers II	4.0
▪ PHYS 2225 Physics for Scientists and Engineers II Lab	1.0
▪ Biology distribution	3.0
▪ Fine Arts Distribution	3.0
▪ COMM 1020 Public Speaking	3.0
▪ COMM 2110 Interpersonal Communication	3.0
Discipline Core Requirements:	64 Credits
▪ CS 1400 Fundamentals of Programming	3.0
▪ CS 1410 Object-Oriented Programming	3.0
▪ CS 2810 Computer Organization and Architecture	3.0
▪ CS 2300 Discrete Structures I	3.0
▪ CS 2420 Introduction to Algorithms and Data Structures	3.0
▪ CS 2450 Software Engineering	3.0
▪ CS 2600 Fundamentals of Data Communications	3.0
▪ CS 301R Invited Speaker Series	1.0
▪ CS 3050 Computer Ethics	3.0
▪ CS 3060 Operating Systems Theory	3.0
▪ CS 3240 Introduction to Computational Theory	3.0
▪ CS 3690 Advanced Topics in Data Communications	3.0
▪ CS 3220 Visual Basic Software Development	3.0

or	CS 3250	Java Software Development (3.0)	
or	CS 3260	CsharpNET Software Development (3.0)	
▪	CS 3520	Database Theory	3.0
▪	CS 4230	Software Testing and Quality Engineering	3.0
▪	CS 4400	Software Engineering II	3.0
▪	CS 4410	Human Factors in Software Engineering	3.0
▪	CS 4450	Analysis of Programming Languages	3.0
▪	CS 4550	Software Engineering III	3.0
▪	MATH 1220	Calculus II	5.0
▪	MATH 2040	Principles of Statistics	4.0

Elective Requirements:	18 Credits
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Complete 18 credits from the following:	18.0
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- EENG 3750 Engineering Analysis (3.0)
- INFO 1510 Introduction to System Administration--Linux/UNIX (3.0)
- Any CS course numbered 3000 or higher not already required.

Graduation Requirements:

- 1 Completion of a minimum of 123 semester credits, with a minimum of 40 upper-division credits.
- 2 Overall grade point average of 2.5 or above, with a minimum grade of C- in all discipline core and elective requirements.
Residency hours -- minimum of 30 credit hours through course attendance at UVSC. Ten of these hours must be within the last 45 hours earned. At least 12 of the credit hours earned in residence must be in approved CNS Department courses.
- 3 No more than 80 semester hours and no more than 20 hours of transfer credit from a two-year college may be applied to the core or elective courses.
- 4 No more than 6 semester hours may be earned through independent study.

Appendix B

Faculty

Computer and Networking Sciences faculty members particularly qualified to teach software engineering.

Keith Olson PhD Mathematics University of Utah 1970
Member of the ACM-IEEE committee on Software Engineering curriculum
ABET CAC program evaluator since 1999
Faculty member CNS department UVSC since 2001

Curtis Welborn PhD Computer Science Texas Tech University 2005
17 years working experience as a Software Engineer
Faculty member CNS department UVSC since 2005

Neil Harrison MS Computer Science Purdue University 1982
24 years working experience as a Software Engineer
Extensive publication record in Software Engineering
Expects to complete PhD sometime in 2007
Faculty member CNS department UVSC since 2005

Yuri Tijerino PhD Engineering Osaka University 1993
10 years experience in software development of commercial software
worked as both a developer and as a software development manager
served as vice president of engineering at a software development company, also served as a senior software engineer.
Faculty member CNS department UVSC since Fall 2004

Charles Allison ABD Computer Science University of Arizona 1985
20 years working experience as a Software Engineer
Faculty member CNS department UVSC since 2001

Other faculty in the Computing and Networking Sciences department who will teach supporting courses

Ernest Carey	EdD	Curriculum	University of Hawaii	CNS Dept. Faculty
Roger DeBry	PhD	Electrical Engineering	University of Utah	CNS Dept. Faculty
Brian Durney	PhD	Computer Science	University of Oregon	CNS Dept. Faculty
David Heldenbrand	MS	Computer Science	John Hopkins Univ.	CNS Dept. Faculty
Kirk Love	MS	Computer Science	Brigham Young Univ.	CNS Dept. Faculty
Todd Peterson	PhD	Computer Science	University of Alabama	CNS Dept. Faculty
Reza Sanati	PhD	Computer Science	University of Oklahoma	CNS Dept. Faculty
Dennis Fairclough	ABD	Electrical Engineering	Brigham Young Univ.	CNS Dept. Faculty

February 26, 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 requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

University of Utah

i. **The Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy**

Request: The College of Social and Behavior Science with major donors Barbara L. and Norman C. Tanner request the establishment of a center dedicated to nonviolence and human rights advocacy. The board-approved mission of the center is to pursue nonviolent human rights advocacy on interpersonal, community and global levels through the inspiration, education, and participation of students, faculty, staff, and the larger community.

Need: Peacemaking, nonviolent conflict resolution, and support for human rights are an urgent quest in today's world. Nonviolent and peaceful solutions are also practical and workable. People cooperate every day, for example, with contracts, court decisions, mediation and arbitration, international accords and agreements, truth-and-reconciliation commissions, alternative models of dialogue, and informal acts of collaboration. It is important, therefore, that University of Utah students, faculty, and the larger community have a center dedicated to the advancement of nonviolence and human rights advocacy. The University seeks to inspire, educate, and provide advocacy instruction to these ends, and is non-political and non-partisan in their efforts, although the importance of political and advocacy processes will be taught.

There appear to be no other centers or programs in the state or in the region that deal directly with the proposed mission and programs of the center. For those that deal indirectly with these issues, such as the Hinckley Institute of Politics and the Lowell Bennion Center, the university will actively seek a cooperative relationship.

Institutional Impact: The enrollment in the Undergraduate Minor in Peace and Conflict Studies will grow due to the heightened interest in nonviolence and human rights at the University. Moreover, the creation of an undergraduate major is being contemplated. Other related instructional and practical units like the

Hinckley Institute of Politics, the Lowell Bennion Center, and University/Neighborhood Partners will have enhanced participation because of collaborative efforts.

The Center will report directly to the Dean of Social and Behavioral Science and other relevant university officials of line authority. The Center will require no special administrative relationships. The College of Social and Behavioral Science will provide office facilities and staff support which will be compensated by the Center. Administrative and financial management will be the responsibility of the director.

A director of the center has been hired. Ted Wilson, Professor Emeritus and former director of the Hinckley Institute of Politics, is serving currently in a part-time capacity. Other staff may be hired in the future as function and resources allow and through approval of relevant university administration.

The Center is now located in Orson Spencer Hall 329. This office will be used for administrative purposes and to meet with students. It will house a small collection of relevant books and videos. Needed office equipment will be charged to the center's account. The center will make use of the Hinckley Institute of Politics' Caucus Room and other campus facilities for speakers and events. No modification of facilities is anticipated.

Finances: There are no budgetary impacts on other programs or units of the university. Services, materials, or staff support from other university units will be compensated by the center's account.

Barbara L. and Norman C. Tanner, with their daughter Deb Sawyer, have contributed approximately \$1.6 million to the University of Utah to establish the Center. According to the wishes and stipulation of the Tanners, \$1 million has been dedicated by a posthumous agreement to be available after the death of the contributors as an endowment fund for the use of the Center. Another \$590,000 was contributed in-kind as a condominium at Snowbird. The university has now sold the property for cash transferred to the Center's account at the College of Social and Behavioral Science. This cash is available to the Center for start-up funding with the remainder available to transfer to endowment after the death of the contributors. The Center plans an active community fund-raising program under the direction of the college and the university development office. The Center will also pursue relevant foundation grants with the assistance of both colleges: Social and Behavioral Science and Humanities.

The terms of the contribution established by the Tanners include establishment of The Center under the cognizance of the College of Social and Behavioral Science and other relevant university officers with Ted Wilson as the founding director.

ii. Center for Interdisciplinary Arts and Technology

Request: To meet the changing needs of artistic practice and pedagogy, the College of Fine Arts seeks to create a Center of Interdisciplinary Arts and Technology (CIDAT). The Center will be a meeting place (both literal and figurative) for faculty, students, programs, workshops, projects and creative research. The Center will foster creative investigation in the arts and technology, and will provide opportunities for collaboration and interdisciplinarity. The College of Fine Arts seeks to develop artists and creative researchers, both faculty and students, who can frame the guiding questions, through theory and practice, that inform contemporary art making.

Need: The University of Utah's College of Fine Arts is respected nationally and internationally for its excellence in both faculty and student productivity within the more traditional art forms. While there are numerous faculty members within the College who work at the innovative edge of creative research in the arts, there is no entity through which their work can be identified and supported as such. There are also limited avenues through which to explore interdisciplinary collaboration with other faculty within the college, and certainly no avenues for such collaboration with faculty from other Colleges or Schools on campus. The creation of a CIDAT would foster this kind of creative research, thereby creating an identity for the individuals, the College, and for the University on a national and international level. It is essential for the College of Fine Arts to demonstrate leadership in creative research and pedagogy in these burgeoning areas of creative research.

There are also many incoming students at the University of Utah who come from low-income families and who have not had opportunities to become versed in digital technology of any kind, let alone in more specialized areas of the creative arts. It is a core value of the College of Fine Arts to provide all of its students with equal opportunities for education in the most current genres of the arts to ensure success in careers of their choice. Developing programs through the CIDAT will provide more opportunities to engage all students with the most contemporary of art-making trends.

For the more privileged students entering the university, the only culture they know is a digital one, with access to digital video, editing, imaging and communication technologies a regular part of their day-to-day lives. These young people already possess skills in the generation and production of visual material, and have integrated digital technology into their art-making practices. It is critical for all Fine Arts students to be exposed to mature artists who have grappled with the aesthetic and formal concerns of these new arenas of creative investigation. The demand for education in, and exposure to these new forms is high, and the creation of formal programs in this area will positively impact the College's efforts in student recruitment and retention.

There are no similar units such as this across the Utah System of Higher Education. The creation of CIDAT would distinguish the University of Utah within the state and intermountain region (and beyond), drawing students and faculty who have previously had to leave to pursue studies and research in these areas.

Institutional Impact: Dean Raymond Tymas-Jones has appointed Associate Professor of Modern Dance and former CFA Assistant Dean for Research, Ellen Bromberg, as the founding Director. Having already been working in a part-time capacity in her home department while functioning part time as Assistant Dean (a position that has been discontinued), there will be no change in her teaching duties. Part time funding for the Directorship has been approved.

The Director will report directly to the Dean and will work closely with an Advisory Committee comprised of members of a variety of Colleges, Departments and Community Organizations. The Director will also work closely with the CFA Development Director and the Assistant Dean for Technology.

The proposed Center will employ an Administrative Assistant and an Arts Technologist. Initially duties of the AA will be fulfilled by student work-study, and the Arts Technologist will be hired on a project basis. It is anticipated that both these positions will develop into part-time and then full-time salaried positions as funding emerges.

Over the past 6 years, the CFA has been moving steadily towards the creation of a Center such as this. The specialization that has traditionally characterized the departments within the college is being transformed by the utilization of digital technology by faculty members in each department. These

artist/educators have incorporated a variety of imaging, sound, interactive, and networking technologies into their research and classes, and student demand is soaring. Having produced a number of nationally recognized events and creative projects with few resources, the CFA faculty will benefit greatly from the creation of a CIDAT. It will provide opportunities for greater collaboration, research funding and enhanced recruitment.

The Center will provide all of the Departments within the College additional co-curricular opportunities for their students. It will provide venues for students and faculty to explore ideas, aesthetics and practices in cutting edge artistic genres by bringing in visiting artists and allowing current faculty to stretch into new areas of pedagogy informed by their own research. It will also cultivate opportunities for interested faculty members outside of the CFA including Architecture, Engineering, Computer Science, Education, etc. to collaborate on cross-curricular projects. Discussions have already begun with The Leonardo at Library Square on teaching and outreach. As they prepare for the development of technologically sophisticated exhibits, there are exciting opportunities for collaborative projects.

The College of Fine Arts will utilize the former Museum of Fine Arts. Tentatively renamed the New Media Wing (NMW) of the Art and Architecture Building, this space holds the future for the development of all areas of Arts Technology within the College. With its open gallery spaces, it is ideal for the coming together of artists, scientists and engineers, without the physical limitations of preconceived practices. This building already houses the CFA Computer Support and Information Systems servers and staff who will be key in the CIDAT operations. The building also currently houses the offices of the Assistant Dean for Technology and members of the Arts Technology Certificate Program Faculty. There is ample space for additional offices. We also anticipate sharing this space with the College of Architecture + Planning.

Having received two generous grants from the Research Instrumentation Fund, the College of Fine Arts has already equipped the NMW with computers, projectors, cameras, lighting equipment, theatrical draping, cables, Internet2 networking and other equipment necessary for collaborative projects. Additional technological needs will be handled on a project by project basis.

Finances: Start-up funds have been provided by the College of Fine Arts. It is anticipated that further substantial operating expenses will be secured from outside sources: government agencies, corporate sponsors, foundations and individuals. Initial costs are minimal.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the requests from University of Utah to establish the Centers for Nonviolent Human Rights Advocacy and Interdisciplinary Arts and Technology.

Richard E. Kendell, Commissioner

REK/LS/JMC

February 26, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

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

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

A. University of Utah

Undergraduate Interdisciplinary Minor in British Studies

Request: Because of manifold changes in the way major cultural traditions are approached in the academy today, the time is ripe for a reevaluation of the study of British literature, culture, and society within the university. The proposed minor in British Studies, though a very small step toward this end, offers one model for doing so. The primary goal is to provide students with a complex and multifaceted understanding of Britain and the former British Empire by requiring related course work across disciplinary boundaries and fostering independent research using methods that combine two or more disciplines. The hope is that, in this way, students who may no longer concentrate (even within English departments) on specifically British themes would still be able to gain a rich and nuanced appreciation of a culture that historically has been one of the major forces shaping the world we have inherited.

Need: The relative dearth of "British studies" programs in the United States is primarily a testament to the centrality that Britain as an object of study in many humanistic disciplines once held on American campuses. The rise in importance of American literature, culture, and society relative to the study of Britain is partly responsible. But so is the increasingly global perspective demanded by the world today. While a handful of Departments of English continue to emphasize a survey of the great works of British literature at the core of the English major, such a focus does not exist any longer in the English Departments of many prominent universities, and it is a tendency that affects every English Department. It has long been possible to get a BA in English concentrating only in American literature at many universities, and the trend is toward an expansion of once marginal areas—from minority literatures to creative writing to business, science, and even memoir writing. When one examines the expanded range of topics in other disciplines—in history, art history, film, and theatre—one finds similar trends opening up new areas of study and, as an inevitable consequence, lessening the emphasis on the world's once dominant

national cultures. Britain, at one time an imperial power around which many colonial provinces revolved, is in the process of being provincialized in turn. In the end teachers and scholars should be concerned not so much to resist such changes (which are, in many ways, both positive and inevitable) but to find new ways of synthesizing information about old topics and areas of study, new models that will help to remake the old topics and areas of study for a new century.

Institutional Impact: The minor would require no institutional support beyond what is currently provided. The minor is built around currently taught courses, and would make use of new courses that would come on line by normal departmental initiative. No new faculty members are required at this time, though it is hoped that an expansion of offerings in British culture might occur in departments like Art History or Music. The minor has been constructed so that there should be no net migration of SCH to any one department, and hence no financial gain or loss for any one department.

Finances: Since the minor is composed of existing courses taught by currently employed faculty, there is no need for additional financial resources. The maintenance of the British Studies web site will be funded by resources derived from the Gordon B. Hinckley Endowment for British Studies, housed in the College of Humanities.

B. Utah Valley State College

i. Addition of an Emphasis in Database Engineering within the Bachelor of Science Degree in Computer Science

Request: The Department of Computing and Networking Sciences proposes the addition of an Emphasis in Database Engineering to the existing Bachelor of Science Degree in Computer Science. The existing emphases are Software Engineering, Computer Engineering, Networking, and Computer Science. No new courses are needed to offer this emphasis.

Need: The field of Computer Science is broad, and the needs of the technical community are constantly changing. With the increasing world-wide dependence on the Internet, and the associated need for managing large amounts of data, the need for database developers is increasing. In a recent article from CNN.com, the ten highest paying jobs were selected from the 30 jobs listed by the U.S. Bureau of Labor Statistics as the fastest growing jobs for the next decade. (CNN.com – What some fastest-growing jobs pay – Jan 27, 2006) The number two item on the list was "Computer applications software engineer." One of the most significant of these "applications" is database management systems. The purpose of this program will be to train graduates to be able to analyze, design, and implement such systems.

This program differs from the existing emphases in several ways. The principal focuses of the Software Engineering emphasis are team dynamics and development process. Database Engineering will focus less on team dynamics and more on the peculiar aspects of database systems. Computer Engineering is specifically hardware focused, and database developers are generally not involved at that level. The Computer Science track is a broad program that prepares graduates more in breadth than in depth, whereas this program will work deeply into the process of the database systems. Networking has no overlap at all, except in the general core courses.

There is an existing Database emphasis in the Department of Information Science and Technology which is titled Database Administration. That program is designed primarily to train database administrators, and not developers. Those involved in the design and development of database systems need a great deal more theory and programming skill than do those that administer such systems. It is the intent of this program to provide those design and development skills.

Institutional Impact: The only potential impact of this proposal is an increase in the number of students enrolled in the Department. The offering of an additional emphasis will provide another path for students who are seeking to work in the area of database development. There will be no need for additional faculty or laboratory resources. It is not expected to have an impact on other offerings on campus.

Finances: The proposal restructures an existing degree. No additional faculty or resources are needed. There will be two new courses added to the curriculum, but the expertise to offer these courses is currently present in the Department. Each new course will be offered once per academic year. This additional load will be covered by the use of adjunct faculty. In the Fall Semester of 2006, this department offered 39 sections, only 7 of which were taught by adjunct faculty. The anticipated ratio for Spring Semester 2007 is again 39 sections, with 6 being taught by adjunct faculty. These ratios are among the lowest in the College. Some cross-listing of courses with the Information Science and Technology Department will also occur, additionally reducing the need for adjunct assistance.

ii. Change Name of Building Trades to Construction Technologies

Request: UVSC is changing the name of the Department of Building Trades to Construction Technologies. The Department will continue to include the following programs: Building Construction/Construction Management, Air Conditioning and Refrigeration Technology, Cabinetry and Architectural Woodwork, Building Inspection Technology, Lineman, Facilities Management and Welding Technology.

Need: The accepted definition of a "Trade School" is an institution of higher learning that is *not* a college or university. Though UVSC evolved from a Trade School, the "Building Trades" name does not reflect the current curriculum or the current mission of the department. Construction Technologies is a name that better reflects the mission of the department and the mission of the School of Technology and Computing.

Institutional Impact: No additional personnel, facilities or equipment will be required as a result of the change. Course prefixes and curriculum are program specific and will not change as a result of the consolidation and department name change. Any future curriculum changes will be the result of efforts to improve programs, not as a side affect of the name change. No new expenditures are required.

Finances: The only costs associated with this change will be those associated with signage and printing. Some cost savings will be realized and reallocated.

iii. **Change the department name from Multimedia Communications Technology to Digital Media Department, and change the degree names within the department**

Request: UVSC is changing the name of the Department of Multimedia Communications Technology to Digital Media Department, and changing the degree names within the department as follows:

1. Bachelor of Science in Multimedia Communication Technology to become a Bachelor of Science in Digital Media
2. Associate of Applied Science in Multimedia Communication Technology to become an Associate of Applied Science in Digital Communication Technology
3. BA/BS in Integrated Studies, Emphasis in Multimedia Communication Technology to become BA/BS in Integrated Studies, Emphasis in Digital Media
4. BS Technology Management: Specialization in Multimedia Communications Technology to BS Technology Management: Specialization in Digital Media

Need: The degree name changes follow the previous approved department name change from Multimedia Communication Technology to Digital Media, and are warranted for the following reasons:

1. The change from Multimedia to Digital Media was prompted by recommendations from the department's advisory committee, consisting of professionals in industry. Vocabulary in the technical world does not stay constant. The term Digital Media, in the interactive business environment is now widely used and accepted. The vocabulary should be changed for both the Department and the degree offered.
2. A survey of institutions, large and small, public and private, that offer Computer-based Media programs indicates that Digital Media is being adopted in their degree or emphasis titles. A change to the Digital Media name will place UVSC on par with these institutions. These schools include: Ohio University, Emerson College, Canisius College, Castleton State College, Lyndon State College, Corcoran College, John Brown University, Saint Mary-of-the-Woods College, and the University of Denver (some of these add either Arts or Design to the end, giving them degrees in either Digital Media Arts or Digital Media Design). The University of Oregon just changed their Multimedia Design degree (2005 catalog) to a Digital Arts degree.
3. Looking to future accreditation, the Digital Media department believes that this change will enhance its efforts as it moves forward.

In addition to the degree title changes and department name change, two course prefixes (AIM and MCT) will be consolidated into one new prefix (DGM) to coincide with Digital Media.

Institutional Impact: The change will have no significant affect on enrollment in instructional programs of affiliated departments and programs. Neither will it impact existing administrative structures, faculty, physical facilities or equipment.

Finances: The department will undergo changes to its name, the prefix for its courses and for its degree names all simultaneously. Implementing these changes together will ultimately reduce related administrative work. Expenses incurred by the change in the degree name would be minimal; advising materials will be updated. All office and advising expenses would be absorbed by the existing budgets. No other new expenditures will be required.

iv. **Change the name of the Department of Fire Science to the Department of Emergency Services.**

Request: UVSC is changing the name of the Department of Fire Science to Department of Emergency Services.

Need: In addition to a degree in Fire Science, the department offers an AAS degree with a Paramedic Emphasis and a BS in Public Emergency Services Management (PESM). Some potential candidates for programs in the department have been confused because the current name of the department leads them to believe that fire science is the entire focus of the program. Emergency Services is a better representation of the programs being offered.

Institutional Impact: The proposed name change will not necessitate any administrative changes but will better represent existing programs offered by the department. No new personnel, facilities or equipment will be required as a result of the change.

Finances: The only costs associated with this change will be those associated with signage and printing over time.

C. Salt Lake Community College

i. **Change the name of the Language Department**

Request: Salt Lake Community College is changing the name of the Language Department to the Language and Culture Department.

Need: Language courses have historically been thought of as teaching grammar and verb conjugations. In the modern Language classroom, the emphasis of teaching is to aid students to function fully in a specific foreign culture and to better understand global perspectives on many issues pertaining to their own lives and society at large. The basics of language are essential to that goal but all aspects of cultural understanding are taught. The department name change will assist in clarifying the department mission to the students and the community.

Language and Culture Department Mission Statement: Language and culture are interconnected and inseparable in a world characterized by linguistic and cultural diversity. The goal of the Language and Culture Department is to help students develop as responsible citizens of the world in an increasingly connected global community and to enrich their cultural awareness and critical-thinking skills. As students gain greater intercultural sensitivity, they develop greater understanding of themselves and their own culture.

In language courses, students also develop functional language ability, acquire proficiency in the target language in social and survival situations, and learn strategies which will enable them to continue the process of language learning. This action supports the mission and values of Salt Lake Community College, directly supporting Diversity and Community.

Dr. Bette Hirsch of Cabrillo College in California visited and reviewed the department in Spring 2006. She stated: "They are in the mainstream of cutting-edge language departments across the country and are to be commended for this direction. The mission statement and philosophy of the department also show evidence of fulfilling Salt Lake Community College college-wide learning outcomes."

Institutional Impact: The name change will have little impact on the institution beyond clarifying the mission of the Department, thereby adding clarification to the College Mission and Values.

Finances: The only costs associated directly with this name change will be those associated with signage and printing.

ii. Change the name of the Telecommunications Department

Request: Salt Lake Community College is changing the name of the Telecommunications Department to the Telecommunications and Computer Networking Department

Need: The name of the Telecommunications Department will become the Telecommunications and Computer Networking Department. The following are rationale for this change:

1. The new name is more descriptive of the actual content of the program and supporting courses taught in the department.
2. The name change will help student avoid confusion with the Telecommunications emphasis taught in the Communication Department.
3. The Program Advisory Committee (PAC) has recommended this departmental name change for the above reasons and has asked for a report on progress toward achievement.

Institutional Impact: The name change will have little impact on the institution beyond clarifying the mission of the Department, thereby adding clarification to the College Mission and Values.

Finances: The only costs associated directly with this department name change will be those associated with signage and printing.

Commissioner's Recommendation

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

REK/LS/JMC

Richard E. Kendell, Commissioner

February 27, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success (Programs) Committee: Dixie State College Program Reviews

Consistent with Board of Regents' Policy R411 "Review of Existing Programs," Dixie State College has conducted program reviews for the academic years 2004-2005 and 2005-2006.

The DSC program reviews have been significantly improved by involving faculty members more extensively in the evaluation process. A review committee has been established to look at each program review and identify strengths and weaknesses. The review committee submits its report to the academic dean and to the program under review. The individual program department chairs then use the report to prepare an action plan. Thus, the faculty members within each program are involved much more in the remediation of weaknesses.

The Academic Council's program rankings, in the form of an Institutional Response, were presented to the Dixie State College Board of Trustees on October 5, 2006. The Board of Trustees unanimously approved the Program Reviews listed below without alteration.

Academic Year 2004-2005:

Program	Prior Rating (2002)	2004-2005 Rating
Literature	Acceptable	Acceptable
Art	Acceptable	Acceptable
Chemistry	Acceptable	Acceptable

Academic Year 2005-2006:

Program	Prior Rating (2002)	2005-2006 Rating
Elementary Education	Acceptable	Commendable
Geology/Physical Geography	Acceptable	Acceptable
Foreign Language	Acceptable	Marginal/Acceptable
Dance	Acceptable	Acceptable

Dixie State College Program Review Summaries for 2004-2005

1. Art: The Art Program is designed to build knowledge and skill levels for beginning students as well as provide a platform of development and expansion for more advanced students. Both traditional as well as non-traditional students benefit from the use and knowledge of the visual arts as a universal form of communication. The Art Program offers a strong variation of arts disciplinary courses at both the introductory and advanced levels. It offers core courses for art students on the freshmen and sophomore levels. The Art Program goals are to: 1) provide a foundation in the visual and creative arts designed to apply and transfer towards a variety of degree programs and career specifics; 2) provide instruction to fulfill general education requirements students may apply toward their individual disciplines and interests; 3) encourage students to utilize their art education as it relates toward visual product, critical analysis, and philosophical prospective; and 4) encourage community and regional participation through organized arts exhibitions, artist lecture series, and art trips both regional and abroad.

Faculty: Faculty is comprised of three full-time instructors inclusive of 2-D, 3-D and Art Historical discipline. The program hires between twelve to fifteen part-time instructors per academic year on a course need basis. The variety of faculty teaching pedagogy and artistic statement makes for a well-rounded overall arts education.

Students: The Art Program provides a strong core curriculum in the visual arts at the Freshmen and Sophomore levels. Courses are designed to provide each student with the knowledge and skills necessary for successful application toward a variety of degrees, certificates and diplomas. Course offerings are designed to prepare art students to become proficient in visual design, creativity, plus other basic art-related abilities for a promising career and fulfilling life in the arts. Both traditional and non-traditional students are enabled to reflect their personal statements and needs as they relate to visual communication and production.

Strengths: 1) New Art Gallery and Permanent Collections storage and care, 2) Student Art displays, and 3) Strong 2 year Art program.

Weaknesses: 1) Need for yearly evaluation of class assessment and program objective attainment, 2) Need for more specific learning objectives for each class, and 3) Need for careful correlation between Program Review identified needs and yearly budget requests.

Plans for Improvement: The Art program action plan included a review and refinement of objectives and the yearly evaluation of class assessment compared to program objective attainment. They also developed a procedure for justifying budget requests by program review.

Art Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2004-2005	19.72	1,915	2,757	184	\$1,671
2003-2004	17.75	1,852	2,595	173	\$1,791
2002-2003	17.52	1,708	2,411	161	\$1,899
2001-2002	19.57	1,627	2,427	162	\$1,839
2000-2001	20.07	1,700	2,192	146	\$1,730

2. Chemistry: The Chemistry Program helps students to achieve their academic, career, and life goals, including those related basic science skills and processes. Related to this, the Program aids students in gaining knowledge that develops real-life applications, modeling and problem solving. The Chemistry Program's range of course and laboratory work helps students to master competencies for independent learning with a solid base of science and chemical knowledge for further career and educational endeavors. As a part of an open-door admissions institution, the Program offers chemistry classes to a wide spectrum of students and addresses skill levels that are needed from the most basic to the ability to transfer to further work in more advanced degrees. The Chemistry Program goals are to provide support for related educational needs for students of the institution and surrounding community. All chemistry classes at Dixie State College will provide opportunities that: 1) require students to show knowledge in basic chemical principles including matter & energy, nomenclature, chemical equations, and basic chemistry vocabulary; 2) provide students with application problems that use a variety of chemical methods; 3) challenge students to make inferences from chemical models that include formulas, graphs, and tables; and 4) provide students with real-life applications that use a variety of chemical principles.

Faculty: Currently there are three full-time and one part-time faculty members in the Chemistry Program. One additional faculty member is in the Geology Program.

Students: The Chemistry Program serves a student population that represents diverse educational, ethnic, national, and economic backgrounds, as well as a variety of educational, occupational and personal goals. The majority of students in the Program are traditional freshman and sophomore transfer students. A second major group of students consists of Allied Health Science majors. The Chemistry Program is a lower-division program within an open-door admissions institution. It serves students through a clearly-defined set of strongly recommended course prerequisites that are published in institutional catalogues and class schedules. These prerequisites provide the students with an optimal, success-oriented learning environment based on demonstrated abilities and background.

Strengths: 1) Carefully thought out and articulated Program Review, 2) Major improvement in this year's program review, 3) Good follow up of students leaving DSC tied to course completion & acceptance in other programs, and 4) Excellent course objectives.

Weaknesses: 1) Need to create and implement an ongoing assessment program. 2) Need to document efforts made to achieve recommendations from prior reports, and 3) Assessment, once in place, needs to be linked to course objectives.

Plans for Improvement: Chemistry action plan called for the creation and implementation of an ongoing program assessment that tied assessment results to course objectives and goal attainment. The faculty committed to annual efforts to push attainment of recommendations within the program review.

Chemistry Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2004-2005	28.11	2,091	1,720	115	\$1,240
2003-2004	27.90	1,954	1,619	108	\$1,247
2002-2003	21.25	1,774	1,202	80	\$1,926
2001-2002	15.06	1,682	1,143	76	\$2,801
2000-2001	16.35	1,714	1,148	77	\$2,659

3. Literature: Literature courses at Dixie State College are designed to expose students to the unique nature of literary expression and the value literature brings to individual and cultural life. Courses require substantial reading and writing assignments. Students are expected to gain fluency in common literary terminology and elements, analysis and interpretation, and communicating (orally and in writing) their understanding of literature. Class time and assignments balance between instruction and the opportunity for students to offer original insights into readings by applying acquired terms, concepts, and methods.

The Department of English offers sixteen literature courses, including survey, genre, author, and criticism courses. Nearly every course is taught at least once within a two-year period. Over the past three academic years, nine to eleven courses have been scheduled during the fall and spring semesters; three to four, during the summer. Courses can be used to fulfill the Literature/Humanities requirement in the General Education program.

Faculty: Ten full-time instructors who teach literature as part of their workload report to the chair of the Department of English. Faculty in the literature program also teach more than half of the courses in Beginning and Intermediate Writing. In addition, instructors sometimes teach humanities or philosophy courses, and so also report to the chair of the Department of Humanities and Social Sciences. Both departments are part of the Division of Arts, Letters & Sciences directed by the dean. In order to provide sufficient variety for students, instructors typically teach overload courses. The diversity of specializations and breadth of experience among faculty allows the program to rotate instructors in various courses.

Students: At the time of this program review, the English program does not offer baccalaureate degrees nor does it track English majors, since students take literature courses to fill General

Education requirements only. If the proposed restructuring of the General Education requirements is approved, starting Fall 2005, students will no longer be required to take a literature course as they have previously because students pursuing Associate and Bachelor's degrees will be required to take only one course in the area of Literature and Humanities. While the effect of the elimination of a literature requirement is uncertain, some factors may likely stabilize or increase the number of students in literature courses. First, students can still elect to follow the "old" program by taking three credits in literature. Second, in 2006, a general education requirement in diversity is scheduled to be added. The literature program already offers courses it feels will satisfy the definition of diversity.

Strengths: 1) Major improvement in this year's program review, 2) Strong departmental leadership, 3) Program more closely linked to state literature offerings, 4) Evidence suggests the department is increasing rigor and fighting grade inflation, and 5) Seventy percent of faculty hold doctorates in their field.

Weaknesses: 1) 2002 review evaluation noted that they had not been able to demonstrate that students in fact achieve department objectives (this has not changed), 2) 2000 review urged literature faculty to promote consensus and implement more effective appraisals to demonstrate student achievement (this has also not been done), 3) Not all literature courses participate in assessment, 4) Need more consistent assessment of the program year by year, 5) All literature faculty need to buy into and participate in the review process, and 6) Department needs to develop a system for measuring consistency and conformity in course curriculum and content.

Plans for Improvement: As a result of their action plan, the literature faculty undertook yearly assessment of courses and implemented mandatory pre/post assessment for all literature courses by the beginning of the 2005-2006 academic year. The faculty is in the process of revising the department's pre/post assessment tool. Finally, by the beginning of the 2007-2008 academic year, the department chair will have developed a system for measuring consistency and conformity in course curriculum and content.

Literature Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2004-2005	16.40	779	4,319	288	\$2,457
2003-2004	19.90	801	5,085	339	\$2,059
2002-2003	20.39	841	4,992	333	\$1,874
2001-2002	16.29	823	4,949	330	\$2,407
2000-2001	16.10	882	4,763	318	\$2,337

Dixie State College Program Review Summaries for 2005-2006

1. **Dance:** The mission of Dixie State College Dance Program is to provide a diverse population of students an opportunity to achieve their dance education goals and to develop discipline, self-

confidence and self-motivation that are vitally important to a career in any field. Dixie State College Dance Program gives students a foundation in the profession of the art of dance by providing an educational environment in which technique training, performance opportunities and creative projects compliment and reinforce each other. The dance program offers the highest standard service in the areas of academic education and community education for students and community members. In September 2001, the Dixie State Dance Company was created and established under the Dixie State College Dance Program. The Dixie State Dance Company provides the dance students at Dixie State College with the best environment for dance performing experience and training. The goal of the company is to prepare students in dance technique and artistic expression aspects for dance performances and for their future dance career through rehearsing dance productions and learning dance techniques and performing skills that are required for dance performances. We emphasize the development of personal discipline, collaborative skills and creative expression. Dixie State Dance Company enables the serious dance students to gain and master the tools necessary to bring them the foundations of critical thinking and creative discipline. It helps the students begin to develop the personal dance identity and full maturity with which one can flourish in the professional art world and can function as an independent artist in today's society. The Dance Company presents two performances, Fall Dance Concert and Spring Dance Concert, per year to Dixie students, faculty/staff and community members. Full-time faculty is Li Lei, and there are four part-time faculty.

Students: The mission of Dixie State College Dance Program is to provide a diverse population of students an opportunity to achieve their dance education goals and to develop discipline, self-confidence and self-motivation that are vitally important to a career in any field. Dixie State College Dance Program gives students a foundation in the profession of the art of dance by providing an educational environment in which technique training, performance opportunities and creative projects compliment and reinforce each other. The dance program offers the highest standard service in the areas of academic education and community education for students and community members.

Strengths: 1) Clearly defined objectives, 2) The dance company and performance opportunities provided, 3) Strength of the only full-time faculty member in education, background, experience, and in moving this program forward is to be recognized, 4) Professional achievements of adjunct faculty, 5) Wide breadth of curriculum in many areas of dance, 7) Community involvement within the program, 8) Contribution to the cultural diversity provided to the community, and 9) Physical facilities available through the Graff Performing Arts Center and the Eccles Fine Arts Center.

Weaknesses: 1) Only 1 full-time faculty member, 2) Only 1 upper division course, 3) Lacking courses that students have requested, and 4) Three of four adjuncts' academic degrees are at the Bachelor's level, and one is an MTM (not sure of that degree—assuming it is a master's), 4) Assessment has some weaknesses, and 6) There is a lack of detailed information and identification of specific dance resources in the report regarding library holdings, periodicals and media used in the Dance program.

Plans for Improvement: As a result of the Dance program's action plan, the following improvements are scheduled: Regular and on-going request for a full time dance instructor position and stronger incentives to attract qualified adjuncts; additionally, the lack of full time faculty makes it difficult to offer requested courses and upper division courses. Dance program faculty are

developing and refining assessment tools with the tasks being completed by 2008. Likewise, faculty is exploring ways to use end-of-semester and end-of-year student performances as assessments of student achievement. This will be in place by Fall 2008. Finally, the program will pursue acquisition of media resources for the department and the library effective immediately.

Dance Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2004-2005	21.72	409	557	37	\$1,863
2003-2004	23.73	353	470	31	\$1,824
2002-2003	23.53	326	448	30	\$1,945
2001-2002	23.14	325	486	32	\$2,027
2000-2001	20.99	281	406	27	\$2,108

2. Elementary Education: The Elementary Education Program of Dixie State College of Utah is located within the Department of Education and Family Sciences administered by the Division of Arts, Letters, and Sciences. This four-year program prepares students to teach in Grades 1-8 in elementary schools in the State of Utah and results in a bachelor of science degree and a Utah State Office of Education teaching certificate. Additionally, the program provides an in-depth examination of the pedagogy of teaching ESL students. This unique component of the program allows graduates to earn the additional ESL endorsement from the Utah State Office of Education.

The faculty in the Elementary Education program is responsible for creating and maintaining a high quality, research-based, practicum-rich, curriculum that meets institutional goals, as well as the demands of an ever-increasing Washington County School District.

The Elementary Education program is an upper division application-only program within an open-door institution. It provides a series of courses, both content and pedagogical in nature, which meet the state requirements for teacher certification and ESL endorsement and the national standards for teachers.

Faculty: Six full-time faculty, three of whom hold M.Ed degrees, two hold Ph.D degrees, and one holds an Ed.D.

Students: The Elementary Education program serves a student population that represents diverse educational, ethnic, national and economic backgrounds. The students are required to apply for the program and go through a rigorous admissions process. The students are required to have completed a series of prerequisite courses, participate in a small group interview, complete a writing test, earn a 2.75 overall GPA and a 3.0 GPA in the pre-requisite courses, write an autobiographical essay, and provide three letters of recommendation. The program has a maximum of 70 slots (35 in each of two cohorts; limit is mandated by the Utah State Office of Education). When they are accepted, they must pay a non-refundable fee of \$250.00 to pay for administrative costs, fingerprinting and background checks, student teaching fees, etc.

Strengths: 1) Assessment seems to be fully understood and implemented, 2) Program supports its curriculum design by comparing to other institutions—UVSC, SUU and USU, 3) Offers the ESL endorsement component which is an added bonus to graduating students seeking positions, 4) Excellent documentation of program statistics including placement data, retention and completion, and post-graduation surveys, 5) Goals are clearly set to address recognized deficiencies in facilities and other areas, and 6) Faculty are well prepared, with much experience.

Weaknesses: 1) Facilities are small and cramped, and there is no room for growth for a program that is obviously growing, 2) Limited student/peer assessment of faculty teaching, 3) Does not clearly state how the program articulates with the goals/mission of the college, 4) Staff needs in the advising, mentoring, and evaluation of credentials, and 4) ESL classroom availability and expertise in this area of development of the student as a teacher.

Plans for Improvement: DSC recently remodeled a room in the EDFAM building to create a second education lab classroom to provide all students with equal access to model education classrooms. However, as the program grows, more lab classrooms would have to be added. Other programs in the building have had to move to accommodate this program's growth. A new education building is on the schedule for 2012.

Student evaluations are completed for each faculty member for each course taught. In addition, most faculty conduct a student survey during their classes to see how the students think the class is progressing. The education department functions as a team. Collaboration is ongoing regarding how best to teach a class or how best to meet the needs of students.

As a result of the action plan, faculty will revise the beginning of their self-study to indicate the connection between the elementary education program mission/goals and Dixie State College's mission/goals.

The program will request a new position to fulfill the role of education advisor to be housed in the education department. One person dedicated to working with prospective students from the minute they enter the institution, would be a guide/mentor for students in the process of prerequisites and content preparation. A dedicated education advisor could guide the students to classes that would meet GE requirements but would also prepare the students to successfully take the mandated content test as well.

The program has recently hired a full-time faculty member whose educational focus is ESL. She is teaching the majority of the ESL classes and is providing guidance for how the program can better prepare students to teach ESL students.

This year the elementary education faculty will be initiating the process of gaining national accreditation for the program, working with the TEAC (Teacher Education Accreditation Council), one of two accepted national accrediting bodies. Through the process they prescribe, the faculty will be doing an intensive review of each class and will be examining the objectives and goals of each course. The whole process of accreditation will take 1-2 years with some sections completed by March 2007.

Elementary Education Program Review Data Summary

	Faculty- student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2005-2006	17.58	323	1,018	68	\$2,961
2004-2005	20.35	282	879	59	\$3,449
2003-2004	26.46	261	397	26	\$2,827
2002-2003	NA	NA	NA	NA	NA
2001-2002	NA	NA	NA	NA	NA

3. Foreign Language: Five foreign languages are currently taught at Dixie State College-- American Sign Language, French, German, Japanese, and Spanish. This offering allows students a variety of options to begin their foreign language study. Beginning classes are taught in all five languages, intermediate classes are taught in ASL and Spanish, and advanced classes are taught in Spanish. All classes are four credit classes except the advanced Spanish classes which are three credits.

Students take foreign language classes to fill the general education requirement for the Associate or Bachelor of Arts Degrees, as prerequisites for a major or minor, for admission into the Elementary Education Program, or for personal interest. Those students taking a language to fill the GE requirement must complete one full year of study in the same language. Generally, the number of students who take foreign language classes who intend to eventually receive a major or minor in languages as part of the baccalaureate degree is not large.

Foreign languages are housed in the Department of Humanities and Social Sciences which forms a part of the Division of Arts, Letters and Sciences.

Foreign language courses are designed at the beginning and intermediate levels to be taken in a sequence. The beginning series courses are numbered 1010 and 1020, the intermediate courses are numbered 2010 and 2020. The advanced Spanish courses are numbered 2310 and 2320. Classes have been designed to articulate with equivalent classes taught at other colleges and universities in the state, and Dixie State College's new mission that allows for 3000 level classes will require some changes and additions to the curriculum, including grammar and composition classes, conversation classes, and eventually literature and cultural history classes.

Faculty: The faculty of the program is comprised of one full-time member and additional adjunct professors. Four adjunct faculty are teaching classes. Two have some level of ASL certification. All teachers have bachelor's degrees in some discipline, but not in Deaf Studies and not all have ASL certification.

Students: The student population served by the Foreign Language Program represents diverse educational, ethnic, and economic backgrounds. The majority of students who study foreign languages are traditional college students, freshmen and sophomores, who have recently graduated from high school. In addition to the traditional college students, a foreign language class

may consist of re-entry degree seeking students who are coming back to school after an extended absence, and an occasional older member of the community who is taking classes for personal interest. Furthermore, the advanced Spanish classes are normally comprised of students who have lived in a Spanish speaking country for two years or students who have been raised in an environment in the United States where Spanish was spoken at home. These students bring a rich language and cultural background to the classroom and campus community. Unfortunately, at the present time, DSC is not able to provide advanced level classes for students who have similar backgrounds in other languages.

Strengths: 1) Clear course descriptions, 2) Strong analysis of assessment, 3) Many languages taught, 4) Assessment tools appear to address students' knowledge prior to beginning a specific language program and then after ending, and 5) Core faculty dedication to the program.

Weaknesses: 1) Only course goals and objectives for Spanish 1010 and Spanish 1020 were reported in the study, all other foreign language course goals /objectives were omitted from the study, 2) Seminar courses do not offer a set curriculum, 3) Have permission to offer 3000-level classes but do not, 4) Lack conversation courses and opportunities for oral testing, 5) Lack tutoring, and 6) Assessment is a concern when the average grade at completion is still at a C level. No mention of student assessment of instruction.

Plans for Improvement:: No plan for improvement was included.

Foreign Language Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2004-2005	21.72	1,640	1,551	103	\$1,272
2003-2004	22.70	1,716	1,498	100	\$1,216
2002-2003	22.89	1,669	1,652	110	\$1,188
2001-2002	20.71	1,562	1,535	102	\$1,288
2000-2001	22.65	1,525	1,437	96	\$1,222

4. Geology/Physical Geography: The Geology/Physical Geography program is part of the Science Department in the Arts, Letters, and Science Division. The Geology/Physical Geography program prepares students for either General Education credit for graduation or further work in a science profession. In addition, students typically take courses to fulfill goals consistent with life-long learning. The majority of students who take courses in the Geology/Physical Geography program are fulfilling general education requirements in the physical sciences. Many students also take courses to satisfy a personal interest in the field of geology. Students taking geology will be applying the fundamental principles of physics, mathematics and chemistry.

Faculty: Two full-time faculty with Masters degrees in Geology, and two part-time faculty, one with a Masters degree in Geology, and one with a Ph.D. in Environmental Science.

Students: The Geology/Physical Geography Program serves a student population that represents diverse educational, ethnic, national, and economic backgrounds, as well as a variety of educational, occupational and personal goals. The majority of students in the Program are traditional freshman and sophomore transfer students. The Geology/Physical Geography Program is a lower-division program within an open-door admissions institution. It serves students through a clearly-defined set of strongly recommended course prerequisites that are published in institutional catalogues and class schedules. These prerequisites provide the students with an optimal, success-oriented learning environment based on demonstrated abilities and background.

Strengths: 1) Quality and quantity of faculty and their desire to stay current in the area, 2) Clear objectives and assessments, 3) Fairly detailed list of student objectives for each course, 4) Opportunities for learning in the field seem enormous, 5) Laboratory component of courses and fossil collection, and 6) The course matrix for Student Achievement Instruments and course matrix for Student Achievement Strengths/Weaknesses are commendable attributes to the entire program review report.

Weaknesses: 1) Lack of labs to go with science courses, 2) Geography component needs to be strengthened, 3) No program assessment in place, 4) Goals are vague and tough to assess, 5) No Student Achievement Indicators at end of review as indicated there would be, 6) Review does not address the "student learning outcomes" required under mission and goals, 7) Faculty information is incomplete, and 8) Low enrollment classes.

Geology/Physical Geography Program Review Data Summary

	Faculty- Student Ratio	Program Enrollment	Student Credit Hours	FTE	Cost per FTE
2005-2006	32.65	647	1,121	75	\$1,178
2004-2005	32.02	731	1,177	78	\$1,152
2003-2004	32.57	770	1,026	68	\$1,239
2002-2003	18.53	671	1,081	72	\$2,218
2001-2002	18.53	695	876	58	\$2,493

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Program reviews submitted by Dixie State College as part of their regular institutional program cycle. Questions and concerns may be raised. No action is required.

Richard E. Kendell, Commissioner

REK/LS/JMC

March 8, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE – Proposed 2007-08 Fee Increases

Issue

USHE officials seek Regent approval of the general student fee schedules for 2007-08.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs such as student activities, student center operations, student computer operations, intercollegiate athletics, and student health programs. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule-of thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2007-08 will be 4 percent.

Proposed increases at Weber State University (5.5%), Dixie State College (12.76%), and Utah Valley State College (6.45%) exceed 4 percent. Letters from the student body leaders at these institutions have been included in the attachments.

The Commissioner's staff has prepared six attachments that summarize the information received from the institutions.

- Attachment 1 shows a summary of the proposed 2007-08 annual fee rates for a full-time student (a student taking 15 credit hours per semester for 2 semesters). It also shows the projected total tuition and fee amount that a student will pay in 2007-08 for nine of the USHE institutions (UCAT does not follow the same tuition and fee assessment pattern as the other USHE institutions and has not been included in the summary information).
- Attachment 2 outlines the General Student Fees summary for each institution for 2006-07 and the proposed fee schedules for 2007-08. In addition attachment 2 provides the per credit hour fee schedule for one semester at the USHE institutions. The UCAT General Fee Schedule is also provided for Regent review and approval.
- Attachment 3 shows a summary of the proposed changes for two semesters at the 15 credit hour

February 28, 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) **USHE- Proposed Revisions to Policy R588, *Delegation of Debt Policy to Boards of Trustees* (Attachment 1).** During the January 2007 board meeting, regents asked that the newly approved debt policy be revised to include definitions, parameters, and general suggestions appropriate for institutional use. The attached policy revisions incorporate NACUBO (National Association of College and University Business Officers) recommendations for institutional debt policies. These items are proposed for inclusion in the regent policy as suggestions only. Institutions are encouraged to adapt this guidance in developing policies that meet individual needs and objectives in regards to debt management.
- 2) **USHE – Proposed Revisions to Policy R565, *Audit Committees* (Attachment 2).** Minor revisions to Policy R565 are needed to establish lines of communication between the Regent Audit Committee and institutional audit committees. Prior policy language suggested that the committees should correspond directly. However, at a recent statewide meeting of audit committees, trustees and institutional administrators requested that any direct communication from the Regent Audit Committee go to the Trustee chair with copies to the Trustee Audit Committee. Trustee chairs, in some instances, are members of the Audit Committee. In other instances they are not. The Regent Audit Committee informally agreed to the request, as it improves the free flow of information originally envisioned by R565. The attached policy revisions are necessary to implement this informal agreement.
- 3) **USHE – University of Utah and Utah State University – Capital Facilities Delegation Reports (Attachment 3).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

- 4) **University of Utah – Sale of Donated Property (Attachment 4).** As stated in the attached letter from Vice President Arnold Combe, the University requests approval for the sale of two donated properties.

REK/MHS/BRF/MV
Attachments

Richard E. Kendell
Commissioner of Higher Education

R588, Delegation of Debt Policy to Boards of Trustees

R588-1. Purpose

- 1.1. 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. Definitions

3.1. A debt policy may be helpful in forming the foundation for a well-managed debt program. A debt policy can establish parameters for issuing debt and managing the debt portfolio, provide appropriate guidance to decision-makers, and identify key objectives for institutional staff to implement. If developed at the institutional level, a debt policy should demonstrate a commitment to the institution's long-range financial plans, recognize a long-term commitment to full and timely repayment of all debt, and be compatible with the institution's goals for capital programs and budgets.

3.2. Institutional debt policies might address items such as:

3.2.1. The purposes for which debt may be issued:

3.2.2. Legal debt limitations, if any:

3.2.3. Types of debt permitted to be issued:

3.2.4. Criteria for issuance of short-term and long-term debt, general obligation and revenue debt, fixed and variable rate debt, lease-backed debt, and special obligation debt:

3.2.5. Credit objectives, such as maintenance of specific credit ratings or adherence to benchmark debt ratios:

3.2.6. Authorized methods of sale, such as competitive sale, negotiated sale, and private placement:

3.2.7. Method of selecting outside finance professionals; and

3.2.8. Policy on refunding of debt.

R588-~~34~~. Policy

~~34~~.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.

(Approved January 19, 2007)

R565, Audit Committees

R565-1. Purpose

To provide for the functions and responsibilities of Audit Committees within the Utah System of Higher Education (System).

R565-2. References

2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)

2.2. Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)

2.3. Utah Code [Title 52, Chapter 4](#) (Utah Open and Public Meeting Act)

2.4. Policy and Procedures [R561](#), Accounting and Financial Controls

2.5. Policy and Procedures [R567](#), Internal Audit Program

R565-3. Creation of Audit Committees

3.1 Creation of Regent Audit Committee - There is hereby created a Regent Audit Committee as a standing subcommittee of the Finance, Facilities and Accountability Committee.

3.2 Creation of Trustee Audit Committees - Each Board of Trustees will create a standing Audit Committee to assist the full board in fulfilling its oversight responsibilities for financial matters.

R565-4. Regent and Trustee Audit Committee Charters

4.1 Purpose

4.1.1 Regent Audit Committee - To assist the Board of Regents in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations.

4.1.2 Trustee Audit Committee -To assist the Board of Trustees in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations.

4.2 Authority

4.2.1 Regent Audit Committee - The Regent Audit Committee shall obtain pertinent information, become knowledgeable, and provide advice and recommendations to the full Board of Regents with regard to financial oversight and systems of internal control at each institution. The Regent Audit Committee is not vested with decision making authority on behalf of the full Board of Regents. However, the Regent Audit Committee has authority to:

4.2.1.1 Consult with the State Auditor on the appointment of external auditors.

4.2.1.2 Request information from boards of trustees, campus administrators, and other institutional representatives, all of whom are directed to cooperate with Committee requests.

4.2.1.3 Confer with external auditors, legal counsel, and others as necessary.

4.2.2 Trustee Audit Committee - The Trustee Audit Committee shall obtain pertinent information, become knowledgeable, and provide advice and recommendations to the full Board of Trustees with regard to financial oversight and systems of internal control at the institution. The Trustee Audit Committee is not vested with decision making authority on behalf of the full Board of Trustees. However, the Trustee Audit Committee has authority to:

4.2.2.1 Confer with external auditors, legal counsel, and others as necessary.

4.2.2.2 Facilitate full access for external auditors during annual audits.

4.2.2.3 Assist in the resolution of disagreements between institutional representatives and external auditors.

4.2.2.4 Request information from campus administrators, faculty, staff, and other institutional representatives, all of whom are directed to cooperate with Committee requests.

4.2.2.5 Conduct or authorize investigations into any matters considered necessary to achieve its purpose.

4.2.2.6 Consult with institutional representatives, the Board of Trustees, and the Regent Audit Committee concerning the adequacy of the institution's accounting personnel, staffing levels, and controls.

4.3 Composition

4.3.1 Regent Audit Committee - The Regent Audit Committee will consist of at least three and no more than five members, at least three of whom are members of the Board of Regents, each of whom shall be independent and free from any relationship that, in the opinion of the Board of Regents, would interfere with the exercise of his or her independent judgment as a member of the Committee. The Committee members will be appointed by the Chair of the Regents. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. Wherever possible, at least one of the committee members should have financial expertise either through professional certification or experience.

4.3.2 Trustee Audit Committee - The Trustee Audit Committee will consist of at least three and no more than five members, at least three of whom are members of the Board of Trustees, each of whom shall be independent and free from any relationship that, in the opinion of the Board of Trustees, would interfere with the exercise of his or her independent judgment as a member of the Committee. The Committee members will be appointed by the Chair of the Trustees. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote. Wherever possible, at least one of the committee members should have financial expertise either through professional certification or experience.

4.4 Meetings

4.4.1 Regent Audit Committee - The Committee will meet as needed to review audit and financial information. The Committee may meet with boards of trustees, institutional administrators, and auditors. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Informal minutes will be prepared.

4.4.2 Trustee Audit Committee - The Committee shall meet at least three times a year, with additional meetings as needed. The Committee may invite institutional administrators, auditors, and others to attend meetings and provide pertinent information. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Informal minutes will be prepared.

4.5 Responsibilities

4.5.1 External Audits and Financial Statements

4.5.1.1 Regent Audit Committee

4.5.1.1.1 Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Regent Audit Committee and trustee audit committees (via trustee chairs and trustee audit committee chairs), whether or not irregularities or other problems have been identified.

4.5.1.1.2 Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the annual financial statements, including a summary of significant accounting and reporting issues.

4.5.1.1.3 Receive and review reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the annual financial statement audit, including audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

4.5.1.2 Trustee Audit Committee

4.5.1.2.1 Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Trustee Audit Committee and external auditors, whether or not irregularities or problems have been identified.

4.5.1.2.2 Review the institution's financial statements, including significant accounting and reporting issues. This includes reviewing the management discussion and analysis of the financial statements, along with any analyses prepared by institutional administration and/or external auditors setting forth significant financial reporting issues and judgments made in connection with the preparation of the financial statements.

4.5.1.2.3 Review with the administration and the external auditors the results of the annual financial statement audit, including audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

4.5.2 Internal Control

4.5.2.1 Regent Audit Committee

4.5.2.1.1 Receive and review reports from institutions regarding the control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.2.1.2 Receive and review reports from institutions regarding systems of internal control.

4.5.2.1.3 Receive and review reports from institutions regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

4.5.2.2 Trustee Audit Committee

4.5.2.2.1 Review information regarding the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.2.2.2 Confer with external and internal auditors regarding the quality of institutional systems of internal control.

4.5.2.2.3 Review information regarding the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.

4.5.2.2.4 Review with campus administrators and other institutional representatives the adequacy of the institution's accounting personnel, staffing levels, and controls.

4.5.3 Compliance

4.5.3.1 Regent Audit Committee

4.5.3.1.1 Review reports from institutions regarding systems for monitoring compliance with all applicable laws and regulations.

4.5.3.1.2 Obtain regular updates from institutions regarding instances of material noncompliance that might have implications for the System.

4.5.3.2 Trustee Audit Committee

4.5.3.2.1 Review information provided by the administration regarding systems for monitoring compliance with all applicable laws and regulations.

4.5.3.2.2 Obtain regular updates from institutional administrators and/or legal counsel regarding instances of material noncompliance that might have implications for the institution.

4.5.4 Internal Audit

4.5.4.1 Regent Audit Committee

4.5.4.1.1 Receive annual summary reports from trustee audit committees (via trustee chairs and trustee audit committee chairs) regarding the results of the internal auditing program at each institution, including any restrictions and limitations on internal auditing activities.

4.5.4.2 Trustee Audit Committee

4.5.4.2.1 Review with the administration and the chief internal audit executive the charter, plans, activities, staffing and organizational structure of the internal audit function.

4.5.4.2.2 Review any restrictions and limitations on internal auditing activities.

4.5.4.2.3 Advise the Board of Trustees regarding the appointment, replacement, or dismissal of the institution's chief internal audit executive.

4.5.4.2.4 Receive and review internal audit reports and/or periodic summaries of internal audit activities prepared by the chief internal audit executive.

4.5.4.2.5 Schedule meetings and correspondence as necessary to maintain regular, independent communication and information flow between the Committee and the institution's chief internal audit executive.

4.6 Reporting

4.6.1 Regent Audit Committee

4.6.1.1 At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

4.6.2 Trustee Audit Committee

4.6.2.1 At least annually, the Committee shall provide a report or minutes of meetings to the full Board of Trustees detailing the Committee's activities and recommendations.

4.6.2.2 In connection with regularly scheduled Board of Regents meetings, the ~~Committee~~ Trustee chair and Trustee Audit Committee chair shall meet periodically with the Regent Audit Committee to provide updates on the institutional activities contemplated by this policy. In addition, the ~~Committee~~ Trustee chair and Trustee Audit Committee chair shall prepare

an annual report consisting of a cover letter outlining audit programs and plans, a summary of key committee and related institutional activity (including an assessment of the results of that activity), and meeting agendas/minutes. This report shall be submitted to the Office of the Commissioner by December 31 of each year.

R565-5 Necessary Actions Not Contemplated by R565-4

5.1 To assure appropriate institutional or System governance, the Regent Audit Committee is authorized, as directed by the chair of the Board of Regents, to pursue other actions which the Committee believes are needed, so long as the Regent Audit Committee is not vested with any authority to make decisions regarding the public's business.

5.2 The Trustee Audit Committee may pursue other courses of action, as directed by the chair of the Board of Trustees, which the Committee believes are needed, so long as the Trustee Audit Committee is not vested with any authority to make decisions regarding the public's business.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Final Consultant Report: Actuarial Valuation Studies of Post-Retirement Obligations (GASB 45 and 47)

In December 2005, the Legislative Auditor issued report 2005-12, *A Review of Higher Education's Post-Retirement Benefits*, in which they attempted to estimate the anticipated thirty-year post-retirement liability for all higher education associated with the new GASB 45 accounting standards. The Legislative Auditor estimated the thirty-year post-retirement liability for all higher education employees to be \$979 million. Following a rigorous examination of our post-retirement benefits with the assistance of a leading actuarial firm, we found that our anticipated thirty-year post-retirement liability, for policies in place in 2006, would have become approximately \$132 million, less than 15% of the Legislative Auditor's original estimate, when the new GASB 45 accounting requirements take effect in Fiscal Year 2008. The table below shows the anticipated liabilities, based upon policies in place in 2006, for each of the Utah System of Higher Education institutions.

The table below shows the GASB 45 and GASB 47 Value of Benefits for the 2006 retirement policies:

	GASB 45		GASB 47
	Present Value of Benefits	Actuarial Accrued Liability	Present Value of Benefits
University of Utah	\$ 37,077,000	\$ 19,094,400	\$ 5,064,000
Utah State University	93,044,000	53,466,000	0
Weber State University	0	0	2,364,000
Southern Utah University	984,000	984,000	897,000
Snow College	0	0	397,000
Dixie State College	0	0	969,000
College of Eastern Utah	0	0	374,000
Utah Valley State College	0	0	1,201,000
Salt Lake Community College	470,000	357,000	1,172,000
Utah College of Applied Technology	269,000	269,000	425,000
Total	\$ 131,844,000	\$ 74,170,400	\$ 12,863,000

Further, we are pleased to report that subsequent changes to policies at the University of Utah and Utah State University will reduce that anticipated liability by more than \$100 million beginning Fiscal Year 2008.

The table below shows the GASB 45 and GASB 47 Value of Benefits for the various institutions once plan changes have been implemented:

	GASB 45		GASB 47
	Present Value of Benefits	Actuarial Accrued Liability	Present Value of Benefits
University of Utah	0	0	\$ 5,064,000
Utah State University	0	0	4,890,000
Weber State University	0	0	2,364,000
Southern Utah University	\$ 984,000	\$ 984,000	897,000
Snow College	0	0	397,000
Dixie State College	0	0	969,000
College of Eastern Utah	0	0	374,000
Utah Valley State College	0	0	1,201,000
Salt Lake Community College	470,000	357,000	1,172,000
Utah College of Applied Technology	269,000	269,000	425,000
Total	\$ 1,723,000	\$ 1,610,000	\$ 17,753,000

In the 2005 post-retirement benefits report, the Legislative Auditor made six recommendations, five of which were directed at the Utah System of Higher Education (the sixth recommended that the Legislature impose "sanctions" if the USHE failed to comply with the first five recommendations). The attached letter from Commissioner Kendell outlines the USHE response to each of the recommendations.

Commissioner's Recommendation

Information item only, no action needed.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS/KLH
Attachments

February 22, 2007

President John Valentine
Speaker Greg Curtis
W115 State Capitol Complex
Salt Lake City, UT 84114

Mr. President and Mr. Speaker,

This letter is to inform you that the Utah System of Higher Education completed its requirement to fully assess its post-retirement liability as recommended by the Legislative Auditor in report 2005-12, *A Review of Higher Education's Post-Retirement Benefits*.

Prior to last year's legislative session, the Legislative Auditor estimated the thirty-year post-retirement liability for all higher education employees to be \$979 million. Following a rigorous examination of our post-retirement benefits with the assistance of a leading actuarial firm, we found that our anticipated thirty-year post-retirement liability, for policies in place in 2006, would have become approximately \$132 million, less than 15% of the Legislative Auditor's original estimate, when the new GASB 45 accounting requirements take effect in Fiscal Year 2008. The table below shows the anticipated liabilities, based upon policies in place in 2006, for each of the Utah System of Higher Education institutions.

The table below shows the GASB 45 and GASB 47 Value of Benefits for the 2006 retirement policies:

	GASB 45		GASB 47
	Present Value of Benefits	Actuarial Accrued Liability	Present Value of Benefits
University of Utah	\$ 37,077,000	\$ 19,094,400	\$ 5,064,000
Utah State University	93,044,000	53,466,000	n/a
Weber State University	n/a	n/a	2,364,000
Southern Utah University	984,000	984,000	897,000
Snow College	n/a	n/a	397,000
Dixie State College	n/a	n/a	969,000
College of Eastern Utah	n/a	n/a	374,000
Utah Valley State College	n/a	n/a	1,201,000
Salt Lake Community College	470,000	357,000	1,172,000
Utah College of Applied Technology	269,000	269,000	425,000
Total	\$ 131,844,000	\$ 74,170,400	\$ 12,863,000

Further, we are pleased to report that subsequent changes to policies at the University of Utah and Utah State University will reduce that anticipated liability by more than \$100 million beginning Fiscal Year 2008.

In the 2005 post-retirement benefits report, the Legislative Auditor made six recommendations, five of which were directed at the Utah System of Higher Education (the sixth recommended that the Legislature impose "sanctions" if the USHE failed to comply with the first five recommendations).

Below are the five recommendations and a brief response outlining our compliance to the fulfillment of the audit recommendations.

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

This letter and the attached report is confirmation of USHE compliance. The Utah College of Applied Technology performed a separate review of its post-retirement benefits for each of the nine college campuses and the outcome of that separate study has been included for your review and consideration.

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

During the May 2006 and July 2006 interim Executive Appropriation interim sessions, the Utah System of Higher Education reported on the common actuarial assumptions and progress of the system in complying with the recommendations of the Legislative Auditor's report.

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

This letter serves as fulfillment of this recommendation.

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

Each of the USHE institutions have complied with this recommendation in that after the actuary helped determine both the GASB 45 and 47 liabilities, an internal examination of existing operating budget resources and policies was completed on each campus. For seven of the ten USHE institutions, it was determined that the post-retirement benefits and associated liabilities were at a level that is affordable, sustainable, and well within comparison to the state's costs. The remaining three institutions, the University of Utah,

Utah State University and the Utah College of Applied Technology Bridgerland Applied Technology College have determined that it would be beneficial to the institution to change the policies and post-retirement benefits that were creating the GASB 45 liabilities. These changes will begin July 1, 2008 and continue through Fiscal Year 2009 until the GASB 45 liability will be reduced to approximately \$1.7 million.

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

Seven of the ten USHE institutions have determined that their post-retirement benefits are currently funded with existing operating budgets and require no additional funding from the taxpayers or students.

The University of Utah has implemented a plan that modifies the post-retirement benefits associated with the GASB 45 liabilities. Beginning July 1, 2006 the University changed its plan and began to move retirees into their own risk pool. This plan change will be implemented over a two year period. The University added 1/3 of the necessary increase to the retiree costs on January 1, 2007, resulting in the retiree currently paying 86% of the age based cost. On January 1, 2008 it will add 2/3 of the necessary increase and project the retiree will be paying approximately 95% of the age based cost. On January 1, 2009 it will charge the retiree 100% of the age based rate. This modification to the exiting benefit plan will eliminate the GASB 45 liability in its entirety.

Utah State University will eliminate the entire anticipated \$93 million GASB 45 liability with a plan change moving the post-retirement benefit from an entitlement to a case by case determination for each employee beginning July 1, 2007. This plan has been reviewed and confirmed by the State of Utah General Auditor. The Utah State University program will continue to be funded with existing operating budgets and will require no additional funding from taxpayers or students.

Southern Utah University terminated its program to provide health insurance to retirees for life in 1990. The GASB 45 liability listed will diminish and disappear over approximately 10 years. The age range of these emeriti is 75-92. Because there are no new participants, SUU is not required to fund this liability in advance, but has recorded the liability in its financial statements.

The table below shows the GASB 45 and GASB 47 Value of Benefits for the various institutions once plan changes have been implemented:

	GASB 45		GASB 47
	Present Value of Benefits	Actuarial Accrued Liability	Present Value of Benefits
University of Utah	n/a	n/a	\$ 5,064,000
Utah State University	n/a	n/a	4,890,000
Weber State University	n/a	n/a	2,364,000
Southern Utah University	\$ 984,000	\$ 984,000	897,000
Snow College	n/a	n/a	397,000
Dixie State College	n/a	n/a	969,000
College of Eastern Utah	n/a	n/a	374,000
Utah Valley State College	n/a	n/a	1,201,000
Salt Lake Community College	470,000	357,000	1,172,000
Utah College of Applied Technology	269,000	269,000	425,000
Total	\$ 1,723,000	\$ 1,610,000	\$ 17,753,000

In summary, it is useful to note that for the Utah System of Higher Education, the issue of post-retirement benefits is primarily one involving a new accounting treatment – not a discovery of new liabilities. Each of our institutions has been aware of and has budgeted for their early retirement programs.

If there are additional questions regarding the Utah System of Higher Education's response to Legislative Audit report 2005-12, *A Review of Higher Education's Post-Retirement Benefits*, I would be happy to meet with you to discuss further.

Sincerely,

Richard E. Kendell, Commissioner

cc: Sen. Curtis S. Bramble, Senate Retirement and Independent Entities Committee
Rep. John Dougall, House Retirement and Independent Entities Committee
Rep. Aaron Tilton, House Retirement and Independent Entities Committee
Sen. Greg Bell, Higher Education Appropriations Subcommittee
Rep. Kory M. Holdaway, Higher Education Appropriations Subcommittee
John M. Schaff, Legislative Auditor General



UTAH SYSTEM OF HIGHER EDUCATION

GASB 45 AND GASB 47

Executive Summary of Actuarial Valuation Studies

Date of Report: February 21, 2007

Executive Summary

Aon Consulting has performed actuarial studies of certain termination and other postemployment benefit (OPEB) programs for nine institutions in the Utah System of Higher Education. The purpose of these studies was to analyze the impact of new accounting standards under Government Accounting Standards Board (GASB) Statements 45 and 47.

Background

Each of the institutions reviewed have some type of retirement program that falls under the guidance of GASB 45 and 47. Generally, the benefit plans consist of early retirement programs that provide eligible retirees with either a continuation of some portion of salary, or health benefit coverage, or both.

The Utah System of Higher Education has requested this study in order to understand the financial impact of GASB's new standards.

GASB 45

In June 2004, GASB issued Statement 45, which addresses accounting and financial reporting for Postemployment Benefits Other Than Pensions. This statement replaces and significantly modifies prior guidance. GASB 45 effective dates are staggered depending on entity size, with the largest government entities required to adopt for fiscal years beginning after December 15, 2006.

There are several reasons public entities should review its OPEB obligations sooner rather than later, such as:

- Pre-funding alternatives – although funding is not required, an unfunded plan results in higher balance sheet liabilities and costs
- Bargaining issues – recognizing how the obligation will impact the collective bargaining process in the near and long term
- Bond rating – potential impact to the cost of debt due to unfunded liabilities

Where applicable, the liabilities and annual costs for an affected institution's contribution promises are calculated in our study in accordance with GASB 45. Similar to most government entities, the institutions in our studies do not currently pre-fund or recognize OPEB liability as benefits are accrued. As the reports show, any required accrual determined on a GASB basis can be considerably higher than the amount on a pay-as-you-go basis.

ARC Development

GASB 45 requires an Annual Required Contribution (ARC) to be developed each year based on the Plan's assets and liabilities. Although GASB does not actually require prefunding, the portion of the ARC that is not funded each year accumulates as a liability on the institution's financial statements.

Executive Summary (cont.)

GASB 47

In June 2005, GASB issued Statement 47, which addresses accounting and financial reporting for Termination Benefits. This statement provides guidance on reporting of liabilities for benefits that employers provide as 1) an inducement to hasten the termination of services, 2) a result of voluntary early termination, or 3) a consequence of involuntary early termination. GASB 47 is effective for fiscal years beginning after June 15, 2005.

If a program meets the criteria for GASB 47 treatment, the liabilities and accounting treatment are significantly different than under GASB 45. The reasons for the differences follow:

- **Participants Valued** – Only current retirees receiving benefits are valued under GASB 47. Actives, or potential future recipients, do not need to be considered as they do under GASB 45.
- **Implicit Subsidy** – As long as the event giving rise to the benefits is not a “large-scale, age-related program”, an implicit subsidy is not required to be considered under GASB 47 as it is under GASB 45. An implicit subsidy exists when active and retiree costs are blended to determine premium rates charged to retirees.
- **Liability Recognition** – GASB 45 requires accrual while the benefits are earned. GASB 47 recognizes a liability for individuals only after benefits are approved.

Accounting Treatment of Benefit Programs

Based on information obtained and discussions with each institution’s management, it appears that four benefit programs fall under GASB 45, while the rest fall under GASB 47. A few institutions have benefit programs that fall under both statements.

For many of the programs, the key criteria that determined which statement applied were whether all employees meeting minimum requirements were eligible to receive benefits, or whether management actually used discretion (e.g., budgetary, staffing criteria) in determining eligibility. While there may be a fine distinction between whether a program’s proper accounting treatment falls under GASB 45 or GASB 47, the differing impact of the statements is significant. Since a large share of GASB 45 liability is often due to active employees and the implicit subsidy, it is common for liabilities under GASB 47 to be significantly smaller than under GASB 45.

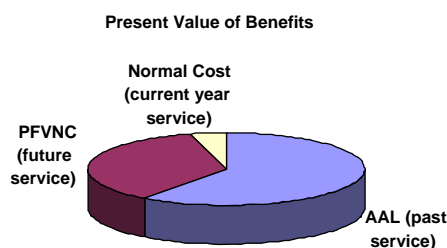
The accounting treatment of each program should be reviewed by auditors.

Executive Summary (cont.)

Summary of Results

Terminology

There are a few terms to understand related to the Plan's liabilities. The Present Value of Benefits (PVB) represents the actuarial present value of all future benefits expected to be paid to current employees and retirees. The Actuarial Accrued Liability (AAL) is the portion of the PVB attributable to past service. The Normal Cost is the portion of the PVB that is allocated to the current plan year for active employees.



For current retirees, the PVB is equal to the AAL since all benefits are attributable to past service. As a result, under GASB 47, PVB is equal to AAL.

Liabilities

The table below shows the actuarial liabilities for the various institutions:

	GASB 45		GASB 47
	Present Value of Benefits	Actuarial Accrued Liability	Present Value of Benefits
College of Eastern Utah (CEU)	n/a	n/a	\$ 374,000
Dixie State College of Utah (Dixie)	n/a	n/a	969,000
Salt Lake CC (SLCC)	\$ 470,000	\$ 357,000	1,172,000
Snow College (Snow)	n/a	n/a	397,000
Southern Utah University (SUU)	984,000	984,000	897,000
University of Utah (UofU)	37,077,000	19,094,000	5,064,000
Utah State University (USU)	93,044,000	53,466,000	n/a
Utah Valley State College (UVSC)	n/a	n/a	1,201,000
Weber State University (WSU)	n/a	n/a	2,364,000
Total	\$131,575,000	\$73,901,000	\$12,438,000

With the exception of UofU, the studies were performed as of July 1, 2006. The UofU study was the first study completed and was performed as of July 1, 2005.

Executive Summary (cont.)

ARC for GASB 45 Benefits

For benefit programs subject to GASB 45, the ARC can be determined using one of a number of different actuarial cost methods and amortization periods. Selecting an appropriate method and amortization period for funding the liabilities is a balance between an institution's ability to pay costs immediately and the long-term cost of borrowing.

This study developed the ARC under the aggregate and entry age normal cost methods, both determined as a level percent of payroll. The difference in the cost methods is the period over which past service liabilities are spread. The aggregate method spreads unfunded past service liabilities over the future working lifetimes of active participants while the entry age normal method spreads unfunded past service liabilities over the specified amortization period. It should be noted that the entry age normal method with costs spread as a level percent of pay is used to determine the ARC for the Utah Retirement System pension plan.

The table below shows the range of ARCs developed in the studies :

	Range of ARC	
	Minimum	Maximum
Salt Lake CC (SLCC)	\$ 34,000	\$ 58,000
Southern Utah University (SUU)	38,000	105,000
University of Utah (UofU)	2,196,000	3,485,000
Utah State University (USU)	5,535,000	9,144,000
Total	\$ 7,803,000	\$12,792,000

Assumptions

The studies were determined using the same basic assumptions for all institutions. Where applicable, Utah Retirement Systems' actuarial valuation assumptions were used. Other key assumptions used were the 4% discount rate and healthcare trend of 13% grading down to 5%.

* * *

The individual reports provide details of the results, including a breakdown of liabilities by benefit, benefit payment projections, participant demographics, and summaries of plan provisions and actuarial assumptions.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah State University – Action of Regents’ Executive Committee to Approve a Building Lease in Tooele, Utah

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on Tuesday, January 30, 2007. The Executive Committee approved a request from Utah State University officials to lease a 6,000 square feet building from Tooele County. The County proposes to construct the building on land owned by the University and then lease the building to the University for a nominal fee.

During discussion of this agenda item, a member of the Executive Committee requested additional information regarding all post-secondary building space in Tooele County in order to avoid unnecessary duplication of effort. Commissioner’s staff members have confirmed that the Utah College of Applied Technology (UCAT) uses a small amount of space at Tooele High School, and Salt Lake Community College (SLCC) leases a small amount of space in the existing USU facility in Tooele. Neither UCAT or SLCC own space in Tooele County.

Attachments to this memorandum include the Commissioner’s recommendation to the Executive Committee and briefing information from Utah State University.

Commissioner’s Recommendation

This agenda item is for information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachments

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University – Action of Regents’ Executive Committee to Authorize a Revenue Bond Proposal for New Residence Halls

This memorandum reports action taken by the Executive Committee of the State Board of Regents at a public meeting held on Tuesday, January 30, 2007. The Executive Committee approved a request from Southern Utah University officials to begin work on a revenue bond proposal to replace aging residence halls.

This proposal has been approved in concept by the appropriate Legislative committee and the State Building Board. Attached to this memorandum are the Commissioner’s recommendation to the Executive Committee and briefing information provided by Southern Utah University.

Commissioner’s Recommendation

This agenda item is for information only.

Richard E. Kendell
Commissioner of Higher Education

REK/MHS
Attachments

February 28, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Regent Speaking Engagements/Presentations

Background

In December 2006, the Board of Regents adopted a new communication plan and presentation schedule for the 2007 calendar year. In January, Regents received a list of potential groups to hear the new messaging campaign. Regents were asked to identify groups they would like to meet with. An updated list is provided.

Issue

In order for the presentations to be made, it is necessary for the Commissioner's Office to know which groups Regents are interested in meeting with. Once the Regent assignments have been made, the Commissioner will work with the institutional presidents to create presentation teams. Some suggestions for teams have already been made on the attached list. Dates for the presentations are currently being scheduled for those teams already established.

Commissioner's Recommendation

The Commissioner recommends that individual Regents indicate the groups already listed with whom they are willing to meet. If there are groups not included on the list, the Commissioner would ask the Regents to provide recommendations in a relatively short time.

Richard E. Kendell, Commissioner

REK/DS/AC
Attachment

Regent Presentations

2007 Calendar Year

Group	REGENTS/PRESIDENTS	STAFF	MONTH	Time of Day?
Cecil Samuelson (BYU)	Marlon Snow/Bonnie Jean	Lucille		
Bishop Tanner Irish	Bonnie Jean/Mike Young			
Catholic Bishop John Wester				
LDS RS Presidency	Bonnie Jean/Suzan Young	Amanda		
LDS YW Presidency		Amanda		
Letter to LDS First Presidency	Rich Kendell		Complete	
Ethnic Affairs Office	Rosanita	Dave D		
NAACP		Dave D		
La Raza	Rosanita	Dave D		
Rev. France Davis				
Rabbi Tracy Rosen/Kol Ami		Teddi		
Jewish Community Center		Teddi		
Centro Civico de Mexico				
Centro de la Familia		Dave D		
Division of Indian Affairs-Forrest Cuch				
Utah Initiatives for Pacific Islanders				
Utah PTA				
IHC - Bill Nelson	Jed Pitcher			
Hospital Association	Jed Pitcher			
Coalition for Utah's Future	Rich Kendell		Complete	
Larry Miller	Rich/Mike Young/Cynthia Bioteau			
ATK Alliant Techsystems				
Don Gale-Words, Words, Words, Inc.				
Sorenson Capital		Mark S		
GOED - Jason Perry	Rich/David Grant	Amanda		
City/County Govts.	By Area			
Logan City	Sara Sinclair/Stan?			
Cache County	Sara Sinclair/Stan?			
Chambers of Commerce/Rotaries	By Area			
State Chamber of Commerce	Rich	Dave D	Complete	
SL Chamber & Exec. Board	Rich/Dave Doty/Amanda		Complete	
Park City Chamber of Commerce				
St. George Chamber of Commerce	Jerry Atkin			
Tooele Chamber of Commerce				
Provo/Orem Chamber of Commerce	Marlon/Bill Sederburg			

Cache Chamber of Commerce	Sara Sinclair/Stan?
Logan Rotary Club	Sara Sinclair/Stan?
Ogden/Weber Chamber of Commerce	
Asian Chamber of Commerce	
Hispanic Chamber of Commerce	
SL Rotary	

Dave B

Media

4 Major Editorial Boards	Rich/Dave Doty/Amanda		Complete
KSL TV Editorial Board	Rich/Dave Doty/Amanda		Complete
Jim Wall/Des News Publisher	Rich	Amanda	Complete
Dean Singleton/SL Trib	Rich Kendell		
Utah Public Radio-Lee Austin	Sara Sinclair	Amanda	
Utah Business Magazine			
Doug Wright (KSL RADIO)	Rich/Jed Pitcher	Amanda	
Doug Fabrizio	Rich/Jed Pitcher	Amanda	

March 1, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Minority Task Force Report—Information Item

At the 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 a report from Gwen Anderson, Director of the Multicultural Center at Utah Valley State College. A written report will be hand-carried to the meeting.

Commissioner's Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

REK/DSD:jc

February 28, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Commissioner's Goals

Background

In its January 2007 meeting, The Board of Regents adopted and incorporated Commissioner Kendell's 11 personal goals, which were originally set for the Office of the Commissioner, into the Regents' overall focus and strategic direction of "Building a Stronger State of Minds" through preparation, participation and completion. The Board asked for an amendment to the third goal. The amendment included the language "with respect to federal education initiatives." The updated goal follows:

3. Establish the Commissioner's Office as a principal source for higher education policy development and analysis in the State and with respect to federal education initiatives. Foster contacts and share resources with other major policy groups. Publish reports, data, and monographs reflecting higher education policy and data analysis.

Commissioner's Recommendation

This is an informational item to update the Board of the incorporated amendment.

Richard E. Kendell, Commissioner

REK/AC

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

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 a principal source for higher education policy development and analysis in the State and with respect to federal education initiatives. 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, at both the state and national levels, 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.

February 28, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Teacher Supply and Demand Study – Update Report

The Teacher Supply and Demand Study report will be reviewed and finalized with the Task Force on March 6. However, additions and revisions will not be available for the March 9 State Board of Regents meeting. Dave Sperry will make an oral progress report and will present all of the formal findings and recommendations at the April 19-20 Board meeting.

Richard E. Kendell, Commissioner

REK:jc

March 1, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Measuring Utah Higher Education Report—Information Item

At the November 2006 regular meeting, the Regents approved the reformatting of the annual report published by the Office of the Commissioner titled *Measuring Utah Higher Education*. We felt that, in order for the Office of the Commissioner and the Regents to advance the Strategic Directions, and ensure consistency between the messaging campaign (encouraging better student preparation, greater participation in higher education, and more completion of degrees) and System priorities, the report should be redesigned and reframed so that it clearly focuses on the critical higher education policy issues facing Utah. The redesign approved by the Regents tracks data specifically related to preparation, participation, and completion, so that the report can be used as a reliable measure of progress toward achieving specific System goals.

Following the Regents' approval of the new format in November, the redesigned report was finalized, printed, and distributed to legislators at our annual legislative luncheon on February 9, 2007. We have also printed multiple copies for distribution to business and community leaders, trustees, and other key stakeholders.

A copy of the new report is included for your review and reference in the coming year.

Commissioner's Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

REK/DSD:jc
Attachment



UTAH SYSTEM OF HIGHER EDUCATION

Building a Stronger State of MindsSM

Measuring Utah Higher Education Annual Report
2007

Published by the Office of the Commissioner of Higher Education
February 2007



As Utah continues its efforts to boost economic development and to improve the quality of life for its citizens, it will increasingly depend on education. The education level of Utah's citizens has a direct positive impact on personal income levels, health, happiness, civic participation, and overall happiness. Furthermore, educational attainment of Utahns promotes the state's tax base and sustainable economic growth. While it is imperative that every person graduate from high school, it is increasingly important for Utahns to obtain higher education. In order to sustain a family and compete in the workforce, individuals must attain some level of postsecondary education: a skill certificate, an associate's degree, a bachelor's degree or beyond. The State Board of Regents and the Utah System of Higher Education (10 public colleges and universities) are committed to helping Utah and its families by "building a stronger state of minds." A stronger state of minds will result from a three-pronged focused strategy to improve college preparation, participation, and completion. This strategy provides the framework for our mission, goals, operating budget, and communications.

This document addresses each component of this strategy and its key indicators. The indicators will help state decision makers, education leaders and the public to understand higher education's successes, challenges, and areas that may require additional attention. In order for Utah citizens and communities to succeed in the future, parents, educators, employers, businesses, government leaders, religious leaders and community groups all must raise the expectations today. It is our hope that this report will help frame such expectations.

A handwritten signature in blue ink that reads "Richard E. Kendell". The signature is fluid and cursive, with the first name being the most prominent.

Richard E. Kendell
Commissioner of Higher Education

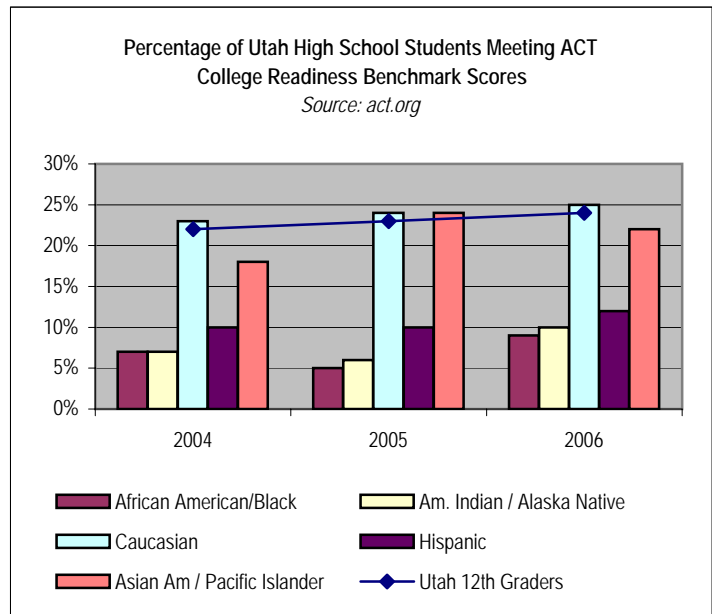
Preparation

The State Board of Regents wants to encourage more Utahns to be prepared to enter college directly from high school. The following two measurements provide the state of Utah a look at how well its students are prepared to enter college.

Percentage of High School Students Meeting ACT College Readiness Benchmarks

Is the percentage of Utah 12th Graders who meet all four ACT benchmark scores for college readiness in English, Social Science, Biology, and Algebra increasing?

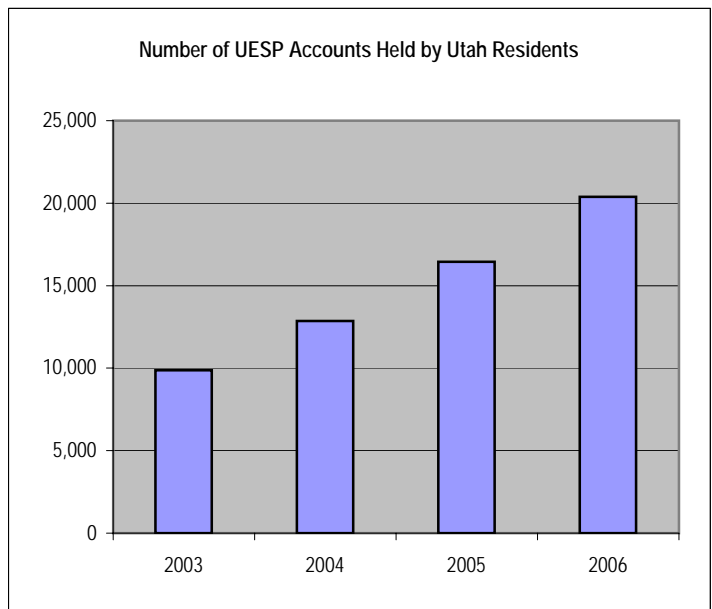
ACT, which scores subject knowledge on a scale of 1-36, has established College Readiness Benchmark scores in the areas of English (18), Math (22), Reading (21), and Science (24). A benchmark score is the minimum score needed to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher, in the corresponding college-level classes in English Composition, Algebra, Social Science and Biology.



Number of Utah Families with a Utah Education Savings Plan Account

Is the number of Utah residents holding a Utah Educational Savings Plan (UESP) increasing?

In addition to academic preparedness, the State Board of Regents wants to encourage financial preparedness for college. One of the best ways to save for college is to set up and invest in a UESP account.



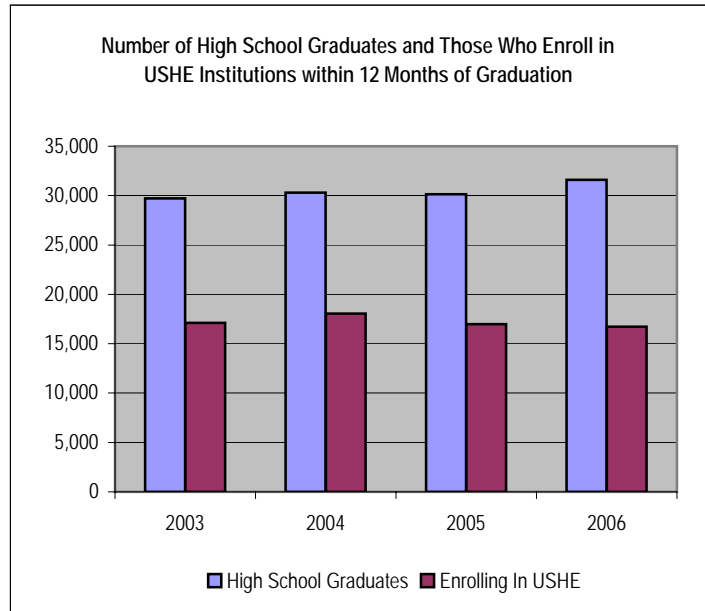
Participation

The State Board of Regents wants to encourage more Utahns to participate in higher education. The following two measurements provide the state of Utah a look at how many students are participating in public higher education.

Number of Students Enrolled in Public Higher Education within 12 Months of Graduation

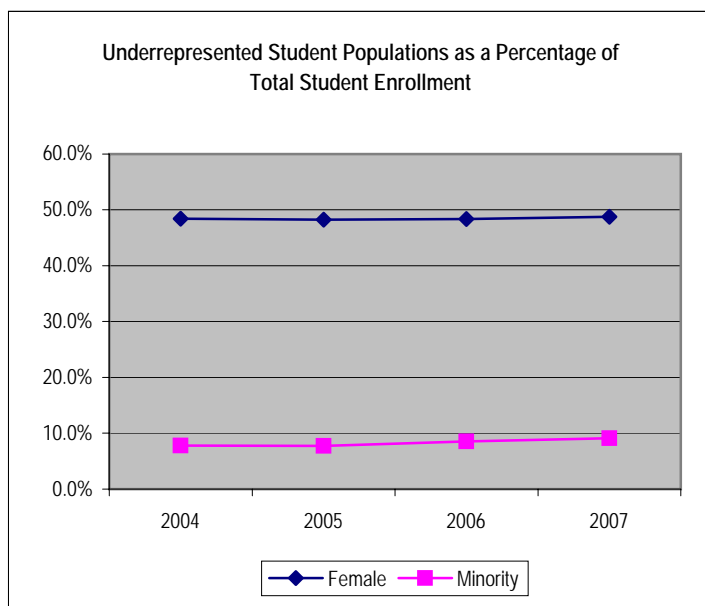
Is the number of Utah high school graduates enrolling in public colleges and universities within 12 months after graduation increasing?

According to longitudinal research conducted by the U.S. Department of Education, there is a significant correlation between a student's delay in entering college and his/her chances of successfully completing a degree. "[S]tudents who enter college directly from high school increase the probability of bachelor's degree attainment by 21.2 percent, a very persuasive marker." Clifford Adelman, *The Toolbox Revisited*, U.S. Dept. of Ed. (Feb. 2006) p. 45.



Percentage of Underrepresented Students Enrolled in Higher Education

Is the percentage of underrepresented students enrolled in USHE institutions increasing?



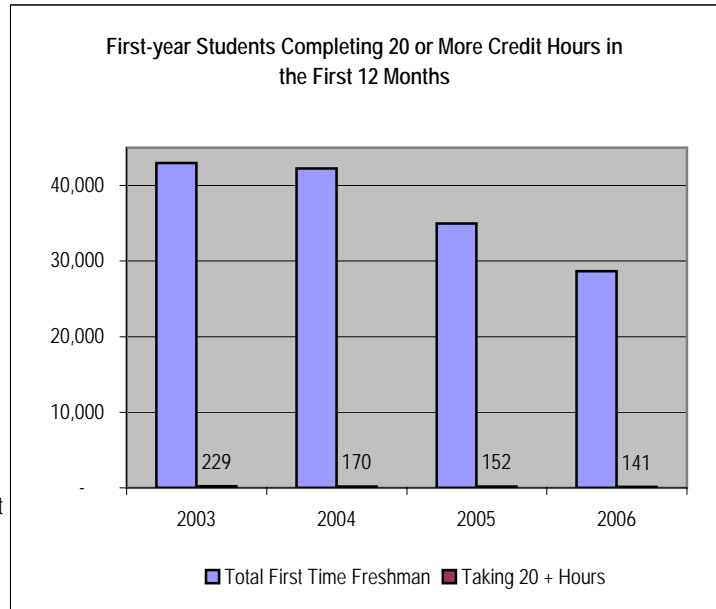
Completion

The State Board of Regents wants to encourage more Utahns to complete their higher education. The following two measurements provide the state of Utah a look at how many students are on track to complete a degree or certificate in public institutions of higher education.

First-year Students Completing 20 or More Credit Hours

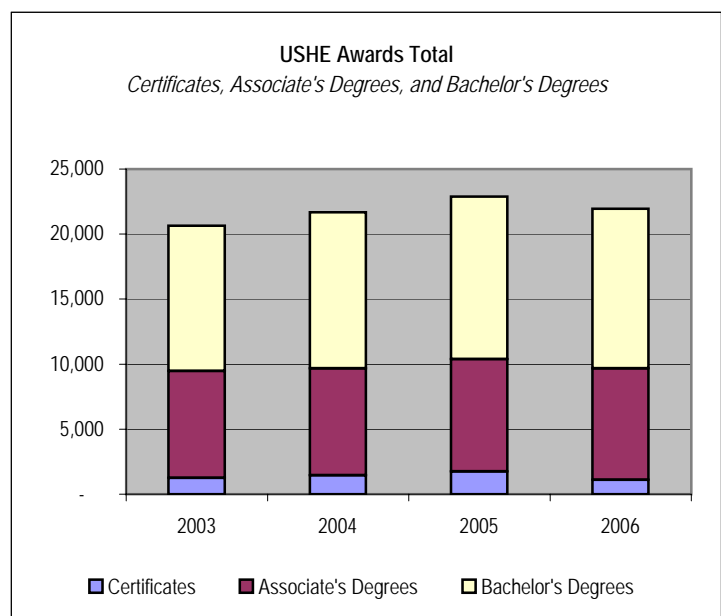
Is the number of postsecondary students who end their first calendar year of enrollment with 20 or more credits increasing?

According to longitudinal research conducted by the U.S. Department of Education, there is direct correlation between the number of credits a student completes during the first year of college and his/her chance of completing a degree. "Earning less than 20 credits in the first calendar year following postsecondary entry is a distinct drag on degree completion. The Delta-p says that falling below the 20-credit threshold lessens the probability of completing a bachelor's degree by a third." Clifford Adelman, *The Toolbox Revisited*, U.S. Dept. of Ed. (Feb. 2006) p. 48.



Postsecondary Degrees Awarded

Is the annual number of one - and two-year certificates, associate's degrees, and bachelor's degrees awarded from USHE institutions increasing?





The Utah System of Higher Education consists of ten public colleges and universities governed by the State Board of Regents, assisted by local Boards of Trustees. The system includes two Doctoral/Research Universities, two Master's Universities, two Baccalaureate/Associate Colleges, three Community Colleges and one Technical College.

University of Utah

President Michael K. Young

The UofU is a major urban state university with significant programs of sponsored research and of graduate, professional, and undergraduate education in 15 colleges and professional schools and their authorized degree programs, including law and medical schools.

Salt Lake City, UT 84112
Telephone: (801) 581-7200

Fall 2006 Enrollment: 30,511 head count, 23,766 FTE
Annual undergraduate tuition & fees: \$4,663 (resident) and \$14,593 (non-resident)

Utah State University

President Stan L. Albrecht

USU serves as the state's land-grant institution under state and federal legislation and is a primary center of university research and of graduate, professional, and undergraduate education in numerous authorized fields of study.

Logan, UT 84322
Telephone: (801) 797-1000

Fall 2006 Enrollment: 23,623 head count, 16,634 FTE
Annual undergraduate tuition & fees: \$3,949 (resident) and \$11,449 (non-resident)

Weber State University

President F. Ann Millner

WSU is a student-centered institution focused on two- and four-year programs with a strong commitment to applied learning in technical, professional and liberal education. Selected masters programs are also available.

Ogden, UT 84408
Telephone: (801) 626-6000

Fall 2006 Enrollment: 18,642 head count, 12,692 FTE
Annual undergraduate tuition & fees: \$3,432 (resident) and \$10,415 (non-resident)

Southern Utah University

President Michael T. Benson

SUU has the mission of a regional, comprehensive, undergraduate institution with a broad program of liberal and professional education, and is a primary center for service and cultural programs designed to advance the southern Utah area. Selected masters programs are also available.

Cedar City, UT 84720
Telephone: (801) 586-7700

Fall 2006 Enrollment: 7,029 head count, 5,580 FTE
Annual undergraduate tuition & fees: \$3,565 (resident) and \$10,603 (non-resident)

Snow College

Interim President Ric Wheeler

Snow College is an open access comprehensive community college that offers a broad range of general/liberal education and vocational/technical programs leading to Associate of Arts, Science, or Applied Science Degrees. Numerous specialized short-term vocational training certificates and diplomas are also offered.

Ephraim, UT 84627
Telephone: (801) 283-7000

Fall 2006 Enrollment: 4,179 head count, 2,945 FTE
Annual undergraduate tuition & fees: \$2,164 (resident) and \$7,498 (non-resident)

Dixie State College of Utah

President Lee G. Caldwell

Dixie State College is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of selected Baccalaureate degree offerings.

St. George, UT 84770
Telephone: (801) 652-7500

Fall 2006 Enrollment: 5,967 head count, 3,983 FTE
Annual undergraduate tuition & fees: \$2,492 (resident) and \$9,056 (non-resident)

College of Eastern Utah

President Ryan L. Thomas

CEU is an open access, comprehensive community college with a mission of providing general and liberal education as well as applied technology programs leading of Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

Price, UT 84501
Telephone: (801) 637-2120

Fall 2006 Enrollment: 2,220 head count, 1,478 FTE
Annual undergraduate tuition & fees: \$2,091 (resident) and \$7,670 (non-resident)

Utah Valley State College

President William A. Sederburg

UVSC consists of two interdependent divisions. The lower division embraces the mission of an open access comprehensive community college which provides general and liberal education as well as applied technology programs leading to Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs. The upper division consists of Baccalaureate degree offerings in areas of high community demand and student interest.

800 West University Parkway
Orem, UT 84058-5999
Telephone: (801) 222-8000

Fall 2006 Enrollment: 23,305 head count, 15,662 FTE
Annual undergraduate tuition & fees: \$3,308 (resident) and \$10,338 (non-resident)

Salt Lake Community College

President Cynthia A. Bioteau

SLCC is an urban, multi-campus, open access, comprehensive community college with a mission of providing applied technology education as well as general and liberal education leading Associate of Arts, Science, or Applied Science degrees. Certificates are awarded for short-term and applied technology programs.

P O Box 30808
Salt Lake City, UT 84130-0808
Telephone: (801) 957-4111

Fall 2006 Enrollment: 25,129 head count, 14,021 FTE
Annual undergraduate tuition & fees: \$2,404 (resident) and \$7,519 (non-resident)

Utah College of Applied Technology

President Robert O. Brems

UCAT is an applied technology education institution, consisting of nine regional colleges providing opportunities for statewide open entry-open exit, competency-based education for high school students and adults. UCAT, working in close cooperation with the local school districts and the other colleges and universities, provides specialized technical training through short-term, certificate programs and selected Associate of Applied Technology Degrees.

Statewide: Logan, Ogden, Kaysville, West Valley City, Roosevelt, Orem, Price, Cedar City, and St. George, UT
Central Office: 60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7121

2005-2006 Enrollment: 39,893 head count, 5,880 FTE
\$1.25 per membership hour for full-time students

Utah State Board of Regents/Office of the Commissioner

Commissioner Richard E. Kendall

The mission of the Board of Regents is to ensure fulfillment of the mission of the USHE through policy determination, governance, collaboration, and coordination. The mission of the Office of the Commissioner of Higher Education is to implement and administer policies and directives of the State Board of Regents and provide staff support to assist the Board and system institutions in fulfilling their respective missions.

60 South 400 West
Salt Lake City, UT 84101-1284
Telephone: (801) 321-7103

SYSTEM TOTALS *

Enrollment Fall Semester 2006:	140,605 head count, 96,760 FTE (full-time equivalent)
State Tax Fund Appropriation 2006-07 :	\$ 650,300,600
Total Budget 2006-07 (estimated):	\$ 3,514,296,000
Full and part-time Instructional Faculty Fall 2006 (appropriated):	5,736
Full and part-time Staff Fall 2006 (appropriated):	8,144
Number of degrees and awards conferred in 2005-2006:	25,252

* UCAT is not included in these totals

February 9, 2007



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds

March 1, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Orientation for New Regents, Trustees, and Presidents—Information Item

As part of its ongoing efforts to improve its performance as a governing and policy-making body, the Board of Regents has indicated an interest in developing orientation and training materials for newly appointed Regents. Moreover, several Regents have requested that training be provided for new trustees and presidents.

David S. Doty, Assistant Commissioner & Director of Policy Studies, is currently working with a student intern from the University of Utah to organize an orientation program to be used with Regents, trustees, and presidents who take office after July 1, 2007. It is our intent that this orientation will provide an overview of, among other things: 1) Basic laws governing higher education in Utah; 2) roles and responsibilities of key departments and staff members in the Office of the Commissioner of Higher Education, UHEAA, and UESP; 3) Board policies related to governance, academic affairs, financial affairs, and capital facilities; 4) search, hire, and evaluation of presidents; 5) accountability and data reporting; and 6) the legislative process (including budget).

Our initial thinking is that we will try to structure the orientation in a half-day (3- to 3.5-hour) format and schedule it at multiple locations (southern Utah, central Utah, Wasatch Front, northern Utah) and times in order to make it convenient for participants. We will plan to bring a complete package of the orientation materials to the Regents for approval at the July 27, 2007 regular meeting of the Board.

In the meantime, if you have any suggestions or requests with respect to particular topics that you would like included in the training, please let us know so that we can provide information that will be responsive to your needs.

Commissioner's Recommendation

This item is for information only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

February 28, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE, UHEAA, UESP and Utah Scholars Web Sites

Background

In Fall 2006, the Office of the Commissioner completed its revision of the www.utahsbr.edu Web site. The site now contains updated information and is organized into areas that are customer-friendly and less bureaucratic.

Accordingly, the Commissioner requested that all Web sites associated with the Utah System of Higher Education follow the same format and navigation system. As a result, the Web sites for UHEAA, UESP, UEC, Utah Scholars and others now share the same "look and feel," allowing our customers to understand that our information is coordinated and complementary.

Issue

Currently, the Office of the Commissioner, UHEAA and Utah Scholars are working to secure domain names of sites that are "parked" in order to mislead the public or to gain a profit from our established names and functions. We have recently secured many "similar" domain names and have pointed them to our Web sites. The Commissioner will keep the Board apprised as we work to complete this process.

Commissioner's Recommendation

This is an information item. No action is necessary.

Richard E. Kendell, Commissioner

REK/DS/AC

March 1, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Proposed R212, Draft Policy on Board Self-Evaluation

Although the Board of Regents has developed sound policies governing the evaluation of presidents and the Commissioner of Higher Education, it presently has no policy requiring self-evaluation of the Board itself. Such a policy is needed not only to provide the Board with feedback about how it can improve its own performance, but also to satisfy relevant accreditation standards. For example, Standard 6.B.6 of the accreditation standards used by the Northwest Commission on Colleges and Universities states: "The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner."

Self-evaluation of the Board might be accomplished in a variety of different ways; boards in higher and public education utilize a variety of instruments and procedures that could serve as models for the Board. It is our recommendation that the policy itself be fairly brief, focusing on the requirement to conduct a self-evaluation annually and delegating the responsibility for reviewing possible evaluation instruments and procedures to the Executive Committee. Given the impact of a self-evaluation on the entire Board, all Regents should have the opportunity to participate in the final determination as to how the self-evaluation will be conducted.

A working draft of the policy is attached, together with some guidance and sample instruments from several higher education institutions. After receiving feedback from the Strategic Planning and Communications Committee, as well as the entire Board, we intend to present a final draft of the policy to the Board for approval at its next regularly scheduled meeting on April 20, 2007.

Commissioner's Recommendation

This item is for discussion only and requires no action.

Richard E. Kendell
Commissioner of Higher Education

REK/DSD:jc
Attachment

R212, Board Self-Evaluation [WORKING DRAFT 3-1-07]

R212-1. Purpose

The purpose of this policy is to establish the procedures for evaluating the performance of the Board of Regents as a governing and policy making body, and to identify areas of Board performance which may need improvement. The policy is also intended to meet relevant accreditation standards for Utah's public colleges and universities.

R212-2. References

- 2.1. Standard 6.B.6 (Governance and Administration), Northwest Commission on Colleges and Universities Accreditation Standards ("The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner.").
- 2.2. Utah Code Ann. § 52-4-101 et seq. (Open and Public Meetings Act).

R212-3. Definitions

- 3.1. "Board"—the Utah State Board of Regents.
- 3.2. "CEO"—Commissioner of Higher Education and institutional presidents.
- 3.3. "Executive Committee"—Committee of the Board comprised of the Board Chair, Vice Chair, Immediate Past Chair, and the Chairs of the Board's three standing committees (Programs Committee, Finance & Facilities Committee, Strategic Planning & Communications Committee).
- 3.4. "Regents"—individual members of the Board.
- 3.5. "Trustees"—individual members of institutional Boards of Trustees.

R212-4. Policy

- 4.1. The Board shall conduct annually an evaluation of its performance as a governing and policy making body. The purpose of the self-evaluation is to assess the effectiveness of the Board as a whole.
- 4.2. The Executive Committee of the Board shall be responsible for reviewing potential self-evaluation instruments and recommending the instrument(s) and procedure(s) for conducting the evaluation, including the use of anonymous surveys, on-line assessments, and outside consultants as appropriate.

- 4.3. The Board will have the opportunity to review the Executive Committee's recommendations and will make the final determination about the instrument(s) and procedure(s) to be used in conducting the self-evaluation.
- 4.4. The self-evaluation will assess the Board's performance in several categories, including but not limited to:
 - 4.4.1. Board organization;
 - 4.4.2. Policy role;
 - 4.4.3. Policy direction;
 - 4.4.4. Community relations;
 - 4.4.5. Board-CEO relations;
 - 4.4.6. Institutional and system operations;
 - 4.4.7. Institutional and system performance;
 - 4.4.8. Board commitment to legal principles and responsibilities;
 - 4.4.9. Board oversight of financial affairs and budgeting;
 - 4.5.10. Board commitment to diversity in staffing and service to students;
 - 4.5.11. Board leadership;
 - 4.5.12. Board advocacy for institutions and the system;
 - 4.5.13. Board education;
 - 4.5.14. Board goals;
 - 4.5.15. Board strengths and accomplishments;
 - 4.5.16. Board weaknesses and areas in need of improvement.
- 4.5. The Board will solicit input from the Commissioner, members of the Commissioner's senior staff, presidents, and trustees as part of the information it gathers for the self-evaluation.
- 4.6. The Board will annually conduct an orientation for new Board members, new trustees, and new presidents.
- 4.7. The Board will annually identify seminars, conferences, and trainings that provide opportunities for Board members to improve their Boardmanship skills, and for the Board to improve its overall performance.

February 28, 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 Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held January 19, 2007, at Salt Lake Community College in Salt Lake City, Utah
- B. Grant Proposals
 - 1. University of Utah – US Department of Education; "University of Utah Upward Bound Project;" \$2,058,450. Kathryn Smith Felker, Principal Investigator.
 - 2. University of Utah – US Department of Education; "Faculty Institute for Student Success;" \$1,303,736. Paul A. Gore, Principal Investigator.
 - 3. University of Utah – National Science Foundation; "CRICRD: Emulab;" \$2,662,037. Frank J. Lepreau, Principal Investigator.
 - 4. University of Utah – National Science Foundation; "NIRT: Active Nanostructures;" \$1,225,083. Feng Liu, Principal Investigator.
 - 5. University of Utah – National Institutes of Health; "Catalytic Complexes;" \$1,121,500. Russell J. Stewart, Principal Investigator.
 - 6. University of Utah – National Science Foundation; "Urban Water Cycle;" \$1,049,980. Steven John Burian, Principal Investigator.
 - 7. University of Utah – National Science Foundation; "Microclimate;" \$1,015,020. Eric R. Pardyjak, Principal Investigator.
 - 8. University of Utah – National Institutes of Health/National Institute of Biomedical; "DNA Microarray Analysis;" \$1,417,505. David W. Grainger, Principal Investigator.

9. University of Utah – US Environmental Protection Agency; “Rodent Lung Coarse PM;” \$1,197,824. John M. Veranth, Principal Investigator.
10. University of Utah – National Institutes of Health/National Institute of Biomedical; “MRI Guided Minimally Invasive;” \$1,121,250. Zheng-Rong Lu, Principal Investigator.
11. University of Utah – National Science Foundation; “NIRT: SAM Optoelectronics;” \$1,200,000. Zeev Valentine Vardeny, Principal Investigator.
12. University of Utah – National Institutes of Health; “The Utah Demography Research Network;” \$1,121,250. Ken R. Smith, Principal Investigator.
13. University of Utah – William Keck Foundation; “Mitotic Spindle Assembly;” \$1,000,000. Jody Rosenblatt, Principal Investigator.
14. University of Utah – National Institutes of Health; “Genetics of Diabetic Microvascular Complications;” \$1,197,375. Kang Zhang, Principal Investigator.
15. University of Utah – National Institutes of Health; “Predicting Parent-Child Aggression;” \$1,370,500. Christina Maria Rodriguez, Principal Investigator.
16. University of Utah – National Institutes of Health; Chronically Implantable Wireless Hydrogel;” \$2,735,501. Florian Solzbacher, Principal Investigator.
17. University of Utah – National Science Foundation; “MRI: Newlab;” \$1,998,454. Frank J. Lepreau, Principal Investigator.
18. University of Utah – National Science Foundation; “SDCI Data New;” \$1,558,690. Juliana Freire de Lima E. Silva, Principal Investigator.
19. University of Utah – National Institutes of Health; “Targeted Radiotherapy;” \$3,737,500. Y. Bruce Yu, Principal Investigator.
20. University of Utah – National Institutes of Health; “Multifunctional Polymeric Gene Vector;” \$1,868,750. You Han Bae, Principal Investigator.
21. University of Utah – National Institutes of Health; “Energy Balance in Lactation;” \$1,495,000. William Crowley, Principal Investigator.
22. University of Utah – National Institutes of Health; “Conus Program Project;” \$2,307,731. Baldomero M. Olivera, Principal Investigator.

23. University of Utah – National Institutes of Health/National Institute of General; “HIV/Host Interactions;” \$19,236,674. Wesley I. Sundquist, Principal Investigator.
24. University of Utah – National Institutes of Health; “Hypertension;” \$9,590,623. Steven C. Hunt, Principal Investigator.
25. University of Utah – National Institutes of Health; “Electrical Remodeling with CRT;” \$2,723,771. Mohamed Hamdan, Principal Investigator.
26. University of Utah – National Institutes of Health; “Zebra Fish Lateral Line;” \$1,868,750. Tatjana Piotrowski, Principal Investigator.
27. University of Utah – National Institutes of Health; “TMEV Spread Into the Brain;” \$1,844,000. Robert S. Fujinami, Principal Investigator.
28. University of Utah – National Institutes of Health; “Pathogenic CD8 T Cell;” \$1,844,000. Robert S. Fujinami, Principal Investigator.
29. University of Utah – National Institutes of Health; “AF-HTN;” \$1,540,018. Mohamed Hamdan, Principal Investigator.
30. University of Utah – National Institutes of Health; “Vascular Angiotensinogen;” \$1,495,000. Andreas Rohrwasser, Principal Investigator.
31. University of Utah – National Institutes of Health; “IOL Biocompatibility;” \$1,495,000. Liliana Werner, Principal Investigator.
32. University of Utah – National Institutes of Health; “MRI Temperature Measurement;” \$1,340,550. Dennis L. Parker, Principal Investigator.
33. University of Utah – National Institutes of Health; “Bioresponsive Antiviral Microbicides;” \$3,620,156. Patrick F. Kiser, Principal Investigator.
34. University of Utah – National Institutes of Health; “Co-responsive Combination Microbicide Delivery System;” \$1,959,374. Patrick F. Kiser, Principal Investigator.
35. University of Utah – Health Resources & Services; “UT*NC: Itnep;” \$1,465,329. Carole A. Gassert, Principal Investigator.
36. University of Utah – Utah State Office of Education; “Physics 2020/2020 Concurrent Enrollment;” \$1,062,806. Lynn B. Higgs, Principal Investigator.

37. University of Utah – National Institutes of Health/National Institute of Children’s Health & Human; “Utah BIRCWH;” \$2,312,158. David Jess Bjorkman, Principal Investigator.
38. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Inhibition of HIV-1 Entry;” \$1,681,875. Michael S. Kay, Principal Investigator.
39. University of Utah – National Science Foundation; “Life, Lake & The Land;” \$2,956,234. Rebecca Thomas Menlove, Principal Investigator.
40. Utah State University – Rinhart Motion Systems, LLC; “Very High Density, Integrated 55KW Traction Drive for EV, HEV, and PHEV Applications;” \$1,798,797.41. Shenai Krishna, Principal Investigator.
41. Utah State University – Utah State Office of Education; “EBLS Charter School Fund;” \$1,409,000. Sue McCormick, Principal Investigator.
42. Utah State University – National Institutes of Health; “Whole-Genome Association Study of Cognition and Dementia: The Cache County Study;” \$1,148,566. Christopher Corcoran, Principal Investigator.
43. Utah State University – National Institutes of Health; “Using a Web-based Instructional Simulation to Teach Patients How to Prevent and Control Diseases;” \$2,136,565. Julie Gast, Principal Investigator.
44. Utah State University – National Science Foundation; “MRI: Development of Pervasive and Reliable Sensing and Networking Instrumentation for Soil and Water Management;” \$1,298,546.56. Shenai Krishna, Principal Investigator.
45. Utah State University – US Department of Education; “Getting Assistive Technology to Infants and Toddlers (Get At It): Advancing Evidence and Promoting Practice;” \$2,174,238. Mark Innocenti, Principal Investigator.
46. Utah State University – Lockheed-Martin; “Angels Phase IV Long Lead Parts Procurement;” \$1,066,434.67. Brent Carlsen, Principal Investigator.
47. Utah State University – US Air Force Research Laboratory; “Space-Suitable Electronics Components and Responsive Systems Elements: SSA Camera System;” \$2,993,070.20. Dean Wada, Principal Investigator.

C. Grant Awards

1. University of Utah – National Institutes of Health/National Cancer Institute; “Alaska Natives and American Indians;” \$2,992,534. Marty Slattery, Principal Investigator.

2. University of Utah – National Institutes of Health/National Institute of Child Health & Human Behavior; “MFMU Network Base;” \$2,030,242. Michael W. Varner, Principal Investigator.
3. University of Utah – Centers for Disease Control; “COE: Public Health Informatics;” \$1,499,638. Matthew H. Samore, Principal Investigator.
4. University of Utah – US Army/Dugway Proving Grounds; \$1,452,815. Jack W. Brittain, Principal Investigator.
5. Utah State University – Department of Homeland Security; “Exercise Scenario Modeling Tool;” \$1,208,810. Glen Wada, Principal Investigator.
6. Utah State University – Utah Department of Transportation; “State Legislative Seed Funding Designated for Bridge Research Within the Utah Transportation Center;” \$2,208,810. Kevin Womack, Principal Investigator.

Richard E. Kendell, Commissioner

REK:jc
Attachment

**MINUTES – STATE BOARD OF REGENTS MEETING
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
JANUARY 19, 2007**

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

Minutes

Regents Present

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

Regents Excused

Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Amanda Covington, Director of Communications
Carrie Flamm, Executive Director, Utah Student Association
Brian Foisy, Assistant Commissioner for Budget and Finance
Kimberly Henrie, Director of USHE Budget and Planning
Nate Millward, Director of Internal Budget and Finance
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities
Lucille T. Stoddard, Associate Commissioner for Academic Affairs
Lynne N. Ward, Director, Utah Educational Savings Plan
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah

A. Lorris Betz, Senior Vice President for Health Sciences
Paul T. Brinkman, Associate Vice President for Budget and Planning
Arnold B. Combe, Vice President for Administrative Services

John G. Francis, Associate Vice President for Academic Affairs
Cory Higgins, Director, Facilities Management
Michael Perez, Associate Vice President for Facilities Management
Laura Snow, Special Assistant to the President/Secretary of the University

Utah State University

Stan L. Albrecht, President
David Cowley, Associate Vice President for Financial Services
Moisés Diaz, Director, Multicultural Student Services
Sydney Peterson, Chief of Staff

Weber State University

F. Ann Millner, President
Michael B. Vaughan, Provost

Southern Utah University

Michael T. Benson, President
Abe Harraf, Provost
Gregory L. Stauffer, Vice President for
Steve Kiisel, Student Body President

Snow College

Bradley A. Winn, Provost

Dixie State College

Lee G. Caldwell, President
David Colegrove, Student
Donna Dillingham-Evans, Academic Vice President
Shandon Gubler, Trustee
Stanley J. Plewe, Vice President of College Services
Lance Adams, Student Body President
M. Aaron Merrill, Student

College of Eastern Utah

Ryan L. Thomas, President

Utah Valley State College

William A. Sederburg, President
Betsy Fowler, Legislative Intern
Linda Makin, Director of Budgets
Val Peterson, Vice President for Administration and External Affairs
Karl J. Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President
Katherine Boswell, Vice President for Institutional Advancement
Julie Ann Curtis, Assistant to the Vice President of Academic Services
Kent Ferrel, Business Manager/Controller
Deneece Huftalin, Vice President for Student Services
Dennis Klaus, Vice President of Business Services
David Richardson, Vice President of Academic Services
Dana VanDyke, Budget Director
Gordon Wilson, Director, Administrative/Auxiliary Services, Student Center
Whitney Kevern, Student Body President

Utah College of Applied Technology

Robert O. Brems, President

Representatives of the Media

Roxana Orellana, *Salt Lake Tribune*
Erin Stewart, *Salt Lake Tribune*

Others

Thomas C. Anderson, Attorney General's Office
Kelly Murdock, Wells Fargo Public Finance
Tjama Tjivikua, President, Polytechnic University of Namibia
Nick Travis, Energy Strategies
Blake Wade, Ballard Spahr

Chair Jed Pitcher welcomed everyone to the Salt Lake Community College Redwood Campus and called the meeting to order at 9:15 a.m. He excused Regent Snow, who was recovering from knee replacement surgery.

Chair Pitcher congratulated Regent Jardine, who had been named Distinguished Lawyer of the Year by the Utah Chapter of the National Bar Association.

The Regents were dismissed to their respective committees, and reconvened in the Committee of the Whole at 11:15 a.m.

Reports of Board Committees

Programs Committee – Regent Michael R. Jensen, Chair

Dixie State College – Bachelor of Science Degree Completion in Dental Hygiene (Tab A). Chair Jensen said Dixie officials had conducted an in-depth outside study to ascertain the need for this program. This is a "2+2" program with two tracks – public health and education. Dental Hygienists with an associate degree will

be able to articulate into the proposed program, which has been accredited by the American Dental Association's Commission on Dental Accreditation (ADACDA). Associate degree graduates may also enter graduate programs, possibly via distance education. College officials have received donations of more than \$400,000 for scholarships and to construct a mobile dental hygiene clinic to deliver community health training to B.S. Dental Hygiene students and to provide community service to the under-served in southern Utah. **Chair Jensen moved approval of Dixie's request. Regents Garff and Beesley seconded the motion, which was adopted unanimously.**

Consent Calendar, Programs Committee (Tab B). Chair Jensen reported the only item on the committee's consent calendar was SUU's Hispanic Center for Academic Excellence. This is the first Hispanic Center at any of our campuses. Several partners are assisting with this project, including Beaver County School District, Wells Fargo Bank, Circle Four Farms, and AAA Credit Foundation. Chair Jensen commended Provost Harraf and others for their vision, with special appreciation to Regent Cespedes for her expert guidance and counsel. **Chair Jensen moved approval of SUU's Hispanic Center. Regent Garff seconded the motion, which was adopted unanimously.**

Information Calendar, Programs Committee (Tab C). Chair Jensen reported the committee had spent most of its time on the Programs Under Consideration/Development (Item B). He noted UCAT had proposed A.S. and A.A.S. Degrees in Mortuary Sciences. This was in error and should have been listed under SLCC. Regent Jardine said when he chaired the Program Review Committee, it was that group's hope that the Regents would consider each program carefully before approving it. Chair Jensen said the committee had carefully reviewed each institution's proposed offerings as well as comments from the Chief Academic Officers (CAOs) and from the committee. It was a very healthy discussion.

Finance, Facilities and Accountability Committee – Regent Jerry C. Atkin, Chair

University of Utah – Refinancing of Certain Capital Equipment Leases (Tab D). Chair Atkin said the existing short-term bonds have expiration dates of 2008 and 2010. By refinancing, the University will be able to issue long-term bonds for its heating, cooling, plumbing and electrical equipment (the "East Campus Project"). The University will benefit from the present competitive interest rates. No new state appropriations will be needed; rather, the bonds will be payable from legally available monies of the University, including energy savings from the project. A Request for Proposal will be issued to determine the underwriter, at a discount not to exceed one percent (1%). **On motion by Chair Atkin, and second by Regent Reid, the motion was adopted unanimously.**

University of Utah – High-Temperature Water and Co-Generation Equipment (Tab E). Chair Atkin said the proposed operation would produce heat from turbines and byproducts of electricity to power 20% of the total electricity used by the institution and more than 40% of the electricity used by the Main Campus. The \$13 million investment is expected to yield net present value savings of \$2.7 million, based on assumptions of the cost of electricity. The committee examined the best- and worst-case scenarios and recommended approval. Vice President Combe said this was an interesting project for the University. A great deal of time has been spent bringing in experts to help analyze and do due diligence. He noted the projections for the equipment did not include the Health Sciences facilities (upper campus). The equipment is environmentally friendly. If the

electrical rates do not increase as anticipated (60% increase by 2015), net value savings would be come a net present value loss. However, 80% of the campus would be getting electricity at a lower rate. University officials recognize there is some risk involved, but they appreciate the benefits provided to the campus.

Regent Jordan asked for assurance that the University had done the modeling necessary to arrive at a sound decision. Have other comparable institutions been consulted? Chair Atkin noted it was a \$13 million risk, whereas a conventional boiler replacement would cost \$6 million. Mike Perez said the University had exhausted extensive due diligence in consulting specialists regarding co-generation, design, benefits and risks. USU officials were consulted, as well as others who have installed co-generation equipment. Exhaust normally released into the atmosphere would mostly go into heat exchangers to produce hot water and reduce emissions into the air. This will enable the University to be a 'greener' campus. He offered to report back on actual emissions, once the equipment has been installed. **Chair Atkin moved approval of the purchase, seconded by Regent Sinclair. The motion carried. Regent Karras declared a conflict of interest and abstained from voting.**

Salt Lake Community College – Campus Master Plan (Tab F). Chair Atkin reported College official had informed the committee of updates to the Campus Master Plan, as described in the attachment to Tab F. **Chair Atkin moved approval of the SLCC Campus Master Plan. Regent Sinclair seconded the motion, which carried unanimously.**

Proposed New Policy R588, *Delegation to Institutions to Establish Debt Policies* (Tab G). Chair Atkin explained the policy would allow institutions to adopt a written "debt policy" through its Boards of Trustees. Policy R588 is an "umbrella policy" for those institutions that do not wish to adopt their own. **Chair Atkin moved approval of policy R588. Regent Grant seconded the motion, which was adopted unanimously.**

Consent Calendar, Finance Committee (Tab H). Chair Atkin reported the only item on the committee's consent calendar was a report of the Commissioner's discretionary funds account. This is from interest accrued on non-state funds. Typical transactions have included floral arrangements for hospitalizations, funerals, etc. The committee was satisfied with the report, noting that the Commissioner had spent very little of the available funds. **Chair Atkin moved approval of the Consent Calendar. The motion was seconded by Regent Grant and carried unanimously.**

USHE – Annual Report of Institutional and System Bonded Indebtedness (Tab I). Chair Atkin said the Regents had requested an annual update of outstanding bond obligations within the System. He noted college and university bonds are not counted as an official "debt of the state," but some bond covenants carry a "moral obligation" pledge stating that, in case of potential default, the Regents will formally request financial assistance from the Governor and Legislature. The Regents have never needed to exercise such a clause. The report was provided for information only and did not require approval.

USHE – Annual Report of the Audit Review Subcommittee (Tab J). Regent Grant referred to Replacement Tab J and reported, as Chair of the Audit Review Subcommittee. The committee has been successfully implementing the Regents' policy of establishing institutional audit committees. Several institutions

have instituted "hotlines" for reporting problems. The Commissioner's Office is providing IT audit support. The relationship between Trustees and Regents has been enhanced through this process. Institutional boards are better Trustees because of this added responsibility. Regent Grant expressed special appreciation to Dan James, the non-Regent financial expert on the committee. The committee identified several actions to be taken during the coming year; these were described on the Commissioner's cover memo and attachment to Replacement Tab J. The committee suggested a Trustee succession plan to assist future audit committees. Some institutions had deficits in their scholarship account, and the committee recommended a review of the scholarship policy. There are vacancies in some of the institutional audit committees.

Last year the Regents committed to try to obtain funding for additional audit budgets. The committee suggested Commissioner Kendell meet with legislators during this session to suggest a budget change for money to supplement the auditing staff. The State Board of Education has been unsuccessful in getting audit funding for several years. Commissioner Kendell noted this was not in the current budget request, but it could be added. He suggested this be discussed with the co-chairs of the appropriations committee to ensure this would not harm other funding. **Regent Karras moved that the Commissioner and Board Chair come up with a proposal to obtain funding for increasing the budget for audit staff. Regent Grant seconded the motion, which was adopted unanimously.**

Chair Pitcher thanked Regent Grant for his excellent leadership with the Audit Committee. He reported he had spent six hours with the Trustee Audit Committees and it was very worthwhile.

USHE – Auxiliary Enterprises Funds Report (Tab K). Chair Atkin said this report was provided for information only and required no action. Regent Jardine noted there is a connection between audit committees and auxiliary services. He asked if the audit teams considered auxiliary functions as well as other funds. Chair Grant said they did.

University of Utah – Action of Regents' Executive Committee to Extend Purchase Option for Land in Grand County (Tab L). Chair Atkin referred to the material in the agenda and said the Regents' Executive Committee had authorized the extension of the purchase option through the end of this calendar year.

Southern Utah University – Replacement of Campus Housing (New agenda item). Chair Atkin reported University officials proposed to replace some older campus housing (Juniper Hall and Manzanita Court) because they of significant safety issues. They propose to do this through a bond arrangement of \$17.5 million. University officials asked the Regents' Executive Committee to act so the Legislature can be asked for bonding authority during the 2007 General Session. The bond resolution would still require the normal Regents' approval process.

Strategic Planning and Communications Committee – Regent James S. Jardine, Chair

Commissioner's Goals (Tab M). Chair Jardine said the committee thought it would be valuable to look back at the Regents' priorities, to make sure everything is being correlated correctly. The Board adopted specific strategic directions in April 2006, which were summarized in the Commissioner's cover memo to Tab M. These continue to be the Regents' strategic direction. In addition, the committee wanted to make sure the

Commissioner's goals correlate with the Regents' strategic directions and themes. The committee generally agreed and approved those goals, with one addition. Because of recent developments in Washington, the Commissioner must also respond to federal initiatives. **The committee added "...and with respect to federal education initiatives" to the end of the first sentence under Goal #3. Chair Jardine moved approval of the Commissioner's goals, as amended. Regent Holbrook seconded the motion, which carried. Commissioner Kendell agreed that this was a good addition.**

Chair Jardine noted the K-16 Alliance goals and progress report were attached to the agenda materials. They were very informative documents. He asked that this be included regularly with the Regents' agenda materials. In addition, Regent Jordan asked Commissioner Kendell to report regularly on the progress of the Alliance. The Commissioner agreed to provide a quarterly progress report, following each formal meeting of the Alliance. He reported the K-16 Alliance was making good progress. The concurrent enrollment bill, currently in the House, is a product of the Alliance. The change in high school curriculum requirements and alignment are also the result of discussions in the Alliance.

Education Initiative (Tab N). Chair Jardine said Dr. David Sperry, USHE Scholar in Residence, had conducted a study and presented a report describing the increasing gap between the number of teachers needed in Utah public education and the number being produced by Utah schools of education. The report was very rich in data. A task force has been created by the K-16 Alliance, chaired by Dr. Sperry, to develop specific proposals to address the circumstances described in the study. Those recommendations will be presented to the Regents in March. Commissioner Kendell said this study was an outgrowth of the K-16 Alliance. The report included five or six recommendations for addressing the shortage of teachers. An Education Initiative is supported by the Governor. We are grateful for the attention that has been given to this issue throughout the session. Chair Jardine said the report also discussed efficiencies of a trimester (three-semester) system.

Institutional Reports on Campus Programs and Initiatives Relative to Minority and Disadvantaged Students (Tab O). Chair Jardine said the Regents had requested, at their last meeting, institutional reports on programs for minority and disadvantaged students. Utah State University and Salt Lake Community College representatives presented their reports to the committee this month. The committee agreed a single template did not fit all institutions. Reports were to include best practices that could be shared by the institutions. Committee members were heartened to see what is already happening on our campuses. The mentoring of minority and disadvantaged students in feeder high schools and junior highs has been remarkable. SLCC focused its report on the importance of academic advising. Frequently minority and disadvantaged students spend a year or a semester on campus but do not return. The focus of the advising is to make these students feel welcome and to retain them so they graduate. Regent Cespedes requested written reports from the institutions prior to the Board meetings.

Quality Counts 2007: From Cradle to Career, Connecting American Education from Birth to Adulthood (Tab P). Chair Jardine reviewed the *Education Week* publication and said it contained some interesting data. He noted Utah was often ranked just above average, so there is much room for improvement.

Legislative Priorities of the Salt Lake Chamber (Tab Q). Chair Jardine said Chamber President Lane Beattie had made a presentation to the committee. The Chamber has taken great care in deciding which priorities it will endorse. They have been quite effective with this approach. Last year the Chamber prioritized the USTAR Initiative, which helped ensure its passage in the 2006 General Legislative Session. Principal priorities this year are transportation and education. Chair Jardine said the Chamber is higher education's ally in discussions with legislators and others. He noted the Salt Lake Chamber owns the State Chamber license and is working hard to coordinate statewide priorities. The committee asked that the Commissioner be invited to speak with their group when all of the chambers from throughout the state are in Salt Lake City. The Chamber will be important in helping the Regents advance our legislative priorities.

Legislative Update (Tab R). Associate Commissioner Dave Buhler said he would e-mail a summary every Monday of the Legislature's actions the previous week, along with a status report of the bills of interest to higher education. Several bills are being tracked by the legislative representatives of our institutions. He encouraged each Regent to come to at least part of one meeting of the Higher Education Appropriations Subcommittee. The annual luncheon for legislators, sponsored by higher education, will be on Friday, February 9, in the State Office Auditorium. All Regents, Presidents, and Trustee chairs or vice chairs are invited to meet with legislators. The size of the auditorium necessitates a limited number of seats. Regent Reid requested higher education's position on the various bills in Associate Commissioner Buhler's report. Dave said his report would indicate support or opposition for each proposed bill. If nothing is shown, the default is neutral (neither support nor oppose).

Report of the Commissioner

Appreciation. Commissioner Kendell thanked President Bioteau, her staff and the SLCC Trustees for their wonderful job of hosting the Regents. He noted that Lane Beattie and Keith Rattie, President and Chair of the Salt Lake Chamber, respectively, have been very supportive of higher education. We anticipate this will be a major agenda item for the Chamber, statewide. They have indicated they will focus much more of their attention on higher education this year.

Commencement Schedule. Commissioner Kendell referred to the 2007 Commencement Schedule, provided to the Regents in their folders, and noted a change of SLCC's date to May 11.

Notable Accomplishments. The Commissioner reviewed the institutional accomplishments included in his written report and commended the presidents for what was happening on their campuses.

Utah Campus Compact. Commissioner Kendell expressed his appreciation to Linda Dunn for her tireless efforts as Executive Director of the Utah Campus Compact for the past few years. Melissa Kincart has been chosen as the new UCC Executive Director. Commissioner Kendell congratulated Ms. Kincart on her appointment and expressed his support.

Report of the Chair

Chair Pitcher said his written report was included in the materials provided in the Regents' folders. He asked the Regents to let Secretary Cottrell know which commencement exercises they will be attending.

President Bioteau welcomed everyone and thanked the Regents for meeting on the Redwood Campus. She expressed her appreciation for the Regents' support of Salt Lake Community College and gave each of the Regents and Presidents a savings bank and chocolate "coins" to help them remember that education is a savings, not an expense, and that it pays dividends. President Bioteau reported each legislator had also received a bank chocolate coins. Each week, college officials will give them additional "coins."

President Sederburg introduced Dr. Tjama Tjivikua, president of the Polytechnic University of Namibia, Africa, who has been visiting the UVSC campus this week.

General Consent Calendar

On motion by Regent Jardine and second by Regent Jordan, the following items were approved on the Regents' 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 (on file in the Commissioner's Office)

Regent Reid moved that the Regents move into executive session to discuss personnel matters and pending litigation. Regent Atkin seconded the motion, which carried unanimously.

Adjournment

Following the Regents' executive session luncheon, the meeting was adjourned at 1:20 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved