



## AGENDA

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

September 13-14, 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 MEETING  
REGENTS' OFFICES, SALT LAKE CITY, UTAH  
SEPTEMBER 2007  
AGENDA

Thursday, September 13

9:00 a.m. - REGENTS' EXECUTIVE COMMITTEE (Executive Session)  
11:00 a.m. Library, 5<sup>th</sup> Floor

12:00 noon LUNCH  
Conference Room Foyer, Lobby Level

1:00 p.m. - COMMITTEE OF THE WHOLE  
1:15 p.m. Regents' Board Room, Lobby Level

1. Welcome and Overview of Meeting
2. Administration of Oath of Office to Regent Patti Harrington

1:15 p.m. - MEETINGS OF BOARD COMMITTEES  
3:30 p.m.

PROGRAMS COMMITTEE (Regent Katharine B. Garff, Chair)  
Commissioner's Board Room, 5<sup>th</sup> Floor

ACTION:

1. Weber State University – Master of Science Degree in Nursing Tab A
2. Weber State University – Mission and Role Statement Tab B
3. Dixie State College – Bachelor of Science Degree in Aviation Management/Adult Degree Completion Program Tab C
4. Dixie State College – Associate Degree in Early Childhood Education Tab D

CONSENT:

5. Consent Calendar, Programs Committee Tab E
  - A. University of Utah – Confucius Institute
  - B. Weber State University – Graduate Certificate in Quality & Lean Manufacturing
  - C. University of Utah – Degree Three-Year Follow-up Reports

INFORMATION/DISCUSSION:

6. Information Calendar, Programs Committee Tab F
  - A. Salt Lake Community College – Program Reviews
  - B. Programs Under Consideration/Development

FINANCE, FACILITIES AND ACCOUNTABILITY COMMITTEE (Regent Jerry C. Atkin, Chair)

Regents' Board Room, Lobby Level

ACTION:

- |    |  |       |
|----|--|-------|
| 1. | USHE – Long-Term Enrollment Scenarios                                  | Tab G |
| 2. | U of U – 2007-2008 Budget Request for University Hospitals and Clinics | Tab H |
| 3. | U of U – Huntsman Cancer Hospital 2B Bond                              | Tab I |

CONSENT:

- |    |   |       |
|----|---|-------|
| 4. | Consent Calendar, Finance Committee   | Tab J |
|    | A. USHE – Spring Semester and End-of-Term Enrollment Reports                  |       |
|    | B. U of U and USU – Capital Facilities Delegation Reports                     |       |
|    | C. Utah State University – Vernal Entrepreneurship and Energy Research Center |       |

INFORMATION/DISCUSSION:

- |    |  |       |
|----|--|-------|
| 5. | USHE – Preliminary Draft, Estimated Operating Budget Request Summary (Tax Funds only),<br>FY 2008-2009 and Supplemental FY 2007-2008 | Tab K |
|----|--|-------|

STRATEGIC PLANNING AND COMMUNICATIONS COMMITTEE (Regent James S. Jardine, Chair)  
Small Board Room, Lobby Level

INFORMATION/DISCUSSION:

- |    |   |       |
|----|---|-------|
| 1. | Legislative Update  | Tab L |
| 2. | Utah Scholars – Update  | Tab M |
| 3. | "The Community College Paper" by Dr. Lucille Stoddard and Dr. Cynthia Bioteau | Tab N |

Friday, September 14

8:00 a.m. - REGENTS' PHOTOS – 5<sup>TH</sup> Floor  
8:45 a.m.

Individual Photos of New Regents – Library (8:00 - 8:20)  
Group Photo – Commissioner's Board Room (8:20-8:45)

9:00 a.m. - INSTITUTIONAL PRESENTATIONS ON CAPITAL NEEDS  
11:00 a.m. Regents' Board Room, Lobby Level

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|----|---|-------|
| 1. | USHE – Institutional Capital Development Projects for 2008-2009     | Tab O |
| 2. | USHE – "Non-state Funds" Capital Development Projects for 2008-2009 | Tab P |

11:00 a.m. - COMMITTEE OF THE WHOLE  
12:30 p.m. Regents' Board Room, Lobby Level

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|----|--|-------|
| 1. | UEN – Utah Education Network (UEN) Status Report | Tab Q |
|----|--|-------|

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|----|--|-------|
| 2. | USHE – Approval of Q&P Priority List       | Tab R |
| 3. | General Consent Calendar                   | Tab S |
| 4. | Reports of Board Committees                |       |
|    | Programs Committee: Tabs A - F             |       |
|    | Finance Committee: Tabs G - K              |       |
|    | Planning Committee: Tabs L - N             |       |
| 5. | Resolution of Appreciation to Rick Wheeler |       |
| 6. | Resolution in Memory of Jim Ginos          |       |
| 7. | Report of the Commissioner                 |       |
| 8. | Report of the Chair                        |       |

12:30 p.m.

## LUNCHEON MEETINGS

STATE BOARD OF REGENTS (Executive Session)  
Executive Conference Room, 4<sup>th</sup> Floor

Presidents/Utah Campus Compact, Library, 5<sup>th</sup> Floor  
Chief Academic Officers – Commissioner's Board Room, 5<sup>th</sup> Floor  
Business Officers – EdNet Room, 5<sup>th</sup> Floor  
Others – Small Board Room, Lobby Level

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.



September 5, 2007

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Master of Science in Nursing Effective Spring 2008 – Action Item

### Issue

Weber State University (WSU) requests approval to offer a Master of Science in Nursing (MSN) effective Spring 2008. This program was approved by the Weber State University Board of Trustees on May 15, 2007.

### Background

The Master of Science in Nursing program is designed to address an increasing nursing shortage and the corresponding shortage of nursing faculty. The proposed program will prepare: 1) nurse administrators, 2) college-level nursing faculty, and 3) nurse educators employed within health care institutions. The concentrations of nursing educator and nurse administrator will prepare students for advanced careers in nursing. Both concentrations are specifically intended for individuals with nursing experience who want to advance their careers as nurse administrators or college faculty.

Some Utah hospitals, such as Intermountain Healthcare, are requiring nurses to seek advanced degrees beyond the traditional two or four years of nursing education. This requirement has greatly increased the demand for nurses with a Bachelor of Science in Nursing (BSN). The increased demand for BSN nurses has, in turn, increased the demand for nursing faculty with graduate nursing degrees. At the same time, health care organizations have also increased their demand for MSN nurses because of their value as nursing administrators. Utah's nursing shortage will not be addressed until the supply of MSN nurses is increased.

The MSN program will be delivered through a mix of online and traditional face-to-face instruction; eighty percent of the instruction will be delivered through online technology and 20 percent of the instruction will be delivered through traditional, face-to-face instruction. Students will receive 99 contact hours of traditional face-to-face instruction in a classroom setting. In addition, students will complete a 180-hour residency, and the residency will be supervised in a traditional fashion. In total, students will receive 279 hours of traditional nursing instruction, either in the classroom or in

a residency. A core of courses is available to prepare those students who intend to seek a doctorate of nursing at the University of Utah or at another university which offers the doctorate of nursing.

The creation of the MSN will not detract from the undergraduate program. By increasing the number of MSN faculty in the region, the addition of the proposed program will eventually enhance the quality of WSU's undergraduate programs and other undergraduate nursing programs in the state.

Weber State University already prepares nurses who enter LPN, associate and baccalaureate degree programs. Funding is available through internal and external sources. Some new faculty will need to be hired over the next five years.

### Policy Issues

While expressing support for the proposed program, Utah Valley State College asked about the ratio of online to classroom courses in this program. WSU officials provided the information which is contained in the "Background" section.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve Weber State University's request to offer a Master of Science in Nursing effective Spring 2008.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment





Academic, Career and Technical Education, and Student Success Committee

Action

Request to Offer a Master of Science in Nursing

Weber State University

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

September 5, 2007

## SECTION I: THE REQUEST

Weber State University (WSU) requests approval to offer a Master of Science in Nursing (MSN) effective Spring 2008. This program was approved by the Weber State University Board of Trustees on May 15, 2007.

## SECTION II: PROGRAM DESCRIPTION

The Master of Science in Nursing program is designed to address an increasing nursing shortage and the corresponding shortage of nursing faculty. The proposed MSN program will prepare: 1) nurse administrators, 2) college-level nursing faculty, and 3) nurse educators employed within healthcare institutions. The concentrations of nursing educator and nurse administrator will prepare students for advanced careers in nursing. Both concentrations are specifically intended for individuals with nursing experience who want to advance their careers as nurse administrators or college faculty.

The proposed MSN degree consists of 36 credit hours beyond the earned baccalaureate degree. This includes core courses (15 credits) and concentrations of nurse administrator or nurse educator (21 credits per concentration). At the completion of their graduate work, students may also choose to take a second level of advanced core courses (9 credits) that will prepare them to continue into a doctoral program in nursing. The WSU graduate nursing program is developed with "hybrid" courses which blend online and face-to-face pedagogy. The majority of the program coursework will be online with a few scheduled classroom experiences.

The curricula for the proposed program are guided by the accreditation standards and educational competencies of the National League for Nursing Accrediting Commission (NLNAC). The *foundation level core* courses include: Research: Statistics/Methods (6 credits); Improving Patient Care and Nursing Practice Through Information Systems Technology (3 credits); Evidence-Based Practice (3 credits); and Nursing Leadership: Conceptual Bases of Professional Socialization in Nursing (3 credits).

For students who choose the administration concentration (21 credits), the graduate program will include coursework to prepare students to take the exam for certification provided by the American Nurses Credentialing Center (ANCC), (Nursing Administration #10 Exam). For students who choose the education concentration, the graduate program will prepare students to take the Certified Nurse Educator Exam provided through the National League for Nursing (NLN). The education concentration (21 credits) will prepare students for the role of nursing faculty in higher education institutions or staff development positions in community or hospital settings.

As part of the curriculum plan, students will complete a significant project at their current workplace, through an internship or fellowship, or other experience agreed upon by the student and his/her faculty advisor. Students who desire to advance their careers with doctoral degrees will have the opportunity to take an advanced level core: Social Epidemiology, Global Health Issues and Cultural Competency (3 credits), Advancing Evidence-Based Practice in Clinical and Academic Settings (3 credits) and Health Ethics and Law (3 credits). This core will provide an opportunity to articulate coursework directly into doctoral programs at universities such as the University of Utah.

## MASTER OF SCIENCE IN NURSING

### Required courses (15 hours)

MSN 6100	Research Methods	3
MSN 6120	Research and Statistics	3
MSN 6140	Nursing Leadership: Conceptual Bases of Professional Socialization in Nursing	3
MSN 6160	Evidence – Based Practice I	3
MSN 6180	Improving Patient Care and Nursing Practice through Information Systems and Technology	3

### Nursing Administration concentration (21 hours)

MSN 6200	Theoretical Foundations of Nursing Administration	3
MSN 6300	Quality Improvement, Patient Safety, and Risk Issues in Patient Care Delivery	3
MSN 6324	Financial Issues in Nursing Administration	3
MSN 6340	Compliance with Legal and Regulatory Systems in Patient Care Delivery	3
MSN 6360	Scope and Practice of Nursing Administration	3
MSN 6380	Retaining and Developing a Competent Workforce in Nursing	3
MSN 6400	Nursing Administrator Residency	3

### Education concentration (21 hours)

MSN 6500	Theoretical Foundations of Nursing Education	3
MSN 6520	Curriculum Development for Nursing Educators	3
MSN 6540	Measurement of Competence and Outcomes in Nursing Education	3
MSN 6560	Socialization in the Role of Nursing Educator	3

MSN 6580	Clinical Nursing Instruction in Higher Education and Community Settings	3
MSN 6600	Nursing Instruction in Higher Education and Community Settings	3
MSN 6700	Teaching Residency	3

#### Advanced core courses (9 hours)

MSN 6900	Social Epidemiology, Global Health Issues and Cultural Competency	3
MSN 6920	Advancing Evidence-Based Practice in Clinical and Academic Settings	3
MHA 6440	*Health Ethics Law	3

\*Currently taught in the Weber State University Master of Health Administration program

#### Purpose of the Degree

By offering a Master of Science in Nursing, Weber State University is addressing the critical shortage of nursing faculty that exists in the state and nationwide. The American Nurses Association predicts a shortage of a million nurses nationwide by the year 2020. Master of Science in Nursing programs are recognized nationwide as those best preparing future nurse educators and leaders. Currently the only state institution in the Utah System of Higher Education (USHE) that offers an MSN program is the University of Utah. The MSN degree is the only degree recognized by the NLNAC for qualification as a nursing faculty member. In addition, the Joint Commission of the American Hospital Organizations (JCAHO) requires either an MSN, Master of Business Administration or Master of Health Administration for its nurses working in executive positions.

#### Institutional Readiness

WSU has the faculty, staff and other necessary resources to support the MSN degree. The WSU Nursing program has an adequate number of masters and doctorally-qualified faculty to support the MSN program. The Dumke College of Health Professions provides adequate equipment and facilities. Current library holdings together with electronic and other information resources are sufficient for graduate student use. The proposed program will have no impact on administrative structures and no new organizational structures will be needed to deliver the program.

Both the MSN and existing undergraduate programs will meet national accreditation standards. The creation of the MSN will not detract from the undergraduate program. By increasing the number of MSN faculty in the region, the addition of the proposed program will eventually enhance

the quality of WSU's undergraduate programs and other undergraduate nursing programs in the state.

## Faculty

Faculty members currently teaching in the nursing program have significant experience in nursing education. Many of the nursing faculty practice as nurse practitioners and are leaders in specialty nursing areas with specific experience in hospital, home health, multiple clinics, and extended care facilities. Faculty have conducted research in nursing education and have been consultants to area hospitals and communities, recognized for their teaching and educational expertise. Faculty apply their findings in research, using evidence-based practice, to continually make changes and improve clinical and theory teaching.

Faculty are professionally involved with nursing education at both the state and national levels. Most recently a group of faculty members in the Department were accepted to present content about the curriculum changes that were made at Weber State University at the National League for Nursing Summit in New York City. While at the Summit, faculty consulted with programs in other states about WSU's nursing curriculum. Faculty serve as program evaluators for the NLNAC, have written publications in national nursing journals about nursing education and have served on national task forces relating to nursing education standards and curriculum. The Dumke College of Health Professions Dean, Dr. Shelley Conroy, serves both as a program evaluator and a review panelist with the NLNAC.

The MSN program will be administered by the Department of Nursing in the Dumke College of Health Professions. College faculty have been actively discussing and planning the MSN graduate degree for more than three years. The department chair for nursing has served as dean of nursing and allied health at various institutions, taught in baccalaureate and graduate degree nursing programs, served on curriculum and evaluation committees and prepared programs for accreditation visits, served on the nominating committee for the Commission on Collegiate Nursing Education accrediting commission (national elected position), and will be a nursing program site evaluator for NLNAC in 2008.

Specifically, the following nursing faculty are available to staff the graduate program: Dr. Shelley Conroy; Dr. Catherine Earl; Dr. Valerie Gooder; Kathleen Sitzman, MSN; (projected doctorate 2008-2009); Diane Leggett, MSN (projected doctorate 2008); Lori Hart, PhD, and Jill Daly (projected doctorate 2011). These faculty will serve as the core faculty in the program. They will be joined by other WSU faculty members: Dr. Lloyd Burton; David Gessell, J.D.; and Dr. Diane Kelly, RN. The program has also received commitments from nurse leaders who will teach as adjunct faculty including Linda Hofmann, MSN, Chief Nurse, Urban North Region Hospitals, Intermountain Healthcare. The program curriculum schedule will allow three PhD-qualified faculty to teach one graduate course per semester, with the remaining assignments in the undergraduate program.

The undergraduate program's teaching quality will be maintained and enhanced by the further application of evidenced-based scholarship in teaching at the graduate level. The graduate students who are enrolled in the educator track of the program will be given the opportunity to be

paid graduate teaching assistants in the undergraduate nursing program, providing opportunities to develop future faculty, as well as enhancing the program's faculty available for instruction. The accrediting commission (NLNAC) requires that more than 50 percent of the faculty who teach in graduate programs hold a doctorate degree. Standard II, Criterion 5 of the NLNAC accreditation standards for masters' programs states, "nursing faculty are credentialed with a minimum of a master's degree with a major in nursing, with the majority holding earned doctorates from regionally accredited institutions," and "faculty credentials meet the requirements of the governing organization and any state agency which has legal authority for educational programs in nursing." The proposed program meets this requirement.

## **Staff**

There are five full-time secretarial support staff members in the Nursing Department. The secretarial work for the MSN program will be led by the baccalaureate nursing support staff and dispersed as appropriate to others on the staff team. The Weber State Nursing Department is communicating with the English Department for the development of a graduate level course to prepare the students for scholarly writing expectations. This course will be taught in the hybrid format, using both online and classroom lecture teaching methods.

## **Library and Learning Resources**

The WSU Stewart Library already has an extensive list of books, journals, and electronic media which serves nursing. The Stewart Library has also developed access to most of the electronic journals important to nursing. A library official, focusing on health professions, has reviewed the offerings currently in place for the undergraduate nursing programs. To prepare for the advanced level of graduate study, arrangements are being made to add appropriate journals for the Nursing Department.

## **Instructional Technology**

Classroom technology and online services available for students at WSU have been in operation for a number of years and have proven to be reliable as an effective method of teaching. The technology is currently being used for all of the undergraduate nursing courses.

## **Admission Requirements**

Admission is competitive; therefore, the listed criteria for admission should be considered as minimum standards.

- Earned BSN with a major in nursing from an accredited baccalaureate program in nursing
- Minimum overall undergraduate GPA of 3.0 out of 4.0 in past academic work
- Completion of undergraduate statistics and informatics courses
- Completion of a writing course at the graduate level

- Current unencumbered license to practice as a registered nurse and eligible to obtain an unencumbered licensure to practice as a registered nurse in the state of Utah
- Minimum TOEFL score of 600 for applicants who speak English as a second language
- Curriculum vitae or resume with evidence of proficient nursing practice
- Completion of Weber State University, Dumke College of Health Professions Nursing Department graduate application form
- Narrative statement related to how the student's goals relate to the mission and philosophy of the graduate nursing program
- Personal interview which will be rated by the admissions committee (at least three graduate committee members will be present at the interview)
- Health requirements as listed for the undergraduate nursing programs
- One year clinical experience as a registered nurse in an acute care or extended care setting
- Clear background check and drug screen

### **Student Advisement**

Students will be advised by the academic affairs associate who is a full-time employee of the Nursing Department; full-time faculty also will be involved in advising. Students will be advised on admissions, financial aid and tuition, course scheduling and registration, fellowship projects, and other significant topics. By year three, one graduate assistant will be hired to support faculty advising needs. By year five, a second graduate assistant will be added if needed.

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

Thirty-six total credits, the number acceptable to the accrediting agency, are required in the proposed program.

### **External Review and Accreditation**

The National League for Nursing Accrediting Commission (NLNAC) will be accrediting this proposed program. The Nursing Department will apply for "candidacy" status once the program has been approved by the Utah State Board of Regents. The accreditation visit could take place as early as 2008. An external and nationally known consultant, Dr. Penny Cass, Dean and Professor of Nursing, Indiana University School of Nursing, assisted as a consultant in the development of this program. Dean Cass met with the graduate program committee at Weber State for a one-day session Fall 2006. The graduate program advisory board will be selected once approval for the MSN program has been granted. WSU already holds accreditation at the PN, ADN and BSN program levels with NLNAC.

## Projected Enrollment

Nursing Department officials estimate that the number of qualified students applying to the program will exceed the capacity of the program. The same is true for the associate and bachelor of nursing programs at WSU. The following table illustrates the projected number to be admitted and enrolled into the program over the next five years.

Projected Enrollments MSN Program WSU					
MSN Program	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Student Enrollment	20	40	40	40	40
Faculty FTE	1.0	3.0	3.0	3.0	3.0
Student/ Faculty FTE Enrollment	20/1	13/1	13/1	13/1	13/1

## Expansion of Existing Program

The MSN program is not an expansion of an existing program.

## SECTION III: NEED

### Program Need

Some Utah hospitals, such as Intermountain Healthcare, are requiring nurses to seek advanced degrees beyond the traditional two or four years of nursing education. This requirement has greatly increased the demand for nurses with a Bachelor of Science in Nursing (BSN). The increased demand for BSN nurses has, in turn, increased the demand for nursing faculty with graduate nursing degrees. At the same time, health care organizations have also increased their demand for MSN nurses because of their value as nursing administrators. Utah's nursing shortage will not be addressed until the supply of MSN nurses is increased.

### Labor Market Demand

According to projections from the United States Bureau of Labor Statistics (USBLS), there will be more than one million open positions for registered nurses (RNs) by 2010 due to the growth in demand for nursing care and net replacements related to retirement (Hecker, 2001). (The American Nurses Association predicts the same shortage for the year 2020). It is estimated that about 400,000 of the vacancies projected by the USBLS will be for RNs with baccalaureate or master's degrees in nursing. This translates into the need for large numbers of well-prepared faculty to educate students for various nursing positions. Intensifying the overall nursing shortage is the increasing deficit of full-time master's and doctorally-prepared faculty. The shortage of faculty is contributing to the current nursing shortage by limiting the number of students admitted to nursing programs. Almost 50 percent of nursing schools claim they have had to turn away qualified student applicants due to an insufficient number of faculty (Berlin, Wilsey, & Bednash, 2005a).



According to the American Association of Colleges of Nursing (AACN), the shortage of faculty in nursing schools throughout the nation is a continuing and expanding problem. The primary influence on future faculty availability is faculty age, a large number retiring within the next five years, and an absence of faculty who will replace their positions in nursing schools. Similar to the overall nursing workforce, the mean age of nursing faculty has increased steadily from 49.7 years in 1993 to 54.3 in 2004 for doctoral faculty and 46 to 49.2 for master's prepared faculty (AACN, 1993-2004). Due to lack of a candidate pool over the past several years, and projected into future years, the faculty shortage has reached critical proportions as faculty retire without being replaced.

In the state of Utah and surrounding areas, multiple universities have openings for nursing faculty positions. The various challenges described offer academic institutions the opportunity to develop and implement innovative and practical solutions in response to increasingly complex concerns for the nursing and nursing faculty shortages. It is believed that this master's program will benefit the Weber State undergraduate program through the preparation of more nursing faculty qualified to teach at the undergraduate level.

Community leaders of the healthcare industry, including those who sit on the advisory committee of the WSU Nursing Department, have indicated their strong support for and interest in a graduate nursing program at WSU. In community discussions, it was noted that the need for nursing care will be increasing in Utah with the growth of the elderly population. According to the IBIS system, Utah State Department of Health, there are 212,582 residents over the age of 65.

### **Student Demand**

The MSN program will be accessible to students through an online (hybrid) method of delivery. This delivery method will offer the ability to teach to a variety of students in many geographic areas. Because the delivery method will be accessible to working nurses, who can access the coursework while meeting the demands of their working schedules, the program will accommodate students with a wide variety of work-life schedules. The estimated student demand for this method of program delivery is extremely high. As a result, many students have already inquired about the potential for a master's degree nursing program at WSU.

A survey of hospitals located in Davis and Weber Counties indicates very few (less than five percent) of the current mid-level managers or front-line supervisors hold a master's degree. Several have already commented on their intent to enroll in the proposed MSN program. A large number of nursing graduates from WSU, who are now alumni, reside in the area. Several alumni of the WSU nursing undergraduate degree have indicated their interest in pursuing a Master of Science in Nursing degree. A survey of nurses in the workplace was conducted in 2005. Results indicated one hundred twenty-seven nurses would be interested in the MSN.

The MSN program would benefit rural areas of Utah by providing educational opportunities for nurses to obtain the education that is needed to become nurse leaders and educators which are needed locally and throughout the nation. Nurse educators and faculty clinical instructors are needed particularly in rural areas where outreach nursing programs are located.

Based upon projections, it is estimated that the number of qualified students applying to the program will exceed the capacity of the program. The same is true for the associate and baccalaureate nursing programs at WSU.

### **Similar Programs in the USHE**

Currently, the University of Utah is the only university in the USHE that offers the MSN. Outside the Utah System of Higher Education, Brigham Young University and Westminster College also offer nursing graduate programs. However, the shortage of nursing faculty is so acute that the existing programs cannot meet student demand for nursing degrees.

### **Collaboration with and impact on other USHE Institutions**

Students who desire to advance their career with a doctoral degree will have the opportunity to take an advanced level core: Social Epidemiology, Global Health Issues and Cultural Competency (3 credits), Advancing Evidence-Based Practice in Clinical and Academic Settings (3 credits) and Health Ethics and Law (3 credits). These courses can be articulated to the University of Utah's doctoral program and to those of other universities.

### **Benefits**

By offering a Master of Science Degree in Nursing, Weber State is addressing the critical shortage of nursing faculty that exists in the state and nation.

### **Consistency with the Mission**

The Master of Science in Nursing follows the mission of Weber State University to offer quality professional education. Currently, WSU offers certificate, associate, and bachelor degrees in nursing. The nursing degrees are offered through the Dumke College of Health Professions at WSU, a college that is known throughout the United States for its innovative educational programs in nursing and allied health professions. The proposed program offers students who have worked their way from the associate degree to the BSN opportunities that are consistent with WSU's mission and roles.

## **SECTION IV: Program and Student Assessment**

### **Program Assessment**

The philosophy underlying the curriculum is derived from the mission and values of the Dumke College of Health Professions, and from the standards and core competencies required by the National League for Nursing Accrediting Commission, Inc. (NLNAC). These influences have led to a consensus set of knowledge areas, skills and competencies. Some of these are explicitly

identified in course syllabi or other program requirements, while others are implicit in course assignments and the expectations of the residency.

### Expected Standards of Performance

The MSN program at Weber State University will work to meet the objectives listed in the following table.

Objective	Outcome Measure	Assessment Process
The MSN program meets or exceeds graduating students expectations	Percent of graduating students indicating the MSN program met or exceeded their expectations	Graduating class exit survey
The MSN program prepares students for career aspirations	Percent of graduating students indicating the MSN program met or exceeded their expectations for career preparation	Graduating class exit survey Alumni survey Employer survey
The MSN program is recommended as worthwhile by the graduating students	Percent of students recommending the MSN program as a worthwhile option	Graduating class exit survey Admission survey
MSN graduates are placed in appropriate management or faculty positions	Number of graduates placed in mid-management or higher, or faculty positions	Alumni survey Employer survey
The MSN program attracts high quality and diverse applicants.	Average GPA, work experience, diversity, interview results, writing samples	Application records
The MSN program maintains a broad range of learning opportunities including projects, residency, experiential learning, networking	Distribution of sites, organizations, and agencies involved in the program.	Review list of residencies, advisors, and experiences
The MSN program will recruit and retain a high-quality faculty whose members achieve excellence in teaching, research, and service.	Faculty records of teaching, scholarship, service	Peer review Tenure, where appropriate Performance evaluation
The MSN curriculum is coordinated and aligned with the NLNAC curriculum standards	Listed evidence of NLNAC standards in the MSN curriculum	Identification of NLNAC standards in the curriculum

The MSN program will build and maintain an active alumni association	Opportunities of alumni to network. Students will have access to alumni	Student and alumni surveys
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## SECTION V: FINANCE

### Five-Year Revenue and Expense Projections

The MSN program will be budget-related with a graduate tuition schedule previously approved for WSU. The Nursing Department plans to enroll 20 students annually. The total cost of the program in Year Five is expected to be \$289,316.

### Budget

Expense budget for the proposed Master of Science in Nursing Dumke College of Health Professions, WSU March 2007					
	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty (including benefits)	\$93,600	\$194,688	\$202,475	\$210,574	\$218,997
Staff (including benefits)	26,417	26,954	28,031	29,152	30,319
Adjunct faculty costs		15,000	15,000	15,000	15,000
Course Development (\$5,000 per course)	100,000				
Current Expenses	18,000	18,000	18,000	18,000	18,000
Travel	4,000	4,000	4,000	4,000	4,000
Accreditation (NLNAC)	25,000	3,000	3,000	3,000	3,000
TOTAL	\$267,017	\$261,642	\$270,506	\$279,726	\$289,316
Revenue budget for the proposed Master of Science in Nursing Dumke College of Health Professions, WSU March 2007					
	Year 1	Year 2	Year 3	Year 4	Year 5
Previously budgeted faculty line	\$93,600	\$97,344	\$101,238	\$105,287	\$109,499
Basic graduate tuition*	27,480	58,807	62,924	67,329	72,041
Differential graduate tuition*	14,780	31,629	33,843	36,212	38,747
Dumke endowment interest	31,157	23,862	22,501	20,898	19,029
Private grants and donations	100,000	50,000	50,000	50,000	50,000
TOTAL	\$267,017	\$261,642	\$270,506	\$279,726	\$289,316

Projected Enrollments					
MSN Program	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Student Enrollment	20	40	40	40	40

\*Basic graduate tuition in year one is \$1,374 per student. Differential tuition is \$739. This increases by 7% in subsequent years.

### **Funding Sources**

The MSN program is a top priority for WSU and internal funds will be provided as part of WSU's normal budgeting process. Previously received Nursing Initiative funding has enhanced resources within the program, and some of the enhancement will support both the proposed MSN degree as well as existing associate and bachelor degree programs. The Dumke endowment provides \$5 million in funds, and given the priority of this program, a share of the Dumke funds will be used to support the MSN program. Other gifts, including a \$1 million gift from Intermountain Health Care, will provide additional support. This combination of funding sources will provide adequate program support.

One full-time faculty line has already been budgeted and is advertised for a graduate program faculty position. In addition, there are two full-time faculty lines currently vacant in the Department of Nursing that can be devoted to teaching in the proposed MSN program. Other faculty assignments will be covered by reallocation of faculty workloads and/or use of adjunct faculty. The MSN will offer nine hours per semester requiring one faculty FTE in year one. The program will move to three faculty FTEs in year two with reassigned workloads and adjuncts. This will decrease the student-to-faculty ratio.

### **Reallocation**

There will be no reallocation of funds from existing programs.

### **Impact on Existing Budgets**

There will be no impact on the budgets of existing programs.

**APPENDIX A:**  
**WEBER STATE UNIVERSITY**  
**DUMKE COLLEGE OF HEALTH PROFESSIONS**  
**MASTER OF SCIENCE IN NURSING**  
**ALL PROGRAM CURRICULUM COURSES TO BE ADDED IN THE NEXT FIVE YEARS**

MSN 6100	Research Methods	3
MSN 6120	Research and Statistics	3
MSN 6140	Nursing Leadership: Conceptual Bases of Professional Socialization in Nursing	3
MSN 6160	Evidence – Based Practice I	3
MSN 6180	Improving Patient Care and Nursing Practice through Information Systems and Technology	3
MSN 6200	Theoretical Foundations of Nursing Administration	3
MSN 6300	Quality Improvement, Patient Safety, and Risk Issues in Patient Care Delivery	3
MSN 6324	Financial Issues in Nursing Administration	3
MSN 6340	Compliance with Legal and Regulatory Systems in Patient Care Delivery	3
MSN 6360	Scope and Practice of Nursing Administration	3
MSN 6380	Retaining and Developing a Competent Workforce in Nursing	3
MSN 6400	Nursing Administrator Residency	3
MSN 6500	Theoretical Foundations of Nursing Education	3
MSN 6520	Curriculum Development for Nursing Educators	3
MSN 6540	Measurement of Competence and Outcomes in Nursing Education	3
MSN 6560	Socialization in the Role of	3

	Nursing Educator	
MSN 6580	Clinical Nursing Instruction in Higher Education and Community Settings	3
MSN 6600	Nursing Instruction in Higher Education and Community Settings	3
MSN 6700	Teaching Residency	3
MSN 6900	Social Epidemiology, Global Health Issues and Cultural Competency	3
MSN 6920	Advancing Evidence-Based Practice in Clinical and Academic Settings	3
MHA 6440	Health Ethics Law	3

**Total New Credit Hours          42 Hours**

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### ALL PROGRAM COURSES

**Required core courses (15 credits):**

**MSN 6100 Research Methods (3)**

This course assists students to critique, evaluate, and use research within their nursing clinical practice. The research process including the theoretical/conceptual basis of nursing research, methods, and critique strategies are examined in detail. There is a focus on evaluation of published reports of research to evaluate the appropriateness of application of findings to clinical practice.

**MSN 6120 Research and Statistics (3)**

This course focuses on the development of research skills used to evaluate data in support of the utilization of findings in clinical practice. Skills related to statistical analysis of quantitative data will be emphasized. Parametric and non-parametric methods of statistical analysis will be discussed.

**MSN 6140 Nursing Leadership: Conceptual Bases of Professional Socialization in Nursing (3)**

This course is designed for students to explore the factors that need to be considered as they work to build relationships which promote citizenship, collegiality and collaboration. Basic concepts in the following areas will be critically examined: individual motivation and behavior, decision making, interpersonal communication and influence, brokering, ethics, values, cultural influence, small group behavior, individual, dyadic, and inter-group conflict and cooperation, team culture, fostering creativity and coordination, making group decisions and addressing a variety of personalities.

**MSN 6160 Evidence -Based Practice I (3)**

This course will examine the four steps of EBP, asking the compelling question, searching for the best evidence critical appraisal and synthesis of the evidence obtained from systematic review or Meta analysis of relevant randomized controlled trials (RCTs). Case control and cohort studies; descriptive, quantitative and qualitative studies; opinions of authorities; and/or reports of expert committees will be reviewed. Emphasis will be placed on the use of best available evidence as the core element required for decision making. This course will examine priorities for academic and clinical research, strategies for overcoming barriers to evidence based practice and strategies for synthesizing clinical research findings.

**MSN 6180 Improving Patient Care and Nursing Practice through Information Systems and Technology (3)**

This course provides an overview of the administrative perspective of information technology. Principles of technology and data utilization as analytical tools to improve healthcare decision-making are addressed. Legal and ethical issues related to information technology are explored.

**Concentrations: Nursing Administration (21 credits):****MSN 6200 Theoretical Foundations of Nursing Administration (3)**

This course addresses a foundational framework for the practice of nursing administration. The context of clinical administrative practice is examined pertinent to the nurse leader's integration of clinical expertise and management knowledge within the healthcare system.

**MSN 6300 Quality Improvement, Patient Safety, and Risk Issues in Patient Care Delivery (3)**

This course addresses quality improvement, national patient safety guidelines and examines institutional risk and liability issues. The nurse administrator's responsibility to develop and maintain a culture of safety, reduce and prevent harm to patients as a result of care and oversight of health outcome measurement and improvement of the patient experience are examined.

**MSN 6324 Financial Issues in Nursing Administration (3)**

This course provides a foundation for the nurse administrator's accountability for fiscal resource planning, forecasting and resource allocation. Strategic planning, addressing future trends and all operating aspects with attendant processes for achievement of goals in the healthcare environment utilizing business and proactive approaches are examined.

**MSN 6340 Compliance with Legal and Regulatory Systems in Patient Care Delivery (3)**

This course addresses current healthcare policy, provides an overview of regulatory agencies and accreditation bodies. The nurse administrator's responsibility to develop and maintain a health care environment which meets regulatory, accreditation and compliance standards will be examined.

**MSN 6360 Scope and Practice of Nursing Administration (3)**

This course addresses the nurse administrator's responsibility for the overall administration of patient care delivery services and representation of nursing services at the highest level of the organization and across a wide variety of settings. Common standards at all levels and in all settings which guide practice are addressed. Care delivery models pertinent to the patient



population and setting and the overall care environment and support infrastructure for the caregiver are examined.

### **MSN 6380 Retaining and Developing a Competent Workforce in Nursing (3)**

This course addresses the operational management and administration functions related to staffing, staff development, managerial issues including coaching, discipline and employee support and overall operations. An overview of labor relations in healthcare is addressed.

### **MSN 6400 Nursing Administrator Residency (3)**

This on-site practicum is designed to prepare the student for a career in nursing administration and leadership. The student will participate in focused participative learning activities with nurse leaders at the executive, director or manager level. Potential residency focus areas; coordination and standardization of nursing practice, assurance of safe, high quality patient outcomes, fiscal accountability and resource allocation, implementation and evaluation of multiple care delivery systems.

### **Concentration: Nursing Education (21 credits)**

### **MSN 6500 Theoretical Foundations of Nursing Education (3)**

Nurse educators accept the challenge of building didactic and clinical learning opportunities supported by evidence-based and theoretically sound educational practice. This course presents a selection of teaching and learning theories and considers their practical application in diverse learning environments.

### **MSN 6520 Curriculum Development for Nursing Educators (3)**

Curriculum design in nursing education, continuing education, and health care educational programs is supported by and interrelated to a myriad of factors. This course examines the influence of course development, desired outcomes, standards of nursing practice, education environments, reimbursement, accrediting bodies, legal and political influences as well as the practice of nursing on curriculum development. Selected curriculum plans and organizing frameworks will be considered and evaluated.

### **MSN 6540 Measurement of Competence and Outcomes in Nursing Education (3)**

This course presents theories of measurement and evaluation along with strategies for implementing evaluation of student learning, program outcomes, and faculty performance targets. Focus is on accurate interpretation of evaluation data and support of relevant evidence supported changes to address evaluation results.

### **MSN 6560 Socialization in the Role of Nursing Educator (3)**

Multiple political, economic, and environmental factors impact the role of the nurse educator. Understanding this enables the nurse educator to function proficiently in multiple roles. This course promotes development of personal strategies that will enable the student to perform successfully as an educator. Each student identifies a clinical focus and practice area to guide their program of study.

**MSN 6580 Clinical Nursing Instruction in Higher Education and Community Settings (3)**

This course guides the graduate nurse educator student to apply clinical teaching strategies to laboratory and clinical settings. The clinical component of this course is designed to provide opportunities for students to practice evidenced-based best teaching practices in clinical instruction.

**MSN 6600 Nursing Instruction in Higher Education and Community Settings (3)**

This course is designed to provide students with opportunities to examine and practice teaching strategies for application to classroom, community, and technology dependent environments. Students have opportunities to observe master teachers and participate in a guided practicum.

**MSN 6700 Teaching Residency (3)**

Students will collaborate to design a teaching residency to highlight focused area expertise in applying teaching strategies and innovations under the guidance of an experienced educator.

**Concentration: Second Level Core Electives****MSN 6900 Social Epidemiology, Global Health Issues and Cultural Competency (3)**

This course examines human diversity and healthcare through a global perspective. Various theoretical approaches for understanding a range of issues across populations are examined. The role of social epidemiology in developing proven and potential interventions to improve global health and reduce health disparities including measures of disease frequency, transmission, person, place and time in relation to variations of disease clusters will be examined. Analyzing the political factors which affect the global community, the practice and leadership roles of nursing across the global community are examined within this sociopolitical context.

**MSN 6920 Advancing Evidence-Based Practice in Clinical and Academic Settings (3)**

This course will examine the fourth step in the EBP process, moving from a focus on finding, and evaluating the evidence to actively using it to produce quality outcomes. Essentials for implementation of the evidence will include the study of reflection, philosophy and conceptual framework models. Work contextual factors as they relate to EBP linked to overall organizational improvement will be assessed. Implementation project steps and timelines will be discussed.

**MHA 6440 Health Ethics and Law (3)**

This course surveys the major legal and ethical issues of the health care system. It covers the legal issues surrounding the relationships of patient, provider, and health care institution. It focuses on corporate liability, medical malpractice, admission and discharge processes, medical staff bylaws, informed consent, nursing, patients' rights, medical records, and governmental regulation of personnel and health facilities.

**APPENDIX B:  
WEBER STATE UNIVERSITY  
DUMKE COLLEGE OF HEALTH PROFESSIONS  
MASTER OF SCIENCE IN NURSING  
PROGRAM SCHEDULE**

<b>MSN CURRICULUM PATTERN</b>				
<b>Core Courses</b>				
<b>First Semester</b>	<b>Second Semester</b>	<b>Third Semester</b>	<b>Fourth Semester</b>	<b>Optional Fifth Semester for Those Seeking Doctorate Degree</b>
MSN 6100 Research Methods (3)	MSN 6120 Research and Statistics (3)			MSN 6900 Social Epidemiology, Global Health Issues, and Cultural Competency (3)
MSN 6140 Nursing Leadership: Conceptual Basis of Professional Socialization (3)	MSN 6160 Evidence-based Practice (3)			MSN 6920 Advanced Evidenced-based Practice in Clinical and Academic Settings (3)
MSN 6180 Improving Patient Care and Nursing Practice through Information Systems and Technology (3)				MHA 6440 Health Ethics and the Law (3)

MSN Curriculum Pattern/2

MSN CURRICULUM PATTERN Administrator Concentration				
First Semester	Second Semester	Third Semester	Fourth Semester	Optional Fifth Semester for Those Seeking Doctorate Degree
	MSN 6200 Theoretical Foundations of Nursing Administration (3)	MSN 6324 Financial Issues in Nursing Administration (3)	MSN 6300 Quality Improvement, Patient Safety, and Risk Issues in Patient Care Delivery (3)	
		MSN 6340 Compliance with Legal and Regulatory Systems in Patient Care Delivery (3)	MSN 6380 Retaining and Developing a Competent Workforce in Nursing (3)	
		MSN 6360 Scope and practice of Nursing Administration (3)	MSN 6400 Nursing Administrator Residency (3)	

MSN CURRICULUM PATTERN Educator Concentration				
First Semester	Second Semester	Third Semester	Fourth Semester	Optional Fifth Semester for Those Seeking Doctorate Degree
	MSN 6500 Theoretical Foundations of Nursing Education (3)	MSN 6520 Curriculum Development for Nursing Educators (3)	MSN 6580 Clinical Nursing Instruction in Higher Education and Community Settings (3)	
		MSN 6540 Measurement of Competence and Outcomes in Nursing Education (3)	MSN 6600 Nursing Instruction in Higher Education and Community Settings (3)	
		MSN 6560 Socialization in the Role of Nursing Educator (3)	MSN 6700 Teaching Residency (3)	
Semester Credits	9	9	9	9

APPENDIX C:  
 WEBER STATE UNIVERSITY  
 DUMKE COLLEGE OF HEALTH PROFESSIONS  
 MASTER OF SCIENCE IN NURSING  
 FACULTY

Master of Science in Nursing Faculty				
MSN Faculty	Degree	Year Degree Awarded	University Awarding the Degree	Concentration
Burton, Lloyd	PhD	1998	Colorado Technical University	Management
Conroy, Shelley	EdD	1993	University of Central Florida	Curriculum and Instruction
Earl, Catherine	DPA	1998	University of Michigan	Public Administration
Gooder, Valerie	PhD	2001	University of Utah	Nursing
Hart, Lori	PhD	2007	Capella University	Education
Kelly, Diane	PhD	2002	University of North Carolina	Public Health Leadership
Gessel, David	Juris Doctorate	1991	University of Virginia	Law
Sitzman, Kathleen	MS	2001 (Expected PhD Completion 2008-2009)	University of Utah	Nursing
Daly, Jill	MS	(Expected PhD Completion 2011)	Seton Hall University	Nursing
Hofmann, Linda	MS	1990	Brigham Young University	Nursing
Leggett, Diane	MS	2000 (Expected PhD Completion 2008)	University of Phoenix	Nursing

## CURRICULUM VITAE

**LLOYD R. BURTON, D.M., M.H.A., M.S.ED**

4690 S. 1575 E.  
Ogden, UT 84403

Telephone Home (801)475-8764

Work (801)626-7008

E-mail [Burton1@weber.edu](mailto:Burton1@weber.edu)

### EDUCATION

1998	Colorado Technical University	Doctor of Management
1982	Baylor University	Master of Health Administration
1971	University of Nebraska, Kearney	Master of Science in Education (Counseling and Guidance)
1969	University of Nebraska, Kearney	Bachelor of Arts (Psychology)

### FACULTY AND ADMINISTRATIVE APPOINTMENTS

2003-present	Director, Graduate Certificate Health Administrative Services Program
2004-present	Associate Professor, Health Administrative Services, Weber State University
2000-2003	Assistant Professor, Health Administrative Services, Weber State University
1998-2000	Professor of Management, Colorado Technical University

### COURSES TAUGHT

#### **Weber State University**

2000-present	Health Law and Ethics
2000-present	Health Administrative & Supervisory Theory
2000-present	Practicum/Internship
2000-present	Senior Seminar
2000-present	Seminar
2003-present	Health Systems and the Health Economy
2003-present	Strategic Health Planning and Creative Leadership
2003-present	Graduate Certificate Consulting Project

#### **Colorado Technical University**

1998-2000	Organizational Behavior
	Human Resources
	Management Health Care
	Ethics Quantitative Decision Making
	Managing Technical Human Resources (graduate)
	Operational Human Resource
	Management (graduate)
	Principles of Strategy (graduate)
	Strategic Human Resources Management (graduate)
	Business Policy and Strategy (graduate)
	Critical Thinking and Complex Problem Solving (graduate)
	Project Management (graduate)

**SHELLEY F. CONROY, Ed.D., MS, RN**

885 South Eagle Way  
Fruit Heights, Utah 84037  
(801) 444-3955 (H)  
(801) 626-7224 (W)  
sconroy@weber.edu

**EDUCATION**

1993 Ed.D, University of Central Florida. Concentration: Curriculum and Instruction.  
1983 Master of Science, Virginia Commonwealth University. Maternal-Infant Nursing.  
1977 Bachelor of Science, Virginia Commonwealth University. Major: Nursing.  
1973-75 Completed first two years of college coursework at Westhampton College/  
University of Richmond, VA  
2003-present Licensed as a registered nurse in Utah (active, compact state).

**WORK EXPERIENCE**

2003-present Dean, Dumke College of Health Professions, Weber State University, Ogden, Utah  
2001-2003 Dean and Professor for Professional and Technical Studies, John Tyler  
Community College, Chester, VA  
1993-2001 Coordinator for the Associate Degree Nursing Program; Assistant to the Division  
Chair, John Tyler Community College, Chester, VA  
2002 Steering Committee Member, VCCS State-wide Biotechnology Task Force  
1999 Project Leader and Consultant at the Office of the Chancellor/Academic Services  
and Research,  
1995 Faculty-in-Residence for Health Technologies, for the Virginia Community College  
System Office of the Chancellor/Academic Services and Research for the Spring  
1997-2001 Part-Time and Adjunct Faculty, Medical College of Virginia/Virginia  
Commonwealth University School of Nursing  
1989-1991 Assistant Professor, University of Central Florida  
1982-1985 Nursing Professor, Valencia Community College, Orlando

**RELATED WORK EXPERIENCE**

1992-1993 Associate Director of Nursing, HCA Johnston-Willis Hospital, Richmond, VA  
1991-1992 Director, Maternal-Child Health, Winter Park Memorial Hospital, FL  
1987-1989 Director, QA/UR/Risk Management and Director of Staff Development, Park Place  
Hospital, Kissimmee, FL  
1985-1987 Osceola County (FL) Child Abuse Prevention Coordinator  
1977-1985 Staff Nursing positions

**SCHOLARLY WORK**

Coverston CR, Karosas L, Conroy SF, A global view of nursing: Roles, expectations, challenges  
and rewards. Under review, Harvard Health Policy Review.

Conroy, S. (2005) Prepublication Review and Commentary, included on Book Cover and inside e  
pages. Ending Child Abuse: New Efforts in Prevention, Investigation, and Training. V. Vieth, B.,  
Bottoms, and A. Perona, Editors, The Haworth Maltreatment and Trauma Press.



Conroy, S. (2003) "The Associate Degree Student," Book Chapter in Teaching Nursing in an Associate Degree Program. by Rita Mertig, Editor, Springer Publications.

Conroy, S. and Kelly, K. (2002). A Comparison of Lecture, Toolbook and PowerPoint Presentation Tools. Connecting: Teaching with Technology in the VCCS. March.  
[Http://connecting.vccs.edu/default.htm](http://connecting.vccs.edu/default.htm)

Conroy, S. (2001). The Nurse Practice Act and Patient Abandonment. Reprinted in RM Alert, July, The Reciprocal Group.

Conroy, S. (2001). Update on Continued Competence. In Nursing Notes. April.

Conroy, S. (2000). The Virginia Board of Nursing and Nursing in the New Millenium. In Nursing Notes, January.

Conroy, S. (1999). Strategies for the future of nursing. In Virginia League for Nursing Newsletter, June, 1999, No. 72.

Conroy, S. (1998). Continued competence in nursing. In Nursing Notes, 9(1); and CLEAR National Meeting Anthology.

Conroy, S. (1995). Rogers' Scientific Art of Nursing Practice. (Book Review) In NLN Update, 1(4).

#### **RELEVANT PROFESSIONALLY RELATED SERVICE**

Appointed as Program Evaluator for the National League for Nursing Accrediting Commission, 1994 to present. Currently serve as Team Chair for visits made twice a year.

Appointed to the NLNAC National Evaluation Review Panel, January, 1999 to present.

Accreditation Consultant for Nursing Educational Programs, 1997 to present

Appointed to the NLN/NLNAC Global Nursing Education National Joint Task Force, 2005-present  
Accreditation evaluation team member, Northwest Commission on College and Universities, 2004 to present

Member, Association of Schools of Allied Health Professions (ASAHP), 2003 to present

-Member ASAHP Deans Council, College of Health Deans Group, Western Deans Group

-Member of the ASAHP Accreditation Committee, 2005 to present

-National Nominating Committee 2006-2008

-Annual Meeting Program Committee for 2007

Appointed to the Virginia State Board of Nursing, 1995 to 2003. Served as President, Vice President, Chair of the Committee of Joint Boards of Medicine and Nursing, Chair of the Education Special Conference Committee.

#### **Jill Daly, MSN, RN**

1588 N. 225 W.

Harrisville, UT 84404-2727

Telephone Home (801) 737-9052

Work (801) 626-7094

Email [jdaly@weber.edu](mailto:jdaly@weber.edu)

**PRESENT POSITION:** Weber State University Nursing Program  
Assistant Professor, Nursing Lab Coordinator  
**Date of Appointment:** July, 2002  
**Department:** College of Health Professions – Nursing Department  
**Licensure:** Registered Nurse: Utah, New Jersey

#### **CREDENTIALS**

Master of Science – Nursing  
Professional licensure – Utah, and New Jersey

#### **EDUCATION**

Northcentral University	Expected completion of EdD	2011
Seton Hall University	Master of Science Nursing	1989
Trenton State College	Bachelors of Science Nursing	1976

#### **FACULTY APPOINTMENTS**

2002-present	Assistant Professor, Nursing Lab Coordinator, Weber State University
1996-1997	Instructor (CNA) Cabarrus College of Health Sciences, Concord NC
1992-1994	Instructor (ADN & BSN), Eastern Kentucky University, Richmond, KY

#### **PREVIOUS WORK EXPERIENCE**

1996-1997	Staff Nurse, Med/Surg Relief, Gastonia, NC
1991-1995	Staff Nurse, Med/Surg, Pattie A. Clay Hospital, Richmond KY
1985-1989	Staff Development Instructor, Clara Maass Medical Center, Belleville, NJ
1984-1985	Staff Nurse, General Surgery, Clara Maass Medical Center
1982-1984	Staff Nurse, General Medicine, Memorial Hospital of Burlington Co., Mount Holly, NJ
1976-1982	Staff Nurse, General Surgery, St. Francis Medical Center, Trenton, NJ

#### **COMMITTEE APPOINTMENTS**

Member of Dumke College Technology Committee  
Ad Hoc Member of Nursing Department Curriculum Committee  
Chair Person for Nursing Practice Lab Committee  
Member of Student Health Advisory Board  
Member of University Bio Safety Committee  
UNA District 2 Committee serves as Correspondence Secretary  
Sigma Theta Tau – Nu Nu Chapter serves on Leadership Succession Committee

#### **CATHERINE EARL, DPA, MSN, RN**

5864 Club View Drive  
Ogden UT 84405

Telephone Home	801-510-2429
Work	801-626-6833

E-mail cathy\_earl@comcast.net

#### **EDUCATION AND CERTIFICATION**

2005 Post doctorate Fellowship, Epidemiology, Michigan State University  
1998 Doctorate, Public Administration, Western Michigan University  
1990 Master of Science Nursing, Grand Valley State University  
1984 Baccalaureate Degree Nursing, University of Michigan  
1979 Associate Degree Nursing, Lansing Community College, Lansing MI  
1974 Associate Degree Science, Lansing Community College, Lansing MI

#### **FACULTY AND ADMINISTRATIVE APPOINTMENTS**

2005-Present Chair and Tenured Professor, Nursing Dept., Weber State University, Ogden UT  
2005 Adjunct Faculty, Grand Valley State University  
2004 Dean of Nursing and Allied Health, Montcalm Community College  
2000-2001 Director of RN Programs, Grand Valley State University  
1999-2004 Assistant Professor, Grand Valley State University  
1998-1999 Dean of Health and Behavioral Sciences, Jackson Community College  
1991-1998 Director of Nursing and Allied Health, Montcalm Community College  
1988-1991 Administrator Clinical Coordinator, Lansing Community College, Lansing MI  
1981-1988 Clinical Instructor/Lecturer, Lansing Community College, Lansing MI

#### **GRADUATE LEVEL**

##### *Doctoral Dissertation Committee*

9/2006 The Influence of Culture: African American Immigrant Women Experiences of their HIV Status in the United States, Loyola University

##### *Doctoral Level Independent Studies*

4/2003 An Exploratory Understanding of the Influence of Culture on Women of Color Who are Human Immunodeficiency Positive (3 credits)

##### *Master's Thesis Committees*

6/2004 Perceived Benefits and Barriers to Continuing Education for Hospital Nurses  
4/2001 Nurse Managers' Responses to Chemically Impaired Nurses  
10/2001 Role Stress and Career Satisfaction Among Registered Nurses by Work Shift Patterns  
9/2001 Nursing Staffing Concerns in the Acute Care Setting  
5/1998 Patterns in the Responses of Nursing Students who Smoke to Questions about the Health Promotion Model, Saginaw Valley State University

Earl/2

#### **GRANTS, FELLOWSHIPS, AND AWARDS**

July 2005 Accelerated Career Training Grant Michigan Department of Community Health and labor & Economic Growth-Accelerated PN and RN programs \$659,000.  
Jan. 2002 Member of Grant Team (3 year grant) John A. Hartford Foundation Grant, Team Member \$90,000 (Team Member in Grant Implementation Phase). Integrate

## Gerontology content throughout the BSN curriculum

### CURRENT RESEARCH

#### Research Endeavors

- 2006 Perceived Knowledge and Health Beliefs about HIV/AIDS  
Nurses in Quito, Ecuador (June, 2006)
- 2006 Perceived Knowledge and Health Beliefs about HIV/AIDS  
Senior Level Nursing Students in Bangkok, Thailand (January, 2006)

### PUBLICATIONS

Earl, C.E. (2004). Monster in South Africa (*Journal of the Association of Nurses in AIDS Care*).

Penney, P.J., & Earl, C.E. (2004). Exploring Occupational Noise and Effects on Blood Pressure. *American Association of Occupational Health Nursing Journal*, 52 (11), 476-480 (feature article).

Earl, C.E. & Penney, P.J. (2003). Rural Nursing Students Attitudes Toward Caring for People with AIDS. *Journal of the Association of Nurses in AIDS Care*, 14 (4), 70-73.

Earl, C.E. & Penney, P.J. (2001). The Significance of Trust in the Research Consent Process with African Americans. *Western Journal of Nursing Research* 23 (7), 753-762.

Earl, C.E. & Penney, P.J. (2001). The Significance of Trust in the Research Consent Process with African Americans. *Western Journal of Nursing Research* 23 (7), 753-762.

### DAVID C. GESSEL, J.D., CAE

2180 South 1300 East, Suite 440  
Salt Lake City, UT 84106

Phone Home: 801.486.9915

### EDUCATION AND CERTIFICATION

- 1991 Juris Doctorate, University of Virginia, Charlottesville, Virginia
- 1986 Master of Arts in Politics and Public Policy, Rutgers University,  
New Brunswick, New Jersey
- 1986 Graduate Certificate in Public Administration, University of Utah,  
Salt Lake City, Utah
- 1983 Bachelor of Science in Political Science, Cum Laude, University of  
Utah, Salt Lake City, Utah

### PROFESSIONAL RELATED SERVICE

- 2004 – present Utah HIPAA Legal Task Force
- 2004 – present ASAE Government Relations Committee
- 2003 ASAE Government Relations Committee Ethics Task Force
- 2003 – present Salt Lake Chamber of Commerce Health Care Committee
- 2003 Utah Health Insurance Pool Funding Task Force

2001	President, Utah Society of Association Executives
2000 – present	ASAE Certified Association Executive
1996 – 2003	Utah State Bar Association Legislative Affairs Committee
1996	Utah Health Policy Commission Rural Technical Advisory Committee
1995 – present	Salt Lake Chamber of Commerce Legislative Committee
1994 – 1995	Chairman, Utah Legislative Compensation Committee

#### **PREVIOUS WORK EXPERIENCE**

1994 – present	UHA, Utah Hospitals and Health Systems Association, Salt Lake City, Utah
1991 – 1994	Attorney, Jones, Waldo, Holbrook and McDonough
1986 – 1988	Legislative Director and Legislative Assistant, United States Representative Ron Packard, Washington, D.C.

#### **PUBLICATIONS/PRESENTATIONS**

Gessel, D. (2005). "How to Involve Association Members in the Political Process," *American Society*

#### **VALERIE GOODER, PhD, RN**

3121 Hawthorne Ave  
Ogden UT 84403

Telephone	Home 801-393-5608 Work 801-387-5011
E-mail	<a href="mailto:valerie.gooder@ihc.com">valerie.gooder@ihc.com</a>

#### **EDUCATION AND CERTIFICATION**

2001	PhD in Nursing, University of Utah
1996	Master of Science in Nursing, University of Utah
1981	Bachelor of Science with Honors in Nursing, University of Wyoming

#### **FACULTY AND ADMINISTRATIVE APPOINTMENTS**

2005-Present	Assistant Professor Nursing, Weber State University
2001-Present	Clinical Information Systems Manager, Intermountain Health Care, McKay Dee Hospital
1998-2001	Clinical Information Systems Coordinator, Intermountain Health Care, Urban North Region, McKay Dee Hospital
1996-1998	Clinical Coordinator, National Institutes of Health, Clinical Trial of Ketoconazole and Respiratory Management of ARDS, McKay Dee Hospital
1995-1998	Clinical Research Informatics Specialist, Critical Care Medicine Department, McKay Dee Hospital
1994-1998	Project Coordinator, Ventilator Dependent Patient Management, Quality Management, McKay Dee Hospital
1994	CSI Data Collector, McKay Dee Hospital

#### **COURSES TAUGHT**

2001-present	Adjunct Faculty, University of Utah
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2001-2005      Preceptor, Nursing Informatics, University of Utah  
1997-1998      Teaching Assistant, Graduate Statistics, University of Utah

## **PUBLICATIONS, PRESENTATIONS**

Gooder, V.J., Acceptance of Decision Support Systems: Documentation and Evaluation Issues, College of Nursing, College of Medicine joint graduate in Informatics. November 2004

Gooder, V.J., Young, M.P., McBride, K.E., James, B., Fisher, E. (2003). Inpatient transfers to the intensive care unit: Delays are associated with increased mortality and morbidity. Journal of General Internal Medicine, 2003: 77-83.

Gooder, V.J., Systems Implementation and Support, Nursing Informatics Certification Review, Salt Lake City UT, April 2000

Gooder, V.J., Young, M.P., Oltermann, M.H., Bohman, C.B., French, T.K., James, B.C. (1998). Gooder/2

The impact of a multidisciplinary approach on caring for ventilator-dependent patients. International Journal for Quality in Health Care, 10, 15-26.  
Gooder/2

Gooder, V.J., Integration of Clinical Information Systems, University of Utah Graduate Program, Nursing Informatics, October 1998.

Gooder, V.J., Farr, B.R., Young, M.P. (1997). Accuracy and efficiency of an automated system to calculate APACHE II scores in an intensive care unit. Proc. AMIA Annual Fall Symposium, 131-135.

Gooder, V.J., Accuracy and Efficiency of an Automated System for Calculating APACHE II scores in an Intensive Care Unit. 1997 Annual Fall Symposium, American Medical Informatics Association, Nashville TN, October 1997.

Gooder, V.J., Ventilator Management: A Multidisciplinary Approach with Proven Results, Institute for Healthcare Improvement: Improving Outcomes and Reducing Costs in Adult ICU Collaborative, Salt Lake City UT, October 1997.

## **GRANTS, FELLOWSHIPS, AND AWARDS**

2002    Nurse of the Year, Utah Nurses' Association, District 2  
2002    Nurse of the Year-Innovation, Utah Nurses' Association, District 2  
1996    Phi Kappa Phi, University of Utah  
1989    Nurse of the Year, Fraternal Order of Eagles  
1988    Critical Care Nurse of the Year, Utah AACN  
1981    Anselmi Award for Leadership and Responsibility, University of Wyoming  
1981    Most Likely to Succeed in Nursing, Wyoming Nurses Association  
1980    Member of the Year, University of Wyoming Student Nurses Association  
1980    Who's Who Among American Colleges and Universities

1980 Sigma Theta Tau Nursing Honor Society

## RESEARCH

Gooder, V.J., Predicting Successful Nurse Initiated Extubation. NRSA Fellowship Application (Grant), National Institutes of Health. Submitted August 1998, Reviewed November 1998.

## ALLEN D. HANBERG, MSN, RN

2620 E Venus Cr  
Salt Lake City UT 84124

Telephone Home 801-782-4175  
Work 801-626-6988  
E-mail [ahanberg@weber.edu](mailto:ahanberg@weber.edu)

## EDUCATION AND CERTIFICATION

2007 Expected completion PhD, University of Northern Colorado  
2002 Master Degree Nursing, University of Phoenix  
1996 Baccalaureate Degree Nursing, Weber State University, Ogden UT  
1994 Associate Degree Nursing, Weber State University, Ogden UT

## FACULTY AND ADMINISTRATIVE APPOINTMENTS

2007 Visiting Lecturer, University of Northern Colorado  
2006 Graduate Research Fellow, University of Northern Colorado  
2006 Visiting Lecturer/Researcher, University of Northern Colorado  
2006-Present Consultant Sim Lab Development/Simulation Integration, University of Northern Colorado  
2002-Present Assistant Professor Nursing, Weber State University

## PUBLICATIONS, PRESENTATIONS (\*indicates refereed)

\*Hanberg, A. (2007). In Black and Hawks Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th ed. Chapter 43; Thyroid and Parathyroid Disorders. St. Louis, MO. Elsevier. (In Print).  
\*Hanberg, A. (2007). In Black and Hawks Medical-Surgical Nursing: Clinical Management for Positive Outcomes, 8th ed. Chapter 44; Adrenal and Pituitary Disorders. St. Louis, MO. Elsevier. (In Print).  
\*Hanberg, A., Brown, S., Hoadley, T., Smith, S., & Courtney, B. (2007). Finding Funding: The Nurse Educators Guide to Simulation Success. The Journal for the International Nurses Association for Clinical Simulation and Learning. (In Print).  
Hanberg, A., Best Practice Approaches to the Integration of Simulation into Nursing Education. Presidency, Administration, and Alumni of University of Northern Colorado, October 2006.

Hanberg, A., Brown, S., Hoadley, T., & Smith, S., Scared Simless. Rocky Mountain Nurse Educators Conference in the Rockies, Breckenridge CO, July 2006

Hanberg, A., Barriers to the Integration of High Fidelity Human Patient Simulation. Modeling and Role Modeling (MRM) Nursing Theory, Annual Conference, Portland OR, May 2006.

Hanberg, A., Bridging the Theory Practice Gap by Means of High Fidelity Simulation. Modeling and Role Modeling (MRM) Nursing Theory, Annual Conference, Portland OR, May 2006.



Hanberg/2

Hanberg, A., Finding Funding: A Nurse Educators Guide for Simulation Success. Colorado Center for Nursing Excellence, Work, Education, and Life Long Learning Simulation (WELLS) Center, annual meeting April 2006.

\*Hanberg, A., & Brown, S. (2006). Bridging the Theory-Practice Gap with Evidence-Based Practice. *Journal of Continuing Education in Nursing*. 37(6), 364-367.

\*Hanberg, A. (2005), Common Disorders of the Pituitary Gland: Hyposecretions vs. Hypersecretion. *Journal of Infusion Nursing*. 28(1), 284-296.

#### **GRANTS, FELLOWSHIPS, AND AWARDS**

2006-2008 University of Northern Colorado College of Nursing Simulation Center. \$200,000 awarded by the Northern Colorado Medical Center.

2006-2007 Weber State University College of Health Professions Interdisciplinary Simulation Center. \$400,000 awarded by the Dr. Ezkiel R. Dumke Foundation

#### **CURRENT RESEARCH**

Hanberg, A., Leners, D., Roehrs, C., & Humphreys, J. Best Practice Approaches to the Integration of High Fidelity Simulation in Nursing Education. Qualitative study, data analysis complete, currently in manuscript phase.

Hanberg, A. Best Practice Approaches to the Integration of High Fidelity Simulation in Nursing Education. Quantitative study, currently in initial phases.

#### **LORI ANN HART, PHD, APRN 100**

Phone: (907)747-4949

E-mail: [lhart8862@gmail.com](mailto:lhart8862@gmail.com)

#### **LICENSURE/CERTIFICATION**

Advanced Practice Registered Nurse, Utah

Midlevel DEA Certified

National Boards for Women's Health Care Nurse Practitioner taken October 1995

#### **EDUCATION**

2007 Capella University, Minneapolis, MN, PhD, Education

1995 University of Utah, Salt Lake City, UT, M.S., Nurse Practitioner

1990 University of State of NY, Albany, NY, B.S.

1984 University of the State of NY, Albany, NY, A.S.

#### **ACADEMIC/EDUCATION POSITIONS**

2006-present Nurse Practitioner, Southeast Alaska Regional Health Consortium, Sitka, Alaska, Mental health services in a community-based clinic

1999-present Assistant Professor, Weber State University, Ogden, UT

2004-2005 Campus Coordinator, Weber State University/Utah State University Cooperative Nursing Program

1996-2002      Contract Lecturer, Utah State University, Family and Human Development  
Department, Logan, UT

### **COURSES TAUGHT**

Psychiatric Nursing (both live and online)  
Pediatric/Obstetric Nursing  
Pharmacology and Holistic Nursing Care, Management, Nursing Research, and Fundamentals of  
Nursing  
Human Growth and Development and Marriage and Family  
Instructor of prenatal, postpartum, and breastfeeding classes

### **CURRENT RESEARCH**

- 2007    The Impact of an Educational Presentation of Perceived Risk for the Development of  
Osteoporosis in Adolescents.  
2005    A Study Comparing the Effectiveness of Traditional Faculty Supervised Hospital-based  
Clinical Education to a Combination of Faculty Supervised Hospital-Based Clinical  
Education and Computerized Case-based Clinical Simulation.

### **GRANTS**

- 2004    Mosby Publishing Company. Funded with \$14,000 of Software to study the effectiveness  
of Virtual Clinical Excursion Programs.  
2003    Perry Developmental Research Grant, Weber State University. Funded \$3000 to develop  
methods to improve psychomotor teaching in the nursing lab.

### **LINDA HOFMANN, MS, RN, CAN, BC**

4455 Bountiful Ridge Drive  
Bountiful, UT 84010

Telephone:    Home (801)298-5101  
                    Work (801)408-5643  
                    Pager (801)440-6822

E-mail:        [Linda.hofmann@ihc.com](mailto:Linda.hofmann@ihc.com)

### **EDUCATION AND CERTIFICATION**

- 2001    Board Certified Nursing Administration, ANCC Commission on Certification  
1990    Master of Science Nursing, Brigham Young University  
1986    Bachelor of Science Nursing, University of Utah  
1982    Associate Degree Nursing, Weber State College  
1981    Licensed Practical Nurse Certificate, Utah Technical College

### **FACULTY AND ADMINISTRATIVE APPOINTMENTS**

- 2006-present    Chief Nursing Officer, Urban North Region Hospitals  
2003-present    Adjunct Faculty, Salt Lake Community College  
1995-present    Faculty, Baccalaureate and Graduate Nursing Programs, University of Phoenix  
1988-present    Assistant Professor Nursing, Weber State University  
2004-2006        Nurse Administrator, LDS Hospital

2001-2006	Nurse Administrator, Cardiovascular clinical Program & Operations, IHC Urban Central Region Hospitals, Alta View, Cottonwood, LDS
1995-2001	Director Supervision, Staffing, PRN and Agency Services, IHC Urban Central Region Hospitals, Alta View, Cottonwood, LDS
1994-1995	Nurse Manager Community Care Services, IHC Shared Services

## **COURSES TAUGHT**

### **Weber State University**

2004-present	Functional Operations in Nursing, Weber State University
1995-present	Care of the Critically Ill Adult, Weber State University
1995-present	Nursing Management and Leadership, Weber State University
1995-present	Power, Politics & Policy in Health Care, Weber State University
1995-present	Maternal Child Nursing Clinical, Weber State University
1995-present	Community Nursing Clinical, Weber State University
1995-present	Senior Nursing Seminar, Weber State University

### **University of Phoenix**

1995-present	Dynamics of Nursing Administration, University of Phoenix
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## **DIANE KELLY**

4535 Zarahemla Dr.  
Salt Lake City, UT 84124

Phone	Home 801.273.0749
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## **EDUCATION AND CERTIFICATION**

2002	Dr. P.H., Public Health Leadership, Health Policy and Administration, University of North Carolina at Chapel Hill
1986	Master of Business Administration, University of Utah, Salt Lake City, Utah
1977	B.S., Nursing, West Virginia University
Present	Utah Registered Nurse, License #78-202906-3102
1998 – 2003	North Carolina Nurses License #160682

## **FACULTY AND ADMINISTRATIVE APPOINTMENTS**

2004 – present	Adjunct Assistant Professor, College of Nursing, University of Utah
2004 – present	Adjunct Faculty, Duke University School of Nursing, Duke University
2004 – present	Adjunct Health Administration Services Program, Weber State University
2004 – present	Assistant Administrator for Quality, St. Mark's Hospital, Salt Lake City, Utah
2003 – present	Adjunct Assistant Professor, Public Health Leadership Program, School of Public Health, University of North Carolina at Chapel Hill
2002 – present	Faculty, Project HOPE
2001 – 2002	Project Coordinator, Patient Safety Improvement Corps Feasibility Study, Research Triangle Institute/ University of North Carolina Public Health Institute
1999 – 2002	Adjunct Instructor, Department of Health Policy and Administration, School of Public Health, University of North Carolina at Chapel Hill

## **PROFESSIONAL RELATED SERVICE**

2004 – present Member Board of Directors, Utah Healthcare Executives (UHE)  
2004 – present Chair, Membership Committee, Utah Healthcare Executives (UHE)  
2003 Member ACHE Regent's Advisory Council, Utah  
1999 -2001 Member Board of Examiners, Malcolm Baldrige National Quality Award (MBNQA)

## **PREVIOUS WORK EXPERIENCE**

2001 – 2003 Director of Organizational Change, HealthInsight, Utah/Nevada QIO  
1998 – 2000 Re-engineering Specialist, University of North Carolina Hospital  
1978 – 1982 Staff Nurse, Newborn Intensive Care, Primary Children's Medical Center  
1977 – 1978 Staff Nurse, Post Partum and Well Baby Nursery, Magee Women's Hospital

## **DIANE K. LEGGETT, MSN, RN**

2361 N 350 W  
Harrisville, Utah 84414

Telephone Home 801.735.2615  
Work 801.626.7592  
E-mail [dleggett@weber.edu](mailto:dleggett@weber.edu)

## **EDUCATION AND CERTIFICATION**

2006 – 2008 Advanced Cardiac Life Support  
2006 - 2008 Advanced Newborn Resuscitation  
2006 - 2008 Basic Cardio-Pulmonary Resuscitation  
2006 – 2008 S.T.A.B.L.E.  
2005 – 2007 Basic Fetal Monitoring  
2001 – present Health Promotion and Education, currently enrolled in Ph.D. program,  
University of Utah, Salt Lake City, UT  
1998 – 2000 Master of Science, Nursing, University of Phoenix  
1995 – 1998 Bachelor of Science, Nursing, Weber State University, Ogden, UT  
1975 – present Basic Red Cross Nurse  
1973 – 1974 Associate of Science, Nursing, Weber State College, Ogden, UT  
1971 – 1973 Certificate, Nursing, Weber State College, Ogden, UT

## **FACULTY AND ADMINISTRATIVE APPOINTMENTS**

2000 – present Associate Professor, Nursing, Weber State University, Ogden, UT  
1992 – 1998 Home Care Nurse, IV Therapy, Creekside Home Health  
1976 – present Staff Nurse, Shift Coordinator, Brigham City Community Hospital,  
Brigham City, UT  
1976 – 1999 Prenatal Education Coordinator, Brigham City, Community Hospital,  
Brigham City, UT  
1974 – 1976 Staff Nurse, Shift Coordinator, Cooley Memorial Hospital  
1973 Night-shift Supervisor, Pioneer Nursing Home

## **COURSES TAUGHT**

2001 – present Maternal and Infant Nursing Care, Clinical, Weber State University

2001 – present	Maternal and Infant Nursing Care, Theory, Weber State University
2000 – present	Fundamentals of Nursing, Clinical, Weber State University
2000 – present	Fundamentals of Nursing, Theory, Weber State University
2000	Nursing Care of Adults and Children, Clinical, Weber State University
1981	Nurse's Aide Course, Brigham City Community Hospital
1976 – 1999	Prenatal Education, Brigham City Community Hospital

## **PUBLICATIONS, PRESENTATIONS**

Leggett, D. (2007), "The Changing Workplace: Occupational Health Nurses, Employees, and Mid-life Transitions," *American Association of Occupational Health Nurses Journal* (in press).

## **JUDITH P. PRATT, MSN, RN 661**

East 1400 North Bountiful, Utah 84010

Home Phone (801)292-4334

Work Phone (801)626-6810

E-mail [jpratt@weber.edu](mailto:jpratt@weber.edu)

## **PRESENT POSITION:**

Weber State University Nursing Program  
Associate Professor - Tenured

## **Date of Appointment:**

August, 1990

## **Department:**

College of Health Professions – Nursing Department

## **Licensure:**

Registered Nurse: Utah

## **CREDENTIALS**

Master of Science – Nursing  
Professional licensure – Utah

## **EDUCATION**

Rocky Mountain University	Currently a student in DNS Program	12/06
Nursing of Health Professions		
Brigham Young University	Master of Science Community Health Administration	8/90
Idaho State University Nursing	Bachelors of Science	6/64

## **EMPLOYMENT**

Weber State University	Faculty	1990 to present
Hill Air Force Base	Case Management	2000-2004
Brigham Young University	Nursing Instructor	1989
Westminster College	Instructor	1987
Lakeview Hospital	Staff Nurse	9/75-9/91
LDS Hospital	Staff Nurse Medical/Surgical	9/70-12/74

## **TEACHING EXPERIENCE: WEBER STATE UNIVERSITY**

WS 1500	Intro to Women's Studies	2007, spring
Nursing 304:3010	Nursing History/Theory	9/99 to present

Nursing 420:4020	Community Health Clinical/Theory Course Curriculum Chair	9/92 to present
Nursing 3010	Nursing History/Theory	2000-2004
WS 1500	Intro to Women's Studies	2003, 2007
spring		
Nursing 4900	Integration of Professional Concepts Concepts in Nursing	2000, fall
Nursing 206 Pratt/2	Psychiatric Care Clinical/Theory	9/91-9/92
Nursing 206 6/91Nursing	Psychiatric Care	9/90-
207/208	Med/Surgical Clinical	9/90-6/91
<b>ONLINE COURSE DEVELOPMENT</b>		
HAS 3060	International Health and Health Care Issues	1999-present
Nursing 4020	Community Health	2002-present
Nursing 3010	Nursing History/Theory	2001-present

## PUBLICATIONS

Pratt, J.P., Overfield, T. & Hilton, H.G., (1994). "Health Behaviors of Nurses and General Population Women Health Values, 18 (5):41-46

Text Book *Caring for Older Adults Holistically*, Chapter 8, "Common Infectious Diseases"

## KATHLEEN L. SITZMAN

468 E 3425 N  
N Ogden, UT 84414

Phone: (801)782-0679  
E-mail: ksitzman@weber.edu

## EDUCATION

08/04-present PhD, University of Northern Colorado (Expected completion date)  
2001-02 PhD, University of Utah, (Coursework)  
2001 MS, University of Utah, Nursing  
1984 BS, University of Utah, Nursing  
Licensure, Utah

## WORK EXPERIENCE

2001-present Weber State University  
2001 University of Utah  
2003-2004 Caring Hands Hospice and Healthwatch Homecare Agency  
1999-2001 University of Utah  
1998-1999 Hospice for Utah

### **COURSES TAUGHT**

2004-present	N4840 Honor's Seminar in Nursing	Weber State University
2003-present	N4800 Guided Research	Weber State University
2003	N4021 Community Health Clinical	Weber State University
2002-present	N3010 Nursing History and Theory	Weber State University
2002-present	N3020 Nursing Research	Weber State University
2002-2003	N2050 Treatment Modalities II	Weber State University
2002	N4830 Directed Readings	Weber State University
2002	N4041 Management Clinical	Weber State University
2002	Medical/Surgical Clinical	Weber State University
2001	Community Health Nursing	Weber State University
2001	Pharmacology	University of Utah

### **RESEARCH PROJECTS AND GRANTS**

2005, "Preventing Blood Exposure in Home Health Care Nurses." National Institute of Health Study with a \$399,906 budget over the course of 3 yers.

2002, National survey entitled "Motor Vehicle Use by Home Visiting Nurses." Funded by the National Association of Occupational Health Nurses Foundation. \$3000.

2001, National survey entitled "An Exploratory Study of Nurse Bag Use by Home Visiting Nurses." Funded by Sigma Theta Tau and Hopkins Medical Supply Company. \$2700.

Sitzman/2

### **PUBLICATIONS**

Sitzman, K., & Eichelberger, L. (2003). "Understand the Work of Nurse Theorists: A Creative Beginning." Sudbury, MA: *Jones and Barlett Publishers*.

Sitzman, K. (2004). "The Ice Bag Incident," *American Journal of Nursing*, 104(7), 39.

Sitzman, K., Pett, M., Bloswick, D. (2002). An exploratory study of motor vehicle use in home visiting nurses. *Home Healthcare Nurse Journal*, 20(12), 784-793.

APPENDIX D:  
WEBER STATE UNIVERSITY  
DUMKE COLLEGE OF HEALTH PROFESSIONS  
MASTER OF SCIENCE IN NURSING  
REFERENCES

Aiken, L.H., Clarke, S.P., Cheung, R.B., Sloane, D.M. & Silber, J.H., "Educational Levels of Hospital Nurses and Surgical Patient Mortality," *Journal of the American Medical Association*, 2003, 290 (12), pg 1617-1623.

*American Association of Colleges of Nursing*, 1993-2004, "Faculty Age Database" (unpublished data),  
Washington, DC: American Association of Colleges of Nursing.

Hecker, D.E., "Occupational Employment Projections to 2010", *Monthly Labor Review*, 2001, 124 (11),  
pg 57-84. Available from: <http://STATS.BLS.GOV/OPUB/MLR/2001/11/ABS.HTM>.

Berlin, L.E., Wilsey, S.J. & Bednash, G.D., 2005A, *2004-2005 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, Washington, DC: American Association of Colleges of Nursing.

Berlin, L.E. & Sechrist, K.R., 2002a, "The shortage of Doctoral Prepared Nursing Faculty: A Dire Situation," *Nursing Outlook*, 50, (2), pg 50-56.

Berline, LE. & Sechrist, K.R., 2002b, *Regression Analysis of Full-time Master's Prepared Faculty in Baccalaureate and Graduate Nursing Programs* (unpublished data).

National League for Nursing Accrediting Agency, *Accrediting Manual with Interpretive Guidelines by Program Type for Postsecondary and Higher Degree Programs in Nursing* (2006), New York, NY.



**APPENDIX F:**  
**WEBER STATE UNIVERSITY**  
**DUMKE COLLEGE OF HEALTH PROFESSIONS**  
**MASTER OF SCIENCE IN NURSING**  
**LETTERS OF SUPPORT**  
**(Available upon request)**

August 30, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Weber State University – Mission Statement

Issue

The Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of Policy R312, Configuration of the Utah System of Higher Education, and Institutional Mission and Roles. This policy, approved May 2003 now contains a new mission and role statement for each institution of higher education in Utah.

Background

Policy R312 categorizes the Utah System of Higher Education institutions according to their specific mission and roles. It reflects changes that have occurred within the system during the last decade and describes the institutions now and in the future. In order to comply with the policy, each institution will review its current mission and role statement and update or revise it as appropriate. Mission and Role statements will be approved by the institution's Board of Trustees and submitted to the Board of Regents for their approval.

Weber State University has submitted its mission statement for Board of Regents' approval. The statement has been approved by Weber State University's Board of Trustees.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Board review Weber State University's mission statement; and, if satisfied that it accurately describes the institution as described in Policy R312, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles.

---

Richard E. Kendell, Commissioner

RED/LS/JMC  
Attachment



# WEBER STATE UNIVERSITY

## MISSION STATEMENT

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields.

The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom.

To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community based learning experiences in an environment that encourages freedom of expression while valuing diversity.



## WSU VISION STATEMENT

# In 2030...

**1** Weber State University is an exceptional comprehensive university providing associate, bachelor and master's degrees to meet the needs of the region. WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement.

**2** The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students.

**3** WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.

**4** WSU is a multi-campus university that delivers courses, programs and extracurricular learning experiences at convenient locations and times and uses leading-edge technology.

**5** WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.

**6** WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty to create and share knowledge.

**7** Substantial external funds support a vibrant level of scholarly pursuits that engage faculty, staff, students and community partners, including scholarly, applied and community-based research, and artistic endeavors.

September 5, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College of Utah – Bachelor of Science Degree in Aviation Management – Action Item

Issue

Officials at Dixie State College of Utah (DSC) request approval to offer a Bachelor of Science Degree in Aviation Management effective Fall 2007. This program was approved by the DSC Board of Trustees on January 12, 2007. The proposed program was reviewed by the Regent's Program Review Committee on August 7, 2007, and approved to move forward through the full proposal option.

Background

The proposed Bachelor of Science Degree in Aviation Management is designed as an Adult Completion Degree. The proposed degree is designed to meet the needs of the adult learners employed at SkyWest Airlines and those interested in a career in aviation management.

Due to the large market demand within SkyWest Airlines, which is a subsidiary of SkyWest Inc., the college and SkyWest anticipate many of the first cohorts will be filled with SkyWest employees. SkyWest Inc., the parent company of both SkyWest Airlines and Atlantic Southeast Airlines, is a rapidly growing company of regional airlines with headquarters based in St. George, Utah, and has approximately 18,000 employees servicing approximately 296 cities in the United States, Canada, Mexico, and the Caribbean. The program will initially be offered to SkyWest Airlines' nearly 11,000 employees. Future cohorts will be open to interested students who qualify for the adult completion program and are interested in a career in aviation management.

The working adult learner is part of a large higher education market segment that traditionally has been underserved and is growing at twice the rate of the traditional higher education market. Criteria traditionally used by students to select educational institutions such as location, price, flexibility, scheduling, and faculty quality are critical to the adult learner. In addition, criteria specific to the adult learner such as time to degree, flexible financing, method of delivery, and credit for experiential learning are incorporated in this degree program.

Aviation Management degrees service the airline industry by providing skilled workers who are knowledgeable in both the workings of the airline industry and the fundamental skills of the business world. The Bureau of Labor Statistics projects wage and salary jobs in the air transportation industry to increase by nine percent over the 2004-14 period.

### Policy Issues

The proposed Aviation Management Degree, as a "degree completion" program, is a new type of degree offering at DSC. Due to the unique nature of this degree, questions have been raised concerning various aspects of the proposal. Initially the degree will be offered to cohorts specifically drawn from SkyWest employees. A degree designed for a specific company is not necessarily unique, but requires careful planning. Students qualifying to be accepted into a cohort must meet specific requirements, including the completion of an associate's degree or 60 credits. Questions have been raised concerning this process, including the option that some of these credits may be awarded through experiential learning. A revised experiential learning policy has been proposed at DSC and is being approved through their institutional process. Questions have been raised about the policy and the policy has been reviewed.

Since this proposed program is offered through the Business Division, to students who may not have had the standard business core, questions were raised about how those skills would be presented. DSC has designed an upper-division curriculum similar to an executive MBA program where the business core is covered as a part of the degree requirements. Since DSC will be seeking accreditation for the Business program through AACSB, careful consideration needed to be given to the impact on those accreditation standards. Due to the specific nature of aviation management, questions were raised concerning qualified faculty and administration to teach and direct the program. DSC has hired a director for the program with both aviation experience and educational qualifications. Regular business faculty and specialized adjuncts will be used to ensure the quality of instruction.

These questions and concerns have been thoroughly investigated and answered. At this time, there is no concern about this program going forward under the recommendation made by the Commissioner.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request to offer a Bachelor of Science Degree in Aviation Management at Dixie State College of Utah, effective Fall, 2007. In addition, Dixie State College is directed to provide the following to the Commissioners Office: (1) a copy of the experiential learning policy as soon as all institutional approvals are obtained, and (2) a formal progress report to be submitted at the conclusion of the first year.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment



Academic, Career and Technical Education and Student Success Committee

Action Item

Request to Offer a Bachelor of Science Degree in Aviation Management

Dixie State College of Utah

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

September 5, 2007

## SECTION I: The Request

Officials at Dixie State College of Utah request approval to offer an Adult Degree Completion program leading to a Bachelor of Science Degree in Aviation Management effective Fall Semester 2007. This program was approved by the institutional Board of Trustees on February 12, 2007. The proposed degree has been reviewed by the Program Review Committee and approved to move forward as a full proposal on August 7, 2007.

## SECTION II: Program Description

The proposed Bachelor of Science Degree in Aviation Management is an adult completion degree that will prepare students for management-level positions in the aviation industry. Training is provided in several basic areas of business management: (1) Accounting; (2) Finance; (3) Marketing; (4) Management – both general and aviation-centered; and (5) Communication – both written and oral. This degree would be especially appropriate for students wishing a management level career in airport administration, airline administration, aeronautics, or other facets of the aviation industry.

Students who complete the Aviation Management Degree at Dixie State College would be qualified to enter graduate programs such as the Executive MBA offered by the University of Utah on the DSC campus, or the Masters of Aviation Management offered by Embry-Riddle.

**Background on the Adult Completion Degree:** This program is an Adult Bachelor Degree Completion program in the field of Aviation Management. It responds to the needs of the employed adult learner by providing a career-focused learning path in the field of Aviation Management. Each student must first complete an associate degree or equivalent before they are accepted into the program, and no one with less than 60 credits will be accepted. Credits for experiential learning (see Appendix G for a complete description of the experiential learning process and requirements) may be granted if the student meets the proper qualifications, but these credits can only be used as lower-division elective credits and cannot be used to fill general education requirements. The adult degree completion program also builds on an associate degree or equivalent by offering the adult learner a shortened time to the baccalaureate degree. The proposed degree is designed to be self-supporting.

Due to the need to deliver this program in various locations throughout the SkyWest service area, significant use of instructional technology will be implemented to deliver the content of these courses, many of which will be hybrid courses. Discussions with the Northwest Commission on Colleges and Universities on delivery of this degree program throughout the nation presented no problems other than the need for the college to file a significant change notification with the commission prior to offering the degree.

In order to further assist the adult learner, the program incorporates the “executive MBA” degree format. This allows any adult learner who has completed the equivalent of an associate’s degree to enter and complete the program without taking the customary pre-requisites that are part of a traditional Management degree. These essential pre-requisite skills are incorporated into the program so that a student from any educational background can acquire those basic skills, as well as the traditional upper division management skills, as they complete the program. For example, the common pre-requisite skills normally acquired in Micro and Macro Economics are found in AVIA 3040 Aviation Economics. The basic Accounting skills normally acquired in Financial and Managerial Accounting are taught in ACCT 3000,



Accounting for Management. The skills acquired in Business Law are found in AVIA 3030, Aviation Law, etc.

In addition to those courses that provide the basic business skills found in any credible management degree, the proposed Aviation Management degree also includes approximately 46 upper-division credits of traditional Management, Marketing, and Finance courses, along with the Aviation Management curriculum. This is consistent with other accredited management bachelor's degrees in the state and exceeds the minimum 40 upper division credits required by the USHE for a bachelor of science degree.

The list of new courses to be added and curriculum plan for the adult degree completion program leading to a Bachelor of Science in Aviation Management is detailed in Appendix A. The program is designed to be taught on a cohort basis, and once begun would be taught continuously for 18 months. The suggested program schedule is detailed in Appendix B.

### **Purpose of Degree**

The Aviation Management Adult Degree of Completion (ADC) program is designed to meet the needs of the adult learner employed at SkyWest Airlines. This degree will provide skilled workers for the aviation industry and will also be open to students interested in careers in the industry as the program develops. Due to the large market demand within SkyWest Airlines, which is a subsidiary of SkyWest Inc., the college and SkyWest anticipate many of the first cohorts will be filled with SkyWest employees. SkyWest Inc., the parent company of both SkyWest Airlines and Atlantic Southeast Airlines, is a rapidly growing company of regional airlines with headquarters based in St. George, Utah and has approximately 18,000 employees servicing approximately 296 cities in the United States, Canada, Mexico and the Caribbean. The program will initially be offered to SkyWest Airlines' nearly 11,000 employees.

The working adult learner is part of a large higher education market segment that traditionally has been underserved and is growing at twice the rate of the traditional higher education market. Criteria traditionally used by students to select educational institutions such as location, price, flexibility, scheduling, and faculty quality are critical to the adult learner. In addition, criteria specific to the adult learner such as time to degree, flexible financing, method of delivery, and credit for experiential learning are incorporated in this degree program.

### **Institutional Readiness**

Dixie State College and its Aviation Management Advisory Committee have been in the planning stage for the Aviation Management Degree for almost two years and feel they are now ready to begin the program. They have developed a well-balanced and viable curriculum that meets the needs of the community and is consistent with other aviation management programs (see Appendix A). Dixie State College has hired a very qualified and experienced Program Director to oversee the program and many of the new courses are being developed. An adequate number of qualified full-time faculty are already in place and a list of qualified adjuncts has been developed (see Appendix C). The program is self-supporting so there is no need for additional instructional funding. SkyWest Airlines is very anxious to begin the program and has many employees who are ready to participate.

## **Faculty**

The proposed Dixie State College's Adult Completion program in Aviation Management will be offered through the Udvar-Hazy School of Business. The discipline content, the quality of delivery and the maintenance of course and program standards, and the delivery of instruction will be under the control of the DSC Business Department. The proposed degree will be coordinated by the new Division of Adult Studies.

The Udvar-Hazy School of Business at Dixie State College will apply for candidacy for accreditation this year from the Association to Advance Collegiate Schools of Business (AACSB). This accreditation is very important to DSC and every effort will be made to ensure that all aspects of the Aviation Management degree will meet AACSB standards.

In order to meet AACSB standards, doctoral qualified members of the Udvar-Hazy School of Business faculty will teach all of the traditional accounting, economics, management, and marketing core courses. In order to complete the teaching of the Aviation Management specific courses successfully, Dixie State College will hire professionally qualified faculty members from the aviation industry. While not all of the Udvar-Hazy School of Business faculty will participate in this program, all faculty members involved in the instruction of this program, both full-time and adjunct, will meet AACSB accreditation standards. (see Appendix C.)

The college has hired a part-time Program Director, Dr. LeRoy Caldwell, who has extensive academic and industrial expertise in the field of aviation management to oversee this program. He has successfully designed and implemented programs similar to this in the past. It is anticipated that the position of the Director will rapidly grow to a full-time position, as indicated in the attached budget. A detailed list of current faculty and their qualifications are detailed in Appendix C.

## **Staff**

Current DSC staff levels are sufficient to meet the needs of the Adult Degree Completion Program in Aviation Management, with one exception. One additional counselor is needed to handle the additional workload created by the new program. This position has already been funded and is waiting for the approval of the proposed program by the Board of Regents (see Student Advisement).

## **Library and Information Resources**

Dixie State College of Utah's current library holdings meet the needs of the proposed degree program. No additional library resources are required.

## **Admission Requirements**

For admission to the Bachelor of Science Degree in Aviation Management, a student must either:

- Complete the USHE Associate of Science in Business Degree; or
- Complete an Associate Degree or the equivalent from an accredited college or university and CIS 2010 or the equivalent; or
- Complete the DSC General Education requirements, CIS 2010, or equivalent, and have at least 60 hours of earned college credit.

### **Student Advisement**

Students interested in the Bachelor of Science Degree in Aviation Management are currently being advised by the Business Administration program advisor and by the Aviation Management Program Director. Dixie State College has been appropriated additional funding to hire an additional counselor to assist with the Adult Degree Completion in Aviation Management program students. This counselor will be hired as soon as the program is approved.

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

The number of credits required for the degree is within the Regent's guidelines.

### **External Review and Accreditation**

To ensure its relevancy to current aviation industry needs and standards, the Aviation Management Degree program and curriculum has been developed with the assistance of the DSC Aviation Management Advisory Committee. This committee is composed of aviation professionals from all aspects of the aviation industry, including the manager of the St. George Airport and the President of SkyWest Airlines. Dixie State College has also utilized the expertise of Dr. J. LeRoy Caldwell as an outside consultant. Dr. Caldwell has over 30 years of teaching experience in the aviation management field. He has also designed similar programs for other universities. Dr. Caldwell has now been hired by DSC as the aviation management program director. The Udvar-Hazy School of Business at Dixie State College is currently in the process of applying for accreditation for all of the college's business and management degree programs. The college has two external consultants, Dr. Milton Blood, former AACSB Board member, and Dr. Karen Whelan-Berry, who currently serves and has served as the AACSB accreditation officer at two different universities. The college anticipates entering the pre-accreditation process this year and receiving accreditation within four years.

### **Projected Enrollment**

The Bachelor of Science in Aviation Management will function on a cohort basis with approximately 20 students to a cohort. Additional cohorts will be started throughout the year to meet demand. It is anticipated that demand from SkyWest employees alone will continue to fill cohorts for several years. The program will be open to students who are not SkyWest employees as space becomes available. Initially, the college anticipates filling several cohorts exclusively with SkyWest Airline employees.

## **Expansion of Existing Program**

The proposed degree is a new degree for DSC and is not an expansion of an existing program.

## **SECTION III: Need**

### **Program Need**

The need for this degree is substantiated by data from the Air Transportation Industry - U.S. Bureau of Labor Statistics (see Appendix D), and by SkyWest Airlines for this type of training for their employees (see Appendix F).

### **Labor Market Demand**

Aviation Management degrees service the airline industry by providing skilled workers who are knowledgeable in both the workings of the airline industry and the fundamental skills of the business world. The Bureau of Labor Statistics projects wage and salary jobs in the air transportation industry to increase by nine percent over the 2004-14 period (see Appendix D.)

Job prospects are generally better in regional and low-fare carriers – i.e. SkyWest Airlines - than in major airlines. The regional airlines are the fastest growing segment of commercial aviation with one out of every seven domestic airline passengers flying on a regional airline during at least part of his or her trip. A bachelor's degree is increasingly required or preferred for most pilot and flight attendant jobs. Despite a recent slowdown in passenger air travel, demographic and income trends indicate favorable conditions for leisure travel in the United States and abroad over the next decade. The aging of the population, in combination with growth of disposable income among older people, should increase the demand for air transportation services. Also, business travel should improve as the U.S. economy and world trade expands, companies continue to go global, and the economies in many foreign countries become more robust.

SkyWest is optimistic about the future of their company and the impact it will continue to have on the economy of St. George and Utah. Dixie State College seeks to meet their educational needs through this jointly developed adult degree completion program in aviation management. SkyWest has written a letter of support for this program (see Appendix E.)

### **Student Demand**

SkyWest Airlines employees are interested in furthering their own development through obtaining higher education. Last year, SkyWest conducted a survey to determine employee interest in obtaining higher education and received a very positive response. Approximately 65 percent of their employees do not have a bachelor's degree and many (40 percent) expressed a high or moderately high level of interest in earning a bachelor's degree in Aviation Management. (see Appendix F.) The growth in operations and number of employees since the survey was conducted creates an even larger pool of individuals who could participate in the Aviation Management program. If the college experiences only a small fraction of the surveyed demand, the program will be an outstanding success.

SkyWest currently employs approximately 11,000 employees and that number is growing at a rapid pace. They believe that as the program develops, the possibility of extending the program to the family members of SkyWest employees through their scholarship program would increase the potential market pool to 45,000. If the program were also offered in the future to Atlantic Southeast Airlines, SkyWest Airline's sister-carrier under the SkyWest Inc. umbrella, it would bring the total number of potential employee participants to more than 17,000 and the potential extended family participants to over 68,000.

Corporations outsource about \$13 billion of training a year, and colleges and universities deliver \$670 million or 5 percent of the market share according to the *Chronicle of Higher Education*. Higher education is currently not serving this market effectively. Universities and colleges have the expertise and delivery methods to service this market. Only recently have they begun to focus on providing this service. DSC believes it is part of our role in the economic development of our region to service the educational needs of our business community. The college has played a role in the economic development of Washington County. DSC seeks to expand the scope of the efforts and effectively serve both Washington County and Kane County in meeting their education needs. SkyWest is a vital part of our business community.

## Similar Programs

Current baccalaureate degree programs available in the USHE vary from pilot preparation to airport management and are significantly different than the adult degree completion degree program proposed by Dixie State College in their curricula, method of delivery, scheduling, and experiential learning credit. Dixie State College's program is entirely self-supporting without state funding and focuses on serving the needs of Sky West Airlines in the initial stages of the degree program. Although there are no programs identical to the Dixie College ADC program within the USHE system, similar or related programs would be:

- Utah State University offers a baccalaureate degree in Aviation Technology designed to produce professional pilots.
- Utah Valley State College offers two baccalaureate degrees, Aviation Professional Pilot, and Aviation Administration.
- Salt Lake Community College has an associate degree in the Aviation Technologies.

Dixie State College is requesting permission to offer an Adult Degree Completion program in Aviation Management that has many unique features. The DSC Aviation Management degree program is designed:

- As an adult degree completion program from the associate degree to the B.S. degree
- To be self-supporting as a professional education program
- To be offered to a cohort of students
- With flexible scheduling to accommodate the working adult
- To be completed within 19 months

- To evaluate and provide credit for experiential learning where appropriate
- To be writing and communication intensive

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

The CAO's of all of the other institutions have been contacted concerning this degree proposal. The CAO's have offered their comments and advice, all of which has been positive in nature. Because the proposed Adult Degree of Completion in Aviation Management at Dixie State College is significantly different from other programs available within the USHE in terms of curricula, method of delivery, scheduling, experiential learning credit, funding, and its proposed target market, it is anticipated that its impact on other USHE institutions will be negligible.

### **Benefits**

The benefits to the Adult Degree of Completion in Aviation Management are wide and varied, and include the following:

- It responds to, and helps fulfill the needs of, the community and many of the employed adult learners within the community.
- Its flexible schedule and mode of delivery provide an opportunity for those students who are "trapped" by their need for employment to continue their education to either improve their current and future work opportunities or pursue a graduate degree, or both.
- Its continuous cohort format shortens the overall time required to complete the degree.
- It assists one of the largest employers in the area to upgrade the skills of their employees.
- It provides an opportunity for those completing the program to improve their standard of living.

### **Consistency with Institutional Mission**

As a "Type III institution . . . with a major emphasis on associate and baccalaureate programs" (Regents' Policy R312), Dixie State's approved mission includes offering "baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement). Dixie State College seeks to increase access for higher education degrees in Business, Education, and the Health Sciences for the citizens of Washington and Kane Counties and their business communities. This ADC program seeks to serve the educational needs of SkyWest corporate employees. DSC will use the strengths of the college to meet the special needs of the adult learner market and help mitigate a local corporate need for educational opportunities.

## SECTION IV

### Program and Student Assessment

The overall goal of the Udvar-Hazy School of Business is to help students achieve their academic, career, and life goals by meeting the needs of students in their preparation for productive and rewarding business careers and/or for advanced academic study. Specific goals are to prepare students who:

- Possess the skills and knowledge to succeed in a rapidly changing competitive business environment while maintaining traditional values including honesty and integrity. Students completing the degree and seeking employment will be placed on jobs within six months after graduation.
- Satisfy the expectations of their employers. Employers who hire graduates will express satisfaction with the quality of training received by the graduate.
- Are prepared for admission into graduate degree programs. Students completing Dixie State College baccalaureate degrees who seek admittance into graduate programs within six months after graduation will be admitted at a rate commensurate with students of similar qualifications.
- Demonstrate upper-division-level command of their discipline.
- Demonstrate upper-division-level skills in math, communication (both oral and written), and critical thinking.
- Express satisfaction with the quality of knowledge and skills received in upper-division programs. Student satisfaction will be demonstrated by student responses to surveys taken while in the upper-division programs and six to twelve months after obtaining post-graduate employment.
- Enjoy a continuous learning environment in which successes can be shared and celebrated, and failures can be shared and analyzed without fear.

In order to determine if students have accomplished the desired goals of their respective programs, a variety of measurements is used. These goals and measurements are regularly reviewed by the department and appropriate stakeholders and are consistent with AACSB policies and guidelines and include:

- Degree Completion Rates: Dixie State's four-year programs are assessed by the percentage of students who complete within two to six years (measured annually) after being admitted to upper-division programs. Students who transfer are excluded from this measurement.
- Placement in the Workforce: A follow-up study of four-year program graduates is conducted by the Director of Vocational Assessment and Career Center. Dixie State's four-year programs are assessed by the percentage of students seeking employment that are placed in jobs within six months after graduation.

- Graduate School Acceptance Rates: Dixie State's four-year programs are assessed by the acceptance rate of Dixie State students who apply to graduate school programs within six months after graduation.
- Employer Assessment of Students: Regional employers are surveyed about their employees who receive four-year degrees at Dixie State College. Dixie State's four-year programs are assessed by the employer's satisfaction with the students' knowledge and skills obtained at Dixie State. This assessment will take place between six and twelve months after the student has been hired.
- Student Satisfaction Assessment: Dixie State's four-year programs are assessed by the level of satisfaction students express with the knowledge and skills obtained in upper-division programs. Student satisfaction will be demonstrated by student responses to surveys taken while in the upper-division programs and six to twelve months after obtaining post-graduation employment.

### Expected Standards of Performance

In addition to the standards and competencies listed above, all graduates of the Dixie State College Udvar-Hazy School of Business will possess/meet the following standards and competencies. These standards and competencies were set after assessing all the stakeholders, and include those skills mutually listed as critical to success. Each is followed by an explanation of what the program faculty is doing to improve student success in these areas.

- The ability to communicate orally. Program faculty have included an oral presentation in many of their course requirements in order to help students develop this important skill.
- The ability to communicate in writing. Program faculty have included at least one major written assignment in all of their courses. Some faculty require that students submit drafts of their assignments to be evaluated before the final assignment is completed. All students are strongly encouraged to have their written work evaluated by the campus writing center before submitting their final copies.
- The ability to demonstrate quantitative skills. After conferring with the Mathematics faculty it was agreed that the curriculum for Math 1090 (College Algebra for Business Majors) was inadequate. Additional quantitative skills were added to the curriculum and the credit hours for the course were changed from three to four.
- The ability to work effectively in teams and maintain good working relationships with others. Program faculty include team projects in most of their courses. Students are often encouraged to enter into team contracts that list the duties and expectations of all team members. Case studies are also often completed using the team concept.



## SECTION V

### Budget

This program is unique in that it is self-supporting and meets the educational needs of a rapidly expanding local company (SkyWest Airlines) with significant economic impact to southwest Utah's economy. The anticipated expenditures and revenues for the adult completion program (ADC) program in aviation management leading to a baccalaureate degree are as follows.

Table 1: New Program Budget:

	Year 1	Year 2	Year 3	Year 4	Year5
<b>EXPENSES</b>	Total	Total	Total	Total	Total
Salaries & Wages	\$69,300	\$73,150	\$77,000	\$80,850	\$84,700
Benefits	\$20,700	\$21,850	\$23,000	\$24,150	\$25,300
Total Instructional Costs/Cohort	\$60,000	\$61,500	\$63,038	\$64,613	\$66,229
Expenses(office, program / prof. dev.)	\$62,000	\$12,000	\$13,200	\$14,500	\$16,000
Travel	\$5,000	\$6,000	\$7,500	\$9,000	\$10,500
Capital/Textbooks	\$40,000	\$41,000	\$42,000	\$43,000	\$44,000
Library	\$9,000	\$9,500	\$10,000	\$10,500	\$11,000
<b>TOTAL EXPENSES</b>	<b>\$266,000</b>	<b>\$225,000</b>	<b>235,768</b>	<b>\$246,113</b>	<b>\$257,729</b>
FTE Students/ Cohort	40 FTE	40FTE	40FTE	40FTE	40FTE
Cost Per FTE-Self supporting program	\$6,650	\$5,625	\$5,894	\$6,152	\$6,443
Student/Faculty Ratio	20/1	20/1	20/1	20/1	20/1
Headcount/Cohort	20	20	20	20	20
<b>REVENUES</b>					
Legislative Appropriation	\$105,000	\$105,000	\$105,000	\$105,000	\$105,000
Gross Tuition Revenue/Cohort	\$240,000	\$240,000	\$240,000	\$240,000	\$240,000
<b>TOTAL REVENUES/COHORT</b>	<b>\$345,000</b>	<b>\$345,000</b>	<b>\$345,000</b>	<b>\$345,000</b>	<b>\$345,000</b>
<b>DIFFERENCE</b>					
Revenues-Expenses*	\$79,000	120,000	109,232	98,887	87,271

\*Expenses per cohort include the instructional costs, program expenses, and textbooks. The remaining expenses are annual costs independent on the number of cohorts taught per year. Revenue projections are per cohort and will increase as the program expands to meet the market demand. The college and SkyWest Airlines anticipate servicing two cohorts per year after the first year for an annual revenue of \$500,000 and a revenue positive outcome.

The budget projections outlined above are for a single 20-student cohort for the 18 months required to finish the baccalaureate degree.

In keeping with the initial student target population (SkyWest Airlines) DSC will be offering this program on-site at the SkyWest corporate offices to handle the demand for the program within the ranks of their mid to

upper level management personnel. It is estimated that *at least* two to three cohorts would be completed before the program will be moved to the DSC campus and offered to the public. Additional cohorts will be started throughout the year to meet demand. It is anticipated that demand from SkyWest employees will continue to fill cohorts for many years. The program will then be open to students who are not SkyWest employees as space becomes available.

### **Funding Sources**

The program is self-supporting. Funding for the proposed program will come from tuition.

### **Reallocation**

The program will operate as a self-supported program, and there will be no reallocation.

### **Impact on Existing Budgets**

No impact on existing budgets is anticipated.

**Appendix A**  
**Program Curriculum**  
**NEW COURSES TO BE ADDED**

COURSE #	COURSE NAME	CREDITS	COURSE DESCRIPTION
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ACCT 3000	Accounting for Management	4.00	For Aviation Management Majors. This course introduces the basic concepts and principles of financial and managerial accounting. Coverage includes the complete accounting cycle for service and merchandise companies. Depreciation, accounts receivable, inventory, product costing, cost-volume-profit analysis, profit planning, capital budgeting, and financial statement analysis are just a few of the topics covered.
AVIA 3010	Aviation Principles	3.00	This course provides an overview of the basic principles and concepts of the aviation industry, both general and commercial. Topics covered will include the core principles of aviation history, industry, economics and business models (government regulated, legacy carrier, low-cost carrier, regional, foreign, etc.). Industry pricing and production principles will also be discussed. This course is a pre/co-requisite for all upper division aviation courses.
AVIA 3015	Principles of Leadership	3.00	This course covers the basic concepts and principles of effective leadership and introduces the student to a variety of practical tools for leadership development. Methodologies for creating, maintaining, and utilizing a business work culture will be covered. Students will also have an opportunity to exercise management decision-making skills and problem-solving techniques through the use of group discussions and up to date case analysis in relevant situations.
AVIA 3020	Aviation Regulations and Safety	3.00	This course will cover the full breadth of aviation safety issues. Topics will include the importance of safety in the aviation industry and a study of aviation accidents and prevention models. Management of safety-related issues from a public relations and media perspective, as well as crisis management principles will be covered.
AVIA 3030	Aviation Law	3.00	As one of the most regulated industries in the country, aviation requires a critical understanding of the legal regulations and policies that govern the industry. This course will explore the wide variety of regulatory agencies that are charged with industry oversight, and the laws and policies they generate. The political perspectives of the airport/airline industry will be covered, as well as organized labor relations in aviation.

AVIA 3040	Aviation Economics	4.00	This course covers the basic principles of micro and macro economics and offers an introduction to the way economic theory explains scarcity, consumer and producer choice, competition and monopoly, labor, capital, resource markets, antitrust and other government relations, income distribution, supply and demand, the role of government, international trade and finance, inflation, depression, economic growth, and government debt. The course helps students understand and appreciate the ideas, processes, dynamics, and institutions that underlie the social and economic system and make the American economy work.
AVIA 3050	Aviation Finance	3.00	An introduction to the administrative and financial aspects of aviation management. Topics include financial and accounting strategies, financial analysis and planning, budgeting, short, intermediate, and long term financing, leveraging, revenue and expense sources, economic impacts of aviation operations, etc. Aviation-related businesses are emphasized.
AVIA 4010	Aviation Accounting	3.00	This course will focus on those accounting and financial principles that are unique to the aviation industry. Topics covered will include asset management, revenue management, debt financing, financial reporting requirements, regulatory accounting issues, aircraft maintenance management, and unique departmental accounting issues. Prerequisites: ACCT 3000
ENGL 4XXX	Senior Portfolio	3.00	A comprehensive writing capstone course that asks students to synthesize and reflect on their learning and experiences within the major. Students will construct a compilation of their prior portfolio assignments and build their own employment portfolio. Job search skills, proper interviewing techniques, and resume writing skills will also be covered.

## Adult Degree Completion Program - B.S. Aviation Management

Lower-Division Requirements (Total Lower Division Credits: 63)		
To complete the lower division requirements, a student must:		
<ul style="list-style-type: none"> <li>Complete an Associate Degree from an accredited college or university or</li> <li>Complete 60 credit hours of lower division course work at an accredited college/university and meet the DSC general education requirements and</li> <li>Complete CIS 2010 and Business Computer Proficiency or equivalent.</li> </ul>		
Required Upper Division Course Work	Credits	Prerequisites and notes
<ul style="list-style-type: none"> <li>ACCT 3000, Accounting for Management *</li> </ul>	4	CIS 2010 or equivalent
<ul style="list-style-type: none"> <li>AVIA 3010, Aviation Principles*</li> </ul>	3	
<ul style="list-style-type: none"> <li>AVIA 3015, Principles of Leadership*</li> </ul>	3	
<ul style="list-style-type: none"> <li>AVIA 3020 Aviation Regulations and Safety*</li> </ul>	3	
<ul style="list-style-type: none"> <li>AVIA 3030, Aviation Law*</li> </ul>	3	
<ul style="list-style-type: none"> <li>AVIA 3040, Aviation Economics*</li> </ul>	4	
<ul style="list-style-type: none"> <li>AVIA 3050, Aviation Finance*</li> </ul>	3	
<ul style="list-style-type: none"> <li>AVIA 4010, Aviation Accounting*</li> </ul>	3	
<ul style="list-style-type: none"> <li>BUS 1370 Human Relations</li> </ul>	3	
<ul style="list-style-type: none"> <li>COMM 3850 Organizational Communications</li> </ul>	3	
<ul style="list-style-type: none"> <li>ENGL 3010, Writing in the Professions</li> </ul>	3	ENGL 2010 or equivalent
<ul style="list-style-type: none"> <li>ENGL 4XXX, Senior Portfolio*</li> </ul>	3	ENGL 3010
<ul style="list-style-type: none"> <li>MGMT 3400, Management and Organizations</li> </ul>	3	ENGL 3010
<ul style="list-style-type: none"> <li>MGMT 3700, Organizational Behavior</li> </ul>	3	ENGL 3010
<ul style="list-style-type: none"> <li>MGMT 4300, Human Resource Management</li> </ul>	3	MGMT 3400
<ul style="list-style-type: none"> <li>MGMT 4400, International Business</li> </ul>	3	MKTG 3010
<ul style="list-style-type: none"> <li>MKTG 3010, Marketing Principles</li> </ul>	3	ENGL 3010
<ul style="list-style-type: none"> <li>PHIL 3510, Business and Professional Ethics</li> </ul>	2	
<ul style="list-style-type: none"> <li>PSY 3410, Intro to Social Psychology</li> </ul>	3	
<b>Total</b>	<b>58</b>	
<b>TOTAL CREDITS FOR BACCALAUREATE DEGREE: 121</b>		

\*New Courses

# Appendix B

## Program Schedule

### Proposed Program Schedule

Sequence	Prefix / Number	Course Title	Credit
1	ENGL 3010	Writing in the Professions	3
2	BUS 1370	Human Relations	3
3	PSY 3410	Intro to Social Psychology	3
4	AVIA 3015	Principles of Leadership	3
5	ACCT 3000	Accounting for Management	4
6	AVIA 3010	Aviation Principles	3
7	MGMT 3400	Management and Organizations	3
8	MGMT 3700	Organizational Behavior	3
9	AVIA 3030	Aviation Law	3
10	MKTG 3010	Marketing Principles	3
11	AVIA 3040	Aviation Economics	4
12	COMM 3850	Organizational Communications	3
13	AVIA 3020	Aviation Regulations and Safety	3
14	PHIL 3510	Business and Professional Ethics	2
15	AVIA 3050	Aviation Finance*	3
16	MGMT 4300	Human Resource Management	3
17	AVIA 4010	Aviation Accounting	3
18	MGMT 4400	International Business	3
19	ENGL 4XXX	Senior Portfolio	3

## Appendix C

### Faculty

#### Selected Business Faculty:

Verl Anderson

DBA, Business Administration, Arizona State University, 1985

M.S., Library Science in Systems Management, Brigham Young University, 1973

B.S., Business Administration, Brigham Young University, 1969

Kevin S. Barrett

Ph.D., Accounting, Virginia Tech, 1991

M.B.A., Accounting, Indiana University, 1986

B.S., Accounting, Utah State University, 1982

William Christensen

Ph.D., Marketing, Oklahoma State University, 2000

M.B.A., Management, California State University, Hayward, 1981

B.A., East Asian Studies, California State University, Hayward, 1978

Robert Huddleston

Ph.D., Voc. Ed./Higher Ed. Administration, Colorado State University, 1981

M.A., Business Education, Northern Arizona University, 1975

B.S., Business Administration, Northern Arizona University, 1971

Joe Kent Kerby

Ph.D., Marketing/Finance, Columbia University, 1966

M.B.A., Management, Northwestern University, 1960

B.S., Marketing, Brigham Young University, 1959

Philip Lee

Ed.D., Higher Ed. Administration, Northern Arizona University, 2001

M.S., Marketing/Distributive Ed., Utah State University, 1984

B.S., Business Administration/Business Education Composite, 1979

Munir Mahmud

Ph.D., Economics, University of Illinois at Urbana-Champaign, 1997

M.S., Economics, University of Illinois at Urbana-Champaign, 1992

M.S.S., Economics, University of Dhaka, Bangladesh, 1988

B.S.S., Economics, University of Dhaka, Bangladesh, 1985

Nate Staheli

MACC, Accounting, Southern Utah University, 1996

B.S., Accounting, Southern Utah University, 1995

C.P.A., 1996

William O. Stratton

Ph.D., Accounting, Claremont Graduate University, 1977  
M.S.B.A., Quantitative Methods (Business), Boston University, 1970  
B.S., Meteorology, Pennsylvania State University, 1968  
B.S., Statistics, Mathematics, Florida State University, 1966

Kyle Wells

Ph.D., Finance, University of Utah, 2006  
M.A., Engineering, University of Arizona, 2002  
B.A., University of Utah, 1998

### **Adjunct Aviation Management Faculty and Selected Teaching Assistants:**

Johanna Baker, Paralegal

Associate's, Paralegal, Phillips Junior College  
Certified Legal Assistant – Paralegal

Dr. J. LeRoy Caldwell

PMP, Project management Professional, Project Management Institute, 2002  
Ph.D., Higher Education Administration, Brigham Young University, 1986  
Command and General Staff College, United States Army, 1983  
M. Ed., Secondary Curriculum and Instruction, Brigham Young University, 1976  
B.S., History, University of Utah, 1970  
Certifications  
Commercial Pilot; Airplane Single and Multi-Engine Land; Rotorcraft – Helicopter;  
Instrument Airplane and Helicopter; BV-234; Flight Instructor; Ground Instructor;  
Advanced and Instrument; FAA Class III Medical; Master Army Aviator.

Eric Christensen, VP Planning, SkyWest Inc.

M.B.A., Utah State University  
B.S. Accounting, Utah State University  
C.P.A.

Lloyd Crumrine

USAF War College, Maxwell AFB, Montgomery, AL, 1993  
USAF Air Command and Staff College, Maxwell AFB, Montgomery, AL, 1982  
B.A., Business Administration, Laverne University, 1977  
A.A., Airline Administration, Orange Coast Jr. College, 1970  
38 years of aviation experience, 20 with the FAA as an Aviation Safety Inspector

Todd Emerson, Director Government & Legal Affairs

J.D. George Washington University  
B.S. Brigham Young University

Amber Hunter, Director Communications and Development

M.B.A., Brigham Young University



B.S., Psychology and Communications

Spencer Hyde, Manager Design and Multi-Media  
B.S., Speech/Organizational Communications, University of Utah  
M.P.C. to be completed May 2008, Westminster College

Duane Knapp, Director Treasury  
M.B.A., Brigham Young University  
B.S., Biology, Brigham Young University

Brandon Porter, Manager of Leadership Development  
B.S. Business Management, Marketing Emphasis, Brigham Young University

Ryan Quinlan, Director Employee Relations, Compensation, & Performance  
M.B.A. Brigham Young University  
B.S. Economics, Brigham Young University

Marissa Snow, Manager Corporate Communications  
B.S., Communications, Brigham Young University

Sabrena Suite-Mangum, Manager Recruitment Administration  
B.S., Political Science, Communications minor, Indiana Wesleyan University

Mike Thompson, VP Market Development  
M.S. Mechanical Engineering, Brigham Young University  
M.B.A., Brigham Young University  
B.S. Manufacturing Engineering, Brigham Young University

Eric Woodward, VP Controller  
Master's in Accounting, University of Utah  
B.S., Accounting, University of Utah  
C.P.A.

## Appendix D

### Air Transportation Industry - U.S. Bureau of Labor Statistics

#### SIGNIFICANT POINTS

Although flight crews—pilots and flight attendants—are the most visible occupations, the vast majority of the industry's employees work in ground occupations.

Senior pilots for major airlines are among the highest paid workers in the Nation.

**A bachelor's degree is increasingly required or preferred for most pilot and flight attendant jobs.**

Job prospects generally are better in regional and low-fare carriers than in major airlines, where competition for many jobs is keen; a unique benefit—free or reduced-fare transportation for airline employees and their immediate families—attracts many jobseekers.

#### NATURE OF THE INDUSTRY

Air travel in the United States grew at a rapid pace until 2001, expanding from 172 million passengers in 1970 to nearly 642 million in 2003. However, over the next 3 years, a combination of factors—including the events of September 11, 2001, and an economic recession—combined to reduce traffic to 1996 levels. Nevertheless, air travel remains one of the most popular modes of transportation.

Airlines transport passengers and freight over regularly scheduled routes. As of 2004, there were 15 major airlines. The largest are called the Big Six, and fly internationally.

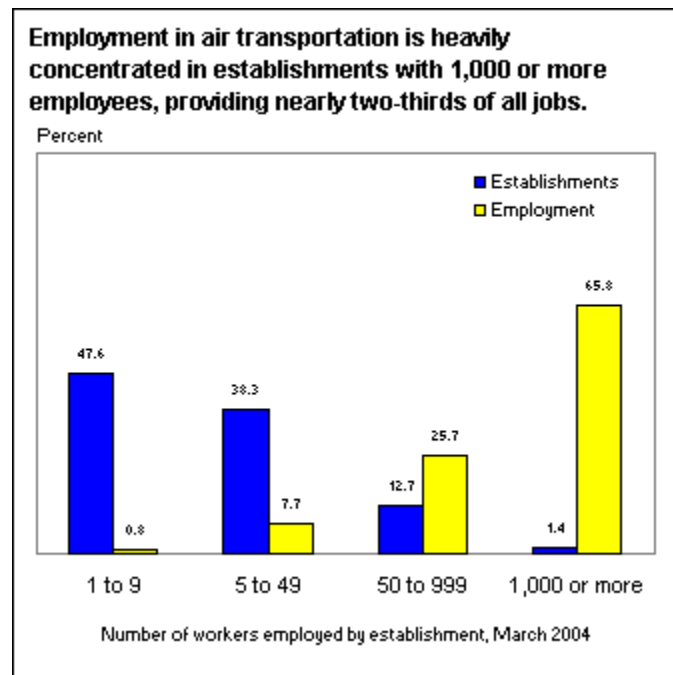
**Another type of passenger airline carrier is the commuter or regional carrier.** The regional airlines are the fastest growing segment of commercial aviation with 1 out of every 7 domestic airline passengers flying on a regional airline during at least part of his or her trip.

Most sectors of the airline industry were in a downturn in 2002, with several passenger airlines having declared bankruptcy and others on the verge of doing so. Although passenger volume has since recovered somewhat since 9/11/2001, the growth rate in the industry will likely continue to be depressed for several years.

As the low-fare airlines continue to compete and gain market share over the higher-cost major airlines, and as passenger traffic remains lower, managing costs has become more critical to the survival of some airlines. Labor costs are the airlines' largest cost component—amounting to over 40 percent of some airlines' operating costs—and reducing these costs is a key part of the recovery plans of several major airlines. Reducing costs usually involves getting their constituent labor groups to restructure their wages, benefits, and work rules while continuing to improve labor productivity.

#### EMPLOYMENT

The air transportation industry provided 515,000 wage and salary jobs in 2004. Most employment is found in larger establishments—2 out of 3 jobs are in establishments with 1,000 or more workers. However, 86 percent of all establishments employ fewer than 50 workers (chart 1).



Most air transportation jobs are at large airports that are located close to cities and that serve as hubs for major airlines.

Most positions in the airline industry involve extensive customer service contact, requiring strong interpersonal and communication skills.

## OUTLOOK

Wage and salary jobs in the air transportation industry are projected to increase by 9 percent over the 2004-14 period. Job prospects generally are better in regional and low-fare carriers than in major airlines, where competition for many jobs is keen.

Despite a recent slowdown in passenger air travel, demographic and income trends indicate favorable conditions for leisure travel in the United States and abroad over the next decade. The aging of the population, in combination with growth of disposable income among older people, should increase the demand for air transportation services. Also, business travel should improve as the U.S. economy and world trade expands, companies continue to go global, and the economies in many foreign countries become more robust.

International cargo traffic is expected to increase with the economy and growing world trade. It should also be stimulated by the development of global electronic commerce and manufacturing trends such as just-in-time delivery, which requires materials to be shipped rapidly.

**Suggested citation:** Bureau of Labor Statistics, U.S. Department of Labor, *Career Guide to Industries, 2006-07 Edition*, Air Transportation, on the Internet at <http://www.bls.gov/oco/cg/cgs016.htm> (visited February 04, 2007).

## Appendix E

### Letter from SkyWest



June 4, 2007

Dr. David Borris  
Dixie State College of Utah  
225 South 700 East  
St. George, UT 84770

Dear Dr. Borris:

At SkyWest Airlines, our 35-year history has produced significant growth and continued profitability, despite our industry's challenges. This success can be attributed to one source: our people. As leaders, we recognize the efforts of our employees and the importance of empowering them with the tools they need. For this reason, we believe in investing time and resources into employee training and development.

While the training our employees receive is effective in growing and sustaining our operation, the knowledge and skills obtained from higher education are beneficial. Strengthening our employees' understanding of the aviation industry, increasing their business acumen, and developing their professional skills will further empower them to succeed, and in turn, strengthen SkyWest's position in the industry.

To aid SkyWest in this area of professional development, Dixie State College has proposed an innovative solution that will enable interested employees to receive a bachelor's degree in aviation management. Respecting the demands of working in the aviation industry, Dixie's program will allow full-time employees, even those without fixed worked schedules, to complete this degree. Dixie's proposed instructional methods of online learning, recorded lectures, and condensed in-class instruction both appeal to adult learners and accommodate our workforce needs. In addition, Dixie will accommodate the needs of employees in areas outside the state of Utah by positioning faculty in major locations where student cohorts are formed.

Dixie's proposal to incorporate SkyWest content into courses through mediums such as case studies, business models, and guest lecturers will assist the professional development of our employees. By working in cohorts, employees will receive opportunities to develop professional relationships from which both employees and the company will benefit as they progress in their careers.

We endorse this program, and appreciate Dixie State College's willingness to contribute to educating those who seek formal education but are unable to obtain it in the traditional way. If additional information is needed, please contact Necia Clark-Mantle by phone at 435.634.3550 or by email at [nmantle@skywest.com](mailto:nmantle@skywest.com).

Sincerely,

A handwritten signature in black ink that reads "Chip Childs".

Chip Childs  
President and COO  
SkyWest Airlines

444 South River Road  
St. George, Utah 84790  
435.634.3000  
[www.skywest.com](http://www.skywest.com)

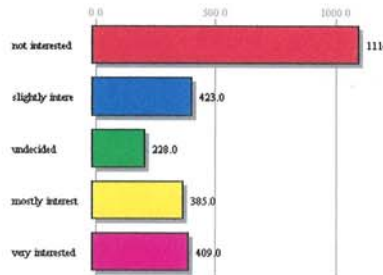
## **Appendix F**

### **Student Demand Survey**

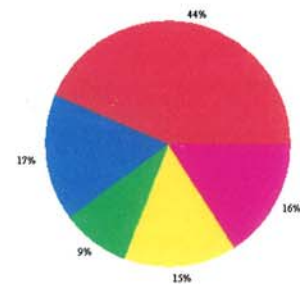
The following pages contain the Student Demand Survey:

1. How interested are you in earning the four-year Business Administration degree with an emphasis in Aviation Management?
2. How likely are you to apply to the program?
3. How likely are you to finish the program in the next five years?
4. What level of education have you achieved?
5. What experience do you have in the aviation field?
6. If other, please specify your aviation experience
7. Upon completing an aviation management degree, how soon would you expect job placement in the field?
8. What aviation arena would you pursue with an aviation management degree?
9. Where do you plan to begin your career in aviation management?
10. If you answered d) or e) in question 9, please specify your preferred location
11. How will this degree help with your future career plans?
12. What type of class schedule would you be able to attend?
13. If other, please specify
14. Where would you attend classes to obtain the degree?
15. If you answered c) or d) in question 14, please specify
16. Have you attended aviation school?
17. If other, please specify

1. How interested are you in earning the four-year Business Administration degree with an emphasis in Aviation Management?

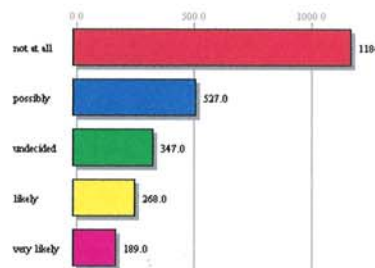


**Bar Chart**  
(as of 05-Apr-06 8:03:12 AM)

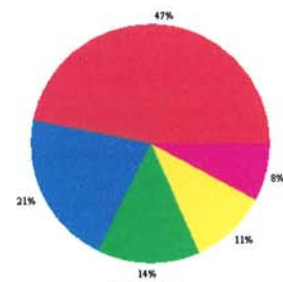


**Pie Chart**  
(as of 05-Apr-06 8:03:12 AM)

2. How likely are you to apply to the program?

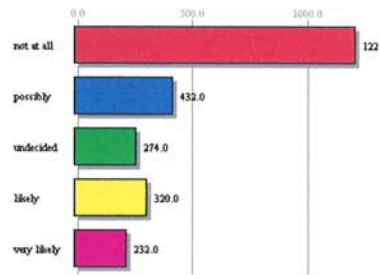


**Bar Chart**  
(as of 05-Apr-06 8:03:52 AM)

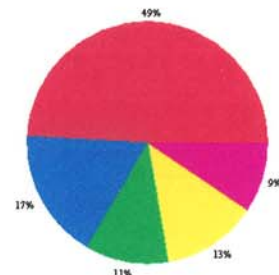


**Pie Chart**  
(as of 05-Apr-06 8:03:52 AM)

3. How likely are you to finish the program in the next five years?

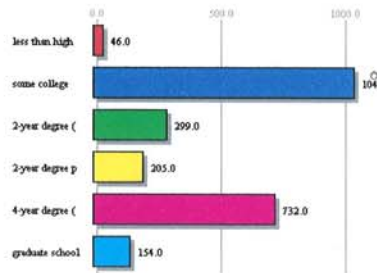


Bar Chart  
(as of 05-Apr-06 8:04:16 AM)

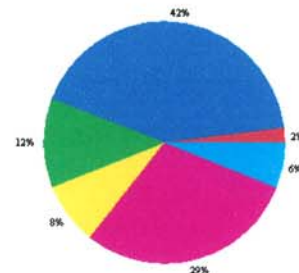


Pie Chart  
(as of 05-Apr-06 8:04:16 AM)

4. What level of education have you achieved?

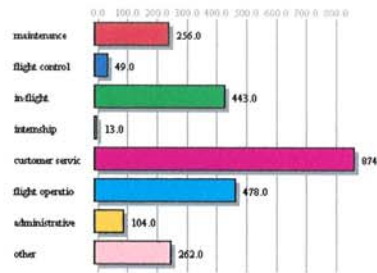


Bar Chart  
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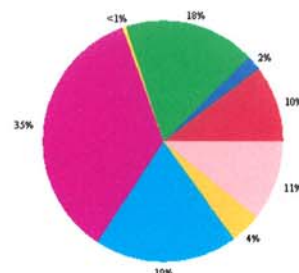


Pie Chart  
(as of 05-Apr-06 8:04:38 AM)

5. What experience do you have in the aviation field?

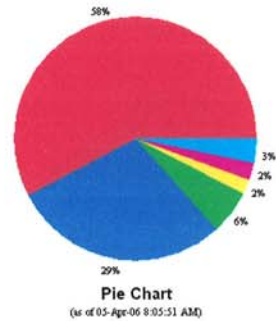
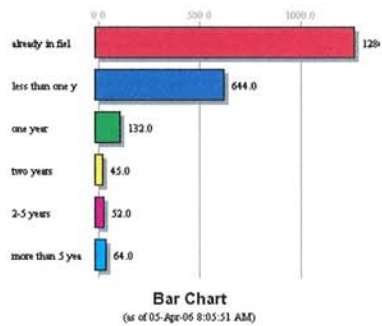


Bar Chart  
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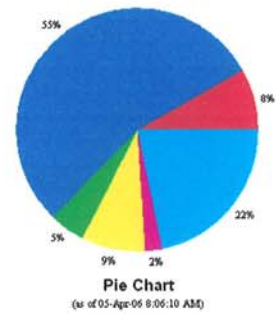
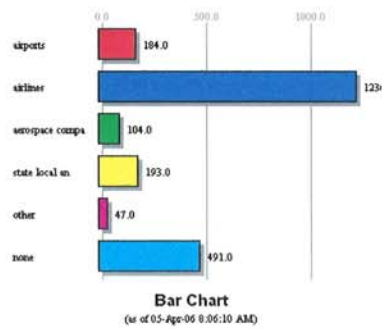


Pie Chart  
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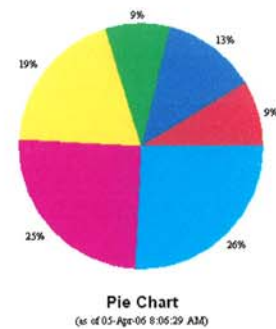
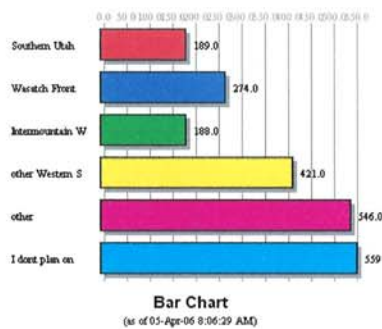
7. Upon completing an aviation management degree, how soon would you expect job placement in the field?



8. What aviation arena would you pursue with an aviation management degree?

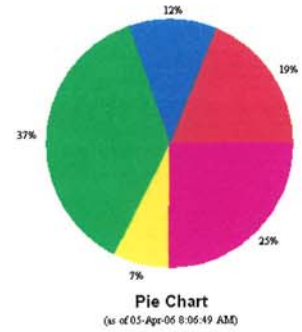
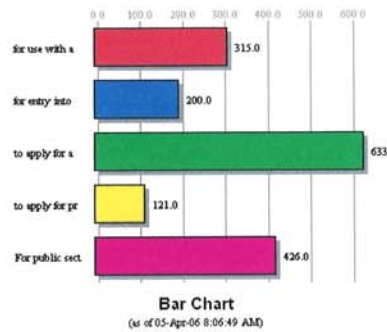


9. Where do you plan to begin your career in aviation management?

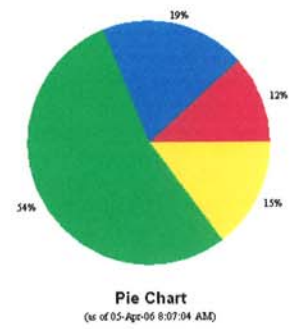
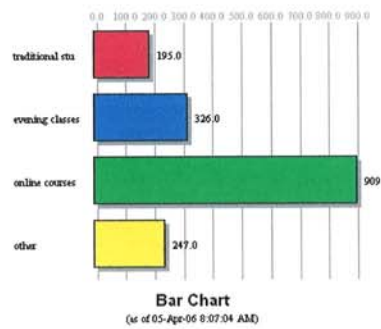




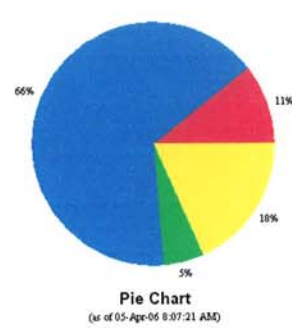
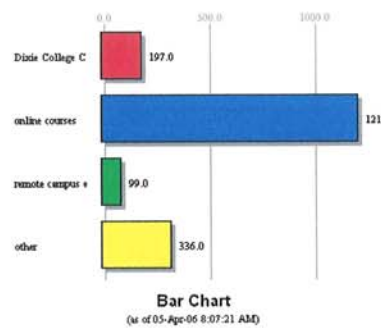
11. How will this degree help with your future career plans?



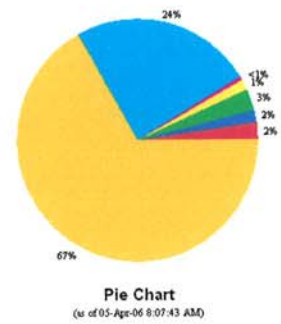
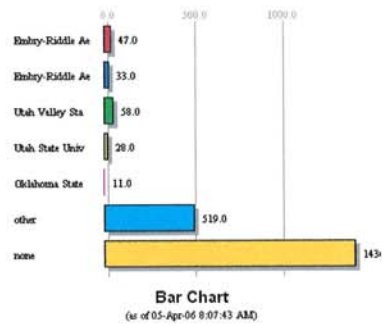
12. What type of class schedule would you be able to attend?



14. Where would you attend classes to obtain the degree?



16. Have you attended aviation school?



Aviation Management Survey Results– October 17, 2006

Anywhere

1. How many people checked very interested, anywhere in the U.S.? 409
2. How many people checked very interested, anywhere in the U.S. and chose day classes? 44
3. How many people checked very interested, anywhere in the U.S. and chose evening classes? 72
4. How many people checked very interested, anywhere in the U.S. and chose online classes? 240
5. How many people checked very interested, anywhere in the U.S. and were undecided? 53

\*\*\*\*\*

6. How many people checked mostly interested, anywhere in the U.S.? 383
7. How many people checked mostly interested, anywhere in the U.S. and chose day classes? 9
8. How many people checked mostly interested, anywhere in the U.S. and chose evening classes? 56
9. How many people checked mostly interested, anywhere in the U.S. and chose online classes? 130
10. How many people checked very interested, anywhere in the U.S. and were undecided? 188

\*\*\*\*\*

DSC

11. How many people checked very interested, and chose DSC? 64
12. How many people checked very interested, and chose DSC with day classes? 35
13. How many people checked very interested, and chose DSC with evening classes? 17
14. How many people checked very interested, and chose DSC with online classes? 6
15. How many people checked very interested, and chose DSC and were undecided? 6

\*\*\*\*\*

16. How many people checked mostly interested, and chose DSC? 36
17. How many people checked mostly interested, and chose DSC with day classes? 9
18. How many people checked mostly interested, and chose DSC with evening classes? 12
19. How many people checked mostly interested, and chose DSC with online classes? 3
20. How many people checked mostly interested, and chose DSC and were undecided? 12

## Appendix G

### Proposed Experiential Credit Policy

Dixie State College adheres to the philosophy that education is a process of life-long learning. The College recognizes that (1) college level learning can be gained outside of a traditional college classroom or university setting through various activities such as work experience, volunteerism, travel, self-study, or training, and (2) experiential learning merits credit when it is properly demonstrated and validated.

#### 15.13 Credit for Experiential Learning:

15.13.1 The purpose of this policy is to outline the process for awarding credit for experiential learning.

#### 15.13.2 Definition of Terms

15.13.2.1 Experiential Learning refers to learning that is acquired outside of a traditional classroom. This can be a co-curricular activity linked to a traditional classroom or professional standards in a particular field of study such as practica, internships, student teaching, service learning or cooperative education.

15.13.2.2 Prior Experiential Learning is learning that is equal to college level learning and has been gained outside of a traditional classroom prior to a student's enrollment in a college accelerated degree program, e.g. work or military experience, self-study, volunteerism, training, or travel.

15.13.2.3 Experiential Learning Assessment is a method of evaluating and recognizing learning that is equal to college level learning that has been gained outside of a traditional classroom prior to a student's enrollment in a college accelerated degree program.

15.13.2.4 Portfolio is an organized collection of materials documenting prior learning achievements and relating them to learning outcomes of college courses. Usually the portfolio is developed to capture study for which there are no specific examinations.

#### 15.13.3 Criteria for Application for Experiential Learning Credit

15.13.3.1 Students must be accepted into an approved accelerated degree completion program and must request experiential learning credit as early as possible upon admission to degree status.

15.13.3.3 Students must have a degree completion plan prepared in cooperation with a program advisor.

15.13.3.4 Students who choose to apply for experiential learning credit must enroll in ENGL. 4xxx, "Portfolio," and produce a portfolio as the means of assessment for credit.

15.13.4 The over-arching principle guiding this policy is that college level learning must be the basis for any award of credit.

15.13.4.1 Credit is awarded for learning that can be demonstrated, not for experience.

15.13.4.2 Credit is awarded for learning which is college level and meets the standards of Dixie State College.

15.13.4.3 The experiential learning must be relevant to actual course competencies.

15.13.4.4 Assessment of experiential learning is the responsibility of faculty experts in the relevant subject area. Credit will be granted upon the written recommendation of the department faculty having jurisdiction over the courses involved and with the dean's approval.

15.13.4.4.1 A committee will be formed for each student applying for experiential credit and will be assigned the task of reviewing the portfolio and making decisions using uniform guidelines as established by the College.

15.13.4.4.2 Each committee will consist of the student's department chair, faculty advisor, the representative of the department from which the course originates, and the portfolio course instructor.

15.13.4.5 Credit will be awarded when the applicant's faculty committee determines that the portfolio provides sufficient evidence that the knowledge and skills a student has acquired are equivalent to what a student would acquire in a college-level class at either the lower or upper-division level.

15.13.4.6 Credit earned through an assessment of experiential learning cannot be duplicated through other mechanisms for earning credit. For example, if a student is granted experiential credit equivalent to ACCT 2150, she may not then take ACCT 2150 for credit. Similarly, a student may not enroll in a course for credit or audit at Dixie State College and subsequently seek credit through an experiential learning option.

15.13.4.7 If a student fails a course at Dixie State College, he must wait five years before petitioning to receive credit for the same course through an experiential learning option.

15.13.4.8 No letter grade will be entered on the student's transcript for experiential learning credit. Experiential learning credit will be treated in the same way as transfer credit. A "P" will be assigned and it will not count toward the student's grade point average. Transcripts will clearly identify Experiential Learning Credits.

15.13.4.9 Experiential Learning Credit is not guaranteed with the exception a few pre-assessed licenses such as a CNA, teaching licensure, or CPA certification.

15.13.4.10 Experiential Learning Credit cannot substitute for basic general education requirements. It can be awarded as elective credit only in subjects that contribute to a Dixie State College accelerated degree program.

15.13.4.11 The amount of credit awarded for experiential learning will never exceed the guidelines of the Northwest Commission on Colleges and Universities.

15.13.5 An Experiential Learning Policy Committee will be created to periodically review the procedures and practices of awarding experiential learning credit to ensure academic integrity.

15.13.5.1 The committee will be appointed annually and will be comprised of 5 members.

15.13.5.2 Each school Dean will appoint one representative.

15.13.5.3 The following persons will also serve on the committee:

1. VP of Academics or Designate
2. Registrar
3. Faculty Senate President or Past President

### **Some Guidelines for Assessment of Prior Experiential Learning Credit**

Generally speaking, student competencies (knowledge, skills and/or values) must meet certain criteria:

- A. The portfolio should demonstrate the student's learning in such a way that it can be related to learning outcomes that would be expected in a college level course in the related subject area.
- B. The portfolio is analogous to records that show classroom attendance, participation, reading assignments, and understanding gained for the course.

- C. Narration should give an overview of the learning outcomes gained from prior learning and relate the circumstances of learning.
- D. The knowledge should be publicly verifiable. The student should be able to document and demonstrate to an expert in the field that she possesses the knowledge.
- E. The knowledge should be equivalent to college-level work in terms of quality. In general, the prior knowledge and experience should be related to courses in the catalog or to the requirements for graduation. The knowledge or experience should have an academic subject matter or knowledge base. Credit will not be given for manual skills or for a narrowly prescribed routine or procedure.
- F. The learning should have general applicability outside of the specific situation in which it was acquired. For example, credit will not be awarded for knowledge of specific personnel procedures and application which apply to only one company. However, credit might be awarded for knowledge and experience in the principles of human resource management, of which personnel applications is one small component.

#### Portfolio Development

- A. Portfolio development is an organized collection of essays and documentation, demonstrating learning skills through work and life experiences. The portfolio, specifically, must articulate knowledge equivalent to that which is taught in a college course.
- B. There are several steps and processes involved in Portfolio Development.  
The enrollment in English 4xxx, Portfolio is a pre-requisite for portfolio development and is considered essential for preparation and successful completion and approval for credit.
- C. Students must complete the preparation for portfolio development by enrolling in ENGL 4xxx at the beginning of the degree-seeking process.
- D. The program determines the courses that may be completed by portfolio development and provides the specifications. Only elective courses will be considered for portfolio development.
- E. The portfolio can include knowledge and skills gained from a wide variety of sources, but these are some of the more common ones used for Portfolio Assessment:
  - a. full or part-time jobs
  - b. independent reading and study
  - c. training programs or in-service courses
  - d. volunteer work
  - e. cultural and artistic pursuits
  - f. military service
  - g. travel study
- F. A committee will be formed for each student applying for experiential credit and will be assigned the task of reviewing the portfolio and making decisions using uniform guidelines as established by the College.
- F. The student's committee will be asked to assess several things:
  - a. Is the knowledge sufficient?
  - b. Has the student demonstrated application of this knowledge?
  - c. Has the student shown the relationship between the knowledge and the evidence?
- G. The committee will determine whether or not knowledge of the subject is equal to a college level grade of "C" or better.
  - a. If so, then credit will be recommended.
  - b. If the knowledge is judged to be insufficient, the committee will recommend that credit be denied.
  - c. If the committee decides that more information is needed in order to make a determination, the student may be asked to submit additional evidence, take an examination/and or be interviewed. These practices are often used in cases where students have acquired knowledge of a subject that cannot be documented.
- H. The committee should consist of the student's department chair, faculty advisor, the representative of the department from which the course originates and the portfolio course instructor.

#### Portfolio Documentation

In order for experiential learning to be considered for credit, the following documentation requirements must be met:

- Verification of successful completion of the experiential learning from a third party. This may be a certificate of completion, employee training record, a letter from the instructor, the agency sponsoring the course, or training or personnel office. Letters of verification must be on company letterhead, which includes the address and telephone number of the company, and must be signed by the instructor or a representative of the training organization.
- Verification of contact (classroom) hours. Hours may be verified on the certificate of completion or in a letter from the sponsoring agency, training officer or instructor, or on an official course syllabus or brochure. Letters of verification must be on company letterhead stationary and must be signed by the instructor or a representative of the training organization.
- Description of course content. The student must include a description of the course content (syllabus) for each course so that the Advanced Standing Committee can effectively evaluate the depth and level of the curriculum.

Suggested rubric for certificates of completion or classroom courses for experiential credit:

The should included		Equals	following not be in the
	15 hours of classroom instruction	1 semester credit	
	30 hours of laboratory, clinical or correspondence work	1 semester credit	
	10 hours of specific classroom instruction	1 Continuing Education Credit (CEU)	

experiential learning portfolio:

- Professional courses which have been transcribed by a regionally accredited institution of higher learning.
- Courses which are too brief to be considered for credit. Courses of fewer than fifteen hours are not eligible for consideration.
- Conventions or conferences, (unless continuing education credit was earned and learning outcomes can be supported with documentation).

### Experiential Learning Examples

**Example 1:** Possession of a private pilot license.

This license would be awarded 3 hours of credit, consistent with AVIA 2180, Private Pilot License.

**Example 2:** Possession of an FAA approved flight instrument pilot rating.

This FAA approved rating would be granted 2 hours of credit, Consistent with AVIA 2380, Flight: Instrument rating.

**Example 3:** Military Computer Literacy Training

**Length:** 2 weeks (68 hours).

**Objectives:** Upon completion of the course, the student will be able to perform basic DOS and windows-based applications using word-processing graphics, database, and spreadsheet software.

**Instruction:** Audio-visual materials, classroom and practical exercises, and lecture. Topics include the use of standard computer software programs for administrative, analytical, and instructional tasks.

**Credit Recommendation:** In the lower-division baccalaureate/associate degree category, 3 semester hours in computer literacy (8/02).

*SUMMARY:* This military occupation is much more relevant to the "civilian" world. The applicant should definitely be given the opportunity to CLEP the CIS 2010 class. They could easily receive 3 hours of credit for their skills.

**Example 4: PREVIOUS IT TRAINING - (SkyWest or other sources of training)**

SkyWest offers comprehensive training courses for their employees. This training is much like other corporate and school offerings in the Microsoft Office suite: Excel - Introduction (3 hrs.); Excel - Intermediate (3 hrs.); Excel Advanced (3 hrs.); Excel forms-Interactive Forms (3 hrs); Word Introduction (3 hrs); Word Advanced (3 hrs.); PowerPoint (3 hrs.); Outlook 2003 (6 hrs.); Windows XP (2 hrs.). Each applicant's training record will be reviewed for: (a) how many courses and hours from the above list have been taken, and (b) how much application and/or employment experience they have had. The applicant will be given opportunity to "test out" of those sections of CIS 1200 and CIS 2010 (Prerequisites for AVIA 3010) that they can, including Operating Systems and E-Mail.

**Northwest Commission on Colleges and Universities  
Policy 2.3 Credit for Prior Experiential Learning**

The Northwest Commission on Colleges and Universities recognizes the validity of granting credit for prior experiential learning, provided the practice is carefully monitored and documented. Credit for prior experiential learning may be offered under the conditions enumerated below. This policy is not designed to apply to such practices as CLEP, Advanced Placement, or ACE-evaluated military credit. Credit for courses taken from non-accredited institutions must be addressed pursuant to [Policy 2.5 Transfer and Award of Academic Credit](#).

- a. Policies and procedures for awarding experiential learning credit must be adopted, described in appropriate institutional publications, and reviewed at regular intervals.
- b. Credit for prior experiential learning may be granted only at the undergraduate level.
- c. Credit may be granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a regular appointment with the college on a continuing basis.
- d. Credit may be granted only for documented learning which ties the prior experience to the theories and data of the relevant academic fields.
- e. Credit may be granted only for documented learning which falls within the regular curricular offerings of the institution.
- f. An institution that uses documentation and interviews in lieu of examinations must demonstrate in its self-study that the documentation provides the academic assurances of equivalence to credit earned by traditional means.
- g. Credit for prior experiential learning should not constitute more than 25% of the credits needed for a degree or certificate.
- h. No assurances are made as to the number of credits to be awarded prior to the completion of the institution's review process.
- i. Credit may be granted only to enrolled students and is to be identified on the student's transcript as credit for prior experiential learning.
- j. Policies and procedures must ensure that credit for prior experiential learning does not duplicate other credit awarded.
- k. Adequate precautions must be provided to ensure that payment of fees does not influence the award of credit.



September 5, 2007

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College of Utah – Associate of Applied Science, Associate of Science, Associate of Arts in Early Childhood Education – Effective Spring 2008 – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer an Associate of Applied Science, the Associate of Science and Associate of Arts in Early Childhood Education, effective Spring 2008. These programs were approved by the institutional Board of Trustees on May 4, 2007.

Background

Professional child care continues to change as state and federal agencies increase regulations designed to improve the care giving industry. Such changes create market and student demand for prepared professionals. Head Start programs in the year 2000 began to require all teachers to have an associate degree with an emphasis in early childhood studies, such as early childhood education or child development. As enhanced requirements have been embraced nationally (most notably by the National Association for the Education of Young Children -NAEYC,) programs for the preparation of workers in the field of early childhood education are being redesigned in response to higher standards.

Because of the need for early childhood professionals, the Regents' Program Review Committee (PRC) determined that Dixie State College, in order to fulfill its community college mission, should offer the AAS, AS, and AA degrees in Early Childhood Education. PRC members asked DSC to submit all three degree programs in its proposal. DSC already offers an elementary education baccalaureate that students, who graduate with an AS or AA in Early Childhood Education, would be prepared to enter.

DSC has the facilities and most of the faculty to begin the degree programs, and funding from the Utah Legislature to begin and continue these programs. Enrollment is expected to range between 25 to 35 students for all three programs.

The proposed programs will be overseen by the Elementary Education and the Family and Consumer Science Departments.

### Policy Issues

Early comments by Utah State University faculty regarding the curriculum and appropriate degree requirements for Head Start have been addressed. The University of Utah supports the program and invites program completers to transfer to its own Early Childhood Certificate program. Both universities acknowledge the need for Early Childhood educators and support the proposed program.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve Dixie State College's request to offer an Associate of Applied Science, Associate of Science and Associate of Arts in Early Childhood Education effective Spring 2008.

---

Richard E. Kendell, Commissioner

REK/PCS

Attachment



Academic, Applied Technology, and Student Success Committee

Action

Request to Offer the Associate of Applied Science, Associate of Science and Association of Arts in  
Early Childhood Education

Dixie State College of Utah

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

September 5, 2007

## **SECTION I: The Request**

Dixie State College of Utah (DSC) requests approval to offer an Associate of Applied Science, Associate of Science and Associate of Arts in Early Childhood Education, effective Spring 2008. These programs were approved by the institutional Board of Trustees on May 4, 2007.

## **SECTION II: Program Description**

The AAS degree program is vocational in nature and designed to equip graduates in a variety of roles with requisite knowledge and skills essential to successful work with young children. The request aims to empower the early childhood student to target a terminal AAS degree or earn either an Associate of Science or Associate of Arts degree in preparation for more advanced studies. Then, as the need arises, students could later re-enter the education process to earn a bachelor's degree. For the Associate of Applied Science the student would complete 18 general education required hours to include English, math and others as well as 28 core requirements and 18 hours of electives for a total of 64 hours.

For both the AS and AA degrees, students will complete the general education requirements and an 18 credit Education/Family core plus one track that will assist them in their area of focus. Students would tailor their tracks to: a) transfer to a course of study for a Bachelor's Degree in Elementary/Early Childhood Education, b) become a Head Start teacher, c) increase employability in child care centers, and d) prepare themselves for courses prerequisite to the Early Intervention Specialist area. No new courses will be required. The specific requirements for the AAS, AS, and AA degrees can be found in Appendix A.

### **Purpose of Degrees**

These programs are aimed to meet the needs of employees and perspective employees in the early childhood work force. The requirements for working in this environment have been changing with state and federal programs raising standards for those working in this field.

### **Institutional Readiness**

DSC offers an elementary education baccalaureate degree and runs a functioning pre-school. Most of the course work for these proposed programs has been offered in one form or another for many years. This provides both a faculty base and the curriculum that are already in place. Also, associate degrees in Early Childhood Education fit neatly within the community college mission. Likewise, with a bachelor's degree in Elementary Education available at DSC, students completing the AS or AA degree can move smoothly into elementary education or into other programs at the baccalaureate level.

## **Faculty**

Faculty involved in teaching these programs include two with doctorates and three with master's degrees. Dr. Brenda Sabey and Dr. Chizu Jarrett currently teach some of the courses for these programs, and Dr. Sabey's specialization is in early childhood and children's literacy. A search is currently underway to hire a new faculty who will have early childhood expertise. Professors Tim Eicher, Hazel Colebank and Nancy Hauck are master's-prepared and have taught most of the required courses. DSC is currently advertising for a professor with a specialty in early childhood. Further details can be found in Appendix C.

## **Staff**

Initially, staff support for the proposed programs will come from the Elementary Education Department and a newly hired part-time secretary will be provided by the Family and Consumer Sciences Department. As the program grows, additional staff will be added.

## **Library and Information Resources**

Because most of the courses being offered for these programs already exist, library and information resources are adequate. With minimal funding, program needs will be met.

## **Admission Requirements**

These open-admission programs allow any student with interest in the field of early childhood studies to complete the program requirements. Award of the degrees requires a minimum 2.75 GPA in specified courses. Therefore, students will be admitted to the Early Childhood AAS, AS, or AA program by self declaration and registration for required courses.

## **Student Advisement**

Advisement needs will be supported through the DSC Advisement Center and by a recently hired elementary education lecturer/advisor. As the programs grow, additional advisement personnel will be added.

## **Justification for Number of Credits**

Regent policy R-401 section 5.1.1. specifies that associate degrees have a minimum of 60 hours and a maximum of 63 hours. The AAS Degree in Early Childhood Education requires 63 hours. The Associate of Science Degree requires up to 63 credits depending upon the elective track that students choose. The Associate of Arts Degree is the same as the Associate of Science with the exception of 8 additional hours of languages.

## **External Review and Accreditation**

At this point, no formal external review of these programs or the curriculum involved has taken place. However, development of the curriculum has been completed over several years time and in conjunction with agreements made between faculty at institutions throughout USHE. Meetings held in the Spring of 2000 and careful coordination among institutions assure that the DSC proposals comport with other Early Childhood Education degrees in Utah.

## **Projected Enrollment**

DSC anticipates between 25 and 35 FTE annually. Sources that are expected to produce students include: Head Start teachers, Learning Center for Families, child care centers, prospective elementary educators, and others. Enrollments are expected to grow over time.

## **Expansion of Existing Program**

The proposed programs are a natural outgrowth of the DSC pre-school, Family and Consumer Science Department, and the Elementary Education Department and contain components of these existing programs.

# **SECTION III: Need**

## **Program Need**

Professional child care continues to change as state and federal agencies increase regulations designed to improve the care giving industry. The Utah Child Care Professional Development Institute (CCPDI) has raised its training standards to a minimum of an associate's degree. Utah family child care providers are changing requirements to 20 hours in training in early childhood programs. The Utah Department of Health, Office of Child Care Licensing, is currently reevaluating the minimal level for the residential certificate for child care licensing, staying consistent with the trend to place increasing emphasis on education and training for licensed providers. Such changes create market and student demand for prepared professionals.

## **Labor Market Demand**

These programs are proposed in response to changing attitudes and requirements in the field of child care and early childhood education. Head Start programs in the year 2000 began to require all teachers to have an associate's degree with an emphasis in early childhood studies, such as early childhood education or child development. Researchers who study the developmental needs of young children have repeatedly decried the lack of professional preparation throughout the industry while continuing to lobby for strengthened training programs. As enhanced requirements have been embraced nationally (most notably by the National Association for the Education of Young Children -NAEYC,) and legislatively, programs for the preparation of workers in the field of early childhood education are being redesigned in response to higher standards.

## Student Demand

Within the Head Start of School Readiness Act are requirements for Head Start employees to obtain certain basic educational levels to qualify for employment. Section 15 of the Act reads: "...directs the Secretary to ensure that, by September 30, 2012, all teachers providing direct services to Early Head Start children and families in Early Head Start centers: (1) have a minimum of a child development associate credential or an associate degree; and (2) have been trained, or have equivalent course work, in early childhood development with a focus on infant and toddler development.

While difficult to project exact figures, there are potentially multiple sources of students who might take advantage of the proposed programs.

- DSC now has an elementary education program with two cohorts able to accommodate up to 70 students. Some of these students will always be interested in teaching primary grades and interested in the coursework for early childhood studies.
- Head Start teachers need, at minimum, an associate degree to be hired within the federal program. There are now Early Head Start programs in the Washington County area. Washington County has three separate Head Start facilities. In addition, The Learning Center for Families has an Early Head Start Program. Potential students interested in working for Head Start might be drawn to the proposed programs.
- The Learning Center for Families (TLC) serves over 300 children. The program hires several new people a year. DSC has an agreement with Baby Watch to offer credit for specific training classes for the Early Intervention Specialist position. TLC would prefer to have all of its employees complete at least an associate's degree in early childhood studies prior to completing the coursework for Elementary Specialist I.
- The State Office of Child Care has instituted a pay incentive program, or ladder system, for day care providers. In this program, providers who complete training are paid stipends. Curricula have been developed by the state for the ladder.
- There are always students at DSC who want to take courses to enhance their parenting skills.
- As the trend continues for both parents to work outside the home, nannies are in demand as expressed by the National Association of Nanny Care. Prospective nannies increase their employability by having courses in early childhood studies.
- The data on students declaring early childhood or related areas at DSC are found below. After 2005, students interested in early childhood were advised to enter the elementary education program of study. The results indicate a strong cohort each year of students interested in early childhood education.

	2004	2005	2006	2007
Early Childhood Ed	18	26	29	33

## Similar Programs

Almost all USHE institutions offer courses from a consistent body of coursework agreed upon by these USHE institutions that offer early childhood programs. Consistency in numbering and content exists. Guidelines used for course development come from the recommendations by the NAEYC for programs in early childhood studies.



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

Agreement and consistency in curriculum design were established in 2000 through collaborative meetings held among five USHE institutions: Weber State University, Salt Lake Community College, Snow College, the College of Eastern Utah, and Dixie State College. During the years since, these institutions have continued to collaborate relative to Early Childhood Education as needed.

## **Benefits**

If the proposed programs are approved, the child care industry in Washington County will have available a better educated employment base. In addition, federal funds will be more readily available to child care providers because of an associate-prepared workforce. Students desiring this form of employment will be able to work and, later, continue on to the next education level, the baccalaureate.

## **Consistency with Institutional Mission**

Regent Policy R312 states that Dixie State College's mission is a Type IIIB institution with baccalaureate offerings and with an emphasis on the community college mission. The proposed Early Childhood Education associate degree programs fit neatly within the community college mission. DSC's Bachelor's Degree in Elementary Education allows students completing the AA and AS degrees to move smoothly into this area of study and to other educational offerings at the baccalaureate level.

## **SECTION IV: Program and Student Assessment**

### **Program Assessment and Expected Standards of Performance**

#### **AAS Degree Assessment:**

##### **Objectives for the AAS Degree**

1. Understand and be able to apply the National Association for Education of Young Children (NAEYC) best practices for providing a developmental appropriate day care setting.
2. Meet the minimum standards for licensing in preparation for actual licensing in the state of Utah.
3. Develop child care guidance plans for a center that avoids corporal punishment and aversive techniques, using NAEYC guidelines for intervention with children.
4. Design, in theory, an ideal center physical plant with adequate concern for safety, child-initiated activities, and group activities.
5. Receive certification in Advanced First Aid/CPR training.
6. Explore professionally prepared Policy and Procedures Manuals that give best practices examples of policies for:
  - a. Personnel training and professional development
  - b. Student records
  - c. Medical and immunizations
  - d. Center operations
  - e. Emergency plans and posted numbers

- f. Parent notification
- g. Permission for travel and field trips
- h. Food preparation and hygiene practices
- i. Reporting of incidents
- j. Maintenance of required adult/child ratios
- k. Observing and record keeping for child development

#### Assessment of Objectives for the AAS Degree

1. Create a model NAEYC developmentally appropriate day care setting.
2. Pass practice exams for licensing in the state of Utah and be ready to take the actual licensing exam.
3. Create and have approved an appropriate guidance plan for a center that avoids corporal punishment and aversive techniques. Plan must be approved by Early Childhood Education professors and use NAEYC guidelines for intervention with children.
4. Create, in model form, and ideal center physical plant that is approved by Early Childhood Education professors. The model must reflect adequate concern for safety, child-initiated activities, and group activities.
5. Pass certification exam (practical and written) and receive certification in Advanced First Aid/CPR training.
6. Pass exams covering the following areas:
  - a. Personnel training and professional development
  - b. Student records
  - c. Medical and immunizations
  - d. Center operations
  - e. Emergency plans and posted numbers
  - f. Parent notification
  - g. Permission for travel and field trips
  - h. Food preparation and hygiene practices
  - i. Reporting of incidents
  - j. Maintenance of required adult/child ratios
  - k. Observing and record keeping for child development

#### AS/AA Degree Assessment

##### Program and Student Assessment

##### Objectives for the AS/AA Degree

- I. Students graduating from the proposed AS/AA degree program will have completed as a requirement of all **social science** classes at Dixie State College the following objectives:
  - a. Read a substantial and sufficient amount of disciplinary work to provide exposure to the main theories and concepts of the field.
  - b. Understand the discipline's core content.
  - c. Engaged in activities that focus on a particular theme, event, theory, concept, or idea that encourages thoughtful reading, careful analysis, and significant understanding in the application of disciplinary knowledge.
- II. Students graduating from the proposed AS/AA Degree program will have completed as a requirement of **coursework in the department** the following objectives:
  - a. Study and successfully apply child development theories relevant to the care and education of young children.

- b. Explain concepts of stage theories as related to developing programs for young children.
  - c. Study parenting and family structures and participate in support programs for families.
  - d. Implement guidance strategies to assist children in preschool, affecting child behavior in a way that enhances measurable success for the children.
  - e. Use developmental theory to identify developmental delays in children and written treatment recommendations to support appropriate development.
  - f. Study and demonstrate an understanding of diversity and its affects on development.
  - g. Demonstrate an appreciation for diverse family backgrounds and diversity in the early childhood setting.
  - h. Practice maintaining positive relationships based on respectful communication in the early childhood setting.
  - i. Study and implement problem solving in relationships
- III. Assessment of course objectives (All objectives will be measured through course assignments and direct supervision of students in laboratory settings.)
- IV. Lab Supervision Assessment
- 1. Participate in a minimum of 55 hours of supervised lab experience with young children.
  - 2. Supervise large group activities and full classes of children (e.i. rug time.)
  - 3. Plan and implement age appropriate activities for the young child.
  - 4. Practice partnership with parents in collaborating on developmental needs for children.
  - 5. Set up parent training opportunities.
  - 6. Implement problem solving in relationships.
- b. Formative measures through exams
- 1. Take exams that measure retention and understanding of course material.
  - 2. Give pre-tests linked to course objects for each course.
  - 3. Give post-tests linked to course objectives for each course.
  - 4. Restructure each course based upon feedback from comparing pre/post exam results.
- c. Papers and applied assessment
- 1. Complete a research based case study on the development and developmental needs of at least one child in the preschool.
  - 2. Design a parent newsletter and cycle of communication.

## SECTION V: Finance

### Budget

DSC already has a self sustaining pre-school with observation booths. With the pre-school and a four-year elementary education baccalaureate in place, many of the operational needs for Early Childhood Education programs already exist. Funding is available to hire an Early Childhood Education faculty to head the programs and existing faculty will be able to augment the program until enrollments stabilize and exact resource needs can be assessed. Funding received from the 2007 legislative session will cover start up and ongoing costs.

Practica experiences embedded in several of the courses will be accommodated by the DSC pre-school and at other sites in Washington County where collaborative relationships are being developed. Among these are:

- The Learning Center for Families-Center and outreach intervention program for developmentally delayed infants, toddlers, preschoolers and their families prior to eligibility for services with the school district.
- The Washington County Early Intervention Program- program for developmentally delayed preschoolers between the ages of three and kindergarten.
- SUU Head Start Programs- four Head Start Programs in Washington County that are very interested in having practicum students in collaboration with DSC.
- Privately owned childcare facilities and preschools. DSC is approached regularly by privately owned businesses seeking to train and employ students with a background in early childhood studies.

**Table 1: AAS/AA/AS Combined Budget**

<b>EXPENSES</b>	Year 1	Year 2	Year 3	Year 4	Year 5
New Full Time Faculty Hires	1			1	
Salaries & Wages	\$60,000.00	\$60,000.00	\$60,000.00	\$120,000.00	\$120,000.00
Benefits	\$35,000.00	\$35,000.00	\$35,000.00	\$70,000.00	\$70,000.00
Adjunct Wages*	\$6,000.00	\$12,000.00	\$12,000.00	**	\$3,000.00
Total Personnel Costs	\$95,000.00	\$95,000.00	\$95,000.00	\$190,000.00	\$190,000.00
Current (office, prof.dev., service)	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00	\$3,000.00
Travel	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
Capital	\$1,500.00			\$1,500.00	
Library	\$1,000.00	\$1,080.00	\$1,165.00	\$1,265.00	\$1,370.00
<b>TOTAL EXPENSES</b>	<b>\$101,500.00</b>	<b>\$100,080.00</b>	<b>\$100,165.00</b>	<b>\$196,765.00</b>	<b>\$195,370.00</b>
FTE Students***	15	30	30	30	30
Cost Per FTE	\$6,766.67	\$3,336.00	\$3,338.83	\$6,558.83	\$6,512.33
Student/Faculty Ratio	1.4/15	1.8/30	1.8/30	1/15	1.1/15
Headcount	20	40	40	40	40
<b>REVENUES</b>					
Legislative Appropriation	\$76,125.00	\$75,060.00	\$75,124.00	\$147,574.00	\$146,528.00
Gross Tuition Revenue	\$25,375.00	\$25,020.00	\$25,041.00	\$49,191.00	\$48,842.00
<b>TOTAL REVENUES</b>	<b>\$101,500.00</b>	<b>\$100,080.00</b>	<b>\$100,165.00</b>	<b>\$196,765.00</b>	<b>\$195,370.00</b>
<b>DIFFERENCE</b>					
Revenues-Expenses*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

\* The assumption made on adjunct wages and other areas is that the start up year, only half the courses would be needed and by the Sophomore year, all the classes would be offered, requiring double the number of adjunct faculty.

\*\* Assumed here is that with hiring a new full time faculty member adjunct needs would be greatly reduced.

\*\*\* The assumption here is that the freshman class would give the program 15 students the first year and 30 students the second year. Thirty students being the average between the 25 to 35 students mentioned under projected enrollments.

### **Funding Sources**

Funding for these degree programs will come partly from new appropriations and partly from anticipated tuition revenues.

### **Reallocation**

There will be no reallocations to assist in funding these programs.

### **Impact on Existing Budgets**

Recognizing the integrated nature of both the Elementary Education Department and Family and Consumer Science Department with the activities and curricula of these degrees, both Departments will feel the impact on their budgets. However, both Departments received additional funding as part of the 2007-2008 school year.

## Appendix A: Program Curriculum

### Associate of Applied Science Degree in Early Childhood Education:

#### **General Education Requirements: (18 Credits)**

English:

ENGL 1010 Introduction to Writing (3)

ENGL 2010 Intermediate Writing (3)

Information Literacy

LIB1010 Information Literacy (1)

Quantitative Literacy

Math 1030 Quantitative Reasoning (3)

Hum/Fine Arts/Phil

Phil 1120 rec. Social Ethics (3)

Social Science

FCS 1500 Human Development/Lifespan (3)

or

PSY 1100 Human Development/Lifespan

Physical or Life Science

NFS 1020 Scientific Foundations of Nutrition (3)

#### **Core Requirements: (27 credits)**

FCS 1500 Human Development/Lifespan (3)

FCS 2400 Family Relations (3)

FCS 2500 Child Development Birth-Eight (3)

FCS 2600 Intro to Early Childhood Education (2)

FCS 2610 Guidance (3)

FCS 2620 Planning Creative (3)

FCS 2880 Practicum (4)

FCS 2640 Partnering w/Parents (3)

EDUC 2010 Exceptional Learner (3)

#### **Electives (18 additional)**

Recommended courses include depth in Art, Psychology, Education, Science, Literature

ENGL 2330 Children's Lit (3)

NFS 2120 Infants/Child Nutrition (3)

EDUC 2400 Foundations: Multicultural/ESL (3)

EDUC 1010 Intro to Education (3)

BUS 1010 Introduction to Business (3)

MGT 2620 Principles of Management (3)

## Associate Degree in Early Childhood Education

The Associate Degree for Early Childhood Education prepares students for multiple tracks: a) transfer to a course of study for a Bachelor's Degree in Elementary/Early Childhood Education, b) qualifies the graduate to become a Head Start teacher, c) increases employability in child care opportunities, and d) directly prepares students for courses prerequisite to the Early Intervention Specialist courses. There are two General Education tracks recommended below, one for an Associate Degree of Science, one for an Associate Degree of Arts. Either can be chosen. In addition, there are core courses common to all tracks that must be taken. Finally, each track has specific coursework unique to that track.

### Assoc. of Science Degree (Rec. Crs.)

ENGL 1010	Intro to Writing
ENGL 2010	Intermediate Writing
LIB 1010	Information Literacy
MATH 1050	College Algebra
HIST 1700	American Civilization
1 Life Sci class:	BIOL 1010 or NFW 1020
FCS1500 or PSYC1100:	Human Dev./Lifespan
1 Physical Sci.:	CHEM1010, GEO1010, PHYS1010
1 Fine Arts:	COMM 1020 recommended
ENGL 2330:	Children's Literature
CIS 1200	Intro to Microcomputer

### Assoc. of Arts Degree (Rec. Crs.)

ENGL 1010	Intro to Writing
ENGL 2010	Intermediate Writing
LIB 1010	Information Literacy
MATH 1050	College Algebra
HIST 1700	American Civilization
1 LS class:	BIOL 1010 or NFW 1020
FCS1500/PSYC1100:	Hum. Dev. Lspn
1 PS:	CHEM1010/GEO1010/PHYS1010
1 Fine Arts:	COMM 1020 rec
ENGL 2330:	Children's Literature
CIS 1200	Intro to Microcomputer
Foreign Lang.:	Same Lang. Courses

**Total Credits General Education: 32 cr.**

**Total Credits General Ed.: 40 cr.**

### Core Courses for all tracks: 22 credits

EDUC 1010	Foundations to Education	(3)
EDUC 2010	Intro to Exceptional Learners	(3)
EDUC 2400	Foundations in Multicultural/ESL Education	(3)
FCS 2610	Guidance Based on Developmental Theory	(3)
FCS 2620	Planning Creative Experiences	(3)
FCS 2640	Partnering With Parents	(3)
FCS 2880	Practicum	(4)

### **Electives: (8-11 cr.)**

There are multiple tracks for the electives, depending on the vocational direction.

#### **Education Track**

MATH 2010	Math for Elementary Teachers I	(3)
MATH 2020	Math for Elementary Teachers II	(3)
FCS 2500	Child Development ages 0-8	(3)

#### **Headstart Track**

FCS2400	Family Relationships	(3)
FCS 2600	Introduction to Early Childhood Education	(2)
NFS2120	Infant/Child Nutrition	(3)

#### **Child Care Track**

FCS2400	Family Relationships	(3)
PEHR1543	Advanced First Aid	(3)
NFS 2120	Infant/Child Nutrition	(3)

#### **Early Intervention**

FCS2400	Family Relationships	(3)
FCS2700	Early Intervention: Foundations	(1)
FCS2701	Early Intervention: Family Partner.	(1)
FCS2702	Early Intervention: Assessment/ISP	(1)
FCS2703	Early Intervention: Health/Sfty	(1)
FCS2704	Early Intervention: Motor Training	(1)
FCS2705	Early Intervention: Communication	(1)

**TOTAL DEGREE REQUIREMENTS:**

	<b>Associate of Science</b>	<b>Associate of Arts</b>
General Education	32 Credits	40 Credits
Early Childhood Core	22 Credits	22 Credits
Track Requirements	8-11 Credits	8-11 Credits
<b>Total:</b>	<b>62-65 Credits</b>	<b>70-73 Credits</b>

**New Course to be Added in the Next Five Years: FCS 2640: Partnering with Parents****All Program Courses**

BUS - 1010 Introduction to Business 3.00CR

This course is designed to give the student with little or no understanding of the field of business a broad overview and understanding of the business world. Topics will cover the basic fundamental concepts of business, such as a definition of business, it's environment, how business people operate within that environment, the role of business in our economic system; the role of profits, and how a business is established, financed, operated and managed. No pre-requisite. 3 lecture hours per week.

EDUC - 1010 Foundations/Intro to Education 3.00CR

For students pursuing a degree in elementary education or for students who wish to explore the teaching profession. Provides an overview of vocational aspects of a teaching career including; certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning strategies, inquiry methods, direct instruction, and mastery learning. Class transfers to most teacher education programs in the State of Utah. Is a prerequisite for admittance to the Dixie State College Elementary Education program. 3 lecture hours per week.

EDUC - 2010 Intro to Exceptional Learners 3.00CR

For students interested in the range of unique learning needs of children from learning disabilities to gifted and talented propensities. This course serves as an elective and as a prerequisite for admission into the Dixie State College Elementary Education program. It also is the prerequisite to a subsequent course, EDUC 3900 Education of the Gifted & Talented. This is a lecture and activity-based class. Upon completion of this course, students will have a basic understanding of the law and identification procedures concerning exceptional learners. Further, students will have a fundamental understanding of how to address the learning needs of children with exceptional abilities and disabilities. Is a prerequisite for admission to the Dixie State College Elementary Education program. 3 lecture hours per week.



EDUC - 2400 Fndtns/Multicultural/ESL Educ 3.00CR

For students interested in learning foundational aspects of multi-cultural issues and initiatives in English as a Second Language.

This class serves as a general interest elective in diversity, and as a pre-requisite course for admission to the Dixie State College elementary education program. Additionally, the class is the first in a series of course work leading to the State ESL endorsement to the Utah education license. Lectures, discussion, projects and guest speakers are among the instructional modalities. Upon completion of the course, students will have a basic understanding of the theoretical and foundational underpinnings of multi-cultural education and ESL, better equipping them to accommodate diversity in classrooms. Prerequisite: Is a prerequisite for admittance to the Dixie State College Elementary Education program. 3 lecture hours per week (which include field experiences).

FCS - 1500 Human Dev/Lifespan \*SS 3.00CR

This course is a survey course open to all students. It is required for students with a nursing or elementary education degree with an emphasis in early childhood. The course utilizes theory and current practices in child development as they apply to bio-social, cognitive, and psychosocial development through the lifespan. The course is lecture-based, but has a strong laboratory involvement in the Dixie College Preschool. It includes guest speakers, off campus observations and active learning approaches in class. Fills pre-requisite requirement for FCS 2610, Guidance Based on Development Theory, and FCS 2620, Planning Creative Experiences for Young Children. Fills social science general education requirement. 3 lecture hours per week.

FCS - 2360 Practicum in FCS 2.00CR

Students participating in this practice course may work with the instructor to design a specific focus related to Interior Design, Textiles, Weaving or Sewing, with the intent of providing practical application of significant design concepts in selected areas. May be

FCS - 2400 Family Relationships \*SS 3.00CR

Family relationships course examines family issues utilizing family theory with a focus on patterns of family development through the lifespan. It will cover major sociological theories as applied to family functioning. Course content will include study of mate selection, identity development, work and finances, conflict resolution and communication, human sexuality, divorce, and marital strengths as they are explained by sociological theory. Class presentations include a combination of interactive lecture, active learning experiences,

cooperative learning tasks, and writing for self-discovery. Fills a general education requirement in social science. 3 lecture hours per

FCS - 2440 Strengthening Relationships 0.50CR

This class is based on the work of C. Terry Warner, Ph.D., and follows the training format developed by the Arbinger Company of Salt Lake City. The purpose of this class is to provide a format for participants to strengthen relationships and resolve conflicts in families and in the workplace. We will explore how we can be an influence for good without control, coercion, or manipulation. Rather than teaching techniques, this class will assist participants to discover and to recover who we really are -- our authentic selves. 2 lecture hours per week for 5 weeks.

FCS - 2500 Child Dev - Birth to Eight 3.00CR

Child Development, Birth to Eight, focuses on the physical, cognitive, and psychosocial development of young children through infancy, toddlerhood, and early childhood. This course uses a combination of lecture, interactive learning processes, and lab experiences to promote student mastery of normal developmental processes through the first eight years of life. This class is for early childhood educators, preschool teachers, and day care providers in centers and homes. It fills requirements for CDA, and transfers as an elective credit to several Utah colleges. Students should check with an advisor to get specific information on transfer. 3 lecture hours per week.

FCS - 2600 Intro to Early Childhood Educ 2.00CR

This is an introductory course for preschool educators, though it is open to any student. Historical background, professional issues, theories, and an overview to developmentally appropriate educational practices will be covered. It can be used for completion of coursework towards CDA or can be used as a preparatory course for those who plan to work in childcare. 2 lecture hours per week.

FCS - 2610 Child Guid Based on Dev Theory 3.00CR

Child guidance is designed for prospective parents as well as for students going into education, specifically early childhood education. The course uses the Dixie College Preschool as a lab setting to apply current principles of child development, including theoretical approaches and positive discipline techniques. Guidance is an interactive lecture course which uses varied strategies to study guidance principles, such as collaborative learning, Socratic dialog, and naturalistic observations. Students completing Child Guidance may be ready to pursue a transfer

program in Child Development or an early childhood endorsement on a teaching credential. Fills requirement for transfer program in child development. Prerequisite: FCS 1500 or FCS 2500. Lab required. 2 lecture and 2 lab hours per week.

FCS - 2615 Child Guid/Dev Theory Lab 0.00CR

Lab course to be taken concurrently with FCS 2610.

FCS - 2620 Plan Creative Exp Young Child 3.00CR

This course is designed for students who are interested in early childhood and elementary education. This course explores the value of developmentally appropriate play for young children. It includes the planning, preparation, and implementation of activities and the development of curriculum materials appropriate for early childhood. Upon completion, students should be able to plan and direct early childhood learning activities. This course fulfills a requirement for the Early Childhood emphasis at several institutions; students should seek advisement concerning transfer and articulation of this course. Prerequisite: FCS 1500 or FCS 2500 Lab required. 2 lecture and 2 lab

FCS - 2625 Plan/Crtv/Young Child LAB 0.00CR

A lab course to be taken concurrently with FCS 2620.

FCS - 2700 EI: Fndtns & Proc Safeguards 1.00CR

In this course, participants gain an overview of early intervention and the theory behind the legislation of Part C of IDEA. Topics include the history of early intervention; program purpose; system development; regulations and oversight; components of state-wide early intervention system; how complaints are resolved; and early intervention yesterday, today, and tomorrow. 1 lecture hour per week.

FCS - 2701 EI: Fam Prtnrships/Serv Coord 1.00CR

In this course, participants learn about family partnerships and the duties and responsibilities of the service coordinator. Topics include: understanding the family and involving father, siblings, and grandparents ; families as partners; cultural awareness; increasing sensitivity in working with culturally diverse families; understanding grief and loss and providing support; service coordination definition and qualifications ; models; scenario; conflict management; grief and teaming. 1 lecture hour per week.

FCS - 2702 EI: Assmnt/Indvl Service Plan 1.00CR

In this course participants gain an overview of the assessment process and the development of service planning based on the assessment. Topics include child find and referral; first contacts, tools used in identifying family's concerns, needs and resources; child development assessment; determination of eligibility; IFSP meetings; development of child and family goals; transition; review and evaluation of the IFSP. 1 lecture hour per week.

FCS - 2703 EI: Health and Safety 1.00CR

In this course participants learn about child care health and safety issues. Topics include: communicable diseases, controlling the spread of disease; nutrition; medication management and promoting infant and toddler emotional well-being; injury prevention; SIDS; Shaken Baby Syndrome; child abuse and neglect; and preventative oral health. 1

FCS - 2704 EI: Motor Training 1.00CR

In this course participants learn about motor development as it pertains to early intervention children. Topics include: reflexes; early warning signs of delay; atypical development; pre and post natal causes of disability; sensory processing; typical diagnosis positioning; equipment, toys, medical services and case studies. 1 lecture hour per week.

FCS - 2705 EI: Communication Training 1.00CR

In this course participants learn to assist early intervention children with their growth of communication skills. Topics include: typical language development; atypical language development; naturalistic instruction techniques; language treatment strategies; and production strategies. 1 lecture hour per week.

FCS - 2880 Practicum In Early Childhood 2.00CR

Designed to provide on-the-job learning opportunities for prospective teachers of young children. The placement will be in an early childhood educational setting and include teaching opportunities in the early childhood setting under the supervision of the program director and/or teacher of a particular classroom. As part of the course, the student will meet weekly with a faculty member in the FCS department in a seminar format to establish learning objectives for the semester specific to student site placement and the student. These objectives will include work in each of the following areas: curriculum development, classroom

management, lesson preparation and delivery, working with parents of young children, and supervising workers in an early childhood educational setting.

MATH - 2010 Math for Elem Teachers I 3.00CR

The first course in a two-semester sequence in mathematics appropriate to the needs of the elementary/middle school teacher. Topics include: problem solving, sets, numeration systems, whole numbers, algorithms of arithmetic, number theory, rational numbers and decimal numbers. Required for prospective elementary school teachers. Prerequisite: Math 1050 (with an earned grade of C or better) and is required for Level 1 Math Endorsement and Elementary (K-8) Certification. 3 lecture hours per week.

MATH - 2020 Math for Elem Teachers II 3.00CR

A continuation of Math 2010. Topics include: real numbers, statistics, probability, geometry, measurement, and algebra. Required for prospective elementary school teachers. Prerequisite: MATH 2010 with an earned grade of C or better. 3 lecture hours per week.

MGMT - 2620 Principles of Management 3.00CR

This comprehensive course covers the four traditional functions of management in planning, organizing, leading and controlling. In addition, specialized topics are covered, such as international issues and global competition, employee-participation, empowerment, TQM, teams and team structures, information systems, time-based competition, and chaos theory. Practical case studies and a computer simulation are used to gain realism in the course. Completers can go directly into work situations with an overall understanding of the workplace or onto a university degree program with greater depth than the usual junior level student. 3 lecture hours per week.

NFS - 1020 Sci Fndtns of Nutrition 3.00 CR

This course is open to all students who eat and have an interest in human nutrition and how it relates to individual dietary requirements. May be of particular interest to students with an emphasis in Food, Nutrition, and Family Consumer Science, Child Development, Nursing, or other health related fields. Various periods during the life cycle--infancy, childhood, adolescence, pregnancy, and the later years--and their specific nutrient needs will be analyzed as well as the basic nutrients and how they are absorbed and used by the body. Other areas of focus will include nutrition for athletes, eating disorders, weight control and food safety. Includes lecture, multi-media, applied nutrition group activities, guest lecturers and computer analysis of personal diet. Students will record and analyze their own diet using software provided by the test. 3 lecture hours per week.

NFS - 2120 Infant and Child Nutrition 3.00CR

For students studying Early Childhood and Elementary Education, Nutrition, or others to plan to have or work with children. Discusses nutrient needs and strategies for meeting the needs of infants, toddlers, preschool, and school age children. Covers menu planning for children in day care and preschool settings and methods for teaching nutrition to children. Uses guest speakers, student presentations, lecture,

observations and group work. Prepares students to work in day care and preschool settings and to teach nutrition to children. Satisfies the requirement for Child Development Concentration towards early childhood teaching endorsement. Prerequisite: NFS 1020. 3 lecture hours per week

PEHR - 1543 First Aid/Respond to Emergency 3.00CR

Course designed for students desiring to learn about first aid including allied health majors, community members, and PE majors. Includes instruction in the principles and practices in emergency care and first aid procedures for injuries and safety precautions. Successful completers will be certified through the American Red Cross in CPR and First Aid. 3 lecture hours per week.

## Appendix B: Program Schedules

### AAS Program Schedule\*

\*All General Education requirements for this degree are offered every fall and spring semester.

Fall Offerings
BUS 1010: Introduction to Business EDUC 1010: Foundations in Education EDUC 2120: Exceptional Learner EDUC 2400: Multicultural Education FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2500: Child Development, Birth to Eight FCS 2600: Intro to Early Childhood Education MGT 2620: Principles of Management
Spring Offerings
BUS 1010: Introduction to Business EDUC 1010: Foundations in Education EDUC 2120: Exceptional Learner EDUC 2400: Multicultural Education FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2500: Child Development, Birth to Eight FCS 2610: Child Guidance based on Development Theory FCS 2620: Planning Creative Experiences for Young Children FCS 2640: Partnering with Parents FCS 2880: Practicum NFS 2120: Infant and Child Nutrition
Summer Offerings
FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2610: Child Guidance based on Development Theory

### AS/AA\*\* Program Schedule\*

\*All General Education requirements for this degree are offered every fall and spring semester.

\*\*Freshman and Sophomore Language courses are offered every fall and spring semester.

Fall Offerings
EDUC 1010: Foundations in Education EDUC 2120: Exceptional Learner EDUC 2400: Multicultural Education FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2500: Child Development, Birth to Eight FCS 2600: Intro to Early Childhood Education FCS 2610: Child Guidance based on Development Theory FCS 2700: Early Intervention: Foundations FCS 2710: Early Intervention: Family Partner FCS 2702: Early Intervention: Assessment/ISP MATH 2010: Math for Elementary Teachers I NFS 1020: Scientific Foundations of Nutrition PEHR 1543: Advanced First Aid

<b>Spring Offerings</b>
EDUC 1010: Foundations in Education EDUC 2120: Exceptional Learner EDUC 2400: Multicultural Education FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2500: Child Development, Birth to Eight FCS 2610: Child Guidance based on Development Theory FCS 2620: Planning Creative Experiences for Young Children FCS 2640: Partnering with Parents FCS 2703: Early Intervention: Health/Safety FCS 2704: Early Intervention: Motor Training FCS 2705: Early Intervention: Communication FCS 2880: Practicum MATH 2010: Math for Elementary Teachers I MATH 2020: Math for Elementary Teachers II NFS 1020: Scientific Foundations of Nutrition NFS 2120: Infant and Child Nutrition PEHR 1543: Advanced First Aid
<b>Summer Offerings</b>
FCS 1500: Human Development across Lifespan FCS 2400: Family Relationships FCS 2610: Child Guidance based on Development Theory MATH 2010: Math for Elementary Teachers I MATH 2020: Math For Elementary Teachers II



## Appendix C: Faculty

Name	Degree	Area of Specialty	Institution Awarding Highest Degree/Year	Relevant Experience, Research, & Teaching	Current Status
<b>FULL-TIME FACULTY</b>					
Hazel Colebank	M.Ed.	Elementary Education, Literacy, Human Relations, Counseling	Northern Arizona University, 1992	25 years – Teaching First Grade, Fifth Grade, Reading Specialist K-6, College Instructor (Dixie State College, Northern Arizona University)  10 years – Administrator Principal, Director of Educational Services	Lecturer
Tim Eicher	M.Ed.	Special Education, Early Childhood, Family Relationships, Human Development	Utah State University, 1979	30 years – Teaching Kindergarten, special education (self-contained), special education (resource), College (Human Development, Family Relationships, Early Childhood)  Administrative Experience District Director, Special Education Programs, Early Intervention Director & Teacher (Residential Program and Handicapped Adults)	Associate Professor
Nancy Hauck	M.Ed.	Early Childhood, PE & Movement, Pedagogy, Curriculum Design and Assessment	Pacific University	Teaching  Early Childhood 11 yrs Elementary Education 3 yrs College Instructor 13 years College Advisor/Placement 10 years	Instructor
Brenda Sabey	Ph.D.	Teacher Education, Literacy Education,	University of Nevada, Reno, 1997	20 years – Teaching  Special Education (Resource), First Grade, Fourth Grade, College Instructor (Western Kentucky University, Brigham Young University, Dixie State College)  Current Director of Dixie State College Elementary Education Program  <i>Published in Reading Research and Instruction, The Reading Teacher, Journal of Literacy Research</i>  Consultant for Houghton Mifflin Publishers  State and National Professional Presentations  Member of Utah State Office of Education/University Committee	Associate Professor

Chizu Jarrett,	PhD	ESL, Teacher Education Elem Educ	University of Nevada, Las Vegas, 2007	1 year teaching college	Lecture
New Hire	Search	In Progress	Specialty in	Early Childhood	Education

Letters are available upon request

August 30, 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.

**A. *University of Utah***

**Confucius Institute**

**Request:** It is proposed to establish a Confucius Institute at the University of Utah in cooperation with Sichuan University in Chengdu, China. The Institute will be housed in the College of Humanities.

**Need:** The main function of Confucius Institute of University of Utah is to:

1. Promote Chinese language learning in Utah's public schools and community. This includes helping to train teachers, providing textbooks, and offering language classes specifically tailored to the needs of the local community.
2. Promote cultural and intellectual exchange between China and the United States
3. Provide consulting services to those in the community who are interested in going to China for academic and business purposes.
4. Administer the official Test of Chinese as a Foreign Language for those who are interested in going to study at Chinese universities.
5. Organize cultural events such as Chinese film festivals, Chinese speech contests, art exhibits, and performances by Chinese artists.
6. Sponsor lecture series about Chinese art, culture, history, literature, Sino-US relations and other topics of interest to the campus and wider community.

The programs and activities run by the Confucius Institute at the University will provide excellent opportunities for our students to learn about China. They will generate a great deal more interest in this important nation and thereby help to further develop our Chinese and Asian Studies programs. The Institute will also facilitate exchange activities between the University of Utah and Sichuan University,

including visiting scholars who will enhance our Chinese Studies program at the graduate and undergraduate levels. In sum, it will make a significant contribution to efforts to internationalize the campus of the University of Utah and prepare our students for this increasingly globalized world.

**Institutional Impact:** The University of Utah will provide staff support and space for the Institute. The obligations of the parties involved:

1. The University of Utah is to provide office space for the Institute and allow the Institute to use some of its facilities for the aforementioned activities.
2. Sichuan University is responsible for sending two teachers, who are completely funded by the Chinese government, to the Institute. It will also be responsible for coordinating with the Chinese government and its related branches.
3. China's National Office of Teaching Chinese as a Foreign Language will provide funding for Institute's programs and activities as requested from the Institute.

**Finances:** All activities of the institute will be funded by China's National Office of Teaching Chinese as a Foreign Language, which will provide an initial \$100,000 start-up fund in the first year. After the first year, the Chinese government will continue to support the programs of the Institute upon request. In the process of establishing the Institute, strong support has been given by President Michael Young who has obtained a donation of \$100,000 to support the hiring of an administrator for the Institute for the first three years. Thereafter funding for staff will be generated by the profits from the activities and courses run by the institute.

## ***B. Weber State University***

### **Graduate-level Certificate in Quality and Lean Manufacturing**

**Request:** This request is for permission for Weber State University to offer a graduate-level certificate in Quality and Lean Manufacturing to be delivered through online instruction.

**Need:** The Manufacturing and Mechanical Engineering Technology Department worked with Oklahoma State University for several months regarding a partnership program in which courses offered by WSU will transfer to the OSU Master of Science in Engineering and Technology Management program.

Both OSU and WSU are members of the National Universities Degree Consortium which was formed to assist consortium institutions in sharing courses in their distance learning programs. In particular there are agreements in place with respect to financial aid and credit that allow students to take courses with ease from the various consortium members. This has been extended to include marketing, networking, and idea sharing.

WSU has also received many requests for courses in quality and lean manufacturing that would allow students to become qualified to sit for the ASQ Green Belt Certification exam. Further, in discussions between WSU and OSU, it was determined that OSU is currently lacking such courses in their MSETM degree program and OSU would like to include such courses as electives in their MSETM degree.

The OSU program currently has 250 students that have been accepted into the program with approximately 150 students taking courses at any one time. It is anticipated that approximately 10% of these will take one

or more courses from WSU. In addition, there will be students from Utah who will also take the WSU courses. Currently, no school in the State of Utah provides green belt specific training.

To meet the needs of the OSU degree program and to provide WSU students a stepping stone to a master's degree, the Manufacturing and Mechanical Engineering Technology Department put together a group of four courses which build upon the expertise already available in the department.

These four courses constitute the proposed certificate program which will be offered by WSU, and up to three of the courses are fully transferable to OSU for those students wishing to earn a master's degree. All of the WSU courses will be offered online and all the OSU MSETM courses are offered online.

A similar certificate does not currently exist in the state, nor is one offered in the Intermountain Region.

**Institutional Impact:** This certificate is a good fit with our current Manufacturing Engineering Technology program and extends what we teach in that program in quality and lean manufacturing to a graduate level. Thus, it will have no effect on the current administrative structure as it will be administered through that program under the auspices of the Manufacturing and Mechanical Engineering Technology Department. No new staff will be required and the current faculty and/or appropriate adjunct faculty are capable of teaching the required courses. Because all of the courses will be taught online and because WSU has a large infrastructure to support online education, no new facilities or equipment will be needed.

**Finances:** Because this certificate is built upon courses already offered by the program, the certificate will not have any budgetary impact on the cost of instruction within the program or other programs or units within the institution. However, the certificate program will provide a new degree option to WSU students and other Utah students. Because the program will be offered online, the program will also attract students from outside the state.

### *C. University of Utah*

#### **Three-Year Progress Reports**

##### **1. International Studies Major/Minor Report**

The International Studies major and minor were approved by the Board of Regents in March 2003, and became operational immediately thereafter. The IS program is housed in the College of Humanities. It is interdisciplinary, and draws on courses from the entire undergraduate catalog of the University.

##### **Major Requirements**

The International Studies Major requires thirty-three semester hours and has four basic components:

1. Third year of foreign language study for B.A. degree (6 hrs beyond B.A. requirement) or two additional upper-division courses with international subject matter for B.S. degree (6 hrs. beyond B.S. requirement).
2. Completion of five core classes (15 hours). Students are required to take five international courses from five different disciplines.

3. Two additional courses are required from an approved list of Humanities courses and Social and Behavioral Sciences courses.
4. Completion of a program of study at the upper-division level (12 hours). At least three of the four courses must relate to the same theme or region, approved by the program director. The fourth course may relate to the same theme or region, or it may consider another international topic.
5. International experience: Engagement with another culture for the equivalent of at least one semester is required for the major. This engagement could take many forms, including study abroad, an internship or employment abroad, or a local internship with a significant component of international immersion, a service learning project, or an international religious mission or military service.

### Minor Requirements:

The International Studies Minor requires 18 hours from the approved list of courses, including:

1. Completion of two of the three following core courses:
  - a. Introduction to International Relations, Political Science 2100
  - b. World History (Since 1500), History 1510
  - c. International Business, Business 2900
2. Choose any four additional classes from the International Studies core or track lists.

### Program Admission Criteria

The International Studies major and minor accept all matriculated undergraduate students.

### Enrollment Data

The following table provides information about the growth of the International Studies major:

Enrollment As of	Declared To Date	Currently Declared	Currently Enrolled
Fall 2005	361	302	246
Fall 2006	583	412	312
Spring 2007	675	441	363

The International Studies program has no courses of its own, and students select an upper-division program of study utilizing courses from across the University. The following table indicates the numbers and proportions of IS majors emphasizing the different upper-division programs of study (from origin of program (March 2003) to September 2006).

Area of Emphasis	BA	BS	Total
	As of Sept. 2006		
Global Studies	77	53	130
European Studies	100	10	110

Asian Studies	24	13	37
Middle East	13	8	21
Latin America	21	7	28
British Studies	2	2	4
African Studies	2	0	2
Totals	239	93	332

#### Data on enrolled students:

The Office of Budget and Institutional Analysis has provided the following information on the IS major and minor. The information on IS majors relates only to students for whom the IS major is their first major; this accounts for the difference between that population and the figures given above.

#### Headcount of Majors by Major Level Type

	Majors	Minors
Intermediate Majors	0	
Full Majors	251	
<b>Total Majors (no pre-majors)</b>	<b>251</b>	<b>45</b>

#### Distribution of Total Majors by Academic Level <sup>1</sup>

	Majors	Minors
Freshmen	3%	2%
Sophomores	9%	2%
Juniors	33%	13%
Seniors	55%	83%

#### Headcount of Specific Majors <sup>1</sup>

	Majors
International Studies BA	204
International Studies BS	46
International Studies HBA	1

#### Top 5 Majors of Total Minors

	Minors
Political Science:	10
Economics:	7
English:	4
History:	3
Anthropology:	3



### Demographic & Academic Information of Total Majors

	Majors	Minors
Average Age (years)	24.5	23.8
% Males	52	58
% White	78	76
% Enrolled Full-Time	72	78
% Transfer Students	50	38
% Utah Residents	91	96
% Foreign Students	6	2
Average Credits this Term	12.2	12.9
Average Transferred Credits	45.1	43.9
Average Total U Credits Earned	56.2	81.6
Average U GPA	3.11	3.27
Average High School GPA	3.46	3.47
Average Transfer GPA	3.21	3.23

### Top Five Classes Taken by Total Majors and Minors This Term <sup>1</sup>

	Majors	Minors
HIST 1510 – World Hist Since 1500	65	6
BUS 2900 – Intro International Bus	44	4
PHIL 3730 – Justice & Int Affairs	36	
POLS 2100 – Intro Intntl Relation	31	6
GEOG 1300 – World Regional Geogr	16	
POLS 5810 – Senior Seminar		5
UGS 4800 – Undergrad Research		3

### Top Five High Schools Attended by Majors and Minors <sup>2</sup>

	Majors	Minors
Brighton High School	8	1
East High School	7	
Foreign High School	7	
Olympus High School	7	3
Highland High School	6	
West High School		3
Judge Memorial		3
Skyline High School		2

### Top Five Transfer Institutions of Total Majors<sup>3</sup>

	Majors	Minors
Salt Lake Community College	67	4
Utah Valley State College	10	
Weber State University	9	1
Brigham Young University	6	3
Utah State University	6	2
Snow College		3

#### Footnotes:

- 1 = No pre-majors included in this count.
- 2 = No pre-majors or transfer (non-native) students in this count.
- 3 = No pre-majors or native (non-transfer) students in this count.

#### Employment information:

Given the rapidly accelerating upward curve of graduates at each graduation date, there is little information on employment or other post-graduation activities in the University alumni database. To remedy this, in January 2007 all alumni to that point were contacted by email and asked to send information to the program director concerning their current activities. This provided few responses and only anecdotal information, but this indicates that, as anticipated, the major is providing the undergraduate basis for a wide range of activities after graduation. Alumni are working in public service, in academic administration, as program officers for international non-governmental organizations, and as sales representatives. Alumni are also attending graduate school in fields such as Business, International Studies, Languages, and Law School, or preparing to do so.

#### Assessment Procedures

Cumulative student performance for the IS major is assessed through several means. An optional capstone class is offered, allowing students to write a major research paper drawing together their academic program. Honors graduates write senior honors theses that fulfill the same function. Many students who fulfill the international experience through some form of life experience (rather than study abroad programs) also write senior papers under the guidance of the program director that combine description of their international experiences and academic reflection on those experiences.

Student and program performance is assessed through an online survey of graduates at each graduate date. Graduating students are informed by the program director by email of the survey, and asked to go to a link to the survey and complete it. The survey includes questions on the quality of program advising, specific courses required as part of the major's core curriculum, and general reactions to the major in terms of its ability to fulfill student expectations and as a preparation for the student's post-graduation plans. The program director reviews these responses on an ongoing basis to identify areas in student and program performance that need to be addressed, and takes appropriate actions.

The IS program is periodically assessed by the Undergraduate Council of the University of Utah. This assessment will take place during Spring 2008, five years after the origin of the program, as provided for in the original proposal approved by the Board of Regents in Spring 2003.

## 2. Doctor of Physical Therapy – College of Health

### Admission Criteria

1. Bachelor's degree from a fully accredited college or university.
2. An undergraduate GPA of at least 3.0 based on all undergraduate work or work completed during the last two years of study—whichever is higher.
3. Completion of all physical therapy pre-requisite course requirements.
4. Pre-requisite GPA of at least 3.0
5. Work or volunteer experience with licensed physical therapist.

### Enrollment/Demographic Data

Admission Date	Grad Date	Resident Male	Non-Resident Male	Resident Female	Non-Resident Female	Minority	Ave Age	Ave GPA	Ave Pre-Req GPA	# of Grads	Employ. %
2002	2005	16	3	16	2	1	24.5	3.41	3.56	36	100%
2003	2006	19	0	16	2	1	25.0	3.51	3.48	36	100%
2004	2007	16	4	13	7	4	24.3	3.55	3.50		
2005	2008	20	0	14	5	2	28.2	3.45	3.40		
2006	2009	24	1	11	4	4	25.3	3.48	3.36		
2007	2010	20	9	6	7	3	26.0	3.45	3.37		

### National Licensure Pass Rate

Class of 2005: 97 percent first-time pass rate compared to 81 percent national first-time pass rate. 100 percent on second take (the one student who did not pass on the first-time take, passed on the second take). Class of 2006: 100 percent first-time pass rate compared to 84 percent national first-time pass rate.

### Assessment Processes

Graduating class: Just prior to the end of the spring semester in which students graduate, an exit interview form is given to each student. This form asks for feedback regarding classroom facilities, faculty availability/teaching, program and course information, program experiences, suggestions for improvements and overall rating on a scale of 1 (poor) to 10 (excellent) of the educational experience. Students then use these forms as discussion points in an "exit interview" with their respective committee chair.

One-year alumni: Forms are mailed one year post-graduation to students, a working peer and the employer. These forms ask information relative to the student's professional preparation and current ability levels; the peer survey asks for evaluation relative to the student's knowledge of treatment procedures and professional behavior, and the employer survey asks for evaluation relative to professional behavior, treatment plans, and communication skills.

### 3. Entrepreneurship – David Eccles School of Business

#### Admission Criteria

1. Completion of pre- and intermediate business classes.
2. Minimum 3.3 GPA

#### Admission Data

Semester	Admits	GPA	Residency	# of Grads
Summer 2005	5	3.55	5	
Fall 2005	8	3.40	8	
Spring 2006	6	3.42	6	2
Summer 2006	7	3.40	7	3
Fall 2006	8	3.40	8	1
Spring 2007	9	3.44	9	5
Summer 2007	6	3.57	6	

#### Major Requirements

In addition to all pre-business and intermediate business classes, students are required to complete all upper division core business classes. Students are also required to complete the following classes:

Finance 5300 New Venture Finance  
Marketing 4700 Analysis of Emerging Business  
Management 3700 Entrepreneurship  
Management 5770 Business Plan Development  
One elective

The entire program was reviewed this year by a committee of faculty members appointed by the Dean. Some minor changes were made to the program. The Finance class and Management 3700 will be updated to reflect current trends in entrepreneurship.

#### Assessment

Students are assessed through the completion of their coursework. There is no major specific, comprehensive assessment. An assessment program for the entire school as part of our AACSB accreditation process is under development.

## **Supporting Activities**

### *Opportunity Quest*

This program was developed to help students prepare for the Entrepreneurship Challenge. Students from the University of Utah develop business plans and then submit them for a competition. The students are mentored by local entrepreneurs. The local entrepreneurs also judge the business plans. This program provides an opportunity for students to receive feedback on their original business plans.

### *Entrepreneurship Challenge*

This program is open to any student who is enrolled in any institution of higher education in the state. Students compete and are judged on their business plans. They must present their plans to entrepreneurs and receive feedback on their ideas. In this competition, the entrepreneurs are local and national. The top prize in this competition is a \$40,000 start-up grant. Both of these activities provide an opportunity for students to implement the things they are learning in class.

## **Employment**

None of these students has utilized Career Services. By the nature of the major, it is likely that these students would be interested in starting their own business. Many of the students involved in this program actually already have their own businesses.

## **4. Doctor of Audiology – College of Health**

The purpose of this document is to provide a progress report on the implementation of the Doctor of Audiology (AuD) degree at the University of Utah. The program has met and exceeded the goals that were originally proposed in 2003. In order to continue progress, the program will need to continue to make use of community and state resources in a strategic manner.

## **Background**

An audiologist is a professional who diagnoses, treats, and manages individuals with hearing loss or balance problems. Academic and clinical training at the post-baccalaureate level provides the foundation for patient management from birth through adulthood. Audiologists determine appropriate patient treatment of hearing and balance problems by combining a complete history with a variety of specialized auditory and vestibular assessments. Based upon the diagnosis, the audiologist presents a variety of treatment options to patients with hearing impairment or balance problems. Audiologists dispense and fit hearing aids as part of a comprehensive habilitative program. Audiologists work in medical centers and hospitals, private practice settings, schools, government health facilities and agencies, as well as colleges and universities.

Audiology is a relatively small, specialized field in the United States, with approximately 12,000 practicing audiologists as reported by the American Academy of Audiology in 2007. This number is projected to increase between 9 and 17 percent through the year 2014, according to the U.S. Department of Labor. These updated statistics and projections are similar to those specified when the program was proposed three years ago.

In the original proposal submitted and approved by the Board of Regents in May, 2003, the goals of the program were articulated as follows:

- A. **Curriculum and Program Description:** The program will provide a greater breadth and depth of didactic and clinical training.
- B. **Accreditation:** The program will meet new accreditation standards and will successfully be accredited by the American Speech-language Hearing Association.
- C. **Enrollment:** The program is designed to hold constant the number of entering students at an average of 6 per year, but owing to the increased duration of the program, the number of students across the program would double to 24 students (compared to 12 for the previous Master's program).
- D. **Budget:** The program is designed to cover ongoing costs through increased tuition and clinical revenue as a result of the program length increase from two to four years. A modest initial request for start-up in the amount of \$100,000 was requested and approved by Vice President Betz.
- E. **Faculty:** A modest increase in new faculty was requested (one tenure-track, one clinical faculty) and is covered by a combination of increased differential tuition, student credit hours and clinical revenue.
- F. **Outcomes (Students and Employers):** The expanded program is responsive to the needs of students who wish to enter a variety of employment settings. The AuD program is responsive to higher levels of training demanded today by employers of audiologists.
- G. **Collaboration (University and Community):** The program collaborates with partners in the College of Health and the Medical School to maximize opportunities for didactic training. The program also collaborates with community partners to offer expanded training opportunities to students.

Additionally, a need to involve leaders in the audiology community was identified in Utah to advise faculty and administration on the perspective of clinical audiologists who provide clinical teaching through externships and are often employers of program graduates. Thus, a Community Audiology Advisory Committee was formed to provide focus group discussions prior to implementation of the AuD program. The Advisory Panel is comprised of audiologists from diverse practice settings who have expressed an interest and willingness to assist in program development and continuous quality monitoring. The advisory panel represents all four major training sites (University of Utah Hospital Division of Otolaryngology, Primary Children's Medical Center, Utah Department of Health, and Veteran's Administration Medical Center) and BYU, which has collaborated with the program.

The Advisory Committee saw a need for increased focus in several areas in the new AuD program:

1. Education and training in cochlear implants.
2. Increased education and training in amplification (hearing aids).
3. Increased education and training in evidence-based practice (EBP).
4. Education and training in private practice, billing, ethics and related professional issues.
5. A focus on putting research into practice through case study analysis.
6. Rotations in pediatrics, vestibular disorders, cochlear implants, educational audiology and amplification.

### **Curriculum and Program Description**

The Doctor of Audiology (AuD) degree at the University of Utah is a four-year (8 semesters and 3 summers), 106-credit program that is based on a model of strong basic science, didactic and hands-on clinical preparation in the first two years, followed by intensive externship experiences in the third year, culminating in a fourth year full-time traineeship at an approved site.

The program has also implemented an innovative post-master's AuD program for currently practicing audiologists in the community, which is a part-time residential program that allows these students to earn an AuD without leaving their positions. This program is the only residential post-master's program in the Intermountain West.

To develop an appropriate curriculum for the AuD program, a study was conducted comparing courses at 26 accredited AuD programs around the country that were already in place. Standards published by ASHA, and recommendations from the American Academy of Audiology were also studied to determine the need for new courses. Existing courses from the Master's program were largely maintained, although distribution of content was shifted in order to efficiently address the need for new content. Eleven new courses were developed to meet the expanded nature of the doctoral program; the course descriptions are listed below. The curriculum was reviewed by the AuD Advisory panel, and suggestions were sought to improve the offerings prior to initiation of the AuD program. Recommendations from the AuD Advisory group dovetailed nicely with the national analysis of accredited programs, and program perceptions of the need for new courses in several areas. Thus, new courses were developed in Amplification, Cochlear implants, Grand Rounds, Counseling and Professional Practice. The need for Evidence-Based Practice (EBP) has been incorporated into several courses, most notably Grand Rounds, where students give case presentations using the EBP model.

## **Accreditation**

Accreditation is administered by the same body for both speech-language pathology and audiology in a joint process by the Council on Academic Accreditation (CAA). Thus, both programs are submitted for an accreditation review every 8 years. The programs require documentation of enrollment and student performance, faculty change, effort and activities, curriculum, compliance with outcome standards, clinical placements, and evaluative procedures.

The AuD program applied for new accreditation by the CAA in 2003. An on-site accreditation review occurred in October 2004 for both the Audiology and Speech-Language Pathology training programs. As of May, 2005, the AuD program was accredited through September 2011. The existing master's program was accredited through December 2006 to allow any recent graduates to complete the program they had entered and become certified if they chose to do so.

## **Admissions and Enrollment**

Admissions requirements for entrance into the AuD program are largely the same as those that were in place for the previous Audiology M.S. program, i.e., minimum 3.0 undergraduate GPA, GRE quantitative and verbal scores totaling at least 1000, 3 letters of recommendation, a personal statement, and a writing sample. A new aspect of the admissions decision is that those students who appear to be good potential candidates are invited to campus for interviews with the Audiology faculty, who then make a final decision based on their interactions with this prospective students group. Of the 28 students who have been admitted to the AuD program during the past 4 years, the average undergraduate GPA has been approximately 3.4 and their combined GRE quantitative and verbal scores have averaged about 1050. In terms of gender and ethnicity, the 28 students have included 12 males and 16 females; all students in the program are Caucasian with the exception of one Asian-American.

Originally the program planned to enroll an average of six new students per year in the full-time program beginning in 2004-05. Projections were not made initially for the part-time program since it was difficult to

predict, and the revenue from this source would be relatively modest. Because the program duration was increased to 4 years compared to 2 years for the master's program, the overall full-time enrollment was projected to be 24 by the year 2008 (i.e., after one full 4-year cycle). The projected and actual enrollment figures are given in Tables 1 and 2, respectively.

**Table 1. Projected Enrollment Timeline**

	2004-05	2005-06	2006-07	2007-08
1st year students	6	6	6	6
2nd year students	3*	6	6	6
3rd year students	2*	3	6	6
4th year students	0	2	3	6
<b>Total Enrollment</b>	<b>11</b>	<b>17</b>	<b>21</b>	<b>24</b>

\*transfer students from Master's program

**Table 2. Actual Enrollment (As of May 1, 2007)**

	2004-05	2005-06	2006-07	2007-08
1st year students	9	6	7	8
2nd year students	4*	9	5	7
3rd year students	0	0	6	5
4th year students	0	0	0	5
Post-Master's Students*	0	6	7	3
<b>Total Enrollment</b>	<b>13</b>	<b>18</b>	<b>25</b>	<b>28</b>

\* students in Master's program

Comparison of Tables 1 and 2 demonstrates that enrollment has exceeded projections in every year, partly due to higher than expected interest in the post-master's program. Although these students are part-time, they pay tuition, and as a result, contribute to the budget for the program.

As shown in Table 3, the number of applications to the program has increased since the inception of the AuD program. This means that the quality of students matriculating has improved and there is a more competitive acceptance rate than in the previous Master's program.

**Table 3. Summary of AuD applications and matriculation rates**

<b>Program Year</b>	2004-05	2005-06	2006-07	2007-08
Total applicants	12	20*	21	22
Total accepted	12	15*	11	13
Total matriculating	9	13*	8	8

\* Includes 6 part-time students



## Program Budget

The original budget for the program is detailed in Table 4. No ongoing support was requested for the program, as new revenue from student credit hours, differential tuition and clinical revenue was expected to fund the additional resources required for the program. A modest start-up funding request of \$100,000 was approved by Senior Vice President Betz to help fund the first several years until a full four-year complement of students was enrolled. Funding to support the program was to come from existing and new student credit hour and differential tuition revenue that was to be obtained as a result of lengthening the program from two to four years, along with additional clinical revenues produced by the new Clinical Instructor position. The projected constant new student enrollment is at 6 new students per year as part of the University's mission to keep enrollment stable, which was the mandate at that time.

**Table 4. Summary of Original Budget Proposed for the AuD Program**

	2004-05	2005-06	2006-07	2007-08 (ongoing)
Total Students	11	17	21	24
New Revenue	32,727	87,354	120,692	148,058
New Expenses	69,850	136,350	136,350	136,350
(Deficit) vs. Balance	(37,123)	(48,996)	(15,658)	11,708
Start-up Request	37,000	48,000	15,658	0
Total Start-up over 3 years:				100,000

After the budget was prepared and approved, the University's SCH funding paradigm was revised, which reduced graduate student reimbursement rates. This necessitated a revision in the budget forecasts to require seven new students per year to enroll in the AuD program in order for the program to be self-sustaining. The reduction of SCH reimbursement rates and the need to enroll one additional student per year essentially offset each other, so the projected budget shown in Table 4 could still be met.

As a result of higher than projected student enrollment in the part-time program, as well as higher than expected clinical revenue, and the on-going vacancy of one tenure track position, the actual expenses have been lower and the actual revenue higher, and thus, it has not been necessary to use start-up funds from Vice President Betz. Also, some courses were consolidated so that they are taught every other year, which has saved adjunct teaching costs. When the new tenure track position is filled effective fall of 2008, the start-up request would need to be honored to meet salary and start-up needs for the initial two years of that position. Table 5 shows actual expenses and revenues to date and revised projections for future years.

**Table 5. Actual Revenue and Expenses for the AuD Program**

	2004-05	2005-06	2006-07	2007-08	Ongoing
Total Students	13	18	25	28	28
New Revenue	26,939	107,625	133,006	163,855	163,855
New Expenses	70,860	70,860	70,860	70,860	144,010
(Deficit) vs. Balance	(43,922)	36,765	62,146	92,995	35,526
Start-up Request	37,000	48,000	15,658	0	0
Total Startup used to date	0				

## **Faculty**

As of 2002-2003, the Audiology faculty in the Department consisted of two Ph.D. tenure-track faculty and one M.S. Audiology Clinic Supervisor. Based on curriculum analyses, it was determined that one new tenure track position and one new clinical teaching position are needed to cover the additional required teaching and clinical supervision loads. This was accomplished by hiring a second Audiology Clinic Supervisor in May, 2005, who was charged with increasing the number of clients seen in the Audiology Clinic to provide new experiences for students, as well as to increase clinic revenues to help cover some of the costs of her salary and benefits. In August, 2006 a new Ph.D. level, tenure-track faculty member was hired to help with the teaching and research experiences required for AuD students. Volunteer efforts by community clinicians were also expected to be maintained as in the previously-existing master's program to assist with off-campus clinical training experiences.

The current program, which supports 28 students, is stretched thin due to an open tenure track position. Because of a resignation, the AuD program is now supported by two tenure-track and two non-tenure track clinical faculty. Additionally, several adjunct faculty have provided teaching for the program on a paid basis. Dr. Michelle Hicks left the University in fall of 2006, and successful search to fill her position has been completed. The new hire, Dr. Kumiko Boike, will come in fall of 2008 after completing a post-doctoral position at Arizona State University. Thus, there will be an open faculty position for one more academic year. Recruiting and retaining qualified tenure-track faculty has been the biggest challenge for the new program.

## **Student Performance and Assessment**

In May 2007, the first group of four AuD students graduated. Because the program is so new, employment and survey data from former graduates are not yet available. The current class of third-year AuD students have successfully secured 4th year traineeship positions in Utah, Idaho, and Minnesota. The advisory committee continues to advise as to the quality of the training provided to students. They have been very favorable in their candid assessments of the quality of students from the program, and as a result, there has been an increased demand for placement of students in externships.

## **Collaboration**

This program collaborates with the Department of Physical Therapy (College of Health) to allow students to take the Neuroanatomy and Cadaver Lab offered through the Department of Physical Therapy, which is a very efficient use of resources rather than developing a similar course. The program has also collaborated with the Division of Otolaryngology in the Department of Surgery to allow students to take the Temporal Bone Dissection course jointly offered with the Otolaryngology Residents.

Discussions have been initiated with faculty from Utah State University, which has the only other AuD program in Utah, to jointly offer courses in an effort to provide both programs with increased breadth of teaching and research expertise. The hope is that this plan will result in increased offerings to students from both programs, and the ability to assist each other in coverage due to sabbaticals, or release from teaching for research grant awards. Also, there is a productive partnership with the Communication Disorders Department at Brigham Young University, which accepts students for externship placements.

### Commissioner's Recommendation

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

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Richard E. Kendell, Commissioner

REK/LS/AMW/JMC

August 31, 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 item has been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

**A. *Salt Lake Community College***

**Program Reviews  
Salt Lake Community College  
Program Review Summaries – 2005-2006**

Salt Lake Community College schedules existing program reviews every year to accomplish the review of every College program every five years. The calendar of scheduled reviews is available on the SLCC website so that everyone knows which programs will be reviewed each year. As new programs are approved through the Regents, those programs are added to that schedule.

Program faculty provide information for external reviewers to examine. They also assist in the response to reviewer's findings. Completed program reviews with their reviewer findings are distributed by respective Deans to the Vice President of Academic Affairs' Staff for analysis in preparation for determining the program's status, done at a Vice President of Academic Affairs' Staff Meeting. The VP then takes the program review and status determination to the SLCC Cabinet for their input and subsequently to the SLCC Board of Trustees prior to submitting the summaries of the program reviews to the Office of Academic Affairs for Board of Regent information.

The 2005-2006 Program Review Reports were approved by the SLCC Board of Trustees in their June 13, 2007 meeting. The summaries of the Program Review Reports follow:

**Program:** *American Sign Language/Interpreting*

**Major Findings:** Excellent balance of nationally certified, well-qualified faculty and adjunct instructors using nationally-recognized curricula.

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	183	176	157	139	117
Enrollment/Attrition		-3.83%	-10.8%	-11.46%	-15.83%
Number of Graduates	10	8	8	9	10
Instructional Costs Per FTE	\$9,300	\$9,327	\$7,682	\$7,274	\$9,673
Per SCH	\$310	\$311	\$256	\$242	\$322

**All Recommendations:** Find ways to provide formal training for full-time and adjunct faculty by inviting nationally-recognized presenters to campus; increase communication between full-time and adjunct faculty; resolve perception of a divided department; encourage interdisciplinary certification; provide resources or other means to encourage adjunct faculty to obtain bachelor's or master's degrees.

**Significant Issues:** Communication between full- and part-time faculty and between ASL and ITP faculty; lack of formal professional development opportunities.

**Program:** *Automotive and Related Technology – Automotive Technician*

**Major Findings:** excellent facilities, equipment, curriculum, and faculty. The program demonstrates exceptional outreach efforts through articulation, concurrent enrollment, hosting competitions, and departmental scholarships.

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	139	188	171	170	161
Enrollment/Attrition		+35.25%	-9.04%	-.59%	-5.29%
Number of Graduates	14	13	11	8	14
Instructional Costs Per FTE	\$4,911	\$5,191	\$4,684	\$5,073	\$6,058
Per SCH	\$163.7	\$173.03	\$156.13	\$169.10	\$201.93

**All Recommendations:** Hire a recruiter to promote the SLCC program in local High Schools and research and gather accurate data regarding retention of students in the program as well as graduation rates and make adjustments based on evaluation of this data.

**Significant Issues:** An expression from local high school programs regarding a lack of SLCC interest in recruiting their students; students not continuing for their second year of training; low graduation rates.

**Program:** *Aviation Technology/Professional Pilot*

**Major Findings:** The flight lab (aircraft) has successfully transformed the budget from a negative performance to one of financial integrity which now demonstrates positive performance

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	136	153	131	114	111
Enrollment/Attrition		+12.5%	-14.38	-12.98%	-2.63%
Number of Graduates	15	18	9	9	15
Instructional Costs Per FTE	\$3,513	\$4,686	\$4,238	\$4,694	\$6,689
Per SCH	\$117.10	\$156.2	\$141.27	\$156.47	\$222.97

**Additional Statistical Data:**

Year	Revenue Before Depreciation	Revenue After Depreciation
2004-2005	(\$49,077.51)	(\$227,947.47)
2005-2006	\$172,968.01	(\$5,901.35)

Depreciation is \$178,869.96 annually over a ten-year period.

**All Recommendations:** Facilities: A combined aviation facility for the Aviation Programs (Pilot, Maintenance, and Non Destructive Testing) would provide for better utilization of the combined equipment, space and personnel, and allow for the development of collaborative efforts required in today's global economy. Expansion: Expansion of aviation-related programs such as aircraft dispatcher/airline transport, pilot and technicians to meet the growing need for personnel in the field of aviation. Marketing: expand media marketing effectively. E & G Funding: E & G funding for delivery of instructional-related activities, i.e. flight and simulator instruction. E & G Funding for current expenses in the academic course offerings consistent with funding for other academic current expense support funding. Increase enrollment.

**Significant Issues:** Marketing of the program which utilizes media marketing more effectively; a combined facility for Aviation Tech Programs (Professional Pilot and Maintenance) and Non-Destructive Testing; and E & G funding for delivery of instructional related activities and current expenses.

**Program:** *Biology*

**Major Findings:** More required classes compared to other AS degree-granting institutions in the state; a good balance of required and elective courses; impressive faculty credentials representing diverse institutions of higher education; broad range of interactions with community; number (variety) of courses offered; accessibility for high school students; and students are well-trained and prepared to continue their education.

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	262	258	241	250	289
Enrollment/Attrition	-11.8%	-1.6%	-6.6%	+4.15%	+15.6%
Number of Graduates	10	9	6	6	12
Instructional Costs Per FTE	\$1,708	\$1,569	\$1,237	\$1,128	\$1,201
Per SCH	\$57	\$52	\$41	\$38	\$40

**All Recommendations:** Increase infrastructure and faculty; complete the implementation of standardized course numbers used throughout USHE; develop common exams to be used across

the discipline's courses regardless of delivery format (online, on campus, or concurrent enrollment); gather longitudinal data on SLCC students who transfer to four-years institutions, both in- and out-of-state to get valid and reliable data on students' success post-SLCC.

**Significant Issues:** Resources – the number of students has increased by 55% over five years and faculty in the same time frame have increased 20% - a disconnect manifested in the form of larger class sizes and increasing number of students taught by adjunct faculty, raising concerns regarding ongoing quality; the number of academic advisors for Biology students; and nurturing partnerships without diminishing program integrity.

**Program:** *Geosciences – Environmental Geology*

**Major Findings:** The learning outcomes/assessment matrix is excellent; dedicated full-time instructor; wonderful physical facilities at Redwood with dedicated classroom and adjacent stockroom; and academic emphasis on applied geology.

Five-Year Enrollment and Budget Data*	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	10	9	13	15	17
Enrollment/Attrition		-10%	+44.44%	+15.38%	+13.33%
Number of Graduates		2	2	3	1
Instructional Costs Per FTE	\$1,586	\$1,470	\$1,261	\$1,393	\$1,525
Per SCH	\$53	\$49	\$42	\$46	\$51

\*represents entire Geosciences department.

**All Recommendations:** A part-time lab assistant is needed to help organize the physical resources, help set up labs, help students, and help clean up after labs are done; a budget should be developed for the purchase of additional samples; lab courses should include field trips; and satellite sites need sets of samples supplied.

**Significant Issues:** Limited physical resources (samples, etc.) particularly at sites other than Redwood; limited library resources (periodicals, magazines & books); lab assistance is needed; and there is a safety concern regarding TVs and rock samples (etc.) not bolted down which could cause injury during an earthquake.

**Program:** *Geosciences – Geography*

**Major Findings:** The Program Advisory Committee (PAC) is the result of proactive efforts of department and division leadership. program is well managed at department and division level and evidences strong support from Dean; timeliness of program with industry upswing; increase in class enrollments; identification of some Geography courses as General Education electives; transportability of credit to four-year institutions; the computer lab and its backing by industry partners (Dell Computer Co. and ESRI, manufacturer of a major GIS software package); and the quantifiable competitive advantage that exists in the program today.

**Five-Year Enrollment and Budget Data** – represented on Geosciences Dept. above

**All Recommendations:** Fill the vacant faculty position; create and fill a full-time laboratory manager position; be aggressive in identifying appropriate internships and opportunities for students in the program; improve current catalog listing for Geography to help students know the

extent of the course offerings and their practical application in many disciplines; promote the benefits of Geography and GIS as an elective for other departments in the College; broaden the internal and external audience; and help broader audience become aware of resources and potential contribution offered by the department.

**Significant Issues:** Only one full-time faculty member and many adjuncts; the need to continue to demonstrate geography's integration with other departments; and competition with other institutions' programs for entry-level positions.

**Program:** *Music*

**Major Findings:** A strong vocal/choral program is in place; outstanding, dedicating faculty members; available Performing Arts scholarships; a variety of opportunities for students to perform; establishment of a small music lab and a space in the South City 2<sup>nd</sup> floor gymnasium remodeled to accommodate music classes and small performances; touring opportunities for the choirs; and the College proposal to the legislature to build a new building that would house the Performing Arts, Visual Art & Design, Communication & Digital Media.

Five-Year Enrollment and Budget Data*	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	New program	68	100	92	95
Enrollment/Attrition	New program	New program	+47.06%	-8%	+3.26%
Number of Graduates	New program	New program	9	6	7
Instructional Costs Per FTE	\$1,439	\$1,536	\$1,812	\$1,592	\$1,699
Per SCH	\$48.00	\$51.00	\$60.00	\$53.00	\$57.00

\*reflects Fine Arts Department of which Music is part.

**All Recommendations:** Explore the potential of building a relationship with the UMTA membership to meet the goals of both institutions; consider the needs for space to continue to build on your strengths. Acoustical needs also need to be addressed.; invest in the necessary practice rooms making it possible to have private applied lessons in place; partner with a music store to help with the placement of pianos in the studios or practice rooms; recognize that none of our higher education programs in the Fine Arts are succeeding without fundraising efforts.

Many times individual donors are making all the difference; the music department must have the equipment necessary to have a viable band program; a Music Department Chair would better serve SLCC; SLCC has the potential to become a partnership school with the U of U.

**Significant Issues:** The most critical challenge the Music Department currently faces is the lack of rehearsal and performance space.



**Program:**        *Nursing*

**Major Findings:** Strong program, high NCLEX-licensing pass rate (92.57%); high faculty performance.

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	1971	2206	2398	3078	3573
Enrollment/Attrition		11.92%	8.7%	28.36%	16.08%
Number of Graduates	118	106	101	139	178
Student placement rates and salary data	100% \$21.93	100% \$22.68	100% \$24,56	100% \$25,85	100% \$26.00
Instructional Costs Per FTE Per SCH	\$4,727 \$158	\$6,754 \$225	\$5,818 \$195	\$5,986 \$200	\$7,117 \$237

**All Recommendations:** There were no significant recommendations from reviewers; encouragement to continue the program and continue to explore new ways to help students.

**Significant Issues:** Faculty turnover, salary levels for faculty (even with the Nursing Initiative assistance), and finding enough appropriate clinical sites for students to gain practical nursing experience (all schools, including proprietary schools, competing for the same clinical sites.)

**Program:**        *Office Specialist*

**Major Findings:** Unique training program in Tooele; PELL-eligible; open-entry/open-exit; flexible scheduling for day or night classes; and currency of curriculum with business and industry expectations. (Clock hour program)

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	87	66	48	44	58
Enrollment/Attrition		-2.41%	-27.27%	-8.33%	+31.82%
Number of Graduates (Completers)	69	51	33	15	18
Instructional Costs Per FTE Per SCH	\$ 11,933	\$ 13,222	n/a	\$ 10,499	\$7,731

\* Data for all Skills Center office skills programs were reported as a unit before Banner Conversion. Therefore, specific data is not always available.

**All Recommendations:** Market the program more and network with business and industry and social service agencies to advertise and promote the Office Specialist classes; and create a separate Program Advisory Committee (from OIS programs at the South City Campus) utilizing Tooele employers and agencies.

**Significant Issues:** Limited classroom and office space available for course offerings requiring videos, group discussions, presentations, interviews, and workshops; and limited community visibility and identity due to being housed in the Utah State University center.

**Program:**        *Social Work*

**Major Findings:** Increase in student head count in the last five years; improved preparation of SLCC Social Work students for baccalaureate programs; appreciation of the committed, diverse, and experienced Social Work students; and the student's ability to obtain employment positions at an entry level following graduation.

Five-Year Enrollment and Budget Data	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	61	167	162	185	199
Enrollment/Attrition		+173.8%	-2.99%	+14.2%	+7.57%
Graduation and retention rates AA	1	1	0	1	0
AS	8	5	7	8	10
Instructional Costs Per FTE	\$2,560	\$2,356	\$2,003	\$1,580	\$1,641
Per SCH	\$85	\$79	\$67	\$53	\$55

**All Recommendations:** Exit/ Alumni survey to ascertain student's position in employment and/or education following graduation from SLCC; create a committee of internship supervisors to discuss the internship process; and develop workshop for professional preparation (resume writing, interviews, etc.).

**Significant Issues:** Concern with lack of faculty compared to the growth of Social Work program; lack of full-time faculty; and need for additional support for compilation of data, consultation, etc.

**Program:** *Telecommunications*

**Major Findings:** Program flexibility to allow students some tailoring to meet individual career goals; current industry quality equipment with which students train; and willingness to provide customized industry training. The program was commended for the faculty who have relevant industry experience and industry certifications as well as their close relationships with industry. (Telecommunications was part of the Electronics Technology Department until 2003 when it became a stand-alone department.)

Five-Year Enrollment and Budget Data*	00-01	01-02	02-03	03-04	04-05
Number of majors in program for review period	127	213	178	146	152
Enrollment/Attrition		+67.72%	-16.43%	-17.98%	+4.11%
Number of Graduates AS	5	3	1		1
AAS	7	16	8	9	7
Cert. of Comp			1		
Total	12	19	10	9	8
Instructional Costs Per FTE	\$8,461	\$8,671	\$6,519	\$8,126	\$7,464
Per SCH	\$282	\$289	\$217	\$271	\$249

\*ELET/TELE Combined

**All Recommendations:** The department needs to become more aggressive in applying for grant monies. The College needs to recognize that relevant IT training that truly prepares students to be workplace ready, while extremely valuable and needed in the IT community, is very expensive; allocate funding accordingly. The department needs to become more aggressive in seeking donations from industry.

**Significant Issues:** Labs which could still use additional and/or improved equipment and the curriculum could use an IT practicum as part of the degree.

***B. Programs Under Consideration/Development at USHE Institutions***

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

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

**Utah System of Higher Education  
Programs Under Development/Construction**

**Section I  
Proposed for the next Twelve Months**

Institution	Program Name	Degree Type	Current Status	Projected for Regents' Agenda
U of U	Chemical & Fuels Engineering Human Engineering Clinical Investigation Architecture	Certificate Certificate MS PhD	Institution Institution LOI Approved	
USU	Family Life Studies General Studies Aerospace Engineering Music emphasizing Piano Performance and Pedagogy Anthropology Residential Landscape Design Management within Master of Social Science Engineering Education Natural Resources Management and Conservation	BA/BS BA/BS MS, PhD Masters MA/MS BS Emphasis PhD BA/BS	LOI submitted LOI Submitted Institution Institution Institution Institution Institution Institution Institution	
WSU	Engineering	BS	LOI Submitted	2007
SUU	Theatre Music Performance Music Education Interior Design Film Studies Shakespeare Studies Arts Administration Hispanic Studies Sports Broadcasting International Management Psychology Anthropology	BFA BM BM BFA BA MA Grad Cert Bachelors Bachelors Bachelors Masters Minor	Institution Institution Institution Institution Institution Institution Institution Institution Institution Institution Institution Institution	

	International Relations School Counseling Network Security	Bachelors Masters Masters	Institution Institution Institution	
Snow	Music Art Theatre	Associate Associate Associate	Institution Institution Institution	
Dixie	Health Management Respiratory Therapy Physical Therapy Assistant Medical Laboratory Technology Family/Life Studies	BS/Emphasis AAS AAS BA/BS BS	Institution Institution Institution Institution Institution	Fall, 2007 Fall, 2007 Fall, 2007 March, 2007 March, 2007
CEU	Apprenticeship Medical Assistant	AAS Certificate	Institution Institution	
UVSC	Water and Wastewater Operations General Technology Finance Computer Engineering Construction Management Mild/Moderate Special Education Social Work Dental Hygiene Education	Certificate AAS BS BS BS BS BSW BS MSEd	Institution Institution Institution Institution Institution Institution Institution Institution Institution	
SLCC	Library Information Science Interior Design	AS AAS	Institution Institution	
UCAT	Lean Manufacturing Telecommunication Technician Fast Track Certificates as needed by business/industry	Certificate Certificate Certificate	Institution Institution Institution	06/08/07 06/08/07

## Section II

### Proposals Being Discussed at the Institutional Level Proposed for the next 12 – 36 months

Institution	Program Name	Degree Type
U of U	Occupational Therapy Science, Technology, Engineering & Math Education Parks, Recreation and Tourism College of Health Depts. and Divisions Community Development (Env. Studies & FCS) Anthropology of Religion Medical Anthropology Power Politics of Anthropology Research and Assessment Pharmaceutical Sciences Combined Doctor of Pharmacy/Philosophy Occupational and Environmental Health Gender Studies Design	DPT MS MPRTM Interdisciplinary PhD in Health Undergrad. Certificate Undergrad. Certificate Undergrad. Certificate Undergrad. Certificate Undergrad. Certificate BS Doctorate MS Certificate BS/MS
USU	Public Administration Geography Distance-based Master of Social Work	MPA MS MSW
WSU	Forensics Chemistry	Bachelors

	Professional and Technical Writing	Bachelors
	Education Administration	Masters (track within existing masters)
	Technology Administration	Masters
SUU	Musical Theatre	Bachelors
	Hispanic Studies	Bachelors
	Sports Broadcasting	Bachelors
	Film Studies	Bachelors
	Long Term Care Facilities Management	Bachelors
	International Management	Bachelors
	Psychology	Masters
	Anthropology	Minor
	School Personnel	Masters
	School Counseling	Masters
	Shakespeare Studies	Masters
	Network Security	Masters
Snow		
Dixie	Allied Health	BS
	Math/Statistics	BS
	Educational Paraprofessional	AS
	Physical Therapy	AAS
	Psychology	BA/BS
	History/Poli Sci	BA/BS
CEU	Environmental Science/Environmental Studies	AS,AS
	Outdoor Recreation	AA/AS
	Certified Safety Professional	AAS,AS
	Process Technology	AAS/AS
	Energy Systems	AAS/AS
	Work Ready	Certificate
	Crane Operator	Certificate
	Manufacturing Engineering Technology	Certificate
	Medical Coding	Certificate
UVSC	Airframe & Power Plant	AAS
	Veterinary Technology	AAS
	Art Education	BA
	Conservation Biology/Ecology	BS
	Culinary Arts	BS
	Engineering Graphics Design Technology	BS
	Environmental Studies	BA/BS
	French/French Education	BA
	General Liberal Studies	BA/BS
	Instrumentation. & Control Sys. Eng. Tech	BS
	Marketing	BS
	Managementate Special Education	BS
	Microbiology	BS
	Business Management	MBA
	Nursing	MS
SLCC	Diagnostic Medical Sonography	AAS
	Administrative Professional	AAS
	Health Sciences Informatics	AS, AAS
	Pre Bio-Engineering	APE
	Genealogy	AAS
	Hospitality Management	AAS
	Nanotechnology	AAS
	Mortuary Science	AS/AAS
	Interior Design	AAS

### Commissioner's Recommendation

- A. This information is provided for the Regents' information only. No action is required.
- B. It should be noted that the programs list is simply a forecast and should not imply that these programs will in fact be submitted for approval. Nevertheless, I introduce a cautionary note that the USHE is still recovering from lean budget years and that many institutions are dealing with flat enrollments. Therefore, I am encouraging institutions, the Programs Committee, and the Regents to give consideration to the financial implications of new programs and the impact of new programs on the quality of existing programs. While no regent action is required for this information item I would suggest that attention be given to prioritizing institutional requests in that more than 50 new programs are anticipated over the next 12 months and 70 more thereafter.

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Richard E. Kendell, Commissioner

REK/LS/AMW/JMC

September 5, 2007

MEMORANDUM

TO: Utah State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE - Long-term Enrollment Scenarios

Attached are 20-year enrollment projections for the Utah System of Higher Education (with the exception of UCAT - projections for UCAT will be completed in October when enrollment data are finalized). These projections are prepared to assist the Regents and state-level policymakers in mid- to long-range planning. The model estimates enrollment demand for higher education based on the projected population and the propensity of that population to participate in higher education.

Last year Regents approved a projection model that employed a modified increase in overall participation rates of 18-29 year-olds beginning in 2007 with an increase of 0.2%, growing to 0.5% annually beginning 2008, and eventually 0.7% annual growth beginning 2017. The projections proposed for this year build on this approved model.

**Benefits of Increased Participation in Higher Education**

Recent national studies quantify the benefits of a higher education to both individuals and society. Some of the individual benefits include increased earning potential, access to employee benefits, and overall healthier lifestyles. The social benefits include, but are not limited to, increased tax payments, a healthier population and increased voter participation.

One of the specific and easily measured benefits of higher education for both the individual and society is the increased earning potential for college educated persons. The Institute of Higher Education Policy identified in its 2005 report called *The Investment Payoff* that an individual in the state of Utah with a high school diploma will earn on average \$22,000 per year while an individual with a bachelor degree will earn approximately \$46,000 per year. This means that an individual with a baccalaureate degree will have the potential to earn over a million dollars more in a lifetime than the average high school graduate. Not only is this an individual benefit, but also a societal benefit due to the increased tax payments associated with the higher incomes to both federal and state entities.

Over and above higher income levels, individuals who have completed a postsecondary education are more likely to be employed and have access to employee benefits such as health insurance, retirement benefits, and pension plans. The College Board's *Education Pays Update 2005* notes that even though health insurance availability has declined in the private sector between 1979 and 2002 from 69 percent to 57 percent, two-thirds of entry-level college graduates have access to health insurance benefits compared to one-third of entry level-high school graduates.

Studies indicate that as an individual's educational attainment level increases, the overall healthiness of the individual improves. As education increases, physical activity levels increase, obesity rates decrease, and there are lower rates of multiple risk factors for heart disease. A college education has been shown to have a direct relationship to increased non-smoker rates and lower rates of mothers who smoked during pregnancy. The social benefit related to these factors can be demonstrated in the reduced reliance on public resources such as Medicare and Medicaid and an overall reduced premium for health insurance rates.

In addition to a healthier society, an added societal benefit related to the level of education attained is demonstrated in voter participation rates. In 2004 the US Census Bureau found the likelihood of voter participation is approximately double for individuals who have had some college education or completed a bachelor degree than that of an individual who has not graduated from high school.

### **Potential Challenges to Increased Participation Rates**

Institutions will need to consider a multitude of factors when developing plans to increase overall participation rates. These factors include a declining population base, changing demographic composure of the population pool, tuition rates and financial aid availability, and admission barriers such as limited advising and counseling staff at the institutions.

Information from the US Census conducted in 2000 as well as the GOPB population estimates identifies a decreasing population base for USHE institutions to draw students from, for at least the next 10 years.

A second major factor that will impact the ability for USHE institutions to increase participation rates in a shrinking eligible pool is the changing racial mix of the population. It is estimated that by 2017 Hispanic students will represent approximately 25 percent of the graduating high school class in the state of Utah, up from 5.2 percent in 2002. The Hispanic population traditionally has not been a large participant in higher education. USHE institutions must develop plans to ensure access for this population if the system wants to increase overall participation rates.

Regents will also need to consider the impact of perpetual tuition increases and limited state need-based financial aid on the ability of Utahns to participate in higher education. As State resources available to support higher education become restricted in future years, it may be necessary for Regents and institutions to consider funding sources other than tuition increases in order to have higher education remain accessible for students from low-income families.

An additional challenge Regents and institutions may encounter while trying to increase participation rates is the limited availability of advising and counseling staff at each institution to meet with potential students. Recent studies have indicated that advising and counseling early in a student's education encourage and increase the likelihood that a student will participate and complete his or her program of study.



### **Institutional Involvement**

USHE institutions and the Office of the Commissioner need to communicate why Legislators and the general population should support initiatives increase the overall participation rate. Each USHE institution should develop a unique plan of how it will help increase overall participation in postsecondary education in the State of Utah. Underlying issues that will directly impact the ability of USHE institutions to increase participation rates within a "shrinking" population will require innovative and proactive courses of action by each school. Some of these issues include:

- Addressing the high school population of students not currently prepared to enter college
- Tapping the growing minority population within the State who traditionally participate in postsecondary education at lower rates than their white peers
- Encouraging women in the State of Utah to pursue and complete a degree in higher education
- Recruiting students who have left the system one or two semesters short of a degree to return and complete their programs

### **Projection Limitations**

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

- **"Science" vs. "Art".** Projecting enrollment is as much "art" as "science" and should be viewed as informed estimations rather than certainties, particularly given the 20-year duration of the projections.
- **Population Projections.** The projections are only as good as the assumptions on which they are based. A principal assumption embedded in the USHE enrollment projections is that statewide population estimates promulgated by GOPB will prove to be relatively accurate.
- **Participation Rate Projections.** Major shifts in policy, such as changes in institutional mission and role, changes to residency requirements, availability of nonresident waivers, lack of funding for new enrollment, enrollment freezes, high tuition increases, or other factors could have a direct impact on participation rates.
- **Systematically Reported Enrollments.** Only those enrollments, including both budget-related and self-supporting enrollments, which have been systematically reported, form the basis for future projected enrollments. At most institutions, continuing education, non-credit enrollments have not been systematically reported in past years. Consequently, no reliable database is available on which to project future enrollments of this type. Other non-credit enrollments for applied technology education are included in the projections.
- **UCAT Projections.** UCAT projections cannot be simply "added" to projections for other USHE institutions because UCAT headcount enrollment is reported on an annual basis and not a snapshot, fall headcount basis.

- **Projections and Budget Requests.** Projections will not be used for budget request purposes, such as the determination of enrollment growth requests. USHE enrollment growth funding requests have been based for several years on actual enrollments rather than projected enrollments, and institutions receive growth funding a year after student growth has actually occurred.
- **Projections and Facilities Requests/Q&P.** Institution projections are used as input to the Regents' facilities prioritization process known as the "Q&P." The five-year projection figures along with accepted space-per-student standards will generate estimated space needs for each institution. These estimated space needs are one of several elements weighed in the Q&P process, which will be brought to the Board when capital development projects are prioritized in September.

Commissioner's Recommendation

The Commissioner recommends that the Regents consider and adopt the long-term enrollment projection scenario consistent with the strategic plan for higher education in the State of Utah.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachments

USHE 2007 Long-term Enrollment Projection Model

*Increase Participation Rate in 18-29 year olds by .5% 2008-2017 and .7% each year thereafter*

## UTAH SYSTEM OF HIGHER EDUCATION

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

20-YEAR ACTUAL HISTORY						20-YEAR PROJECTION					
Year	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annualized FTE % change (Since 87-88)	Year	Fall Headcount	Fall FTE	Annualized FTE	Annualized FTE % Change	Cumulative Annualized FTE % change (Since 06-07)
87-88	74,929	56,298	57,634	n/a	n/a	07-08	142,130	97,660	112,560	0.8%	0.8%
88-89	74,884	56,640	58,606	1.7%	1.7%	08-09	145,090	99,700	114,930	2.1%	3.0%
89-90	80,430	60,028	62,368	6.4%	8.2%	09-10	147,740	101,550	117,100	1.9%	4.9%
90-91	86,843	63,545	66,468	6.6%	15.3%	10-11	149,800	102,960	118,730	1.4%	6.4%
91-92	94,923	69,651	73,009	9.8%	26.7%	11-12	151,920	104,450	120,470	1.5%	7.9%
92-93	99,163	73,224	76,957	5.4%	33.5%	12-13	154,770	106,410	122,760	1.9%	10.0%
93-94	103,633	75,805	79,479	3.3%	37.9%	13-14	158,570	109,050	125,790	2.5%	12.7%
94-95	110,594	79,364	81,978	3.1%	42.2%	14-15	162,770	111,960	129,170	2.7%	15.7%
95-96	112,666	81,713	84,068	2.5%	45.9%	15-16	167,270	115,090	132,760	2.8%	18.9%
96-97	116,047	83,375	87,383	3.9%	51.6%	16-17	172,170	118,500	136,710	3.0%	22.5%
97-98	121,053	87,077	91,103	4.3%	58.1%	17-18	178,450	122,860	141,720	3.7%	27.0%
98-99	113,704	79,393	90,453	-0.7%	56.9%	18-19	185,900	128,020	147,680	4.2%	32.3%
99-00	122,417	84,929	96,585	6.8%	67.6%	19-20	193,360	133,180	153,620	4.0%	37.6%
00-01	126,377	88,002	101,307	4.9%	75.8%	20-21	200,800	138,320	159,550	3.9%	42.9%
01-02	134,939	94,698	109,302	7.9%	89.6%	21-22	208,590	143,750	165,790	3.9%	48.5%
02-03	138,625	98,090	114,610	4.9%	98.9%	22-23	216,860	149,470	172,410	4.0%	54.5%
03-04	140,933	99,242	115,212	0.5%	99.9%	23-24	225,480	155,470	179,310	4.0%	60.6%
04-05	144,937	100,067	115,188	0.0%	99.9%	24-25	234,430	161,660	186,450	4.0%	67.0%
05-06	144,302	98,344	112,341	-2.5%	94.9%	25-26	243,250	167,790	193,530	3.8%	73.4%
06-07	140,605	96,761	111,624	-0.6%	93.7%	26-27	252,620	174,290	201,000	4.4%	83.6%
Average Annual Increases			2,699	3.6%		Average Annual Increases			4,422	3.0%	

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – 2007-2008 Budget for the University Hospitals and Clinics

Issue

In past years, the Legislature instructed the Board of Regents to approve the operating budget of the University of Utah Hospitals and Clinics as a condition for the retention of patient fee revenues outside of the state's appropriated budget.

Senior Vice President Lorris Betz, CEO David Entwistle, and CFO Gordon Crabtree provided the attached FY 2008 budget summary information for your review and will be available at the September meeting to respond to questions.

The actual budget for consideration includes total operating revenues of \$765 million, total operating expenses of \$733 million, and Total Operating Margin of \$32 million or 4.2%. In addition, the budget contemplates direct transfers to the University School of Medicine and other supported areas equal to \$24 million. This budget represents growth in revenues of 12.5% which result from the expansion of facilities and services as well as continuing growth in patient volume. The attached summary also highlights the challenges of the coming year with special emphasis on the uncertainty of Medicare and Medicaid revenues at the National level.

Commissioner's Recommendation

The Commissioner recommends approval of the 2007 – 2008 budget for the University of Utah Hospitals and Clinics.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS  
Attachment

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Huntsman Cancer Hospital 2B Bond

Officials of the University of Utah seek approval to design and construct the Huntsman Cancer Institute Phase II-B and to proceed with the State of Utah in developing a joint financing plan by means of the State Building Ownership Authority. The financing vehicle will be a state bond developed in cooperation with DFCM and the State Treasurer.

The Huntsman Cancer Hospital is one of several units which comprise the University of Utah Hospitals and Clinics. By previous agreement with state officials, a state bond was issued for construction of the Huntsman Cancer Institute "Clinical Research Hospital" (Phase II-A), which opened in 2004. In order to appropriately balance the hospital and clinic services with the research activity, and achieve a more optimum level of patient support services within the facility, the expansion project (Phase IIB) needs to proceed.

Phase II-B will include space devoted to outpatient clinics, inpatient beds (50), radiation therapy, infusion stations, labs, a patient learning center, expanded operating rooms, etc. A conceptual design has been completed by the architect and more detailed design and programming effort is awaiting approvals.

The total budget for the project is \$110 million. The State bonds will provide \$90 million of the needed financing and the remainder will come from donor and internal resources. The debt repayment, together with the operating costs of the new expanded facility, will be covered by clinical revenues.

Commissioner's Recommendation

The Commissioner recommends approval of the University's request to proceed to develop a financing plan with the State of Utah in order to design, construct, equip and furnish an expansion of the Huntsman Cancer Hospital (Phase II-B).

REK/MHS  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Finance, Facilities, and Accountability Committee Consent Calendar

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

- A) **USHE – Spring Semester and End-of-Year Enrollment Reports (Attachment 1).** The attached report summarizes the 2007 Spring Semester enrollment figures, recounts actual 2006-07 headcount and FTE (Full-Time-Equivalent) enrollments by semester and computes the actual annualized and academic-year FTE's for self-support and budget-related enrollments. This is the second of two enrollment reports presented to the Board of Regents each year. Both reports contain headcount and FTE information consistent with USHE enrollment definitions and standards. The first report included enrollment data for Summer and Fall Semesters.
- B) **USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 2).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.
- C) **USU – Vernal Entrepreneurship and Energy Research Center (Attachment 3).** Utah State University (USU) in conjunction with its Unitah Basin Regional Campus (UCB) propose to plan, design, and construct an entrepreneurship and energy research center in Vernal, Utah. The cost of the project will be approximately \$20,000,000. The primary source of funds for this project will be private donations and funds from Unitah County School District. The construction of the project will be managed by DFCM in coordination with UCB. USU officials anticipate a request for state-funded O&M once the building details are known.
- Please note: Item C arrived in the Office of the Commissioner after the regular due date for submittal of institutional agenda items. It was added to the Committee's Consent Calendar as a place holder. Staff will prepare a revised Tab P for the Board meeting showing this new Center as a non-state funded project.**

REK/MHS/KLH/MV  
Attachments

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Richard E. Kendell  
Commissioner of Higher Education

Table 1

## USHE 2006-07 End-of-Year Enrollment Report

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

Institution and Line Item	Annualized Year 2005-06 Budget-Related & Self Support FTE			Annualized Year 2006-07 Budget-Related & Self Support FTE			Difference Between Annualized Year 2005-06 and 2006-07			Percent Change Between Annualized Year 2005-06 and 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	22,295.05	4,480.03	26,775.08	22,102.30	4,174.37	26,276.67	-192.75	-305.66	-498.41	-0.9%	-6.8%	-1.9%
School of Medicine - MD	353.50	54.00	407.50	349.00	56.50	405.50	-4.50	2.50	-2.00	-1.3%	4.6%	-0.5%
School of Medicine - Non-MD	348.75	226.43	575.18	361.50	191.61	553.11	12.75	-34.82	-22.07	3.7%	-15.4%	-3.8%
School of Medicine - Physician Assistant	86.50	26.50	113.00	102.50	24.00	126.50	16.00	-2.50	13.50	18.5%	-9.4%	11.9%
Subtotal - UU	23,083.80	4,786.96	27,870.76	22,915.30	4,446.48	27,361.78	-168.50	-340.48	-508.98	-0.7%	-7.1%	-1.8%
Utah State University												
Education and General	10,650.03	2,025.83	12,675.86	10,599.17	2,096.56	12,695.73	-50.86	70.73	19.87	-0.5%	3.5%	0.2%
Uintah Basin Continuing Ed. Center	1,174.47	0.00	1,174.47	1,113.45	0.00	1,113.45	-61.02	0.00	-61.02	-5.2%	0.0%	-5.2%
Southeast Utah Continuing Ed. Center	187.75	0.10	187.85	144.76	0.00	144.76	-42.99	-0.10	-43.09	-22.9%	0.0%	-22.9%
Brigham City Continuing Ed. Center	3,067.42	83.75	3,151.17	3,197.67	47.91	3,245.58	130.25	-35.84	94.41	4.2%	-42.8%	3.0%
Tooele/Wasatch Continuing Ed. Center	1,561.71	2.03	1,563.74	1,652.97	0.40	1,653.37	91.26	-1.63	89.63	5.8%	-80.3%	5.7%
Subtotal - USU	16,641.38	2,111.71	18,753.09	16,708.02	2,144.87	18,852.89	66.64	33.16	99.80	0.4%	1.6%	0.5%
Weber State University												
Education and General	13,985.52	1,302.89	15,288.41	13,637.87	1,177.61	14,815.48	-347.65	-125.28	-472.93	-2.5%	-9.6%	-3.1%
Southern Utah University												
Education and General	5,509.35	790.99	6,300.34	5,527.45	1,409.87	6,937.32	18.10	618.88	636.98	0.3%	78.2%	10.1%
Snow College												
Education and General	2,616.68	274.30	2,890.98	2,549.27	287.25	2,836.52	-67.41	12.95	-54.46	-2.6%	4.7%	-1.9%
Applied Technology Education (1)	183.74	0.00	183.74	203.18	1.65	204.83	19.44	1.65	21.09	10.6%	0.0%	11.5%
Subtotal - Snow	2,800.42	274.30	3,074.72	2,752.45	288.90	3,041.35	-47.97	14.60	-33.37	-1.7%	5.3%	-1.1%
Dixie State College of Utah												
Education and General	3,926.13	446.15	4,372.28	3,795.45	406.53	4,201.98	-130.68	-39.62	-170.30	-3.3%	-8.9%	-3.9%
College of Eastern Utah												
Education and General	1,264.00	99.95	1,363.95	1,298.12	116.66	1,414.78	34.12	16.71	50.83	2.7%	16.7%	3.7%
San Juan Center	303.84	77.24	381.08	147.69	33.00	180.69	-156.15	-44.24	-200.39	-51.4%	-57.3%	-52.6%
Subtotal - CEU	1,567.84	177.19	1,745.03	1,445.81	149.66	1,595.47	-122.03	-27.53	-149.56	-7.8%	-15.5%	-8.6%
Utah Valley State College												
Education and General	14,230.87	2,449.05	16,679.92	14,262.86	2,470.34	16,733.20	31.99	21.29	53.28	0.2%	0.9%	0.3%
Salt Lake Community College												
Education and General	17,273.75	912.01	18,185.76	17,124.31	960.60	18,084.91	-149.44	48.59	-100.85	-0.9%	5.3%	-0.6%
Skill Center	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0%	0.0%	0.0%
Subtotal - SLCC	17,273.75	912.01	18,185.76	17,124.31	960.60	18,084.91	-149.44	48.59	-100.85	-0.9%	5.3%	-0.6%
TOTAL - USHE	99,019.06	13,251.25	112,270.31	98,169.52	13,454.86	111,624.38	-849.54	201.11	-648.43	-0.9%	1.5%	-0.6%
TOTAL - USHE (without UU SOM MD)	98,665.56	13,197.25	111,862.81	97,820.52	13,398.36	111,218.88	-845.04	203.61	-641.43	-0.9%	1.5%	-0.6%

Table 2

## USHE 2006-07 End-of-Year Enrollment Report

## Budget-Related FTE Enrollments

Institution and Line Item	Annualized Year 2005-06 Budget-Related FTE Enrollment			Annualized Year 2006-07 Budget-Related FTE			Difference Between Annualized Year 2005-06 and 2006-07			Percent Change Between Annualized Year 2005-06 and 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	21,856.49	3,908.85	25,765.34	21,191.99	3,678.32	24,870.31	-664.50	-230.53	-895.03	-3.0%	-5.9%	-3.5%
School of Medicine - MD	353.50	54.00	407.50	349.00	56.50	405.50	-4.50	2.50	-2.00	-1.3%	4.6%	-0.5%
School of Medicine - Non-MD	340.12	220.11	560.23	352.70	186.46	539.16	12.58	-33.65	-21.07	3.7%	-15.3%	-3.8%
School of Medicine - Physician Assistant	86.50	26.50	113.00	102.50	24.00	126.50	16.00	-2.50	13.50	18.5%	-9.4%	11.9%
Subtotal - UU	22,636.61	4,209.46	26,846.07	21,996.19	3,945.28	25,941.47	-640.42	-264.18	-904.60	-2.8%	-6.3%	-3.4%
Utah State University												
Education and General	10,582.40	2,017.01	12,599.41	10,534.16	2,083.69	12,617.85	-48.24	66.68	18.44	-0.5%	3.3%	0.1%
Uintah Basin Continuing Ed. Center	1,167.49	0.00	1,167.49	1,105.04	0.00	1,105.04	-62.45	0.00	-62.45	-5.3%	0.0%	-5.3%
Southeast Utah Continuing Ed. Center	187.69	0.10	187.79	144.46	0.00	144.46	-43.23	-0.10	-43.33	-23.0%	0.0%	-23.1%
Brigham City Continuing Ed. Center	1,335.12	67.15	1,402.27	1,286.88	36.38	1,323.26	-48.24	-30.77	-79.01	-3.6%	-45.8%	-5.6%
Tooele/Wasatch Continuing Ed. Center	1,438.67	1.98	1,440.65	1,423.25	0.40	1,423.65	-15.42	-1.58	-17.00	-1.1%	-79.8%	-1.2%
Subtotal - USU	14,711.37	2,086.24	16,797.61	14,493.79	2,120.47	16,614.26	-217.58	34.23	-183.35	-1.5%	1.6%	-1.1%
Weber State University												
Education and General	12,218.05	647.99	12,866.04	11,869.20	708.50	12,577.70	-348.85	60.51	-288.34	-2.9%	9.3%	-2.2%
Southern Utah University												
Education and General	4,690.77	598.65	5,289.42	4,821.27	685.39	5,506.66	130.50	86.74	217.24	2.8%	14.5%	4.1%
Snow College												
Education and General	2,407.05	273.93	2,680.98	2,349.84	285.69	2,635.53	-57.21	11.76	-45.45	-2.4%	4.3%	-1.7%
Applied Technology Education (1)	183.75	0.00	183.75	203.18	1.65	204.83	19.43	1.65	21.08	10.6%	#DIV/0!	11.5%
Subtotal - Snow	2,590.80	273.93	2,864.73	2,553.02	287.34	2,840.36	-37.78	13.41	-24.37	-1.5%	4.9%	-0.9%
Dixie State College of Utah												
Education and General	3,668.54	409.48	4,078.02	3,513.20	347.03	3,860.23	-155.34	-62.45	-217.79	-4.2%	-15.3%	-5.3%
College of Eastern Utah												
Education and General	1,235.04	68.08	1,303.12	1,250.45	52.12	1,302.57	15.41	-15.96	-0.55	1.2%	-23.4%	0.0%
San Juan Center	297.13	74.07	371.20	145.49	31.24	176.73	-151.64	-42.83	-194.47	-51.0%	-57.8%	-52.4%
Subtotal - CEU	1,532.17	142.15	1,674.32	1,395.94	83.36	1,479.30	-136.23	-58.79	-195.02	-8.9%	-41.4%	-11.6%
Utah Valley State College												
Education and General	12,832.26	1,663.35	14,495.61	13,022.35	1,486.60	14,508.95	190.09	-176.75	13.34	1.5%	-10.6%	0.1%
Salt Lake Community College												
Education and General	15,038.87	762.59	15,801.46	14,671.70	824.34	15,496.04	-367.17	61.75	-305.42	-2.4%	8.1%	-1.9%
TOTAL - USHE	89,919.44	10,793.84	100,713.28	88,336.66	10,488.31	98,824.97	-1,582.78	-305.53	-1,888.31	-1.8%	-2.8%	-1.9%
TOTAL - USHE (without UU SOM MD)	89,565.94	10,739.84	100,305.78	87,987.66	10,431.81	98,419.47	-1,578.28	-308.03	-1,886.31	-1.8%	-2.9%	-1.9%



Table 3

## USHE 2006-07 End-of-Year Enrollment Report

## Budget-Related FTE Enrollments by Term

Institution and Line Item	Summer Term 2006-07 Budget-Related FTE (End-of-Term)			Fall Term 2006-07 Budget-Related FTE (End-of-Term)			Spring Term 2006-07 Budget-Related FTE (End-of-Term)			Academic Year 2006-07			Annualized Year 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah															
Education and General	5,223.06	873.13	6,096.19	18,747.12	3,338.34	22,085.46	18,413.80	3,145.17	21,558.97	18,580.46	3,241.76	21,822.22	21,191.99	3,678.32	24,870.31
School of Medicine - MD	10.00	5.00	15.00	346.00	55.00	401.00	342.00	53.00	395.00	344.00	54.00	398.00	349.00	56.50	405.50
School of Medicine - Non-MD	87.70	40.03	127.73	304.07	171.55	475.62	313.62	161.34	474.96	308.85	166.45	475.30	352.70	186.46	539.16
School of Medicine - Physician Assistant	83.00	28.00	111.00	60.00	11.00	71.00	62.00	9.00	71.00	61.00	10.00	71.00	102.50	24.00	126.50
Subtotal - UU	5,403.76	946.16	6,349.92	19,457.19	3,575.89	23,033.08	19,131.42	3,368.51	22,499.93	19,294.31	3,472.21	22,766.52	21,996.19	3,945.28	25,941.47
Utah State University															
Education and General	1,136.90	369.01	1,505.91	10,423.01	1,983.56	12,406.57	9,508.41	1,814.81	11,323.22	9,965.71	1,899.19	11,864.90	10,534.16	2,083.69	12,617.85
Uintah Basin Continuing Ed. Center	338.70	0.00	338.70	864.97	0.00	864.97	1,006.40	0.00	1,006.40	935.69	0.00	935.69	1,105.04	0.00	1,105.04
Southeast Utah Continuing Ed. Center	63.37	0.00	63.37	108.07	0.00	108.07	117.47	0.00	117.47	112.77	0.00	112.77	144.46	0.00	144.46
Brigham City Continuing Ed. Center	749.12	22.65	771.77	1,015.73	21.10	1,036.83	808.90	29.00	837.90	912.32	25.05	937.37	1,286.88	36.38	1,323.26
Tooele/Wasatch Continuing Ed. Center	577.42	0.60	578.02	1,136.38	0.00	1,136.38	1,132.70	0.20	1,132.90	1,134.54	0.10	1,134.64	1,423.25	0.40	1,423.65
Subtotal - USU	2,865.51	392.26	3,257.77	13,548.16	2,004.66	15,552.82	12,573.88	1,844.01	14,417.89	13,061.03	1,924.34	14,985.37	14,493.79	2,120.47	16,614.26
Weber State University															
Education and General	2,568.10	172.90	2,741.00	10,944.25	645.17	11,589.42	10,226.04	598.93	10,824.97	10,585.15	622.05	11,207.20	11,869.20	708.50	12,577.70
Southern Utah University															
Education and General	883.30	101.50	984.80	4,545.03	674.10	5,219.13	4,214.20	595.17	4,809.37	4,379.62	634.64	5,014.26	4,821.27	685.39	5,506.66
Snow College															
Education and General	141.37	25.70	167.07	2,405.37	282.33	2,687.70	2,152.93	263.34	2,416.27	2,279.15	272.84	2,551.99	2,349.84	285.69	2,635.53
Applied Technology Education (1)	32.85	0.52	33.37	192.78	1.25	194.03	180.72	1.53	182.25	186.75	1.39	188.14	203.18	1.65	204.83
Subtotal - Snow	174.22	26.22	200.44	2,598.15	283.58	2,881.73	2,333.65	264.87	2,598.52	2,465.90	274.23	2,740.13	2,553.02	287.34	2,840.36
Dixie State College of Utah															
Education and General	452.88	32.47	485.35	3,436.88	396.04	3,832.92	3,136.64	265.54	3,402.18	3,286.76	330.79	3,617.55	3,513.20	347.03	3,860.23
College of Eastern Utah															
Education and General	124.37	6.23	130.60	1,126.30	52.43	1,178.73	1,250.23	45.57	1,295.80	1,188.27	49.00	1,237.27	1,250.45	52.12	1,302.57
San Juan Center	75.57	13.30	88.87	215.40	49.17	264.57	0.00	0.00	0.00	107.70	24.59	132.29	145.49	31.24	176.73
Subtotal - CEU	199.94	19.53	219.47	1,341.70	101.60	1,443.30	1,250.23	45.57	1,295.80	1,295.97	73.59	1,369.56	1,395.94	83.36	1,479.30
Utah Valley State College															
Education and General	2,351.32	539.10	2,890.42	12,164.04	1,286.94	13,450.98	11,529.33	1,147.16	12,676.49	11,846.69	1,217.05	13,063.74	13,022.35	1,486.60	14,508.95
Salt Lake Community College															
Education and General	4,020.22	313.18	4,333.40	13,153.62	704.49	13,858.11	12,169.55	631.01	12,800.56	12,661.59	667.75	13,329.34	14,671.70	824.34	15,496.04
TOTAL - USHE	18,919.25	2,543.32	21,462.57	81,189.02	9,672.47	90,861.49	76,564.94	8,760.77	85,325.71	78,877.02	9,216.65	88,093.67	88,336.66	10,488.31	98,824.97
TOTAL - USHE (without UU SOM MD)	18,909.25	2,538.32	21,447.57	80,843.02	9,617.47	90,460.49	76,222.94	8,707.77	84,930.71	78,533.02	9,162.65	87,695.67	87,987.66	10,431.81	98,419.47

Table 4

## USHE 2006-07 End-of-Year Enrollment Report

## Self-Support FTE Enrollments by Term

Institution and Line Item	Summer Term 2006-07 Self-Support FTE (End-of-Term)			Fall Term 2006-07 Self-Support FTE (End-of-Term)			Spring Term 2006-07 Self-Support FTE (End-of-Term)			Academic Year 2006-07			Annualized Year 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah															
Education and General	373.68	273.53	647.21	1,027.01	406.93	1,433.94	419.92	311.63	731.55	723.47	359.28	1,082.75	910.31	496.05	1,406.36
School of Medicine - MD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School of Medicine - Non-MD	16.60	10.30	26.90	0.00	0.00	0.00	1.00	0.00	1.00	0.50	0.00	0.50	8.80	5.15	13.95
School of Medicine - Physician Assistant	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal - UU	390.28	283.83	674.11	1,027.01	406.93	1,433.94	420.92	311.63	732.55	723.97	359.28	1,083.25	919.11	501.20	1,420.31
Utah State University															
Education and General	7.47	2.00	9.47	67.80	11.73	79.53	54.74	12.00	66.74	61.27	11.86	73.13	65.01	12.87	77.88
Uintah Basin Continuing Ed. Center	1.33	0.00	1.33	11.50	0.00	11.50	4.00	0.00	4.00	7.75	0.00	7.75	8.41	0.00	8.41
Southeast Utah Continuing Ed. Center	0.60	0.00	0.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.30	0.00	0.30
Brigham City Continuing Ed. Center	487.95	7.56	495.51	1,439.44	9.57	1,449.01	1,894.20	5.93	1,900.13	1,666.82	7.75	1,674.57	1,910.79	11.53	1,922.32
Tooele/Wasatch Continuing Ed. Center	10.47	0.00	10.47	250.30	0.00	250.30	198.67	0.00	198.67	224.49	0.00	224.49	229.72	0.00	229.72
Subtotal - USU	507.82	9.56	517.38	1,769.04	21.30	1,790.34	2,151.61	17.93	2,169.54	1,960.33	19.61	1,979.94	2,214.23	24.40	2,238.63
Weber State University															
Education and General	554.39	290.76	845.15	1,215.90	330.89	1,546.79	1,767.05	316.57	2,083.62	1,491.47	323.73	1,815.20	1,768.67	469.11	2,237.78
Southern Utah University															
Education and General	656.00	666.43	1,322.43	304.07	242.43	546.50	452.30	540.10	992.40	378.18	391.26	769.44	706.18	724.48	1,430.66
Snow College															
Education and General	10.53	1.27	11.80	283.33	1.00	284.33	105.00	0.86	105.86	194.17	0.93	195.10	199.43	1.56	200.99
Applied Technology Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal - Snow	10.53	1.27	11.80	283.33	1.00	284.33	105.00	0.86	105.86	194.17	0.93	195.10	199.43	1.56	200.99
Dixie State College of Utah															
Education and General	211.71	59.37	271.08	176.67	36.96	213.63	176.12	22.68	198.80	176.40	29.82	206.22	282.25	59.50	341.75
College of Eastern Utah															
Education and General	0.73	32.54	33.27	64.00	76.14	140.14	30.60	20.40	51.00	47.30	48.27	95.57	47.67	64.54	112.21
San Juan Center	0.00	0.00	0.00	4.40	3.53	7.93	0.00	0.00	0.00	2.20	1.76	3.96	2.20	1.76	3.96
Subtotal - CEU	0.73	32.54	33.27	68.40	79.67	148.07	30.60	20.40	51.00	49.50	50.03	99.53	49.87	66.30	116.17
Utah Valley State College															
Education and General	97.16	488.23	585.39	1,674.87	708.58	2,383.45	709.00	770.67	1,479.67	1,191.93	739.63	1,931.56	1,240.51	983.74	2,224.25
Salt Lake Community College															
Education and General	214.59	14.16	228.75	2,092.04	116.50	2,208.54	2,598.59	141.85	2,740.44	2,345.31	129.18	2,474.49	2,452.61	136.26	2,588.87
TOTAL - USHE	2,643.21	1,846.15	4,489.36	8,611.33	1,944.26	10,555.59	8,411.19	2,142.69	10,553.88	8,511.26	2,043.47	10,554.73	9,832.86	2,966.55	12,799.41
TOTAL - USHE (without UU SOM MD)	2,643.21	1,846.15	4,489.36	8,611.33	1,944.26	10,555.59	8,411.19	2,142.69	10,553.88	8,511.26	2,043.47	10,554.73	9,832.86	2,966.55	12,799.41

Table 5

## USHE 2006-07 End-of-Year Enrollment Report

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

Institution and Line Item	Summer Term 2006-07 Budget-Related & Self Support FTE (End-of-Term)			Fall Term 2006-07 Budget-Related & Self Support FTE (End-of-Term)			Spring Term 2006-07 Budget-Related & Self Support FTE (End-of-Term)			Academic Year 2006-07			Annualized Year 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah															
Education and General	5,596.74	1,146.66	6,743.40	19,774.13	3,745.27	23,519.40	18,833.72	3,456.80	22,290.52	19,303.93	3,601.04	22,904.97	22,102.30	4,174.37	26,276.67
School of Medicine - MD	10.00	5.00	15.00	346.00	55.00	401.00	342.00	53.00	395.00	344.00	54.00	398.00	349.00	56.50	405.50
School of Medicine - Non-MD	104.30	50.33	154.63	304.07	171.55	475.62	314.62	161.34	475.96	309.35	166.45	475.80	361.50	191.61	553.11
School of Medicine - Physician Assistant	83.00	28.00	111.00	60.00	11.00	71.00	62.00	9.00	71.00	61.00	10.00	71.00	102.50	24.00	126.50
Subtotal - UU	5,794.04	1,229.99	7,024.03	20,484.20	3,982.82	24,467.02	19,552.34	3,680.14	23,232.48	20,018.28	3,831.49	23,849.77	22,915.30	4,446.48	27,361.78
Utah State University															
Education and General	1,144.37	371.01	1,515.38	10,490.81	1,995.29	12,486.10	9,563.15	1,826.81	11,389.96	10,026.98	1,911.05	11,938.03	10,599.17	2,096.56	12,695.73
Uintah Basin Continuing Ed. Center	340.03	0.00	340.03	876.47	0.00	876.47	1,010.40	0.00	1,010.40	943.44	0.00	943.44	1,113.45	0.00	1,113.45
Southeast Utah Continuing Ed. Center	63.97	0.00	63.97	108.07	0.00	108.07	117.47	0.00	117.47	112.77	0.00	112.77	144.76	0.00	144.76
Brigham City Continuing Ed. Center	1,237.07	30.21	1,267.28	2,455.17	30.67	2,485.84	2,703.10	34.93	2,738.03	2,579.14	32.80	2,611.94	3,197.67	47.91	3,245.58
Tooele/Wasatch Continuing Ed. Center	587.89	0.60	588.49	1,386.68	0.00	1,386.68	1,331.37	0.20	1,331.57	1,359.03	0.10	1,359.13	1,652.97	0.40	1,653.37
Subtotal - USU	3,373.33	401.82	3,775.15	15,317.20	2,025.96	17,343.16	14,725.49	1,861.94	16,587.43	15,021.36	1,943.95	16,965.31	16,708.02	2,144.87	18,852.89
Weber State University															
Education and General	3,122.49	463.66	3,586.15	12,160.15	976.06	13,136.21	11,993.09	915.50	12,908.59	12,076.62	945.78	13,022.40	13,637.87	1,177.61	14,815.48
Southern Utah University															
Education and General	1,539.30	767.93	2,307.23	4,849.10	916.53	5,765.63	4,666.50	1,135.27	5,801.77	4,757.80	1,025.90	5,783.70	5,527.45	1,409.87	6,937.32
Snow College															
Education and General	151.90	26.97	178.87	2,688.70	283.33	2,972.03	2,257.93	264.20	2,522.13	2,473.32	273.77	2,747.09	2,549.27	287.25	2,836.52
Applied Technology Education	32.85	0.52	33.37	192.78	1.25	194.03	180.72	1.53	182.25	186.75	1.39	188.14	203.18	1.65	204.83
Subtotal - Snow	184.75	27.49	212.24	2,881.48	284.58	3,166.06	2,438.65	265.73	2,704.38	2,660.07	275.16	2,935.23	2,752.45	288.90	3,041.35
Dixie State College of Utah															
Education and General	664.59	91.84	756.43	3,613.55	433.00	4,046.55	3,312.76	288.22	3,600.98	3,463.16	360.61	3,823.77	3,795.45	406.53	4,201.98
College of Eastern Utah															
Education and General	125.10	38.77	163.87	1,190.30	128.57	1,318.87	1,280.83	65.97	1,346.80	1,235.57	97.27	1,332.84	1,298.12	116.66	1,414.78
San Juan Center	75.57	13.30	88.87	219.80	52.70	272.50	0.00	0.00	0.00	109.90	26.35	136.25	147.69	33.00	180.69
Subtotal - CEU	200.67	52.07	252.74	1,410.10	181.27	1,591.37	1,280.83	65.97	1,346.80	1,345.47	123.62	1,469.09	1,445.81	149.66	1,595.47
Utah Valley State College															
Education and General	2,448.48	1,027.33	3,475.81	13,838.91	1,995.52	15,834.43	12,238.33	1,917.83	14,156.16	13,038.62	1,956.68	14,995.30	14,262.86	2,470.34	16,733.20
Salt Lake Community College															
Education and General	4,234.81	327.34	4,562.15	15,245.66	820.99	16,066.65	14,768.14	772.86	15,541.00	15,006.90	796.93	15,803.83	17,124.31	960.60	18,084.91
TOTAL - USHE	21,562.46	4,389.47	25,951.93	89,800.35	11,616.73	101,417.08	84,976.13	10,903.46	95,879.59	87,388.28	11,260.12	98,648.40	98,169.52	13,454.86	111,624.38
TOTAL - USHE (without UU SOM MD)	21,552.46	4,384.47	25,936.93	89,454.35	11,561.73	101,016.08	84,634.13	10,850.46	95,484.59	87,044.28	11,206.12	98,250.40	97,820.52	13,398.36	111,218.88

## USHE 2006-07 End-of-Year Enrollment Report

## Budget-Related and Self-Support Headcount Enrollments

Institution and Line Item	Summer Term 2006-07 Budget Related & Self Support Headcount (End-of-Term)			Fall Term 2006-07 Budget Related & Self Support Headcount (End-of-Term)			Spring Term 2006-07 Budget Related & Self Support Headcount (End-of-Term)		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah									
Education and General	13,286	2,362	15,648	27,048	4,420	31,468	26,500	4,001	30,501
School of Medicine - MD	10	5	15	346	55	401	342	53	395
School of Medicine - Non-MD	224	137	361	602	230	832	595	224	819
School of Medicine - Physician Assistant	83	28	111	60	11	71	62	9	71
Less Duplicates <sup>(1)</sup>	-23	-2	-25	-403	-109	-512	-471	-103	-574
Subtotal - UU	13,580	2,530	16,110	27,653	4,607	32,260	27,028	4,184	31,212
Utah State University									
Education and General	2,538	709	3,247	12,199	2,222	14,421	11,513	2,109	13,622
Uintah Basin Continuing Ed. Center	888	0	888	2,299	0	2,299	2,533	0	2,533
Southeast Utah Continuing Ed. Center	145	0	145	200	0	200	239	0	239
Brigham City Continuing Ed. Center	4,342	107	4,449	6,060	158	6,218	5,637	128	5,765
Tooele/Wasatch Continuing Ed. Center	1,455	1	1,456	3,207	0	3,207	3,470	1	3,471
Less Duplicates	-720	-108	-828	-1,096	-158	-1,254	-1,189	-127	-1,316
Subtotal - USU	8,648	709	9,357	22,869	2,222	25,091	22,203	2,111	24,314
Weber State University									
Education and General	7,578	867	8,445	19,232	1,475	20,707	20,327	1,443	21,770
Southern Utah University									
Education and General	4,000	2,613	6,613	6,501	2,069	8,570	6,465	2,723	9,188
Snow College									
Education and General	409	65	474	3,477	301	3,778	2,786	281	3,067
Applied Technology Education	134	1	135	585	3	588	542	1	543
Less Duplicates	-9	0	-9	-143	-2	-145	-64	0	-64
Subtotal - Snow	534	66	600	3,919	302	4,221	3,264	282	3,546
Dixie State College of Utah									
Education and General	4,034	854	4,888	6,041	559	6,600	5,608	401	6,009
Less Duplicates	-1	0	-1	-1	0	-1	0	0	0
Subtotal - DSC	4,033	854	4,887	6,040	559	6,599	5,608	401	6,009
College of Eastern Utah									
Education and General	305	91	396	1,598	293	1,891	1,749	120	1,869
San Juan Center	158	27	185	392	78	470	0	0	0
Less Duplicates	-1	0	-1	-27	-4	-31	0	0	0
Subtotal - CEU	462	118	580	1,963	367	2,330	1,749	120	1,869
Utah Valley State College									
Education and General	5,554	2,047	7,601	21,515	2,862	24,377	18,953	2,941	21,894
Less Duplicates	0	0	0	-3	0	-3	-1	0	-1
Subtotal - UVSC	5,554	2,047	7,601	21,512	2,862	24,374	18,952	2,941	21,893
Salt Lake Community College									
Education and General	10,187	675	10,862	31,070	1,570	32,640	30,565	1,481	32,046
Less Duplicates	-10	0	-10	-36	-1	-37	-37	-2	-39
Subtotal - SLCC	10,177	675	10,852	31,034	1,569	32,603	30,528	1,479	32,007
TOTAL - USHE	54,566	10,479	65,045	140,723	16,032	156,755	136,124	15,684	151,808
TOTAL - USHE (without UU SOM MD)	54,556	10,474	65,030	140,377	15,977	156,354	135,782	15,631	151,413

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

Table 7

## USHE 2006-07 End-of-Year Enrollment Report

## Budget-Related &amp; Self-Supporting FTE Enrollments

Institution and Line Item	Spring Term 2005-06 Budget-Related & Self Support FTE (End-of-Term)			Spring Term 2006-07 Budget-Related & Self Support FTE (End-of-Term)			Difference Between Spring Term 2005-06 and 2006-07			% Change Between Spring Term 2005-06 and 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	19,082.32	3,466.37	22,548.69	18,833.72	3,456.80	22,290.52	-248.60	-9.57	-258.17	-1.3%	-0.3%	-1.1%
School of Medicine - MD	348.00	51.00	399.00	342.00	53.00	395.00	-6.00	2.00	-4.00	-1.7%	3.9%	-1.0%
School of Medicine - Non-MD	289.77	171.87	461.64	314.62	161.34	475.96	24.85	-10.53	14.32	8.6%	-6.1%	3.1%
School of Medicine - Physician Assistant	58.00	18.00	76.00	62.00	9.00	71.00	4.00	-9.00	-5.00	6.9%	-50.0%	-6.6%
Subtotal - UU	19,778.09	3,707.24	23,485.33	19,552.34	3,680.14	23,232.48	-225.75	-27.10	-252.85	-1.1%	-0.7%	-1.1%
Utah State University												
Education and General	9,828.41	1,696.96	11,525.37	9,563.15	1,826.81	11,389.96	-265.26	129.85	-135.41	-2.7%	7.7%	-1.2%
Uintah Basin Continuing Ed. Center	1,050.80	0.00	1,050.80	1,010.40	0.00	1,010.40	-40.40	0.00	-40.40	-3.8%	0.0%	-3.8%
Southeast Utah Continuing Ed. Center	132.80	0.00	132.80	117.47	0.00	117.47	-15.33	0.00	-15.33	-11.5%	0.0%	-11.5%
Brigham City Continuing Ed. Center	2,575.37	33.63	2,609.00	2,703.10	34.93	2,738.03	127.73	1.30	129.03	5.0%	3.9%	4.9%
Tooele/Wasatch Continuing Ed. Center	1,193.54	0.13	1,193.67	1,331.37	0.20	1,331.57	137.83	0.07	137.90	11.5%	53.8%	11.6%
Subtotal - USU	14,780.92	1,730.72	16,511.64	14,725.49	1,861.94	16,587.43	-55.43	131.22	75.79	-0.4%	7.6%	0.5%
Weber State University												
Education and General	12,347.64	1,021.26	13,368.90	11,993.09	915.50	12,908.59	-354.55	-105.76	-460.31	-2.9%	-10.4%	-3.4%
Southern Utah University												
Education and General	4,535.30	789.60	5,324.90	4,666.50	1,135.27	5,801.77	131.20	345.67	476.87	2.9%	43.8%	9.0%
Snow College												
Education and General	2,332.90	252.33	2,585.23	2,257.93	264.20	2,522.13	-74.97	11.87	-63.10	-3.2%	4.7%	-2.4%
Applied Technology Education (1)	180.51	0.00	180.51	180.72	1.53	182.25	0.21	1.53	1.74	0.1%	0.0%	1.0%
Subtotal - Snow	2,513.41	252.33	2,765.74	2,438.65	265.73	2,704.38	-74.76	13.40	-61.36	-3.0%	5.3%	-2.2%
Dixie State College of Utah												
Education and General	3,376.55	358.76	3,735.31	3,312.76	288.22	3,600.98	-63.79	-70.54	-134.33	-1.9%	-19.7%	-3.6%
College of Eastern Utah												
Education and General	1,097.63	67.63	1,165.26	1,280.83	65.97	1,346.80	183.20	-1.66	181.54	16.7%	-2.5%	15.6%
San Juan Center	241.77	78.07	319.84	0.00	0.00	0.00	-241.77	-78.07	-319.84	-100.0%	-100.0%	-100.0%
Subtotal - CEU	1,339.40	145.70	1,485.10	1,280.83	65.97	1,346.80	-58.57	-79.73	-138.30	-4.4%	-54.7%	-9.3%
Utah Valley State College												
Education and General	11,818.30	1,942.35	13,760.65	12,238.33	1,917.83	14,156.16	420.03	-24.52	395.51	3.6%	-1.3%	2.9%
Salt Lake Community College												
Education and General	14,744.19	715.42	15,459.61	14,768.14	772.86	15,541.00	23.95	57.44	81.39	0.2%	8.0%	0.5%
Skill Center	0.00	0.00	0.00									
Subtotal - SLCC	14,744.19	715.42	15,459.61	14,768.14	772.86	15,541.00	23.95	57.44	81.39	0.2%	8.0%	0.5%
TOTAL - USHE	85,233.80	10,663.38	95,897.18	84,976.13	10,903.46	95,879.59	-257.67	240.08	-17.59	-0.3%	2.3%	0.0%
TOTAL - USHE (without UU SOM MD)	84,885.80	10,612.38	95,498.18	84,634.13	10,850.46	95,484.59	-251.67	238.08	-13.59	-0.3%	2.2%	0.0%

Table 8

## USHE 2006-07 End-of-Year Enrollment Report

## Budget-Related &amp; Self-Supporting Unduplicated Headcount Enrollments

Institution and Line Item	Spring Term 2005-06 Unduplicated Headcounts (End-of-Term)			Spring Term 2006-07 Unduplicated Headcounts (End-of-Term)			Difference Between Annualized Year 2005-06 and 2006-07			% Change Between Annualized Year 2005-06 and 2006-07		
	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total	Resident	Non-resident	Total
University of Utah												
Education and General	26,400	3,868	30,268	26,500	4,001	30,501	100	133	233	0.4%	3.4%	0.8%
School of Medicine - MD	348	51	399	342	53	395	-6	2	-4	-1.7%	3.9%	-1.0%
School of Medicine - Non-MD	519	221	740	595	224	819	76	3	79	14.6%	1.4%	10.7%
School of Medicine - Physician Assistant	58	18	76	62	9	71	4	-9	-5	6.9%	-50.0%	-6.6%
Less Duplicates <sup>(1)</sup>	-422	-93	-515	-471	-103	-574	-49	-10	-59	11.6%	10.8%	11.5%
Subtotal - UU	26,903	4,065	30,968	27,028	4,184	31,212	125	119	244	0.5%	2.9%	0.8%
Utah State University												
Education and General	11,701	1,934	13,635	11,513	2,109	13,622	-188	175	-13	-1.6%	9.0%	-0.1%
Uintah Basin Continuing Ed. Center	2,549	0	2,549	2,533	0	2,533	-16	0	-16	-0.6%	0.0%	-0.6%
Southeast Utah Continuing Ed. Center	265	0	265	239	0	239	-26	0	-26	-9.8%	0.0%	-9.8%
Brigham City Continuing Ed. Center	6,289	132	6,421	5,637	128	5,765	-652	-4	-656	-10.4%	-3.0%	-10.2%
Tooele/Wasatch Continuing Ed. Center	2,565	1	2,566	3,470	1	3,471	905	0	905	35.3%	0.0%	35.3%
Less Duplicates	-1,381	-133	-1,514	-1,189	-127	-1,316	192	6	198	-13.9%	-4.5%	-13.1%
Subtotal - USU	21,988	1,934	23,922	22,203	2,111	24,314	215	177	392	1.0%	9.2%	1.6%
Weber State University												
Education and General	20,679	1,594	22,273	20,327	1,443	21,770	-352	-151	-503	-1.7%	-9.5%	-2.3%
Southern Utah University												
Education and General	6,614	2,134	8,748	6,465	2,723	9,188	-149	589	440	-2.3%	27.6%	5.0%
Snow College												
Education and General	2,858	255	3,113	2,786	281	3,067	-72	26	-46	-2.5%	10.2%	-1.5%
Applied Technology Education (1)	586	0	586	542	1	543	-44	1	-43	-7.5%	0.0%	-7.3%
Less Duplicates	-60	0	-60	-64	0	-64	-4	0	-4	0.0%	0.0%	0.0%
Subtotal - Snow	3,384	255	3,639	3,264	282	3,546	-120	27	-93	-3.5%	10.6%	-2.6%
Dixie State College of Utah												
Education and General	5,872	523	6,395	5,608	401	6,009	-264	-122	-386	-4.5%	-23.3%	-6.0%
Less Duplicates	0	0	0	0	0	0	0	0	0	0.0%	0.0%	0.0%
Subtotal - DSC	5,872	523	6,395	5,608	401	6,009	-264	-122	-386	-4.5%	-23.3%	-6.0%
College of Eastern Utah												
Education and General	1,418	93	1,511	1,749	120	1,869	331	27	358	23.3%	29.0%	23.7%
San Juan Center	445	123	568	0	0	0	-445	-123	-568	-100.0%	-100.0%	-100.0%
Less Duplicates	-24	-7	-31	0	0	0	24	7	31	0.0%	0.0%	0.0%
Subtotal - CEU	1,839	209	2,048	1,749	120	1,869	-90	-89	-179	-4.9%	-42.6%	-8.7%
Utah Valley State College												
Education and General	18,284	2,787	21,071	18,953	2,941	21,894	669	154	823	3.7%	5.5%	3.9%
Less Duplicates	0	0	0	-1	0	-1	-1	0	-1	0.0%	0.0%	0.0%
Subtotal - UVSC	18,284	2,787	21,071	18,952	2,941	21,893	668	154	822	3.7%	5.5%	3.9%
Salt Lake Community College												
Education and General	30,063	1,316	31,379	30,565	1,481	32,046	502	165	667	1.7%	12.5%	2.1%
Skills Center	0	0	0									
Less Duplicates	0	0	0	-37	-2	-39	-37	-2	-39	0.0%	0.0%	0.0%
Subtotal - SLCC	30,063	1,316	31,379	30,528	1,479	32,007	465	163	628	1.5%	12.4%	2.0%
TOTAL - USHE	135,626	14,817	150,443	136,124	15,684	151,808	498	867	1,365	0.4%	5.9%	0.9%
TOTAL - USHE (without UU SOM MD)	135,278	14,766	150,044	135,782	15,631	151,413	504	865	1,369	0.4%	5.9%	0.9%

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

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE - Preliminary Draft, Estimated Operating Budget Request Summary (Tax Funds Only) FY 2008-2009 and Supplemental FY 2007-2008

Issue

In preparation for the 2008 General Session, Commissioner Kendell and staff, in consultation with the University and College Presidents, have developed preliminary budget request categories for Regent review and discussion. Budget categories have been developed to support the basic operating needs of each institution and to identify resources needed to realize the policy priorities of higher education. Particular attention is given to initiatives that will improve preparation for higher education and that will foster higher participation and completion rates.

Categories included in this year's basic budget request include salary retention funds for key faculty and staff members, infrastructure costs related to fuel and power, operation maintenance costs, and information technology needs. Increases for workforce development initiatives and student success issues of retention and graduation are suggested as well. Staff has also recommended that Regents support an increase in ongoing funds for student financial aid, New Century Scholarships and the Utah State Scholars Initiative. More detail is provided in the budget sheet, attached.

Comments and suggestions received will be incorporated into the final 2008-09 Budget Request for Regent consideration in the October Meeting.

Commissioner's Recommendation

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

REK/MHS/KLH  
Attachment

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Richard E. Kendell  
Commissioner of Higher Education

Table 1

**Utah System of Higher Education****Preliminary Operating Budget Request Summary (Tax Funds Only)**

FY 2008-09 and FY 2007-08 Supplemental

**ESTIMATED FY 2008-09 STATE TAX FUNDS ADJUSTED BASE BUDGET****\$ 732,421,200****USHE BUDGET PRIORITIES**

<i>Basic Budget</i>	
<b>1. Compensation</b>	<i>Base Compensation +</i>
A. Equivalent State Employee Compensation Package <sup>(1)</sup>	<i>TBD</i>
B. Faculty and Staff Retention Funds (1%)	
<b>2. Mandated Costs</b>	-
A. Utility Rate Increases	
B. IT Software Licensing Costs	
C. O&M Requests for State and Non State Funded Projects (Currently Online)	
<b>3. Statewide Infrastructure Priorities</b>	<b>0</b>
A. State Scholar Infrastructure	
B. Internet 2 Research Network	
C. Audit Staffing	
D. Emergency Management and Campus Security	
E. Hearing Impaired Student Translators	
F. Academic Library Consortium	
G. Mental Health Services Staffing	
H. IT Physical Infrastructure - HBXXX (S.Clark)	
<i>Participation and Completion</i>	
<b>4. Focused Participation Rate Increases</b>	-
A. Student Financial Aid	
(1) Need Based Student Aid - (UCOPE)	
(2) Mandated Federal Aid State Match	
(3) Education Disadvantage	
<b>5. Institutional Priorities and Partnerships</b>	-
A. Institutional Priorities	
B. Institutional Partnerships	
<b>6. Workforce Development</b>	-
A. Teacher Initiative	
B. Health Professions Initiative	
C. Engineering Initiative	
D. Science and Technology Initiative	
<i>Preparation</i>	
<b>7. Student Support and Success</b>	-
A. New Century Scholarships	
B. Regents Scholarship	

**ONE-TIME INCREASES \$0**

<b>1. A. Hardware Replacement of Aging Infrastructure</b>	<b>\$0</b>
B. Joint High Performance Computing Proposal	
C. Science and Technology Equipment	
D. Library Enhancements & Acquisitions	
E. Systems Equipment for Shared Disaster Recovery Operations- Richfield Data Center	
F. Planning Grant for Statewide Data Center	
<b>2. A. Institutional One-time Requests</b>	

**SUPPLEMENTAL INCREASES \$0**

<b>1. A. Utility Rate Increases</b>	<b>\$0</b>
B. Other	

**REQUEST SUMMARY**

<b>USHE Budget Priorities</b>	<b>\$0</b>
USHE Priorities Request Percent Increase	0.0%
<b>One-time Increases</b>	<b>\$0</b>
<b>Supplemental Increases</b>	<b>\$0</b>



September 14, 2007

MEMORANDUM

To: State Board of Regents

From: Commissioner Richard E. Kendell

Subject: Legislative Update – Information Item

Background

The Higher Education Task Force meeting was held on August 17, 2007. Commissioner Kendell presented six recommendations regarding the Utah College of Applied Technology (UCAT). (See attached copy) The recommendations which dealt with capital facilities, budgeting and associate degrees, presented options to better integrate and coordinate UCAT as part of the Utah System of Higher Education.

There was also discussion of the capital facilities planning process with presentations from Gregg Buxton, Director of the Division of Facilities and Construction Management; Larry Jardine, Chairman, Utah State Building Board; and Commissioner Kendell. Mr. Buxton and Mr. Jardine discussed the Building Board Prioritization Process and Commissioner Kendell discussed the USHE Qualification and Prioritization Process. There was some discussion concerning why the Building Board rankings of Higher Education projects differed significantly from USHE rankings.

The final topic on the Task Force Agenda was Higher Education Compensation. The following three areas were covered:

a. **Report on Salary Increases for 2007-2008** – Associate Commissioner Mark Spencer provided a summary list of average increases by institution. The USHE followed legislative direction by averaging an increase of five percent for FY 2008.

b. **Salary Equity Analysis** – The USHE performs a biannual salary equity study for employees in higher education. The results of the most recent study suggest that 40 percent of benchmarked positions were below 90 percent of comparable peer salaries.

c. **Salary Retention Funds** – A report demonstrating highly effective use of a special appropriation to be used to retain key faculty and staff members was distributed.

A copy of the minutes from the August 17, 2007 Higher Education Task Force Meeting is attached. The meeting of the Higher Education Task Force scheduled for September 20, 2007 has been canceled.

The Education Interim Committee meeting held on July 18, 2007 dealt only with public education issues.

Commissioner's Recommendation

This is for information only. No action is required by the Board of Regents.

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Richard E. Kendell, Commissioner

REK/DW:jc  
Attachments

**Recommendations for the Higher Education Task Force  
Regarding the Utah College of Applied Technology  
August 17, 2007  
Richard E. Kendell, Commissioner of Higher Education**

1. **Space Utilization.** That the Board of Regents, in cooperation with the UCAT Board of Trustees and DFCM, conduct a space utilization study for the eight UCAT campuses, similar to what is currently done for the other nine USHE institutions. That the results of this study be reported to the Higher Education Appropriations Subcommittee in the 2008 legislative session.
2. **Facilities Master-Planning.** That the Board of Regents, in cooperation with the UCAT Board of Trustees, conduct a facilities master plan projecting the capital needs of each of the eight UCAT campuses for the next 5- and 10-year periods, based on space utilization and projected enrollment growth. That the results of this study be reported to the Higher Education Appropriations Subcommittee in the 2008 legislative session.
3. **Partnering for Capital Facilities.** That the UCAT Board of Trustees and all UCAT campuses explore and exhaust all options for sharing facilities and creating partnerships for new facilities with other USHE institutions and local school districts in their respective regions before submitting any requests for new permanent space. A report on the efforts to explore sharing options will be made to the State Building Board and the Capital Facilities Subcommittee, along with any capital facilities requests.
4. **Budgeting.** That the president of UCAT prepare a budget following the general budget categories outlined by the Office of the Commissioner, and that this budget be presented to the State Board of Regents at the same time that other institutional budgets are presented. This budget is intended for review and discussion.
5. **Capital Facilities Requests.** That the president of UCAT present the UCAT capital facilities requests and priorities to the State Board of Regents at the same time other higher education institutions make their capital facilities requests. These projects will be presented for discussion purposes.
6. **Degree Programs.** That the Board of Regents and UCAT Board of Trustees authorize the creation of partnerships across institutions to create effective career pathways and degree programs resulting in the development of Associate of Science and Associate of Applied Science degrees by credit-granting institutions where demand and circumstances so warrant.

**MINUTES OF THE  
HIGHER EDUCATION TASK FORCE**

Tuesday, July 17, 2007 – 8:00 a.m. – Room W125 House Building

**Members Present:**

Sen. Greg Bell, Senate Chair  
Rep. Kory M. Holdaway, House Chair  
Sen. Mike Dmitrich  
Sen. Peter Knudson  
Sen. Dennis E. Stowell  
Rep. Ron Bigelow  
Rep. Melvin R. Brown  
Rep. John G. Mathis  
Rep. Carol Spackman Moss  
Rep. Mark A. Wheatley

**Members Absent:**

Sen. Brent H. Goodfellow  
Rep. Stephen H. Urquhart

**Staff Present:**

Ms. Allison M. Nicholson, Policy Analyst  
Mr. Dee S. Larsen, Associate General Counsel  
Ms. Glenda S. Whitney, Legislative Secretary

**Note:** A list of others present, a copy of related materials, and an audio recording of the meeting can be found at [www.le.utah.gov](http://www.le.utah.gov).

**1. Task Force Business**

Chair Bell called the meeting to order at 8:15 a.m. and announced the retirement of Dr. Richard E. Kendell, Commissioner of Higher Education.

**MOTION:** Rep. Bigelow moved to approve the minutes of the June 21, 2007 meeting. The motion passed unanimously. Sen. Dmitrich, Sen. Knudson, and Rep. Wheatley were absent for the vote.

**2. Applied Technology Governance**

Mr. Larsen distributed handouts, "Briefing Memo, Economic/Workforce Development - Career and Technical Education" and "Career and Technical Education Governance Issues." He presented an overview on the history of applied technology education governance in Utah and reviewed models of applied technology education governance used in other states.

**3. Utah College of Applied Technology (UCAT)**

Mr. Robert Brems, President, Utah College of Applied Technology, distributed and reviewed handouts "UCAT Nine ATCs, 58,000 reasons," "Utah College of Applied Technology Annual Report October 2006," and a copy of his slide presentation "Role and Mission of the Utah College of Applied Technology." He gave an overview of UCAT campuses and programs and discussed issues related to UCAT's inclusion within the Utah System of Higher Education. He discussed UCAT's budget process, capital facilities, and associate degrees. Mr. Brems discussed UCAT's Northstar student information system that tracks student data and noted that UCAT is working on developing a student information system to fit the unique characteristics of UCAT and its campuses.

Mr. Brems recognized some of the members of the 2007 UCAT Board of Trustees who were present in the audience. He noted that all budget requests are submitted to the Board of Trustees for its approval and then an executive summary budget request is submitted to the legislature and to the governor.

Mr. Richard Maughan, President, Bridgerland Applied Technology College, commented on the assistance and support between applied technology institutions.

Ms. Collette Mercier, President, Ogden-Weber Applied Technology College, commented on certain apprenticeship programs and the demand for AAT/AAS degrees.

Mr. Scott Snelson, President, Salt Lake/Tooele Applied Technology College, commented on the partnership and coordination of joint programs and the sharing of facilities within certain school districts.

Mr. Brems recognized the presidents of UCAT's campuses who were in the audience: Bridgerland (President Richard Maughan), Davis (President Michael Bouwhuis), Dixie (President Richard VanAusdal), Mountainland (President Clay Christensen), Ogden-Weber (President Collette Mercier), Salt Lake/Tooele (President Scott Snelson), Southwest (President Dana Miller), and Uintah Basin (President Paul Hacking).

Mr. Don Ipson, Chair, UCAT Board of Trustees, commented on the UCAT system and noted it provides a great service to the people and to employers in the state. He thanked the legislature for its support.

Dr. Richard E. Kendell, Commissioner of Higher Education, spoke in support of the role and mission of UCAT and indicated that it is a complimentary institution to Utah's Higher Education System. He noted areas that the Task Force could consider in addressing policy issues, building needs, and degree issues.

#### **4. Substance Abuse on College Campuses**

Dr. Lucille Stoddard, Associate Commissioner for Academic Affairs, Utah System of Higher Education, distributed a handout, "Substance Abuse and Binge Drinking on Utah College and University Campus" and gave a report on the amount of binge drinking and drug abuse on campuses nation-wide and Utah college campuses. She noted Utah is at or below the national average for substance abuse of alcohol and drugs. She commented that she will be meeting with the student services leaders at the campuses soon to address alcohol and drug use on campuses.

#### **5. Higher Education Enhancements**

Sen. Dennis E. Stowell distributed and noted that S.B. 90, "Higher Education Enhancements," which was enacted in the 2007 General Session and appropriated \$7,500,000 to higher education institutions to expand or create degree programs. He suggested that the Task Force consider whether a similar bill should be introduced in the 2008 General Session.

Dr. Kendell indicated that they were in support of the 2007 bill and discussed possible institutional priorities for a 2008 bill.

Chair Bell asked that the Board of Regents review the options for draft legislation and that Dr. Kendell come back with a general plan and report to the task force.

#### **6. Other Items / Adjourn**

Chair Bell indicated that the next meeting of the Task Force was scheduled for August 17, 2007 from 9:00 a.m. to 12:00 p.m.

**MOTION:** Rep. Mathis moved to adjourn the meeting. The motion passed unanimously with Sen. Dmitrich and Rep. Bigelow absent for the vote.

Chair Bell adjourned the meeting at 11:33 a.m.

September 13, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Scholars Update: Information Item

Issue

In March 2006, the Utah K-16 Alliance, a partnership of the State Board of Regents, the State Board of Education, the Office of the Governor, and Utah's business community, received a \$300,000 grant from the U.S. Department of Education to pilot the State Scholars Initiative in four school districts. Subsequently, the Utah Legislature appropriated \$500,000 in one-time funds during the 2007 General Session to help the Alliance sustain the program beyond the period of the grant.

Thus far, the Utah Scholars program has been very successful in persuading large numbers of 8<sup>th</sup> grade students in participating schools to begin taking the Utah Scholars course of study, and in obtaining solid support from Utah's business and legislative leaders. As we move into the 2007-2008 academic year, we have initiated several steps to strengthen the program and expand its reach across the state, including:

1. Hiring a new Program Director and staff to develop partnerships between USHE institutions and K-12 schools, recruit and maintain business support, and improve the delivery of services to K-12 schools;
2. Implementing Utah Scholars in more secondary schools across the state; for the 2007-2008 school year Utah Scholars will have a presence in additional schools in the Davis, Granite, and Jordan School Districts, in all of Alpine School District's secondary schools, and in all of Washington County School District's secondary schools. In addition, based on preliminary discussions we have had with school and community leaders, it is possible that Utah Scholars may be implemented in the Garfield County School District, Salt Lake City School District, and the Provo School District.
3. Partnering with the Ken Garff Road to Success program, a new reading incentive program for Wasatch Front elementary schools.
4. Proposing legislation for the 2008 General Session to create a merit scholarship for students successfully completing the Utah Scholars program.

We will continue to update the Board of Regents on these items, and others, as we progress throughout the year.

Commissioner's Recommendation

This is an information item only and no action is necessary.

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Richard E. Kendell, Commissioner

REK:DSD

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – “Non-state Funds” Capital Development Projects for 2008-2009

Regent Policy R 710 requires the Regents approve requests for projects to be constructed on USHE campuses. This includes:

- Approval of institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested (R 710-4.5.5).
- Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets (R 710-4.5.5.1).
- Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources (R 710-4.5.5.2).

The Board of Regents may submit projects directly to the State Building Board. However, non-state projects that do not receive legislative approval are not eligible for state-funded O&M or capital improvement funding. Projects funded with non-state dollars are eligible for state-appropriated O & M when the use of the building is for approved academic and training purposes and is consistent with the institution's master plan (R 710-4.5.6).

Shown below is a summary of this year's request for non-state funded projects. Staff and institutional representatives will be on hand to answer questions during the September meeting.

USHE Non-State Funded Capital Development Request				
2008-09				
Project	Total Cost	GSF	State Funded O&M	Source of Funds
UU-University Neuropsychiatric Institute (UNI) Expansion	\$45,861,000	115,000	\$0	TBD
UU -State Arboretum Visitors Center Renovation and Addition	\$1,400,000	4,050	\$6,800	Donation
UU - Northwest Campus Parking Structure	\$21,280,000	182,400	\$0	Revenue Bond & Donations
UU - Huntsman Cancer Hospital Phase II-B	\$110,000,000	141,139	\$0	Clinical Revenues & Donations (Leased-Finance Debt)



Commissioner's Recommendation

The Commissioner recommends that the Regents approve the non-state funded list, noting that specific financing will be further detailed and reported back to the Regents.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH



## Community Colleges in Utah: Providing Educational Opportunities and Community Benefits

Dr. Lucille Stoddard  
President Cynthia Bioteau  
for the  
Council of Chief Academic Officers  
Utah System of Higher Education  
September 2007

Nearly one-half (46 percent) of all undergraduate students in the United States are currently enrolled in community colleges! In fact, community colleges enroll more first-time freshmen and more undergraduates than any other type of higher education institution (Romano, 2003, p 2).

The community college is, in many ways reflective of America's traditional educational values, providing education and training that is affordable, with open admission, and with supporting diverse learning needs. Community colleges are vitally needed, both nationally and in Utah, not only because they provide critical components in the educational scheme, but also because they contribute to the community, to business and industry, and to the economy in extraordinarily important ways (Selingo, 2004). Utah's community colleges, therefore, serve students, business and industry, and the community at large with a balance of educational programs providing skills that are necessary to compete in modern society.

### **Critical Components in the Educational Scheme**

Community colleges provide multiple, essential access points that invite traditional and underserved populations to begin, resume, continue, and succeed with higher education and skills training. Because community colleges are smaller and more flexible, they are distinctively able to provide six critical components in the educational scheme:

1. Developmental education that forms a foundation for successful completion of work related skills, or lower division education.
2. Career and technical education that meets the training needs for students working toward certificates and/or Associate of Applied Science degrees.
3. Lower-division education that leads to career or transfer associate degrees.
4. Adult and continuing education that responds to the needs of local communities.
5. Short-term intensive training, generally non-credit competency based; organized to meet the economic development needs of the service delivery area.
6. Student support services and student life activities that are organized to enhance student success.

The community college addresses multiple student aspirations for education. Students frequently choose this venue as a way to complete their first two years of college which prepares them for work, transfer, a short-term certificate, or perhaps a brush-up non-credit or credit workshop or course. Because classes are normally smaller than at universities, students are more likely to know and interact with academic advisors and faculty, encouraging completion.

As we compare the national demographics showing that 46 percent of undergraduate students are enrolled in the community college, with Utah's enrollment patterns, the percentages are somewhat lower with 22 percent of USHE students who are enrolled at Snow College, College of Eastern Utah, and Salt Lake Community College. These lower numbers can partially be explained by the two community college models adopted in Utah. The first and more traditional model is seen at Snow, CEU, and SLCC, all of which fulfill, in their entirety, the varied and sometimes complex roles of the comprehensive community college.

In Utah, there is an alternative model that falls outside the traditional two-year community college model. The institutions are sometimes referred to as two-tiered or embedded. Weber State University, Utah Valley State College, and Dixie State College all reflect this structure. These institutions, in addition to offering baccalaureate degrees and, in Weber's case, master's degrees, also offer certificates and associate degrees, although not generally as extensive as those at the traditional community colleges. However, they also provide all six critical educational components normally found at community colleges.

### ***Developmental Education***

The first fundamental component community colleges are especially capable of providing is developmental education. Community colleges are designed to provide access to all students; this is achieved through an open admissions policy. Open admissions generally requires that a student meet a certain age requirement or have a high school diploma or equivalent, but does not mean students go directly into college classes if they do not have the academic skills necessary to succeed in college-level courses. Generally, placement tests are given to identify voids and to identify classes to remediate those voids, often with just a class or, in some cases, very short-term brush-up work.

Students need developmental and/or remedial education for a variety of reasons. Many students needing developmental coursework are often those who may not have had college-prep math since their eleventh grade, if at all. Also, many students do not move directly from high school to college, or possibly they go to college for a semester and leave for a year or two, lengthening the gap between their last formal education experience and college. Community colleges are designed to serve, in addition to the student coming directly from high school, the returning, non-traditional student who may not have had an academic experience for years. All categories of students need support. The benefits derived from well-prepared students are substantial in terms of earning capacity, lifestyle, citizenship, and economic growth.

We know, for example, in Utah, that 50 percent of developmental students in all institutions enroll in just one course. Our data also show that developmental students in all institutions have a retention rate of 51 percent, slightly higher than non-developmental students at 41 percent. Additionally, those students who complete developmental courses successfully were just as likely to graduate on time as were their non-remedial counterparts. Community colleges play a significant role in preparing under-prepared students for college-level work and for making certain they succeed and graduate. This process leads to the community

college being very efficient in producing tax-paying, contributing citizens who may well have lost their way because of inadequate academic skills preparation or lack of diversity in learning opportunities.

Developmental classes are also offered to students who need better and more efficient study skills, interpersonal and life management strategies, and assistance in selecting careers. Students at all academic levels are served through these courses and activities at Utah's community colleges. Particularly important are those classes and activities designed for a returning student population who have experienced loss of spouses, changes in work environments, or other personal casualties. There are countless documented examples of students who moved into graduate school, professional jobs, and other occupations who could not have done so otherwise. Experienced counselors, faculty, and advisors are available to work one-on-one with such students.

Community colleges do an excellent job in fulfilling the community needs for developmental education.

### ***Career and Technical Education***

Career and technical education (CTE) supports Utah employers and neighbors in responding with a skilled workforce in the ever changing environment of the 21<sup>st</sup> century.

The Associate of Applied Science degree, a special CTE award, is offered to those students who deliberately plan to finish a degree within two years and enter the workforce directly. Many jobs are available for AAS graduates, including health occupations, nursing, biotech technician, construction and automotive trades, and numerous other career and technological occupations. Utah has tried to structure these degrees carefully so students can spin out in any one occupation at the six-month level; the year level; or, when they finish the full program, at two years. Faculty in these programs are sensitive to the possibility of students returning to finish a two-year degree or to transfer to a baccalaureate-granting institution to complete a Bachelor of Arts or a Bachelor of Science degree. Therefore, every effort is made to articulate individual courses into the system at both the lower-division and the upper-division levels. Career mobility is a driving force, not only in structuring these degrees, but in any CTE program.

These programs in Utah have produced remarkable results. Weber State University, for example, offers seven AAS options in Automotive Service Technology, with an additional certificate option for General Motors, Chrysler, Ford, Honda, and Toyota. These companies have, in many instances underwritten some of the educational costs; and Weber has supplied, in return, well-trained and educated employees. Salt Lake Community College has partnerships with Intermountain Healthcare and St. Mark's hospitals for addressing their nursing shortages; Dixie State College in Washington County has partnered similarly with Intermountain Health Care. Union Pacific Corporation and Railroad partnered with SLCC for their on-going western regional training through building classrooms and labs on the college campus.

### ***Lower-division Education***

Community colleges are specifically designed to provide a general education experience that can be applied toward a baccalaureate degree, articulating with four year institutions, thus significantly reducing the total cost of a four year degree.

Community colleges provide pre-major courses and two-year transfer degrees, normally either an Associate of Science or an Associate of Arts degree that leads to four-year and graduate degrees. In the Utah System of Higher Education, four-year academic advisors and faculty work closely with community

college academic advisors and faculty to assure there is a common understanding of requirements community college students must meet prior to transfer. This smooth transition is more nearly ensured when students complete their first two years at a community college and are granted either an AA or an AS degree. Upon entering a four-year institution, students then transfer to junior status which means they have met the curriculum requirements that include general education core and breadth courses, pre-major courses, and electives. These requirements are the same whether a student is attending a community college or a four-year college or university.

Sixty-five percent of the associate degree graduates in the USHE transferred to four-year institutions or otherwise continued their educational careers. In 2005, 157 (41 percent) of the University of Utah's 384 engineering and computer science graduates attended Salt Lake Community College first. Additionally, Salt Lake Community College and Utah Valley State College have just structured a Biotechnology Degree that moves students from a pre-program in high school directly to the two-year program at SLCC and feeds directly to UVSC's Bachelor of Science program with a seamless transition of credit. They are then thus prepared to move to a graduate degree-granting institute.

### ***Adult and Continuing Education***

Community colleges are also uniquely situated to provide adult basic and continuing education. Included in this is English as a Second language (ESL) instruction, competency based skill instruction, and developmental education.

Offering English as a Second Language has become increasingly important to serve the burgeoning Hispanic population in Utah, although those with multiple ethnic backgrounds are also served through these programs. Not only are language classes offered, but assistance and advice are given to help these populations adjust to a different culture.

Historically, community colleges have served disadvantaged groups: women, minorities, those with low socioeconomic status, and first-generation college students (Adelman, 2005). In Utah, both Snow College and Salt Lake Community College also provide programs in prisons as a component of a re-entry program. The community college challenge is to provide those students with an education of the same nature and character one finds at the top levels of our post-secondary network (Hansen, 2006). For every year of post secondary education, crime recidivism decreases as do health care costs.

These historically-disadvantaged populations require learning support that includes one-on-one intensive advising, strong, consistent encouragement and mentoring, instructional strategies that speak to varied learning needs and styles, life management classes, child care and other like activities. Once again, the benefit for society, for the student, and for the student's family is significant. Research has shown that a negative link is broken when first-generation college students graduate. Their children are much more likely to attend college themselves which results, of course, in all the attendant benefits.

### ***Short-Term Intensive Training***

A major role of the community college has always been to provide short-term, certificate, and hourly training to respond to the needs of business and industry. Henry Kasper (2002) describes the growth of certificate programs in the community college as an important trend as the state and nation strive to leave education and training systems built for a previous era and respond to the global needs of today.

Community colleges move very quickly to meet external demands (Levin, 2002). This responsiveness and adaptability is seen most clearly as community colleges work with the business community to meet needs. These customized programs are offered for either credit or non-credit and are often offered on the employer's site. Designer programs also referred to in Utah as "custom fit" and "short-term intensive training" are extraordinarily valuable because they cater to the dynamically changing local workforce needs of business and industry.

The impact of technology together with the dynamism of the economy have changed workforce needs for both the worker and the employer. Often, adult community college students simply need short-term, certificate-type education to update their skills. Many adult students who return to community colleges for this kind of training already have baccalaureate degrees. This need for short-term education is particularly reflected in findings that indicate contemporary workers change careers seven times and change employment several times in a working lifetime.

### ***Student Support Services and Student Life Activities***

Student services and activities at a community college are organized to work in partnership with students to ensure success, improve retention, and promote personal growth. These services and support activities construct the safety network provided by community colleges for students. Community colleges often provide personal services including career and academic advising, personal counseling, child care, and other services that are often difficult for students to obtain outside the community college environment.

### **Contributions to the Community as a Whole**

Not only does the community college provide critical components in the educational scheme, but community colleges also provide necessary tools and resources to improve the lives of citizens, improve the quality and stability of local and state communities, and strengthen the nation as a player in the world economy and society.

### ***Contributions to the Student as a Citizen***

Historically, nationally, community colleges have been less expensive than four-year colleges and universities. In an effort to provide higher education for everyone who wants a college experience, some states, notably California, had a history of funding their community colleges just as they funded secondary schools, thereby providing tuition-free environments. Other states are even now exploring such an option including Massachusetts. Utah students can attend community colleges for about 50 percent less than the University of Utah and Utah State and for about 30 percent less than Weber State, Southern Utah State, and Utah Valley State. However, community college tuition is higher than the national average.

A simple measure of Utah's community colleges' success can be identified by the 2006-2007 completion standards: College of Eastern Utah, Snow, and Salt Lake Community College awarded 644 AAS degrees and 180 certificates. Additionally, the two-tiered colleges (Weber, Utah Valley and Dixie State) collectively awarded 704 AAS degrees and 465 certificates. There are various reasons for this success, only one being the affordability for students to have that opportunity.

### ***Contributions to Local and State Communities***

Community colleges contribute in many significant ways to the economic health of the business and industrial communities together with other constituencies who are a part of the economic environment. In addition to preparing employees for the work force, community colleges frequently support small business development centers and new business incubators to assist those who want to own and run small businesses. The college assists in developing business plans, marketing strategies, cost and revenue projections, mentoring with successful entrepreneurs, and sharing networking resources. The Larry H. Miller Entrepreneurial Center of Salt Lake Community College is a prime example. Another is the Western Energy Training Center run by the College of Eastern Utah—emphasizing workforce readiness.

Utah's community colleges are an important component of economic development. Until recently, a high school diploma was the minimum requirement for most good jobs. In today's economy, some form of postsecondary education and training is required. This development is causing an ever-increasing number of students to turn to community colleges for their education and training needs. For community colleges, the demand is not just from students, but also from current workers and local employers. Economic development programs address the economic health and vitality of communities. Community colleges serve as trainers, technical resources, and advisors for community-building initiatives that include business development and job creation. Partnerships can be with individual employers for customized training or with local or state economic development planning entities. (OVAE, Page 1).

### ***Contributions to the National Community***

The May 2006 issue of Newsweek quotes Bill Green, the CEO of Accenture, a Fortune 500 company, as believing that America's community colleges are one of the country's greatest assets. This "American asset" is too often overlooked as a tool that will help America regain its competitive edge globally.

Community colleges are increasingly seen as the solution to current and emerging challenges. George Boggs, President of the American Association of Community Colleges explains the community colleges' role as critical in training the nation's first responders, improving security in a post- 9/11 world; improving alignment of high school graduating standards; keeping higher education affordable; improving our national competitiveness; closing a growing equity gap; and meeting shortages of health care workers, teachers, and skilled workers. He observes nationally that with the skills shortages growing at alarming rates, leaders in business and government are looking to community colleges for solutions, feeling that community colleges seem to be the answer, maybe in fact, the only answer.

An example of this global emphasis may be seen currently at Salt Lake Community College's Business Innovation Center. Both the executive certificate of global business management for executives, professionals and entrepreneurs desirous of improving strategies in global business practices, along with a soft-landing incubator utilizing virtual resources for foreign companies interested in accessing Utah markets provide bridges to understanding and access.

### **Summary**

In order for community colleges to serve students and communities effectively and comprehensively, they need supportive state, local, and national policies that address their needs. The need for highly trained and skilled faculty who are current with the needs of business and industry is critical, and students must be trained on equipment and in laboratories that are compatible with those found in contemporary business

and industry. Currently, Utah's community college models seem to be serving the State, though a broader and deeper understanding of the capacities of community colleges could further embed and support the economic development and community literacy needed as we move forward.

Attention to the partners that contribute to the ongoing education and responsive training so critical to local, national, and global competitiveness must be deliberate. The recent report of the new Commission on the Skills of the American Workforce "Tough Choices or Tough Times" explains we are presently in a world in which a very high level of preparation in reading, writing, speaking, mathematics, science, literature, history and the arts will be an indispensable foundation for everything that comes after for most members of the workforce. Utilizing the community college as the tool that provides the critical components of education and as the tool that contributes directly to the community will more nearly insure attainment of these goals.

### **Recommended Statewide Initiatives**

The following initiatives are recommended to strengthen and enhance community colleges in Utah.

1. The role of the community college in Utah needs to be more visible and understood by the community. Given the dynamism of the economic and technological environment, the community college is a necessary key component for the state of Utah to prepare for the future. Therefore, an initiative should be developed to make the community at large and potential students aware:
  - a. That community colleges provide a variety of training options for students.
  - b. That community college tuition is lower.
  - c. That for many students, the community college is the best choice to begin their educational career ladder.
2. Support for the Community College should be enhanced in the Utah System of Higher Education for both the traditional community colleges and the colleges and universities fulfilling a community college role. Therefore, an initiative should be developed that will provide support from state agencies and organizations and from state policies and funding sources.
3. Efforts should be made to reduce community college tuition to make it more affordable and more comparable with tuition charged at community colleges nationally. Utah should explore the possibility of offering tuition-free community college programs. For some time, California offered students free tuition for the first two years; other states are now exploring that option. Given the necessity to enroll more students in higher education in Utah, either offering lowered tuition or other incentives should be examined. Therefore, an initiative should be developed to study student profiles, identifying ability to pay, and to study tuition policies and funding structures nationally.



## References

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September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE - Institutional Capital Development Projects for 2008-2009

Issue

During the September board meeting, Regents are asked to review the results of the Q&P and finalize facility request priorities to submit to the Governor's Office, DFCM, Building Board and Legislature. At the time of mailing, staff was still working with institutions and DFCM to finalize costs, life safety rankings and non-state funds. The final ranking will be available for consideration at the September meeting of the Regents. During that meeting Regents will evaluate individual projects and compare needs among the schools in light of the priority ranking set by the Q&P. Descriptions of the following projects are attached for Regent review.

**FY 2008-09 USHE Capital Development Priorities**

<u>Project</u>	<u>State Funds</u>
Snow College Richfield - Bond Payoff and School District Buyout (NOTE)	\$6,932,308
UU School of Business	\$28,500,000
UU Pharmacy Building	\$39,600,000
USU College of Agriculture Replacement/Classroom Building	\$42,000,000
WSU Professional Programs Classroom Building and Central Plant	\$32,100,000
SUU Science Building Addition	\$17,000,000
DSC Centennial Commons	\$81,178,000
CEU Fine Arts Complex	\$22,000,000
UVSC Science Building Addition	\$47,645,000
SLCC Digital Design & Comm. Center/ South City Campus Student Life Center	\$37,575,990
<b>Total</b>	<b>\$354,531,298</b>

NOTE: Snow College is not submitting a capital development project this year; rather they are asking for funds to pay off bonds and buy out local school district's interest in the Sevier County Facility.

The Utah College of Applied Technology capital development process allows the UCAT Board of Trustees to submit the college's priorities directly to the Legislature and Governor's office and does not require that the Board of Regents rank or prioritize these projects. However, as a courtesy, the following unranked list has been provided to the members of the Board of Regents for their information.

## FY 2008-09 UCAT Capital Development Priorities

<u>Project</u>	<u>State Funds</u>
Dixie ATC Land Purchase - 12.5 Acres	\$1,825,000
Mountainland ATC - North County Campus	\$14,625,000
Ogden Weber ATC - Health Technology Building	\$18,400,000
Southwest ATC Health Science and Information Technology Building	\$5,000,000
<b>Total</b>	<b>\$39,850,000</b>

The Utah State Board of Regents realizes that as the population of the state of Utah grows, the demand for open space for homes and new businesses will also grow. In order to be proactive and plan for the future of the Utah System of Higher Education, the Regents have asked the USHE institutions to identify available parcels of land that could be purchased currently and be used in the future to address growth needs of the respective campuses. The following unranked list provides Regents a review of possible land bank acquisitions that could be considered for state funding from the Legislature. Additional information regarding these opportunities is included in the following attachments.

## FY 2008-09 USHE Land Bank Acquisition Proposals

<u>Project</u>	<u>State Funds</u>
SBR/USHE - Draper Land Bank (150 Acres of State Property)	\$0
UU - Entrada Field Station (380 Acres)	\$1,660,000
USU - Logan and Central Campus (Approximately 60 Acres)	TBD
USU - Satellite Campuses (Approximately 140 Acres)	TBD
USU - Cache Valley (Approximately 183 Acres)	TBD
WSU - Main Campus Expansion	\$1,000,000
WSU - West Center Satellite Campus (Approximately 20 Acres)	\$2,000,000
SUU - Expansion North Campus (Approximately 14.4 Acres)	\$14,160,000
SUU - Expansion South Campus (Approximately 20.2 Acres)	\$19,850,000
DSC - Sienna Hills (12.5 Acres) - DXATC Partnership	\$1,825,000
DSC - St. George Campus Expansion (3-10 Acres)	\$3,000,000
DSC - Fort Pierce Industrial Park (20 Acres)	\$2,920,000
UVSC - North and South Satellite Campuses (Approximately 100 Acres)	\$16,000,000
SLCC - Various Salt Lake Valley Expansion Sites (Approximately 300 Acres)	TBD
<b>Total</b>	<b>\$62,415,000</b>

Finally, as Regents consider the capital development requests, the University of Utah would also ask that Regents be aware of a request for state funds to support a building that does not align well with the Q&P standards. The Commissioner considers the Natural History Museum an important state asset but does not wish to insert the project into the priority list at this time.

## FY 2008-09 USHE Special Capital Development Projects

<u>Project</u>	<u>State Funds</u>
UU- Museum of Natural History	\$25,000,000

### Commissioner's Recommendation

The Commissioner's recommendation will accompany the final rankings.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachments



## USHE 2008-09 CAPITAL DEVELOPMENT PROJECTS (Institutions' #1 Priorities Only)

### UNIVERSITY OF UTAH

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$28,500,000	\$71,100,971	\$99,600,971	\$1,154,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
188,681	0	56,611

Other	
New Program Costs	New FTEs
\$6,000,000	6.5

**David Eccles School of Business Replacement and Expansion:** The David Eccles School of Business (DESB) project was approved in the 2006 Legislative session for renovation of 105,833 GSF in the FAMB and KDGB buildings plus the construction of 25,500 GSF of new space. This "Other Funds" project had an estimated cost of \$31 million and was authorized to seek State funds for O&M. As analysis has proceeded further into defining the scope of this project in the programming phase, the University of Utah is replacing the approved request with this new FY2009 request.

The David Eccles School of Business requests approval to build approximately 188,681 GSF of replacement and new space at an estimated total project cost of \$99.6 million. This includes a request for State funds of \$28.5 million toward 28,836 NSF of general purpose university classrooms that are included in the project. These new general purpose university classrooms will be first step toward addressing the critical need for providing decant space to remodel inferior and outdated classrooms on campus. The removal of two older buildings FAMB and KDGB will provide buildable area needed for new construction. Depending on the timing of donations and the ability to manage the sequence of demolition of first FAMB at 23,727 GSF, and then KDGB at 32,884 GSF, the project may be completed in more than one construction phase.

### UTAH STATE UNIVERSITY

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$42,000,000	\$42,000,000	\$84,000,000	\$1,720,264

Project Space - Gross Square Footage		
New	Renovated	Demolished
119,181	0	130,819

Other	
New Program Costs	New FTEs
0	16

**College of Agriculture (COA) / Agriculture Research Service (ARS) Building:** This project will include the construction of a new 250,000 GSF building that will replace existing buildings that house Agriculture Science and other agriculturally-related activities, including the USDA/ARS Forage and Range Research Laboratory and the USDA/ARS Bee and Biology and Systematics Laboratory. Faculty, researchers and students in these programs work closely with each other in separate campus buildings that are cramped and without the services of a modern teaching and research institution. The benefit of re-locating into the same building will be significant. The increased interaction and collaboration that will inevitably occur will significantly enhance the missions of both Utah State University and the ARS. This will increase opportunities for both undergraduate and graduate students to participate on real-time research in working laboratories during their education.



During the 2007 General Session, Utah State University received \$2,500,000 for project planning and programming. USDA/ARS has included an \$8,000,000 request in the federal FY 08-09 agricultural appropriations budget. The intent is that these federal funds would be combined with the State's \$2,500,000 and a request for proposals for programming and design services will be advertised for response from design firms.

### WEBER STATE UNIVERSITY

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$32,100,000	\$9,500,000	\$41,600,000	\$769,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
118,000	0	0

Other	
New Program Costs	New FTEs
0	10

**Professional Programs Classroom Building and Central Plant:** Weber State University officials are requesting a multipurpose, multifunctional building that will provide classroom and laboratory space supporting graduate programs, some undergraduate course offerings, and NUAMES charter high school. All of the classrooms and laboratories are envisioned to be usable by both NUAMES during the day and by university programs and graduate programs both day and night. The new building is envisioned to have approximately 50,000 square feet of space dedicated to classrooms, labs, faculty offices, and academic support space; 7,000 square feet of space dedicated to NUAMES charter high school use for administrative and office space, testing centers, and student services; and approximately 13,000 square feet of space dedicated to house such essential functions as a bookstore, food services areas, recreation areas, and areas for other student services.

A central heat and chilled water plant of approximately 6,000 square feet is included in the request. This facility will be located on the eastern edge of the planned academic core area and the structure shell will be sized to support heating and cooling requirements through campus build-out. There will also be a two cell cooling tower located coincident with the central plant.

### SOUTHERN UTAH UNIVERSITY

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$17,000,000	\$3,000,000	\$20,000,000	\$432,267

Project Space - Gross Square Footage		
New	Renovated	Demolished
42,385	0	9,491

Other	
New Program Costs	New FTEs
0	0

**Science Center Building:** This project is to construct a 42,385 sq. ft. building addition to the east end of the east wing of the existing Science Center. The Life Science Building is located on a portion of the space required for the new addition. After reviewing the cost analysis conducted by FFKR the most cost effective solution is to remove the Life Science Building and the antiquated greenhouse (currently connecting the Life Science Building to the Science Building) to accommodate the new addition.



The new addition would aesthetically match the current Science Center Building as nearly as possible and would be a 4-story facility with one level below ground and three levels above. It will contain four classrooms, 27 teaching labs, 41 offices, three animal care rooms, one greenhouse, and one museum.

## SNOW COLLEGE

## NO CAPITAL DEVELOPMENT PROJECT FOR 2008-09

### DIXIE STATE COLLEGE

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$81,178,000	\$100,000	\$81,278,000	\$1,386,292

Project Space - Gross Square Footage		
New	Renovated	Demolished
187,756	0	28,106

Other	
New Program Costs	New FTEs
\$100,000	8.25

**Centennial Commons Building:** This project is a new five-story, 187,756 square foot facility replacing two older buildings. It will provide for programs currently without a facility or requiring additional teaching space. The existing Career and Financial Aids Center and the Education and Family Studies Building and Whitehead Student Service Center will be demolished to allow for the new construction. The Whitehead building will remain in service as the new Centennial Commons facility is constructed.

The new estimated 187,756 GSF facility will provide for critical expansion or replacement space for multi-disciplines spaces as well as administration and student support. The new multi-use facility design and construction will include necessary classroom and laboratory expansions to meet current and newly approved baccalaureate program demands.

### COLLEGE OF EASTERN UTAH

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$22,000,000	\$0	\$22,000,000	\$231,300

Project Space - Gross Square Footage		
New	Renovated	Demolished
49,000	8,000	22,000

Other	
New Program Costs	New FTEs
0	0

**Fine and Performing Arts Center Replacement:** This project will replace the Geary Theater and the Music Building. DFCM identified these buildings as the most dangerous buildings in the state. The project will bring together theater, music and visual arts into one facility on campus.



## UTAH VALLEY STATE COLLEGE

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$47,645,000	\$0	\$47,645,000	\$1,243,702

Project Space - Gross Square Footage		
New	Renovated	Demolished
140,000	0	0

Other	
New Program Costs	New FTEs
0	5

**Science/Health Sciences Building Addition:** The proposed 140,000 square foot addition to the current 80,000 square foot science building will house biology, nursing, Community health, Dental Hygiene and have laboratories appropriate for upper division and graduate work with the space available to all departments within the School. The building will include much needed up-to-date laboratories which will allow advanced course work and instruction. The building will also have offices, classrooms and lecture halls necessary for the greatly increased enrollment and expanded course work since 1989 and will build towards the projected growth as stated by the State Board of Regents.

## SALT LAKE COMMUNITY COLLEGE

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$37,575,990	\$12,200,000	\$49,774,990	\$832,650

Project Space - Gross Square Footage		
New	Renovated	Demolished
199,163	17,250	110,066

Other	
New Program Costs	New FTEs
0	6

**Digital Design and Communication Technology Center/ South City Campus Student Life Center & Auto Trades Building Demolition:** The partnership of Salt Lake Community College (SLCC), the SLC Student Association, and the Salt Lake City School District will consolidate many of the resources in the proposed new facility at the South City Campus, including:

- Salt Lake City School District CTE Program
- SLCC Communication department and programs including digital design, visual and graphic arts, animation, broadcasting, and so forth
- SLCC Center for Media Innovation
- SLCC Performing Arts/Film Production
- Student Support and Activity Space

This project will add forty-five (45) classrooms/class labs, sufficient offices, conference space, and student support and activity space. The addition will include a maximum of three stories and a basement. The project will provide space designed for 21<sup>st</sup> century technologies training, allowing high school and college students to work and learn together in an environment that fosters dialogue and enriched learning.

When this project is completed and the programs move into the new building, the Auto Trades Building—76,197 square feet of unsafe space—on the Redwood Campus will be demolished. Eleven other classrooms at the Redwood Campus will become available for use.





The space and technology needs of all of these highly technical programs will be met in new or remodeled space. Technology-based classrooms, labs and performance spaces will be built, along with necessary support facilities, specifically focused on training, education, and career preparation in a wide variety of Communication and Digital Arts disciplines.

SLCC Communication and Digital Arts programs now operate primarily in make-shift space in buildings at the Redwood Campus and the South City Campus, with minor use of space at other SLCC locations. Photography students are meeting in an old diesel repair lab that still smells of diesel fuel. Many other classes are being held in make-shift spaces, including hallways, elevator shafts, and even a restroom. The choral program is often forced to rent performance space since adequate space is not available at the college.

The new space will be located to the east of the main South City Campus building and in the location of the existing cafeteria. In order to accommodate this addition, 33,869 square feet of space will be demolished on the east side of the building. Significant space inside the existing building will be remodeled and new space added to meet the identified needs. A new east entrance will provide an attractive portal and facilitate much easier access to student activities and services.



## USHE 2008-09 LAND BANK REQUEST

The Utah State Board of Regents realizes that as the population of the state of Utah grows, the demand for open space for homes and new businesses will also grow. In order to be proactive and plan for the future of the Utah System of Higher Education, the Regents have asked the USHE institutions to identify available parcels of land that could be purchased currently and be used in the future to address growth needs of the respective campuses.

### UNIVERSITY OF UTAH

**\$1,660,000**

**Entrada Field Station and Education Center:** The Entrada Ranch is a remote 380 acre site located an hour's drive northeast of Moab, Utah. The Dolores River runs through the property, which is surrounded by thousands of acres of BLM land. The Center's geography and relatively pristine condition create a unique opportunity for scientists to conduct research on a variety of environmental science topics. In addition, the Center provides unparalleled experiential learning opportunities for small groups of students and faculty that simply cannot be created in a traditional campus environment.

In 2006, the University of Utah began leasing the property (with a purchase option) for the purpose of establishing a permanent field station and education center. The purchase price is \$1.66 million, which is the appraised value of the property in April 2006. The favorable terms of the purchase option reflects the owner's desire to have this property belong to the University.

### UTAH STATE UNIVERSITY

**PRICE TO BE DETERMINED**

**Logan and Central Campus:** Logan and the area surrounding the Central Campus of Utah State University is being developed at an increased pace and the land banking opportunities for parcels near the campus are becoming increasingly hard to find. USU is currently looking at the possibility of purchasing approximately 60 acres of property.

**Satellite Campuses** – USU is the land grant university in the state of Utah and is required to provide services to students throughout the state of Utah. In order to effectively meet this component of the mission, USU officials are currently looking for available parcels of land throughout the state to purchase for future campus locations as the demands for services increase. USU officials have identified approximately 140 acres they would like to purchase if funds were to become available.

**Cache Valley** - USU understands the importance of a broad presence in the Cache Valley community and have identified 183 acres of property that could be used to address the future needs of the University.



## WEBER STATE UNIVERSITY

**\$3,000,000**

**Satellite Campus Development West Center:** A developable parcel twenty acres in size is needed to meet anticipated long term needs. The site will be developed to eventually include a building of about 110,000 square feet including parking for about 700 vehicles. Development is moving westward in the area served by the current West Center. The density of that population is building westward and northward from I-15. In anticipating future growth, an important factor will be allowable lot sizes under local zoning. Larger lot sizes are required in the undeveloped areas of Weber County than in Davis County communities. This has the affect of a population center being pulled west and south from current locations.

The level of development activity in Weber and Davis Counties is becoming a constraint to cost effectively locating suitable parcels. Most parcels also lie westward of the more desirable central locations. Recent double digit increases in residential prices have driven up the price of undeveloped land. The current market for bare land, however, has dropped from the highs of a year ago. A recent study of the market price for 19 to 29 acre parcels places the most recent peak cost at \$100,000 / acre. Assuming purchases over a full market cycle, the forecast cost for a suitable parcel in the next twelve to eighteen months is estimated at \$2,000,000.

**Surrounding Properties** – Weber State University would like to aggressively seek land acquisitions for expansion. Apart from expanding vertically or building satellite campuses, the only other logical approach towards future expansion is to acquire properties surrounding the campus. WSU would like to request \$1,000,000 to purchase the surrounding parcels as they become available.

## SOUTHERN UTAH UNIVERSITY

**\$14,160,000 To \$34,010,000**

Southern Utah University, like many campuses, is land-locked. To secure the future of higher education in Southern Utah, SUU administrators would like to aggressively seek land acquisitions for expansion. Apart from expanding vertically or building satellite campuses, the only other logical approach towards future expansion is to acquire properties surrounding the campus as they become available. SUU has identified three possible proposals for consideration.

**Proposal #1-** Identifies desirable expansion parcels both to the north and to the south of the campus, and includes associated costs with each area, the number of homes involved, and approximate current value to purchase existing properties.

Land Parcel	A	B	C	D	E	F	G	H	I	TOTAL
Acres	4.8	4.8	4.8	4.5	4.5	1.9	2	4	3.3	34.6
Homes	19	16	13	17	19	7	10	15	10	126
Value (land & home)	\$295,000	\$295,000	\$295,000	\$250,000	\$250,000	\$250,000	\$260,000	\$260,000	\$260,000	
Total Value	\$5,605,000	\$4,720,000	\$3,835,000	\$4,250,000	\$4,750,000	\$1,750,000	\$2,600,000	\$3,900,000	\$2,600,000	\$34,010,000



**Proposal #2** - Excludes the property to the south and identifies expansion property to the north. Also included are associated costs, the number of homes involved, and approximate current value to purchase existing properties.

Land Parcel	A	B	C	TOTAL
Acres	4.8	4.8	4.8	14.4
Homes	19	16	13	48
Value (land & home)	\$295,000	\$295,000	\$295,000	
Total Value	\$5,605,000	\$4,720,000	\$3,835,000	\$14,160,000

**Proposal #3** - Excludes the area to the north, and identifies only properties to the south, which allows the capability for expansion of a residential campus. Also included are associated costs, the number of homes involved, and approximate current value to purchase existing properties.

Land Parcel	D	E	F	G	H	I	TOTAL
Acres	4.5	4.5	1.9	2	4	3.3	20.2
Homes	17	19	7	10	15	10	78
Value (land & home)	\$250,000	\$250,000	\$250,000	\$260,000	\$260,000	\$260,000	
Total Value	\$4,250,000	\$4,750,000	\$1,750,000	\$2,600,000	\$3,900,000	\$2,600,000	\$19,850,000

## SNOW COLLEGE

NO REQUEST

## DIXIE STATE COLLEGE

**\$7,745,000**

Anticipated student and program growth for the next ten to twenty year period indicates a dynamic need for campus expansion. New facilities will be required for the increase in baccalaureate programs along with student and faculty parking provisions. Acquisition of available properties prior to entering a period of land crisis will allow for more efficient facility planning. Officials at Dixie State College have identified three possible land bank opportunities and are requesting \$7,745,000 to purchase the following properties.

- \$1,825,000 to purchase 12.5 acres in Sienna Hills for DXATC Partnership
- \$3,000,000 to purchase 3-10 acres for a St. George Campus Extension
- \$2,920,000 to purchase 20 acres in Fort Pierce Industrial Park

## COLLEGE OF EASTERN UTAH

NO REQUEST



## **UTAH VALLEY STATE COLLEGE**

**\$16,000,000**

Utah Valley State College is projected, by USHE estimates, to grow from a current headcount of 23,305 to 39,780 by the year 2025. To accommodate this growth, new buildings and parking need to be planned. Currently the UVSC Master Plan has four new buildings, three additions to existing buildings and three parking structures. This plan will only accommodate 30,000 students. To accommodate the additional 10,000 students, it is desired to build two new satellite campuses, one in North Utah County and one in South Utah County, patterned after the existing Wasatch satellite campus Master Plan. These campuses would accommodate 5,000 to 7,000 students each. The desired sites would be approximately 50 acres each.

UVSC has always been interested in purchasing any available land contiguous to the Orem Campus, but there is very little undeveloped land near the Orem Campus. UVSC is currently in the final stages of negotiation for 5.19 acres of orchard land contiguous to the campus.

## **SALT LAKE COMMUNITY COLLEGE**

**PRICE TO BE DETERMINED**

Salt Lake Community College will grow as population grows. It is vital to the success of the institution that growth patterns in the service area of the College be identified and plans made to purchase land in anticipation of meeting the needs in those high growth areas. There is also a need according to our campus master plans to purchase a few parcels of ground adjacent to our existing campuses. The following lists the proposed land purchases:

- Approximately 100 acres in the south Sandy and Draper area. This site would replace the leased space in Sandy and Draper and provide for future growth. There is state-owned land available that could meet that need near the intersection of Bangerter Highway and I-15. This would potentially be a shared site with other Higher Education institutions.
- Approximately 100 acres in the Herriman/Daybreak area.
- A site along 4<sup>th</sup> South near State Street for a future site for the Library Square Center that could be a shared site with other Higher Education institutions.
- Approximately 100 acres in Tooele/Grantsville area as a shared site with other Higher Education institutions.
- One house/lot south of the Redwood Road Campus.
- Baxter Auto parts property and the McDonalds property on the west edge of the South City Campus.

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – “Non-state Funds” Capital Development Projects for 2008-2009

Regent Policy R 710 requires the Regents approve requests for projects to be constructed on USHE campuses. This includes:

- Approval of institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested (R 710-4.5.5).
- Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets (R 710-4.5.5.1).
- Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources (R 710-4.5.5.2).

The Board of Regents may submit projects directly to the State Building Board. However, non-state projects that do not receive legislative approval are not eligible for state-funded O&M or capital improvement funding. Projects funded with non-state dollars are eligible for state-appropriated O & M when the use of the building is for approved academic and training purposes and is consistent with the institution's master plan (R 710-4.5.6).

Shown below is a summary of this year's request for non-state funded projects. Staff and institutional representatives will be on hand to answer questions during the September meeting.

USHE Non-State Funded Capital Development Request				
2008-09				
Project	Total Cost	GSF	State Funded O&M	Source of Funds
UU-University Neuropsychiatric Institute (UNI) Expansion	\$45,861,000	115,000	\$0	TBD
UU -State Arboretum Visitors Center Renovation and Addition	\$1,400,000	4,050	\$6,800	Donation
UU - Northwest Campus Parking Structure	\$21,280,000	182,400	\$0	Revenue Bond & Donations
UU - Huntsman Cancer Hospital Phase II-B	\$110,000,000	141,139	\$0	Clinical Revenues & Donations (Leased-Finance Debt)

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the non-state funded list, noting that specific financing will be further detailed and reported back to the Regents.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH

September 5, 2007

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: UEN –Utah Education Network (UEN) Status Report

Issue

The Utah Education Network as defined by UCA 53B-17-102 is a consortium and partnership between public and higher education established to:

- coordinate and support the telecommunications needs of public and higher education;
- coordinate the various telecommunications technology initiatives of public and higher education;
- provide high-quality, cost-effective Internet access and appropriate interface equipment for schools and school systems;
- procure, install, and maintain telecommunication services and equipment on behalf of public and higher education;
- develop or implement other programs or services for the delivery of distance learning as directed by law; and
- apply for state and federal funding on behalf of public and higher education.

The State Board of Regents has asked that on an annual basis a status report be given regarding how UEN is meeting the goals and objectives as outlined in the law pertaining to the needs of higher education. The following attachment provides a status report on the activities of UEN for 2006-2007 and then provides an outline of the future activities that UEN would like to accomplish during the next year.

Commissioner's Recommendation

This is an information item only; no action is necessary.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH  
Attachment





## **Utah Education Network Status Report**

**Provided for the State Board of Regents,  
September 14, 2007**

### **Issue**

This report updates the Regents regarding recent activities of the Utah Education Network (UEN) that provide significant benefits for Utah colleges and universities. Particularly important have been dramatic improvements to the UEN network backbone and network connections to USHE institutions; conversion of the statewide EDNET system and the Utah State University-UEN satellite system from obsolete technologies to Internet-based videoconferencing technology; and hosting the course management systems for most USHE institutions.

### **Background**

UEN is a statutorily-authorized educational consortium of public education partners, including the Utah System of Higher Education and its ten universities and colleges; the Utah State Office of Education and local school districts; and the state's Library system. Its governing board is the UEN Steering Committee whose 26 members include legislators, business leaders, teachers, urban and rural school district superintendents, and representatives of the Utah State Office of Education, Utah System of Higher Education and the Utah State Libraries. The Governor appoints Steering Committee members to four-year terms. There are 10 higher education members of the Steering Committee:

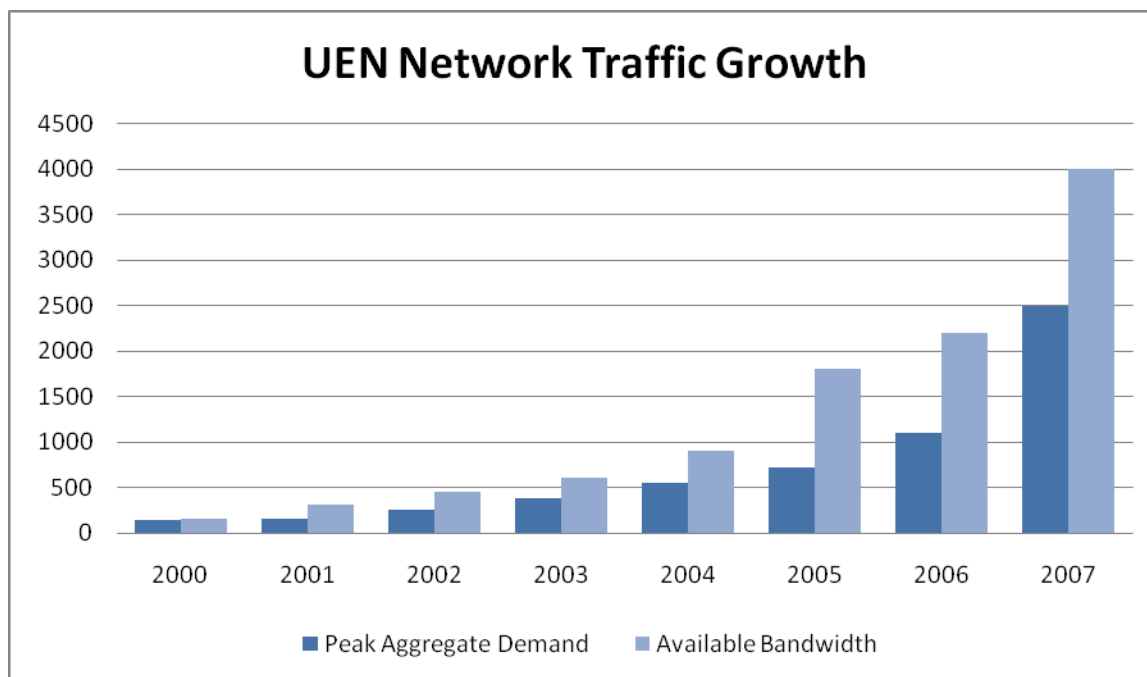
Co-Chair: Gary Wixom, Assistant Commissioner for Technology and Extended Programs  
Kenning Arlitsch, Associate Director, Marriott Library, University of Utah  
Steve Corbato, Associate Director of Scientific Computing and Imaging Institute  
Stephen Hess, Vice President for Information Technology, University of Utah  
Kay Jeppeson, Vice President for Information, Utah State University  
Gary Koeven, Dean of Information Services, Dixie State College  
Ronda Menlove, Vice Provost, Regional Campuses and Distance Education, USU  
Gail Niklason, Director of Continuing Education, Weber State University  
Ryan Thomas, President, College of Eastern Utah  
Ray Walker, Vice President of Information Technology, Utah Valley State College

There have been significant improvements in the services UEN provides to USHE institutions. Particularly important have been dramatic improvements to the UEN network backbone and network connections to USHE institutions; conversion of the statewide EDNET system and the Utah State University-UEN satellite system from obsolete technologies to Internet-based videoconferencing technology; and hosting the course management systems for most USHE institutions.

## 1. Improving the UEN network backbone and network connections to USHE institutions

UEN connects every public school, college and university to the Internet through the UEN wide area network (WAN). The network is as essential for achieving the educational missions of public and higher education as buildings and electricity. It provides Internet access through which hundreds of administrative, academic and student support applications are used every day by educational staff and administrators. For nearly 40,000 USHE students and educators, the network is their school, classroom, meeting place, and library. The network is essential infrastructure for administrators, staff, faculty, and students and it must be accessible from any location and at all times.

Growth of traffic on the state's education network is staggering. For the last seven years the volume of Internet traffic has doubled every 18 months to two years (see UEN Network Traffic Growth chart, below). For the past several years, increasing network bandwidth has been UEN's top strategic priority. Consistent support from the Governor and the Legislature has assured progress in keeping up with that growth. State appropriations have been leveraged with federal E-Rate reimbursements at a 2 to 1 ratio. UEN will complete the network expansion project by the end of FY 2008. Our partners in this project have been Utah's local telecommunications providers. UEN has entered into long-term contracts with telcos across the state to increase network capacity on the backbone and to campuses, schools and district offices.



Improvements to the UEN network infrastructure have dramatically increased network capacity, reliability, and security. UEN monitors the performance of the network using a real-time system allowing key performance indicators at every network Point of Presence (POP) to be measured 100 times per minute. The most recent statistics show the network is performing at extremely high levels of reliability:

<b>Measures of Network Performance</b>	<b>Performance Level</b>
Network availability (Percent up-time. Our goal is 99.999. Current statistics reflect a six hour outage between UVSC & CEU, where there is not a redundant circuit)	99.993%
Percent data packets lost	0.0%
Average network latency (The time it takes for data packets to move across a network connection)	4.2 ms
Network Jitter (A measurement of time between data packets which is especially important with video and audio data— 40 ms is considered good)	0.0 ms

## 2. Converting the statewide EDNET and USU-UEN satellite system to Internet-based videoconferencing technology

UEN manages two video conferencing systems that deliver fully interactive classroom instruction at approximately 400 distance learning classrooms located at public schools, colleges and universities throughout Utah. Nearly 7,000 students are enrolled in several hundred college courses taken at distance learning classrooms throughout the state. In a typical week, UEN hosts over 300 events per day and over 2,000 per week. The UEN IVC systems are especially critical for students in rural parts of Utah who are able to complete full degree programs without relocating to the main campus of the university or college they are attending. In rural school districts, concurrent enrollment courses provided by USHE institutions are critically important. IVC equipped classrooms literally provide a college within each small high school! Last year, more than 60,000 college credits were awarded to high school students in 30 rural districts. This represents more than 2,000 annualized FTEs, which is equal to the FTE count at a small rural community college. Concurrent enrollment potentially saved parents more than \$6 million in tuition cost for those students.

UEN and USU have collaborated for the past decade to deliver USU's distance learning programs throughout the state using satellite technology. During the 2007 legislative session, UEN received \$2.1 million in one-time supplemental funding to convert the satellite infrastructure and 150 classrooms to Internet-based videoconferencing technology. Installation of the new videoconferencing equipment began in April, and UEN and USU staff have now finished all classroom installations and associated network improvements. On August 31, the satellite uplink equipment was shut down and our satellite segment lease contract was discontinued. USU is now conducting all of its distance education courses throughout the state using UEN IVC technology.

## 3. Hosting course management systems for most USHE institutions

UEN hosts a centralized course management system (Blackboard Vista) for Utah State University, Utah Valley State College, Dixie State College, Snow College, College of Eastern Utah, and the Utah College of Applied Technology. Next year, University of Utah will also be hosted by UEN.

Course management tools (CMS) enrich the online learning experience of students. They connect via the Internet to each other, their instructors, learning activities, shared research materials, library resources and even textbooks. Faculties supplement their teaching with powerful online tools, increasing contact between students, the instructor, fellow students and information. Integration with campus administrative systems provides automated enrollment and grade reporting.

By using a UEN-hosted enterprise-level course management system, USHE institutions eliminate expenditures they previously paid for CMS hardware, software, and technical staff support. Even institutions which are not hosted directly by UEN, Weber State University and Salt Lake Community College, receive a 30 percent discount on licensing costs by taking advantage of the consortium discount we have negotiated with Blackboard.

The enterprise CMS model allows USHE faculty to improve the quality of courses, class assignments, and student assessments. Course material developed by a professor on one campus can be shared collaboratively system-wide by other departments and colleges. Media-rich course materials can be economically aggregated using the UEN College e-Media tool and quickly and easily integrated into courses. This offers exciting possibilities for both increased efficiencies and increased richness of instructional content compared to traditional classroom instructional approaches.

#### 4. Other UEN Services

UEN manages KUEN-TV, which is broadcast on Channel 9 in the Wasatch Front and on cable and a statewide translator system. KUEN offers a rich variety of programming, including instructional TV during the mornings and early afternoons aimed at K-12 students, educational programming for adults in the late afternoons and during primetime, and for-credit college telecourses at other times of the day.

Educational resources on the web at [www.uen.org](http://www.uen.org) are used online by Utah's 24,000 public school teachers. UEN's web resources were visited and used nearly 14 million times last year. UEN also hosts Pioneer – Utah's online library.

UEN cooperates with the Utah State Office of Education and Regional Service Centers to offer extensive professional development opportunities. Courses emphasize the integration of education technology in the classroom and specific technology tools. In addition, UEN is recognized for its outstanding professional development partnerships with Intel® Teach to the Future, MarcoPolo online resources, Integrating Technology in the Classroom workshops and other professional development opportunities. Most courses are offered locally and regionally to make these opportunities available to the broadest audience possible.

#### **Next Steps**

As we plan strategically with our education partners future network requirements, three network infrastructure improvements will be needed.

First, the capacity of the network backbone will need to be increased selectively from 1 to 10 gigabits per second to support the growing traffic demands of our education partners. Our three network rings are now reaching sustained peak capacities of over 50%, so within the next year or two, speed and reliability will be degraded if capacity is not increased. Institutional plans to locate disaster recovery and business continuity sites at the state's Richfield Data Center cannot be successfully implemented if UEN does not selectively increase network backbone capacity to 10 gigabits per second.

Second, Utah's research universities require a separate research network that is independent of the production network we manage for public and higher education. UEN must build a world class research network if our research universities are to be active participants in the cyber-infrastructure that is now being built nationally and internationally.

Third, we must develop and implement with our public education partners a strategy to increase network capacity to all elementary and charter schools. Some elementary schools now have comparable capacity to secondary schools, but many others lack the capacity and reliability to support the technology-intensive instructional improvements that are now being made in classrooms throughout the state. Historically, UEN has had responsibility to connect secondary schools to the network and districts have been responsible to connect elementary schools to the nearest UEN hub. That arrangement does not appear to be working to assure that all elementary schools in the state will have the network capacity needed to support planned technology improvements in classrooms.

September 5, 2007

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – Approval of Q&P Priority List

Issue

Regent policy R-710 outlines “the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.” Two of the primary responsibilities of the members of the Regents are to:

- review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board.
- maximize the effective and efficient use of state resources.

During the September board meeting, Regents are asked to review the results of the Q&P process, hear capital facility presentations from each institution, and finalize facility request priorities to submit to the Governor’s Office, DFCM, State Building Board and Legislature.

At the time of mailing, staff was still working with institutions and DFCM to finalize costs, life safety rankings and non-state funds. The final ranking will be available for consideration at the September meeting of the Regents.

Commissioner’s Recommendation

The Commissioner’s recommendation will accompany the final rankings.

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Richard E. Kendell  
Commissioner of Higher Education

REK/MHS/KLH

September 6, 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 –

1. Minutes of the Special Board Meeting held July 19, 2007, at Snow College in Ephraim, Utah
2. Minutes of the Regular Board Meeting held July 20, 2007 at Snow College in Ephraim, Utah

B. Grant Proposals

1. University of Utah – Southern California Edison; "Entrada Deep Saline Deployment Project"; \$20,410,582. Brian J. McPherson, Principal Investigator.
2. University of Utah – DOE National Nuclear Security; "PSAAP"; \$17,000,000. Philip J. Smith, Principal Investigator.
3. University of Utah – Defense Advanced Research; "Modular Heat Pipes for Extreme Environments"; \$5,345,570. Florian Solzbacher, Principal Investigator.
4. University of Utah – National Institutes of Health/National Institute for Deaf & Other Comm; "Semicircular Canals"; \$2,034,750. Richard D. Rabbitt, Principal Investigator.
5. University of Utah – National Science Foundation; "Advanced Algorithms and Models for Petascale Simulation"; \$1,998,268. James Clayton Sutherland, Principal Investigator.
6. University of Utah – National Institutes of Health; "Reducing Falls"; \$2,343,468. Paul C. Lastayo, Principal Investigator.
7. University of Utah – John A. Hartford Foundation; "Pepper-Hartford-03'07"; \$1,000,000. Ginette A. Pepper, Principal Investigator.
8. University of Utah – National Institutes of Health; "Polymer Chelate Conjugates;" \$1,681,875. Zheng-Rong Lu, Principal Investigator.

9. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “PKA Structure-Function”; \$1,495,000. Donald K. Blumenthal, Principal Investigator.
10. University of Utah – National Institutes of Health/National Institute on Drug Abuse; “Psychostimulants and Monoamine”; \$1,495,000. Annette E. Fleckenstein, Principal Investigator.
11. University of Utah – National Institutes of Health; “Particulate Pollutant Receptor”; \$1,046,500. Christopher A. Reilly, Principal Investigator.
12. University of Utah – National Institutes of Health; “Molecular Basis of Plasma”; \$1,555,000. John C. Conboy, Principal Investigator.
13. University of Utah – National Institutes of Health; “Non-linear Imaging”; \$1,545,000. John C. Conboy, Principal Investigator.
14. University of Utah – National Science Foundation; “Career: Astrophysical Characterization of the Transition”; \$1,185,362. Miguel Alejandro Mostafa, Principal Investigator.
15. University of Utah – National Institutes of Health/National Cancer Institute; “Remote Cancer Risk Assessment” \$3,731,153. Anita Kinney, Principal Investigator.
16. University of Utah – National Institutes of Health/National Heart Lung & Blood Institute; “HSC Donor Safety”; \$3,073,110. Michael A. Pulsipher, Principal Investigator.
17. University of Utah – National Institutes of Health/National Library of Medicine; “Software for Genome Annotations”; \$2,811,578. Mark Yandell, Principal Investigator.
18. University of Utah – National Institutes of Health; “Genetics of Psoriasis”; \$2,755,383. Kristina P. Callis, Principal Investigator.
19. University of Utah – National Institutes of Health; “HSPB2”; \$1,974,875. Ivor J. Benjamin, Principal Investigator.
20. University of Utah – National Institutes of Health; “DNA Packaging”; \$1,868,750. Sherwood Reid Casjens, Principal Investigator.
21. University of Utah – National Institutes of Health; “CHX10 Embryonic Retinal Cells”; \$1,868,760. Edward M. Levine, Principal Investigator.
22. University of Utah – National Institutes of Health/National Cancer Institute; “JSK- and Leukemia”; \$1,868,750. Paul J. Shami, Principal Investigator.



23. University of Utah – National Institutes of Health; “Insulin Resistance Cardiac Dys”; \$1,868,750. E. Dale Abel, Principal Investigator.
24. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Endothelial Barrier Functions”; \$1,868,750. Dean Y. Li, Principal Investigator.
25. University of Utah – National Institutes of Health; “Receptor Mediated Endocytosis”; \$1,868,750. Jerry Kaplan, Principal Investigator.
26. University of Utah – National Institutes of Health/National Institute of Deaf and Other Comm; “Ear Development Genes”; \$1,858,355. Suzanne L. Mansour, Principal Investigator.
27. University of Utah – National Institutes of Health; “Borrelia Burgdorferi Mitogen”; \$1,771,933. Janis J. Weis, Principal Investigator.
28. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Super-Resolution Spect”; \$1,345,500. Gengsheng Lawrence Zeng, Principal Investigator.
29. University of Utah – National Institutes of Health/National Institute of Biomedical’ “SPELT”; \$1,196,000. Gengsheng Lawrence Zeng, Principal Investigator.
30. University of Utah – Agency for Health Care Research’ “AHRQ RC Contract”; \$1,010,614. Elizabeth Joy, Principal Investigator.
31. University of Utah – National Science Foundation; “Petascale Simulation”; \$1,996,248. Martin Berzins, Principal Investigator.
32. Utah State University – US Air Force Research Laboratory; “Atmospheric Characterization;” \$3,480,461. Kris Robinson, Principal Investigator.
33. Utah State University – National Institutes of Health; “Broad Spectrum Nucleoside Analog Therapy for RNA Viruses;” \$5,625,008. John Morrey, Principal Investigator.
34. Utah State University – State Department of Health; “Up to 3 Early Intervention;” \$1,175,335. Susan Olsen, Principal Investigator.
35. Utah State University – National Aeronautics & Space Administration (NASA); “The Flow of Plasma and Energy in the Solar Terrestrial Environment;” \$1,042,281. Robert Schunk, Principal Investigator.
36. Utah State University – US Department of Labor; “National Technical Assistance Center on Transition and Employment for Youth with Disabilities;” \$4,850,001. John Copenhaver, Principal Investigator.

37. Utah State University – National Institutes of Health; “Central Insulin and Leptin Resistance in the Development of Dietary Obesity;” \$1,768,839.02. David York, Principal Investigator. Utah State University – Duke University; “Epidemiology of Alzheimer’s Dementia in Cache County, Utah;” \$3,389,126. Maria Norton, Principal Investigator.
38. Utah State University – National Institutes of Health; “Small Animal Models for Biodefense Viruses and Prion Disease;” \$2,738,152.04. John Morrey, Principal Investigator.
39. Utah State University – National Institutes of Health; “Whole-Genome Association Study of Cognition and Dementia: The Cache County Study;” \$6,900,213. Christopher Corcoran, Principal Investigator.
40. Utah State University – National Institutes of Health; “Discovery for Influenza;” \$1,730,561. John Morrey, Principal Investigator.
41. Utah State University – National Institutes of Health; “Mechanisms of Phosphoryl Transfer;” \$1,683,413. Alvan Hengge, Principal Investigator.
42. Utah State University – Department of Health and Human Services; “Teaching Healthy Marriage Skills to Low-Income, Hispanic Couples in Step-families;” \$1,648,391. Brian Higginbotham, Principal Investigator.
43. Utah State University – National Aeronautics and Space Administration; “Mars Atmospheric Sounder and Thermal Emission Radiometer (MASTER);” \$1,354,764. Scott Jensen, Principal Investigator.
44. Utah State University – US Department of Defense/US Air Force; “Full Signal Translator Qualification and Production Units;” \$10,997,251.48. Doug Jewell, Principal Investigator.

C. Grant Awards

1. University of Utah – National Science Foundation; “STEP: Utah’s Engineers;” \$1,205,351. Cynthia M. Furse, Principal Investigator.
2. University of Utah – Sports Medicine Research and Testing; “Sports Medicine Research and Testing Laboratory at the UN;” \$1,760,455. Matthew H. Slawson, Principal Investigator.
3. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infra-red Survey Explorer (WISE);” \$1,992,863. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
4. Utah State University – US Department of Defense/US Navy; “SHARC and SDS-CIB Sustainment, Modification, and Acquisition;” \$1,849,000. Niel Holt, Principal Investigator.

5. Utah State University – National Science Foundation; “National Center for Engineering and Technology Education;” \$2,199,927. Christine Hailey, Principal Investigator. Kurt Becker, Daniel Householder, Maurice Thomas, Co-Principal Investigators.
6. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infra-red Survey Explorer (WISE);” \$1,534,573. John Elwell, Principal Investigator; Scott Schick, Co-Principal Investigator.
7. Utah State University – US Department of Agriculture; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;” \$2,635,858. V. Rasmussen, Principal Investigator.

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Richard E. Kendell, Commissioner

REK:jc  
Attachments

SPECIAL MEETING OF THE STATE BOARD OF REGENTS  
SNOW COLLEGE, EPHRAIM, UTAH  
July 19, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Janet A. Cannon  
Amy Engh  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Anthony W. Morgan  
Josh M. Reid  
Sara V. Sinclair  
Marlon O. Snow  
John H. Zenger

Regents Excused

Jerry C. Atkin  
Rosanita Cespedes  
Patti Harrington  
Greg Haws  
James S. Jardine  
David J. Jordan

Office of the Commissioner

Richard E. Kendell, Commissioner of Higher Education  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Communications Director  
David S. Doty, Director of Policy Studies and Assistant Commissioner

The Regents met in special session at Snow College. Chair Pitcher called the meeting to order at 7:30 a.m. and thanked everyone for traveling to Ephraim.

Administration of Oath of Office

Chair Pitcher administrated the Oath of Office to Tony Morgan and Amy Engh and welcomed them to the State Board of Regents.

Selection of Snow College President

**Regent Reid moved that the Board move into executive session to interview candidates for the Snow College presidency. The motion was seconded and adopted.**

Following interviews and thoughtful deliberations, the Regents reconvened in open meeting at 6:00 pm. Chair Pitcher recognized local community, business and political leaders, members of the Snow College community, and former Snow College President Michael T. Benson.

Chair Pitcher recognized and expressed the Board's appreciation to Rick Wheeler, who has served as Interim President of Snow College since President Benson's departure. Vice President Brad Winn thanked President Wheeler for his outstanding efforts as Interim President. He noted Rick had also served in the

Legislature and had secured funding for the new library, fostered media relations, secured donations, and had been a great leader.

Chair Pitcher thanked Commissioner Kendell and his staff, particularly Joyce Cottrell and Dave Doty, for their work on the presidential search.

Regent Reid, chair of the Snow College Presidential Search Committee, introduced and thanked the other members of the search committee. He noted the 22-person committee was representative of the entire Snow College service area. Regent Reid briefly explained the search process. The position announcement was published throughout the state and in selected national publications. Members of the committee held town meetings in Ephraim and Richfield, from which they developed selection criteria. From a total pool of 41 nominees and applicants, the committee selected ten individuals to be interviewed. Six of those candidates were forwarded to the Board of Regents and were interviewed earlier in the day.

**Regent Reid moved the appointment of Scott Wyatt as the new President of Snow College. The motion was seconded by Regent Holbrook and adopted by the Board.** President and Mrs. Wyatt were escorted into the room to warm applause.

Mrs. Wyatt said she was thrilled for the opportunity to be back at Snow College. She thanked everyone who was involved in the search process and said she was looking forward to getting to know the campus community.

President Wyatt said this appointment was the greatest honor of his life. He pledged to work hard and go to great lengths to build every bridge and cross every path, so that the teachers, faculty and staff can best educate the students who come to Snow College.

Commissioner Kendell said it had been a pleasure to be involved with the Snow College Trustees and the Presidential Search Committee. He thanked everyone who had worked so hard to make this happen. Speaking to President and Mrs. Wyatt, he said it was always refreshing to hear someone who has such deep affection for an institution and community. This is not a stepping stone for the Wyatts; it is a destination. They want to see Snow College succeed as a thriving institution, and President Wyatt has clear goals and vision to make that happen.

Chair Pitcher announced a reception for President and Mrs. Wyatt would follow immediately at the back of Founders Hall. A dinner had been prepared for the Regents and Snow College Trustees at the President's home.

**Regent Holbrook moved the meeting be adjourned. The motion was seconded by Regent Morgan and adopted. The meeting was adjourned at 6:10 p.m.**

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

MEETING OF THE STATE BOARD OF REGENTS  
SNOW COLLEGE, EPHRAIM, UTAH  
JULY 20, 2007

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MEETING OF THE STATE BOARD OF REGENTS  
SNOW COLLEGE, EPHRAIM, UTAH  
July 20, 2007

Minutes

Regents Present

Jed H. Pitcher, Chair  
Bonnie Jean Beesley, Vice Chair  
Janet A. Cannon  
Rosanita Cespedes  
Amy Engh  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Anthony W. Morgan  
Josh M. Reid  
Marlon O. Snow  
John H. Zenger

Regents Excused

Jerry C. Atkin  
Patti Harrington  
Greg Haws  
James S. Jardine  
David J. Jordan  
Sara V. Sinclair

Commissioner's Office

Richard E. Kendell, Commissioner of Higher Education  
David L. Buhler, Associate Commissioner for Public Affairs  
Troy Caserta, Accounting Officer  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Communications Director  
David S. Doty, Director of Policy Studies and Assistant Commissioner  
Dave Feitz, Executive Director, Utah Higher Education Assistance Authority  
Carrie Flamm, Policy and Special Projects Coordinator  
Brian Foisy, Assistant Commissioner for Financial Services  
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  
Gary S. Wixom, Assistant Commissioner for Academic Affairs  
Andrea Worthen, Education Policy and Accountability Director

USHE INSTITUTIONS

University of Utah

David W. Pershing, Senior Vice for Academic Affairs and Provost  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
John G. Francis, Associate Vice President for Academic Affairs/Deputy Chief Academic Officer

Utah State University

Stan L. Albrecht, President  
Steven H. Hanks, Vice Provost, International Affairs  
Sydney Peterson, Chief of Staff  
Whitney J. Pugh, Executive Director, Budget and Planning

Weber State University

Michael Vaughan, Provost

Southern Utah University

Michael T. Benson, President  
Abe Haraff, Provost  
Prentiss Klag, Director of Education Graduate Studies

Snow College

Richard W. Wheeler, Interim President  
Scott L. Wyatt, President-designee  
Greg Dart, Assistant Director of High School Relations  
Dan Jorgensen, Member, Board of Trustees  
Bradley A. Winn, Provost

Dixie State College

Lee G. Caldwell, President  
Donna Dillingham-Evans, Academic Vice President  
Frank Lojko, Director of Government Relations/Director, Hurricane Center  
Stanley J. Plewe, Vice President of College Services

College of Eastern Utah

Ryan L. Thomas, President  
Greg Benson, Dean of Arts and Sciences  
Kevin Walthers, Vice President of Financial and Administrative Services

Utah Valley State College

William A. Sederburg, President  
Elizabeth Hitch, Academic Vice President  
Linda Makin, Director of Budgets  
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Cynthia A. Bioteau, President  
Helen Cox, Interim Vice President for Academic Affairs  
Dennis Klaus, Vice President for Business Services  
David Richardson, (former) Vice President for Academic Affairs

Utah College of Applied Technology

Kirt Michaelis, Vice President for Administrative Services

Representatives of the Media

Wendy Leonard, *Deseret Morning News*

Others

Dirk Anderson, Governor's Office of Planning and Budget  
Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the Snow College Board of Trustees, the Regents convened in Committee of the Whole. Chair Pitcher called the meeting to order at 9:10 a.m. and excused Regents Atkin, Harrington, Haws, Sinclair, Jordan and Jardine. He announced the meeting was being carried live via audio streaming. He also noted that Amy Engh and Tony Morgan had been sworn in the previous day as Regents and asked each of them to briefly introduce themselves.

Amy Engh is a student at Utah Valley State College, where she served as a student body officer. She expressed her excitement at the opportunity to represent the students of Utah on the Board of Regents.

Tony Morgan said he had recently retired after a 35-year career in higher education. Much of his career was spent at the University of Utah as a full-time faculty member and an administrator. His field was higher education policy, finance and planning. He has also traveled extensively for the past 15 years. Regent Morgan said he was happy to be serving on the State Board of Regents.

Chair Pitcher reviewed the contents of the Regents' folders and noted the changes to Board committee assignments. He thanked the Regents for accepting those assignments and announced the location of the committee meetings to follow.

#### Personnel Changes

Southern Utah University – President Benson said **Dr. Abe Harraf** would be leaving for his new assignment in Colorado immediately following this meeting. **Dr. Rod Decker** has been appointed Interim Provost until the position can be filled permanently.

Salt Lake Community College – President Bioteau expressed her appreciation for **Dr. David Richardson's** 15 years of service as Salt Lake Community College Academic Vice President. Dr. Richardson will be doing humanitarian work, now that he has retired. **Dr. Joe Peterson**, most recently from Dixie State College, has been appointed to that position, effective August 21.

Utah Valley State College – President Sederburg introduced **Dr. Elizabeth Hitch**, who is the Academic Vice President at UVSC, effective July 1, 2007.

Snow College – Chair Pitcher announced that the previous day, the Regents had appointed **Scott Wyatt** as the new President of Snow College. It was an interesting day, with power outages and various complications.

Because of the closure of Nephi Canyon due to the wildfire, Chair Pitcher asked committee chairs to move quickly through their agenda items. The Regents were dismissed to their respective committees at 9:22 a.m.

Following meetings of the Board Committees, the Committee of the Whole reconvened at 10:50 a.m.

General Consent Calendar

On motion by Regent Snow and second by Regent Garff, the following items were approved on the Regents' General Consent Calendar (Tab FF):

- A. Minutes – Minutes of the Regular Board Meeting held June 8, 2007, at the University of Utah in Salt Lake City, Utah
- B. Grant Proposals (on file in the Commissioner's Office)
- C. Grant Awards
  - 1. University of Utah – Ambre Energy; "DME Process;" \$2,195,058. Wlodzimierz Zmierczak, Principal Investigator.
  - 2. University of Utah – National Institutes of Health/National Cancer Institute; "Natural Anti-Cancer Agents;" \$1,117,205. Chris M. Ireland, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Library of Medicine; "National Network of Libraries of Medicine (NL/LM) Service;" \$1,333,027. Wayne J. Peay, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Institute of Neurology; "Prevention of Epilepsy;" \$2,409,371. H. Steve White, Principal Investigator.
  - 5. University of Utah – State of Utah; "Medicaid Transformation Grant;" \$1,636,133. Gary M. Oderda, Principal Investigator.
  - 6. University of Utah – Department of Community and Culture; "HCI Appropriation;" \$6,500,000. Kevin L. Cheney, Principal Investigator.
  - 7. University of Utah – HRSA Maternal and Child Health; "National EMSC Data Analysis Resource Center;" \$1,200,001. J. Michael Dean, Principal Investigator.
  - 8. Utah State University – US Department of Defense/US Navy; "Time-Critical Sensor Image/ Data Processing;" \$1,355,990. Niel Holt, Principal Investigator.
  - 9. Utah State University – US Department of Education; "To Operate Regional Resource Center, Region No. 5, Utah State University;" \$1,300,000. John Copenhaver, Principal Investigator.
  - 10. Utah State University – Sandia Laboratories; "Light Source for Thermal Vacuum Chamber Optical Focus Testing;" \$1,000,000. Vern Thurgood, Principal Investigator.
  - 11. Utah State University – Government of the Dominican Republic; "Dominican Republic, Phase IV;" \$4,426,655. Steven Hanks, Principal Investigator.

Reports of Board Committees

Programs Committee (Katharine B. Garff, Chair)

University of Utah – Doctor of Musical Arts Degree (Tab A). Chair Garff said the traditional Ph.D. is the principal degree for music research-oriented programs, and the DMA is the predominant degree for music performance programs. It is complementary to the PhD in Music degree but is intended to prepare musical performers to the highest level of technical mastery and artistic expression through performance and rigorous academic course work. **Chair Garff moved approval of the University of Utah’s Doctor of Musical Arts Degree. The motion was seconded by Regent Snow and was adopted unanimously.**

University of Utah – Master of Science Degree in International Affairs and Global Enterprise (Tab B). Chair Garff said this was an interdisciplinary degree, offered by three schools – the School of Business, the College of Law, and the College of Social and Behavioral Sciences. It is targeted toward those students who desire to complement the knowledge obtained through their undergraduate studies with a deeper understanding of global business and the social, legal, political, cultural, and economic context in which it occurs. Chair Garff commended University officials for their efforts to advance interdisciplinary programs. **Chair Garff moved approval of the University of Utah’s Master of Science Degree in International Affairs and Global Enterprise. Regent Zenger seconded the motion, which carried unanimously.**

Weber State University – Master of Science Degree in Athletic Training (Tab C). Chair Garff said this degree was required by state law before anyone practicing athletic training or referring to themselves as athletic trainers can be licensed to do so. It is a master’s degree program leading to certification or licensure and will meet the same professional competencies and proficiencies as the undergraduate Athletic Training program. This is a unique program, in that there are no such programs already in existence at Utah colleges or any of our neighboring states. **Chair Garff moved approval of Weber State University’s Master of Science Degree in Athletic Training. Regent Snow seconded the motion, which was adopted unanimously.**

Southern Utah University – Master of Science Degree in Sports Conditioning and Performance (Tab D). Chair Garff reported this was a career-oriented program designed for coaches. It will offer extensive course work in the area of sport conditioning, enabling professionals to design safe and effective exercise programs for students and athletes. Topics covered will include exercise physiology, exercise testing and prescription, and kinesiology. The program is designed to help graduates understand the risks and benefits of athletic participation as well as the health benefits of long-term physical activity. **Chair Garff moved approval of Southern Utah University’s Master of Science Degree in Sports Conditioning and Performance. Regent Snow seconded the motion, which was adopted unanimously.**

Southern Utah University – Bachelor of Arts Degrees in Studio Arts and Art History, and Termination of the Bachelor of Arts Degree in Art (Tab E). Chair Garff explained that SUU’s BA Degree in Art must be terminated before the new BA degrees in Studio Art and Art History could be implemented. The two new degrees will redirect students into courses appropriate to the degree and area of interest. The Art History degree will prepare students for careers in galleries and museums, libraries, and other specialized fields. The Studio Arts degree will be sought for those producing art in various forms. **Chair Garff moved approval of Southern Utah University’s Bachelor of Arts Degrees in Studio Arts and Art History, with a progress report in three years, as specified in Policy R-401. She also moved approval of SUU’s termination of the Bachelor of Arts Degree in Art (Tab I). The motion was seconded by Regent Beesley and adopted unanimously.**

Dixie State College – Bachelor of Science Degree in Communication (Tab E). Chair Garff referred to the committee's Consent Calendar (Tab I), which included Dixie's request to terminate the Baccalaureate Degree in Communication and New Media. Students already enrolled in the CNM program will continue their course work in the new baccalaureate program. Students will major in Human Communication, Mass Communication, or Digital Film, which are the three emphasis areas of the new degree. This will enable graduates to enter the workforce or to seek advanced degrees. President Caldwell responded to questions. **Chair Garff moved approval of Dixie's Bachelor of Science Degree in Communication and termination of the Baccalaureate Degree in Communication and New Media. Regent Zenger seconded the motion, which was adopted unanimously.**

Dixie State College – Bachelor of Science Degree in Accounting (Tab F). Chair Garff reported the proposed program would more adequately meet the needs of students and the community. It is targeted for those students pursuing careers in accounting and auditing and will complement the college's existing Bachelor of Business Administration Degree. Graduates may seek the CPA credential or pursue a graduate degree. College officials will seek accreditation for both programs through the AACSB. The Accounting program would become effective Fall Semester of this year. **Chair Garff moved approval of Dixie State College's Bachelor of Science Degree in Accounting. Regent Beesley seconded the motion, which carried unanimously.**

Weber State University – Mission Statement (Tab H). Chair Garff stated questions had arisen in committee regarding Weber's new mission and vision statements. **This item was tabled for further discussion at the September meeting.**

Consent Calendar, Programs Committee (Tab I). **On motion by Chair Garff and second by Regent Cespedes, the following items were approved on the Programs Committee's Consent Calendar:**

- A. Weber State University – Termination of the Botany Composite Teaching Major
- B. Utah College of Applied Technology – Fast-track approval of Certificates of Completion
  1. Dixie Applied Technology College (DXATC)
    - a. Auto Collision Repair
    - b. Accounting Clerk
    - c. Business Administrative Support I and II
    - d. Computer Applications
    - e. Drafting
  2. Mountainland Applied Technology College (MATC) – Medical Transcription
  3. Southwest Applied Technology College (SWATC) – Accounting Clerk

As noted above, approval was previously given to the termination of Dixie's Baccalaureate Degree in Communication and New Media and SUU's Bachelor of Arts Degree in Art.

Information Calendar, Programs Committee (Tab J). Chair Garff briefly reviewed each item on the committee's Information Calendar. She commended University of Utah officials for their joint Juris Doctor (JD) and Master of Public Policy (MPP) Degree. Weber State University has restructured its Botany and Zoology Teaching Minors into a single Biology Teaching Minor. WSU officials have also partnered with Salt Lake Community College to offer the last two years of a Bachelor of Science Degree in Automotive Technology at SLCC's Meadowbrook Campus. Chair Garff commended the institutions for their partnership efforts.

Transition Report – College of Eastern Utah/Southeast Applied Technology College Merger (Tab GG). Chair Garff said her committee had discussed the report. There is an assumption that this merger will enable the College of Eastern Utah to flourish as a comprehensive community college. Commissioner Kendell asked President Thomas to comment. President Thomas expressed his appreciation for the good will of everyone involved in this merger. It has been extremely successful. President Thomas related that during the recent fires that threatened Utah gas and oil mines, the combined fire departments expressed their appreciation for the cooperation they received, stating that it was the best working relationship they had ever experienced. Commissioner Kendell said there had been some concern that the CTE programs would be lost in the merger. He pointed out there will not be a separate line item for the CTE programs as originally recommended. Rather, a new program account has been created by the Utah Legislature to allow for appropriate tracking of CTE funding. Additionally, CEU created a new Division of Workforce Education, reporting directly to the Provost, to which the bulk of the SEATC budget is assigned. With this merger, the College of Eastern Utah is much better positioned to assume its mission as a comprehensive community college, with offerings from certificate programs in vocational areas to four-year programs in partnership with other institutions.

Finance, Facilities and Accountability Committee (Regent Nolan E. Karras, Acting Chair)

USHE – Proposed Revisions to Policy R541, *Management and Reporting of Institutional Investments* (Tab K). Regent Karras referred to page 5 of the policy and pointed out the following changes: New sections 4.6.1.3.5.2, 4.6.1.3.5.3, and 4.6.4 have been added to the policy. Additionally, the committee recommended that the phrase “(for example, 5% of endowment funds)” be deleted from section 4.6.4. These changes will increase the flexibility of the policy by adding alternative investment ranges for institutions with endowment funds between \$25 million and \$100 million. **Regent Karras moved approval of the revisions to Policy R541 as amended. Regent Zenger seconded the motion, which was adopted unanimously.**

Weber State University – Request for Investment Exception (Tab L). Regent Karras said the proposed exception to the Uniform Management and Institutional Funds Act (UMIFA) would allow WSU to hold two shares of Berkshire Hathaway stock, thereby allowing students to attend the Berkshire Hathaway annual meeting. **Regent Karras moved approval of the exception, seconded by Regent Reid. The motion carried.**

Southern Utah University – Lease of Property in St George, Utah (Tab M). **Regent Karras moved the committee’s recommendation that SUU’s proposed lease not be approved and that Presidents Benson and Caldwell present an alternative plan at a future Board meeting. The motion was seconded by Regent Zenger and adopted.**

Snow College – Campus Master Plan (Tab N). Regent Karras reported the master plan for Snow College included the new library. The committee reviewed the plans for the Ephraim and Richfield campuses and recognized that there would likely be changes with the advent of a new president. No major changes were noted. **Regent Karras moved approval of Snow College’s Campus Master Plan. Regent Cespedes seconded the motion, which carried.**

Consent Calendar, Finance Committee (Tab O). Regent Karras referred to the attachment to Tab O, which was in the Regents’ folders. **On motion by Regent Karras and second by Regent Reid, the Regents approved the 2007-2008 Appropriated Operating Ongoing Budgets.**

Report of Regents' Executive Committee's Actions on June 19, 2007 (Tab P). Regent Karras reported the Executive Committee had met on June 19 to approve 2007-2008 salaries for the USHE presidents and Commissioner. In addition, they approved SUU's request to construct a bell tower using private funding. This item was for information only.

Annual Research Grant Report (Tab Q). Regent Karras said this report was also for information only and required no action. **The committee asked that future reports include all schools with grant activity.**

Legislative Auditor General's Performance Audit of Higher Education Personnel Budgeting Practices (Tab R). Associate Commissioner Spencer said higher education officials had met with the Legislative Audit Subcommittee earlier in the week. There was agreement with the recommendations, and we will more closely align budgets and actual expenditures. After reviewing the report with the presidents and vice presidents, another meeting will be scheduled with the Legislative Audit Subcommittee. Regent Karras noted we had asked for increases in mandated costs to stay in line with realities. However, the audit questioned whether we should request more money. He suggested this would be a good time to debate both sides of the issue. Commissioner Kendell said the key issue is ensuring that the presidents have the flexibility they need. The presidents have been cautious about filling vacant positions until they are sure of their revenue streams. Regent Karras suggested the Regents determine a realistic, prudent "carry forward" amount.

Update on Administrative Data Processing "Banner Small-Institution Enhancement" Project (Tab S). Regent Karras expressed the Board's appreciation for Weber State University's work with the other institutions. This item was for information only.

Preview of 2008-2009 Capital Development Projects (Tab T). Regent Karras referred to Replacement Tab T. He said the committee had asked Associate Commissioner Spencer to arrange a time when the Regents could tour the various facilities to personally see the needs of the institutions.

Preview of 2008-2009 Budget Categories (Tab U). Regent Karras called attention to the Executive Summary attached to Tab U and said changes were anticipated. Associate Commissioner Spencer said the Regents would get another draft in September. The formal budget will be on the October agenda for approval. He pointed out some new categories: IT Equipment Renewal (2-C), Audit Staffing (2-E), and Emergency Management and Campus Security (4-C). In addition, the Teacher Initiative (5-A) is new, the Health Professions Initiative (5-B) would be increased, and the Science and Technology Initiative (5-C) should continue. Preliminary information on the budget will be presented at the September Board meeting. Regent Karras pointed out these budget categories will drive the Regents' priorities. He asked the Regents to contact Commissioner Kendell or Associate Commissioner Spencer if they have concerns about any of these categories. He commended the Commissioner's staff for this important document and urged all Regents to read it carefully.

Exposure Draft – Institutional Needs Statements for Land Banking (Tab V). Regent Karras noted the System had not done a good job of land banking for long-term planning. He pointed out this document was for discussion and was separate from the Q&P prioritization.

College of Eastern Utah – Progress Report on Business Process Consulting Engagement (Tab W). Regent Karras said the Regents were pleased with the report which had enabled them to receive accurate accounting statements. The auditing team is expected to complete its first objectives well before the original August deadline,



and the State Auditors will review the financial statements in December. Regent Karras thanked President Thomas, Assistant Commissioner Brian Foisy, Associate Commissioner Spencer and Troy Caserta for their efforts.

Strategic Planning and Communications Committee (Regent Meghan Holbrook, Vice Chair)

Policy R847, Criminal Background Checks (Tab X). Regent Holbrook said this policy was required to comply with HB196, enacted by the 2007 Legislature. Adjunct faculty can be exempt from these background checks. Associate Commissioner Buhler explained that this was required of all employees holding sensitive positions as defined. An amendment to the policy was provided to add section 4.16. This policy has been approved by the Council of Presidents. Regent Holbrook asked President Bioteau to explain the procedure used at Salt Lake Community College. Regent Cespedes asked if guidelines would be developed to define what crimes would be reported. Associate Commissioner Buhler said the legislation requires a due-process procedure where applicants could respond to any findings. He referred to section 4.9 which detailed the things that would be investigated. Regent Cespedes asked if the institutions had the same standards in determining whether an employee would be hired/retained. Associate Commissioner Buhler said institutions would have discretion, but they will be very careful in implementing this policy and acting on the findings. Commissioner Kendell said the Commissioner's Office had adopted a background check policy three years ago, with minimal problems. Regent Cannon said the **committee had amended the policy to clarify the status of background checks of concurrent enrollment employees. Vice Chair Holbrook moved approval of Policy R847, as amended. Regent Cespedes seconded the motion, which carried unanimously.**

Communication and Messaging Strategies (Tab Y). Vice Chair Holbrook remarked it had been gratifying the previous day, when candidates were interviewed for the Snow College presidency, to hear some of the candidates mention "building a stronger state of minds." Communications Director Amanda Covington said the messaging campaign was going well and was gaining momentum. The institutional public relations directors are meeting monthly. There is no budget for mass marketing, so we are focused on grass-roots efforts. Amanda expressed her appreciation for the Regents' efforts to get out the message. Regent Holbrook said other groups may need to be included, especially ties with minority and/or ethnic groups. She asked the Regents to contact Amanda to recommend additional groups that should be contacted.

Regent Zenger referred to 2-ii-1-a and asked if contact should begin at an earlier age than second-year Utah Scholars. Regent Holbrook said the committee had agreed earlier contact was important. Commissioner Kendell said much of the messaging is directed at key business, political and cultural leaders, but messages to schools has been targeted at the 8<sup>th</sup> grade. Amanda said she had met with administrators of the Garff Keys to Success program about teaming with UESP's Road to Success program.

**Regent Holbrook moved acceptance and immediate implementation of the messaging strategies outlined in the attachment to Tab Y. Regent Beesley seconded the motion, which carried unanimously.**

Legislative Update (Tab Z). Regent Holbrook said two significant meetings had taken place since the last Board meeting – the Legislative Higher Education Task Force on June 21, and a joint meeting of the Public and Higher Education Appropriations Subcommittees on June 13. The agenda for the next task force meeting on July 17 was included in the agenda materials, along with minutes of the joint committee meeting.

Regent Speaking Engagements/Presentations (Tab AA). Regent Holbrook reminded the Regents and Presidents they had received a list earlier requesting them to sign up for speaking engagements in their respective communities. She asked them to e-mail Amanda with their availability for the remainder of this calendar year.

CAO Quality Initiative Report (Tab BB). Regent Holbrook asked Dr. Brad Winn, who authored the paper, to comment. Dr. Winn said the report had been updated to include the following initiatives which need to be addressed in 2007-2008: (1) Participation, retention and completion rates, including first-generation, female, and minority students. (2) Pass rates on professional certifications and licenses. (3) Student data system, including student evaluations, student educational goals, etc. (4) Competitive salary rates for faculty and staff. (5) Public awareness campaign, marketing the value of higher education and the importance of preparing for higher education. President Sederburg said the value-added section (Appendix 1) is critical for the institutions with open enrollment or that serve the disadvantaged populations. Regent Holbrook referred to the first bullet under "Resource Quality" and said the committee had removed "increase preparation of" and inserted "partner with." Regent Karras expressed his appreciation for the report and asked about the effect of salary on outcomes.

Update on Information Technology Strategic Plan (Tab CC). Regent Holbrook said the committee had received an excellent presentation from Steve Hess. She pointed out that this area needs more funding to do a better job. Commissioner Kendell said this was a specific proposal with well-established outcomes. The original IT Strategic Plan was presented to the Regents in September 2006. The Commissioner's cover memo to Tab CC detailed some of the accomplishments made during the past year. There may be an opportunity this year to address some of the most critical needs of the state. The Commissioner said this was an important item not only for the System, but for every institution in it. Regent Holbrook referred to the Executive Summary and noted a data bank for disaster recovery had been established in Richfield. Most of the institutions have entered into lease agreements for rack space in the center.

Status Report – Training for New Regents and Trustees (Tab DD). Assistant Commissioner Dave Doty said he plans to have half-day training sessions – one in northern Utah and one in southern Utah – in September. He asked the Regents to look at the dates suggested and to let him know the dates that would be most suitable for them. He also asked the Presidents to check their calendars and to check with their Trustee chairs and vice chairs and to let him know their availability. He further requested suggestions for additional topics that should be included. Members of the Commissioner's staff, Regents and Trustees will all participate in this training.

Status Report – Board Self-Evaluation (Policy R212) (Tab EE). Evaluation criteria were distributed in the Regents' folders. Regent Holbrook asked Regents to direct any questions to Assistant Commissioner Doty. The deadline for the Board's self-evaluation is December 31. She noted a board self-evaluation was a requirement of accreditation for many of the institutions.

#### Snow College – The President's View

President Wyatt said in addition to being an advocate for Snow College, he will be an advocate for higher education generally. He thanked the Regents for the opportunity to lead this institution.

#### Report of the Commissioner

Appreciation to Rick Wheeler. Commissioner Kendell thanked Rick Wheeler, who has done an excellent job as Interim President of Snow College. It has been a pleasure to work with him. The Commissioner wished Rick well and said he looked forward to continuing to work with him as part of the Snow College administrative team.

Hospitality. The Commissioner acknowledged the staff at Snow College for their hospitality, despite adverse circumstances. It is always a pleasure to be in the Noyes Building for the history and "sense of place" it provides.

Highlights of Institutional Accomplishments. Commissioner Kendell referred to his written report and commented briefly on each institution's successes. He commended the University of Utah for implementing payroll deduction for UESP for its employees. The State of Utah has also agreed to provide this opportunity to its employees. The Commissioner urged the other institutions to authorize payroll deduction for their employees to participate in UESP. This advances student success.

#### Report of the Chair

Chair Pitcher referred to his written report and said he continues to be amazed at the success of the students. He highlighted SUU's Jill Stevens, who was recently crowned Miss Utah. In addition to obtaining a college education at Southern Utah University, she served in the military for 18 months in Afghanistan.

Calendar. Chair Pitcher referred to the Dates to Calendar and the updated Master Calendar in the Regents' folders and thanked Vice Chair Beesley and Secretary Cottrell for putting the calendar together. He asked Secretary Cottrell to ensure that UCAT officials are informed of the changes in appointments to the UCAT boards. The 2008 proposed meeting schedule was also included in the folders. Chair Pitcher asked Regents to let Secretary Cottrell know if they have problems with any of the dates listed.

Appreciation. Chair Pitcher thanked the Snow College President's Leadership Team, who did an excellent job of directing the Regents through the two days of meetings. Regent Holbrook thanked Regent Reid for chairing the Snow College Presidential Search Committee so efficiently.

#### Adjournment

**Regent Reid moved that the Regents move into executive session to discuss personnel issues. Vice Chair Beesley seconded the motion, which was adopted unanimously.**

The Regents then met in executive session and adjourned at 1:05 p.m.

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Joyce Cottrell, Executive Secretary

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Date Approved