

STATE BOARD OF REGENTS MEETING
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
OLPIN STUDENT UNION
OCTOBER 29, 2010

Agenda

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS,
9:00 a.m. UNIVERSITY OF UTAH BOARD OF TRUSTEES, PRESIDENT YOUNG
AND COMMISSIONER SEDERBURG
Parlor A

8:30 a.m. - Presidents' Meeting re Department of Labor Grant
9:00 a.m. Collegiate Room

9:15 a.m. - COMMITTEE OF THE WHOLE
10:45 a.m. Saltair Room

1. Report of the Commissioner
 2. 2010 Report of the 2020 Higher Education Plan
 3. Information Technology Task Force Report
- Tab A
Tab B

11:00 a.m. - MEETINGS OF BOARD COMMITTEES
12:15 p.m.

PROGRAMMING AND PLANNING COMMITTEE
Regent John H. Zenger, Chair
West Ballroom

NEW DEGREE PROPOSALS:

1. Dixie State College – Bachelor of Science Degree in Music Education
- Tab C

THREE-YEAR FOLLOW-UP REPORTS

2. Utah State University
 - A. Bachelor of Science Program in Agricultural Communication and Journalism
 - B. Bachelor of Arts/Bachelor of Science Programs in International Business
 3. Dixie State College
 - A. Bachelor of Arts/Bachelor of Science Programs in English
 - B. Associate of Applied Science Degree in Medical Radiography
- Tab D

ACTION:

4. USHE – Participation Task Force Report
- Tab E

INFORMATION/DISCUSSION:

5. Community College Task Force Recommendations
- Tab F

6.	College and Career Readiness Statement	Tab G
7.	USHE – Secondary Counselor Conference	Tab H
8.	Utah Scholars Annual Report	Tab I
9.	Report to Legislature on New Century and Regents’ Scholarships	Tab J
10.	Legislative Outreach – Regional Briefings	Tab K
11.	Third-Week Enrollment Report	Tab L

FINANCE AND FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Saltair Room

ACTION:

1.	Dixie State College – Housing Project	Tab M
2.	University of Utah – Campus Master Plan	Tab N
3.	Proposed Revisions to Policy R565, <i>Audit Committees</i>	Tab O
4.	Utah State University – Property Purchase (Tremonton)	Tab P
5.	University of Utah – Series 2010 Auxiliary and Campus Facilities System Revenue Bonds	Tab Q
6.	UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds	Tab R
7.	University of Utah – 2010 Series Hospital Refunding Revenue Bonds	Tab S
8.	University of Utah – Request for Bonding Authorization (South Jordan Health Center)	Tab T

CONSENT:

9.	Snow College – Sale of Property	Tab U
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INFORMATION:

10.	Southern Utah University – Property Purchase	Tab V
11.	USHE – Annual Leased Space Report	Tab W
12.	USHE – Annual Report on Institutional Residences	Tab X
13.	UHEAA – Student Loan Default Rates – Lowest in UHEAA History	Tab Y

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

LUNCH
Ballroom

State of the University Presentation – President Young

1:45 p.m. -
3:00 p.m.

COMMITTEE OF THE WHOLE AND REGULAR
BUSINESS MEETING OF THE BOARD
Saltair Room

1. General Consent Calendar
2. Adoption of 2011 Meeting Schedule
3. Reports of Board Committees
4. Resolutions
5. Report of the Chair
6. Discussion

Tab Z

3:00 p.m. -
4:00 p.m.

CLOSED SESSION MEETING OF THE BOARD
Parlor A

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.

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2010 Report of the 2020 Higher Education Plan

Background

During the August 26, 2010 Regents' and Presidents' planning retreat, a draft of the 2020 Higher Education Plan case statement and action plan were reviewed and feedback was given to shape the direction of the plan and the planning process. Additional feedback was received from legislators and business leaders. All feedback has been included in this latest draft.

The plan was also preliminarily reviewed by Governor Herbert and Lt. Governor Bell to ensure their expectations are being met as per the Governor's charge to the Regents and Commissioner Sederburg in the 2010 State of the State Address. The feedback from the Governor and Lt. Governor was very positive. The attached draft, with Regents approval, will also be shared with the Governor to honor the Regents' and Commissioner's commitment to provide him with a report on how Utah's colleges and universities will meet the workforce demands of the 21st Century.

However, due to the importance of engaging the general public in the cause of the higher education plan—specifically Utah's "big goal" to have 66% of Utahns with a postsecondary degree or certificate by the year 2020 and the strategies on how Utah can accomplish that goal—the final 2010 report of the 2020 higher education plan will be prepared for Board of Regents approval in its January 21, 2011 board meeting. This will ensure that the plan is ready for distribution and use during the 2011 legislative session. Thereafter, an annual report of progress made towards attaining Utah's "big goal" and implementing the recommended strategies will be prepared for the Regents in time to use during subsequent legislative sessions.

To facilitate public engagement, the 2020 higher education plan has been named the "Higher Ed Utah 2020" plan to be consistent with the USHE website and brand "HigherEdUtah.org." From that website or by going directly to a new website, "HigherEdUtah2020.org," the plan can be downloaded as a PDF document, edited as a "wiki" document, or voted and commented on by the general public. Additional resources, including PowerPoint presentations and links to other sources supporting the need to increase

the level of educational attainment to ensure our state and country's prosperity in the 21st Century, can be accessed from the HigherEdUtah2020.org website.

Recommendation

The Commissioner recommends that the Regents accept the October 20, 2010 draft of the "Higher Ed Utah 2020" plan and approve it for public engagement to increase public awareness, involvement, and support of the plan and its recommended strategies.

William A. Sederburg, Commissioner

WAS/CKM /JAC
Attachments

HigherEd Utah2020

2010 Report

DRAFT October 20, 2010

For questions or comments about this document, contact the Planning Department for the Utah System of Higher Education at 801-321-7115 or at HigherEdUtah2020.org.



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of MindsSM

This is a living document. It will remain in “draft” form until it has been formally approved by the State Board of Regents as “HigherEdUtah2020.”

The purpose of this draft is to enlist input, feedback, and support from the higher education community and its stakeholders to help shape the future of higher education in Utah. The feedback will be reflected in future drafts of this document.

The overarching purpose of this document is to serve as a compass to the State Board of Regents as well as to the higher education community and stakeholders in their implementation of strategies that will help ensure the future prosperity of Utah.

Preface



Utah, a state of promise and opportunity, stands at a juncture along the path of the future of education for the state. From this vantage point, we can see the diverging paths that lie before us. One is a challenging climb that will test our collective resolve. The other may appear at first to maintain even ground, but will, in a short time, lead us on a downhill course that affects our people and our way of life. With collective will and resolve, we can choose and successfully navigate the high road.

Recognizing the seriousness of the challenge before us, Governor Gary R. Herbert called upon the Utah State Board of Regents and the Commissioner of Higher Education to present a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the 21st century. The purpose of this document is to answer the Governor's call and unify the state in its need to increase the level of educational attainment of its citizens—from a high school diploma to an employable certificate, from a certificate to an associate's degree, from an associate's degree to a bachelor's degree, from a bachelor's degree to a master's degree and so forth—to better ensure that Utahns can prosper in the knowledge-based economy of the 21st century.

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EXECUTIVE SUMMARY

CASE STATEMENT - Purpose

Analysis of Utah's economic outlook reveals two megatrends at the intersection of education and economics:

- 1) In the last two decades, Utah has lost the advantage it once held of being among the most highly-educated states in the nation (as gauged by the number of adults ages 25 to 64 with an associate's degree or higher). At the same time, the U.S. has fallen from being 1st in the world for educational attainment to 10th, while almost all other developed nations are increasing their attainment rates.
- 2) The emergence of the knowledge-based economy is transforming economies around the world, including our own. The demand for more, better-trained and educated employees has skyrocketed and will continue to grow. According to the Georgetown University Center on Education and the Workforce, 66% of all jobs in Utah by 2018 will require postsecondary education. Those without postsecondary education will fall out of the middle class; no longer can a high school degree produce a comfortable living.

Currently, only 39% of Utahns hold an associate's degree or higher. This will not be sufficient for Utah to develop a robust economy in a global marketplace, nor for Utah's citizens to prosper individually or collectively. As there is a direct correlation between the education of a population and its economic prosperity. The long term well-being of our state and our people are at risk if deliberate actions are not taken.

Governor Gary R. Herbert has called upon the Utah State Board of Regents and the Commissioner of Higher Education to present a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the 21st century. The purpose of this document is to answer the Governor's call to unify state efforts to increase the level educational attainment of its citizens.

Utah's Big Goal

To meet Utah's education and workforce needs, the Board of Regents and Commissioner of Higher Education have set a **"big goal" for Utah**: to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah's workforce with an associate's degree or higher and 11% with a postsecondary certificate that leads to a livable wage.

To reach this goal within the next ten years, the state of Utah must take aggressive action. Utah System of Higher Education (USHE) institutions, along with other Utah public and private partners in higher education, will need to enroll approximately 109,000 more students (based on 2009 participation and completion rates). Of these, about 33,000 are "expected growth" over this period. This means that Utah will need to enroll an additional 76,000 students beyond the current enrollment and projected natural growth.

Simply put, capacity must increase. USHE institutions currently enroll about 165,000 students and estimate the ability to increase their collective capacity to accommodate 49,000 more students given traditional growth of resources and no additional budget cuts. Based on USHE calculations, this will leave the state about 60,000 students short of the 109,000 additional student target. Private institutions report zero to moderate increases in capacity to help accommodate the 109,000 more students; thus, the bulk of the demand for meeting Utah's "big goal" will need to be met by USHE institutions.

The increase in capacity among USHE institutions can be achieved by a) improving the management of the student pipeline, including training additional faculty and staff to teach and support more students; b) increasing efficiencies—increased use of facilities to accommodate more evening, weekend, and online programs and improved the rates of participation and completion; and c) expanding technological capabilities and physical facilities. All of these solutions will require a significant investment in higher education, an investment that is synonymous with economic development.

Strategic Priorities

To achieve Utah's "big goal," the state must address three strategic priorities:

- 1) Increase the rate of **student participation** in higher education (postsecondary education programs). This includes enrolling more and better-prepared students in college directly from high school. It also means increasing the participation rate of returning adult learners from across all regions of the state. Current statistics point to sectors where targeted efforts to increase the number of graduates can make a difference:
 - In 2008, Utah's high school graduation rate was 88%. Of those graduates, 44% went to college within one year of high school graduation (36% of the state's 19 year-old population.) Furthermore, of those high school students who took the ACT test in 2009, only 24% met the college readiness benchmark in all four areas of the test (English, math, reading, and science).
 - In 2008, close to 370,000 Utahns (nearly 28% of the adult population) had completed some college without earning a degree. If only a small portion of this group were to return to college to complete either a two- or four-year degree, the impact would be significant.
- 2) Increase the rate of **student completion** in their chosen field of study or training. Currently, only 49% of Utah's first-time, full-time, freshmen complete a bachelor's degree within six years of starting their program of study. To improve the rate of student completion, we will need to address issues of student retention, time to completion, and affordability.
- 3) Increase the level of **economic innovation**. To provide meaningful employment opportunities for graduates and to strengthen the knowledge-based economy in Utah, we need to align education to meet future talent-force needs and establish a climate where partnerships between government, education, and industry flourish.

ACTION PLAN

The State Board of Regents and Commissioner of Higher Education propose a five-point Action Plan that incorporates the three strategic priorities into five focus areas:

1. Expand the pipeline of college/career-ready and college-inclined high school graduates.
2. Stop leakages in the higher education pipeline by increasing the number who persist and complete their education once they enter college.
3. Expand the ability of colleges and universities to provide quality opportunities for more students.
4. Transform the way higher education meets the needs of the 21st-century student through efficiencies and technology.
5. Better leverage higher education in growing Utah's economy as a way to extend prosperity and grow the tax base of the state.

Conclusion

Successful implementation of the recommendations from the action plan will require the combined efforts of the State Board of Regents, the USHE institutions and Boards of Trustees, Utah's private higher education community, the State Board of Education and K-12 school districts, the Governor and Utah Legislature, and the support of Utah's business community, other community leaders, and the general public.

Higher education in Utah is a great investment. According to the University of Utah, every public dollar invested in higher education yields a \$7 return into Utah's economy. Not only are these returns felt in the education sector of the state, which is a \$4.8 billion industry in itself, but in increased tax revenues, in growth of business and industry, and in the quality of life for Utah's people. Today's investment in education will yield prosperous rewards with a vibrant economy for Utah tomorrow.

CASE STATEMENT OVERVIEW: EDUCATION'S BIG QUESTIONS

Where Will the Jobs Be in 2020?

Most of Utah's jobs will be in occupations that require education beyond high school. According to the Georgetown University Center on Education and the Workforce, 66% of all jobs in Utah by 2018 will require postsecondary education.¹ Indeed, the jobs requiring a postsecondary credential or degree will grow at over twice the rate of those requiring only a high school diploma.

66% of all jobs in Utah will require a postsecondary degree or certificate by 2018.

The Georgetown University report projects that by 2018, Utah will have:

- 172,000 jobs in **managerial and professional office** occupations, 142,000 or 82% of which will require a postsecondary degree or certificate.
- 101,000 jobs in **science, technology, engineering and mathematics** (STEM) occupations, 92,000 or 91% of which will require a postsecondary degree or certificate.
- 112,000 jobs in **health care** (both practitioners and support), 95,000 or 85% of which will require a postsecondary degree or certificate.
- 99,000 jobs in **education**, 92,000 or 93% of which will require a postsecondary degree or certificate.²

The demands are real and significant. In total, over 1,000,000 of the jobs in Utah will require some level of college education. (At least 202,000 of these will be new jobs.)

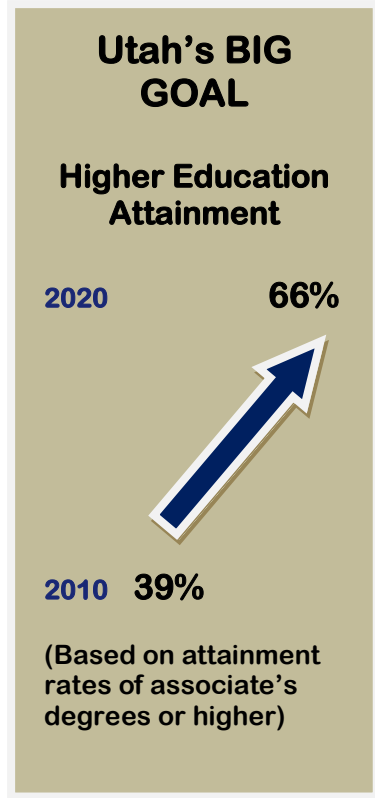
In fact, Utah ranks eighth in the U.S. for the highest proportion of jobs that will require postsecondary education.³ Utah must embrace the opportunity of an economy that demands college preparation and produce a **talent-force** prepared for 21st century.

A “**talent-force**” consists of able people prepared to succeed in the 21st century's dynamic knowledge-based economy. That requires the know-how to perform essential functions, the ability to adapt to an ever-changing work environment, and the skill to think critically and communicate effectively, in writing, in speech, and through technology.

These skills are typically developed and refined through a liberal arts college experience.

How Will Utah Prepare?

To succeed as a state, the Utah State Board of Regents and Commissioner of Higher Education, William A. Sederburg, have set a clear goal—ambitious but attainable: To have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah’s workforce with an associate’s degree or higher and 11% with a postsecondary certificate that leads to a livable wage. We will do this while enhancing the quality of our degree programs. This will help ensure Utah’s prosperity by producing the requisite 21st century talent–force.



To achieve this goal, Utah must realize three strategic priorities:

1. Increase the rate of **student participation** in higher education (postsecondary education programs).
2. Increase the rate of **student completion** in their chosen field of study or training.
3. Increase the level of **economic innovation**.

CALL TO ACTION

To increase the rates of participation, completion, and economic innovation, Utah’s legislature, business community, and general public must increase their investment in higher education now—nothing will have more impact on local communities and the state’s prosperity. Additionally, Utah’s higher education institutions must repurpose their resources to ensure they are providing a relevant, high quality educational experience in the most efficient and effective way possible. In so doing, Utah will position itself for success by developing the talent–force required by 21st century employers to create competitive businesses and sustainable communities.



David J. Jordan
Board of Regents Chair



Bonnie Jean Beasley
Board of Regents Vice Chair



William A. Sederburg
Commissioner of Higher Education

How Will Higher Education Answer the Call?

UTAH'S INSTITUTIONS OF HIGHER EDUCATION WILL ANSWER THE CALL BY WORKING TOGETHER.

The Utah System of Higher Education (USHE) will build upon the diverse strengths of each of its institutions to play a vital role in reaching Utah's "big goal" for higher education. From its research and regional universities to its state and community colleges, each institution's mission will be advanced through this service to our state and our local communities. (The role of each USHE institution in meeting Utah's goal is described in a later section.) Additionally, USHE's partners in higher education, which include the Utah College of Applied Technology and all other private institutions, both for profit and not-for-profit, will join with the USHE institutions in helping the state of Utah attain its big goal.



HigherEdUtah2020

RECOGNIZING THE CHALLENGE

The relationship between higher education and economic prosperity has increased in our generation and will continue to increase in the future. The technology of the 21st century knowledge-based economy has steadily eliminated jobs of past generations—jobs filled by middle-income workers with only a high school diploma or less. At the same time, the demand for more, better-trained and educated employees has skyrocketed. Globalization has also increased the need for Utah to differentiate itself with a more highly-educated talent-force than those of emerging economies.

Governor Gary R. Herbert emphasized this issue in his Inaugural Address, explaining: **“We cannot have sustainable economic growth—or be competitive in what is now a global marketplace—if we don't properly educate the rising generation.** In the 21st century, our competition isn't just Idaho, Colorado, or California. It's India, Canada, Mexico, and China. Today, more than merely gaining a diploma, our students need the skills that will provide a passport to the world.”⁴

Leaders of other states and the nation as a whole concur. From the White House⁵ to national organizations like Lumina and the Bill and Melinda Gates foundations,⁶ there is a national urgency to ensure that all students have the opportunity to succeed in their education beyond high school and to complete an associate's degree or higher or a certificate that leads to family-sustaining income.



Governor Gary R. Herbert

“This is the opportunity for people to develop the skills to succeed in the future. In order for our state to remain competitive we must focus on improving our public education system. A good education is a powerful tool to empower the individual to succeed.”

Education and the Public Good

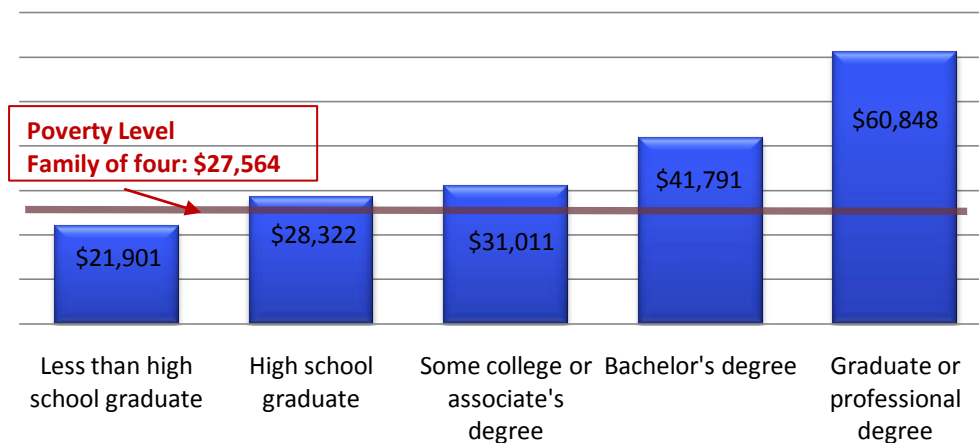
Economic prosperity is directly linked to an individual's level of educational achievement. Higher education has a powerful positive impact on personal earning potential—the greater the level of educational attainment the more likely a person is to earn a higher wage.⁷ **A high school graduate with no postsecondary education or training hovers on the state's annual poverty level**, which is \$27,564 for a family of four, with a median income of \$28,322.⁸ Contrast this with the median annual income of \$31,011 for a person with some college (including an associate's degree or certificate).⁹ More significantly, **a person with a bachelor's degree increases his or her median income by 35% to \$41,791** and a person with a graduate degree by 97% to \$60,848.¹⁰

According to the U.S. Department of Labor and the Bureau of Labor Statistics, 56% of the jobs in 2008 that had a minimum median annual income of \$32,390 required a postsecondary degree or certificate. And, while 40% of the jobs of the same minimum median annual income required significant on-the-job training, many of these jobs—such as chemical plant and system operator, police officer, or firefighter—also required postsecondary training or certification. Only 4% of the jobs with a \$32,390 minimum median annual income or greater allowed for short-term training or no postsecondary education.¹¹

Figure 1

Income Increases as Education Increases

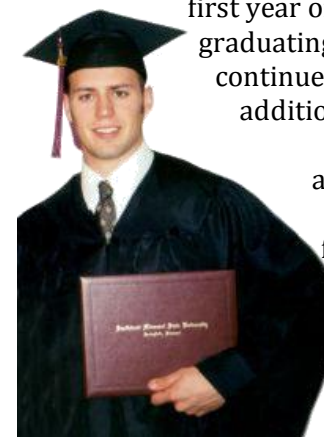
Utah median annual wages by educational level, 2008



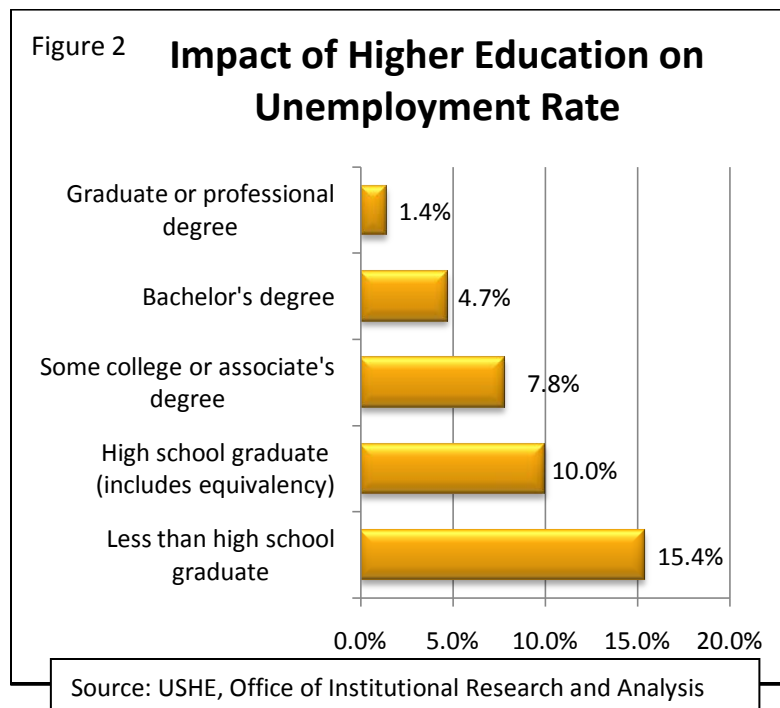
Source: USHE, Office of Institutional Research and Analysis

Impact of Degree Attainment on Utah's Economy

As an example, the 2007-08 USHE graduating class is estimated to have contributed \$650 million dollars to the state's economy in its first year of employment. 30% of this graduating class is estimated to have continued their education pursuing additional degrees or skills. Thus, as these individuals attain additional credentials, their contribution to the workforce and overall economic impact will become even more significant.



Employment Stability. Men and women with higher levels of education are less likely to be laid off and unemployed in tough economic times like Utah and the nation are currently experiencing. In Utah, of those with a bachelor's degree, only 4.7% were unemployed in 2009 compared to 10.0% of those who are high school graduates and 15.4% of those who did not complete high school. National statistics show similar trends. As illustrated in Figure 2, there is a direct correlation between the level of educational degree attainment and the probability of being unemployed—the more education a person has the less likely he or she is to be unemployed.¹² A more educated workforce is generally a more stable workforce.



Economic Growth. For Utah to flourish—to develop new jobs and raise the general standard of living—a higher percentage of our educated workforce must attain graduate and professional degrees. Advanced degrees are linked with the creation of highly paid jobs. Further, in today's knowledge-based economy, we need to increase the *asset of knowledge*. This applies to the knowledge gained by workers through education and experience, as well as the knowledge of credentialed faculty and others who will teach them and of accomplished business executives who can mentor young entrepreneurs. We also need high-quality researchers who will extend knowledge on a national and international level, and knowledgeable public administrators and state leaders who can create and sustain an environment where such development thrives. This knowledge base is developed within our research and graduate institutions and programs.



The benefits of education, particularly well-focused higher education, include career opportunities, economic stability and a richer, deeper quality of life. Students who attend college obtain a wide range of personal, financial, and other lifelong benefits; likewise, taxpayers and society as a whole derive a multitude of direct and indirect benefits when citizens have access to postsecondary education. The future stability of our democracy, for example, is dependent upon an educated citizenry. Furthermore, there is a positive correlation between higher levels of education and lifelong benefits for men and women of all racial/ethnic groups.¹³

The Lumina Foundation asserts that social and economic concerns are best addressed by educating many more people beyond high school. As education levels increase, the economy improves, tax revenues rise, civic engagement is strengthened, and the costs of crime, poverty, and health care are diminished; in short, the human condition is dramatically improved.¹⁴

A well-educated society is the foundation of a thriving middle class—individuals and families with a comfortable standard of living and significant economic security. The strength of the middle class is significant to the future of the state and nation. The middle class is the largest contributor and, therefore, the foundation of the tax base. The middle class supports public services like education, as well as social services like Medicaid and Social Security. Its growth leads to betterment of all. Its decline could lead to an economic maelstrom with tax revenues spiraling downward as more people fall out of the middle class and increase the population that draws upon social and public services.

Personal and Societal Benefits of Higher Education

- On the average, better-educated people live longer and enjoy healthier lives.
- People with college degrees demonstrate increased participation in civic and community involvement.
- People with higher levels of education tend to get jobs with better healthcare benefits and pensions and to require fewer social services.
- People with college degrees often donate more to local charities and volunteer their time in the community more because they work fewer hours to sustain their households and families.
- A broad educational experience provides the communication skills as well as creative and critical thinking skills necessary to perform in an economy that demands its workers develop habits of lifelong learning.
- Evidence shows that a college education increases one's sense of life satisfaction or overall happiness.
- Societies that have higher levels of education are safer and have less poverty.

Source: College Board, *Education Pays: The Benefits of Higher Education for Individuals and Society*, 2010

“The non-tangible benefits of receiving a college degree are, at minimum, equivalent to the monetary ones, and they extend from individuals to families and communities.” - Utah Women in Education Task Force

More Jobs Will Require Higher Education

The vast majority of jobs in the future economy will require some level of postsecondary education. The Center on Education and the Workforce at Georgetown University reports that **two-thirds of all jobs by 2018 will require a postsecondary degree or certificate.**¹⁵ Their analysis also indicates that occupations with high levels of non-repetitive tasks, such as managerial and professional jobs, tend to require postsecondary training and education. These types of jobs are growing while jobs that require repetitive tasks that can be automated, like production jobs, are declining.

Other noteworthy national state research organizations predict the same or similar rise in education requirements of the national workforce, including the Lumina Foundation, The College Board Advocacy and Policy Center, the Bill and Melinda Gates Foundation, the White House, and the Utah Department of Workforce Services.

According to this research, the gap in earnings between those with postsecondary degrees and those without will continue to grow.¹⁶ **No longer can a person expect to enter into or remain a part of the middle class with only a high school diploma or less.** The Georgetown University report emphasizes this point: “As the economy gets back on track over the next five years, 60 million Americans are at risk of being locked out of the middle class, toiling in predominantly low-wage jobs that require high school diplomas or less.” Without direct intervention and a thoughtful plan for an educated workforce, the middle class and the tax base it represents will decline.



Table 1: Where the Jobs Will Be in 2018, by Occupation and Education

Occupational Groups	High School or less	Some College	Associate's or Higher	Total Jobs
Managerial and Professional Office	34,000	18,000 (10%)	123,000 (72%)	172,000
Science & Technology	8,000	9,000 (9%)	83,000 (83%)	101,000
Community Services and Arts	6,000	5,000 (8%)	48,000 (82%)	59,000
Education	8,000	7,000 (8%)	85,000 (86%)	99,000
Healthcare	16,000	26,000 (23%)	69,000 (62%)	112,000
Food & Personal Services	83,000	14,000 (6%)	92,000 (39%)	234,000
Sales and Office Support	163,000	56,000 (12%)	265,000 (54%)	486,000
Blue Collar	229,000	31,000 (6%)	123,000 (25%)	488,000
TOTAL	584,000	173,000 (4%)	890,000 (55%)	1,647,000

Source: The Georgetown University Center on Education and the Workforce, June 2010 (see Appendix for complete table with occupational breakdowns)

Utah Will Require a More Educated Workforce by 2018

According to the Georgetown report, 66% of all jobs in Utah by 2018 will require postsecondary education.

Figure 3 **Percentage of Jobs Requiring Postsecondary Degrees by 2018**

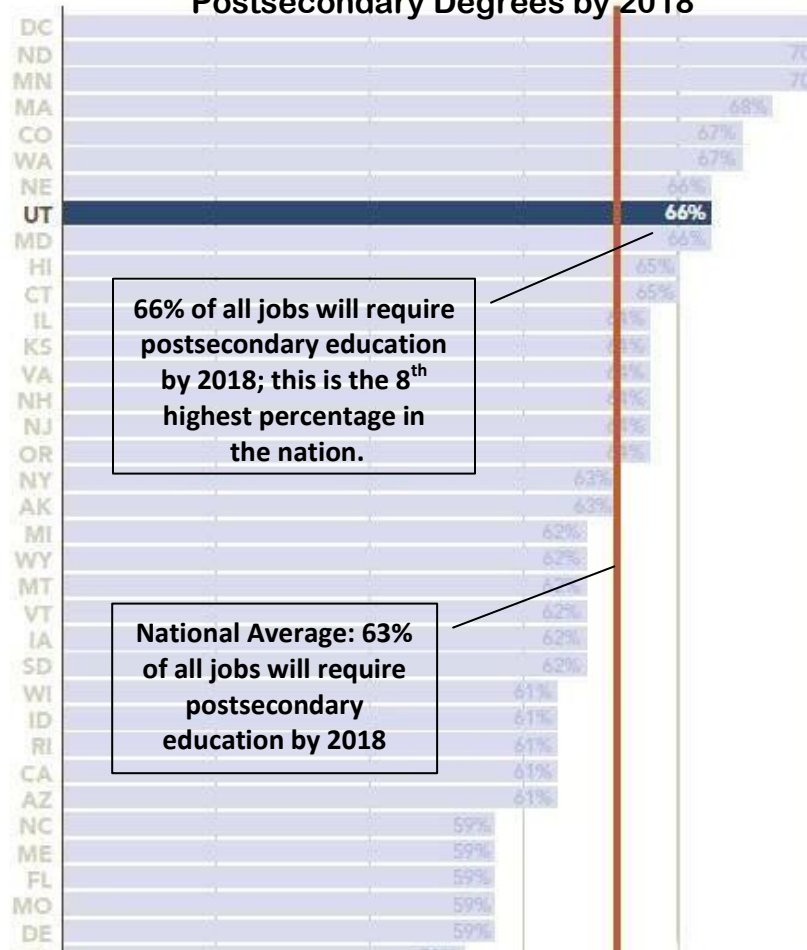
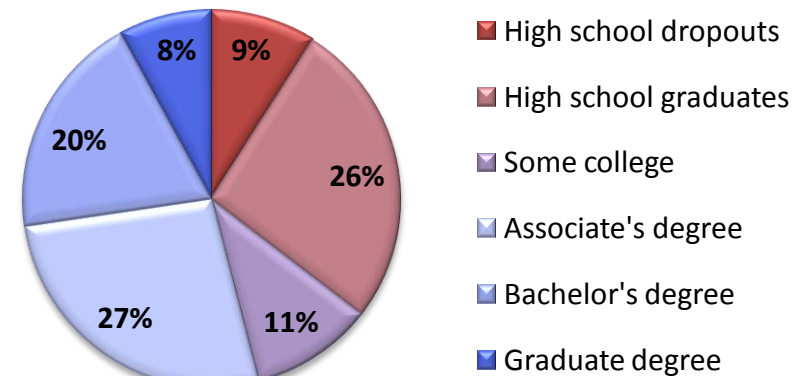


Figure 4 **Two-thirds of New Jobs Will Require Some Postsecondary Education**



Source: The Georgetown University Center on Education and the Workforce, "Help Wanted: Projections of Jobs and Education Requirements through 2018," June 2010

As the figure above illustrates, the Georgetown University report estimates that 55% of jobs in Utah will require an associate's degree or higher by the year 2018. Another 11% will require some training beyond high school, primarily certificates. (Most of these, however, do not produce a livable wage independent of additional certification or degrees.) Thus, 66%, or two-thirds of jobs will require at least some postsecondary education.

Utah's goal mirrors the Georgetown University estimates, but adds to it, calling for 55% of its workforce age 25 to 64 to have an associate's degree or higher and an additional the 11% with a postsecondary certificate that **leads to a livable wage** by 2020.

Where Are We Now?

The United States no longer leads the world in educational attainment, and Utah is not a leading state in the nation. Despite the importance of higher education, national levels of degree attainment are lagging. According to the National College Board Advocacy and Policy Center, only 39% of Americans age 25–64 have earned an associate's degree or higher.¹⁷ Over the last generation the U.S. has slid from 1st to 10th in educational attainment of persons having earned an associate's degree or higher. Of the top ten countries in educational attainment, the U.S. now trails the Russian Federation (54%), Canada (48%), Israel (44%) and Japan (40%).¹⁸ The U.S. is likely to slide even further in the 2010 Census.¹⁹

Utah has declined from 3rd in the nation for postsecondary attainment in 1960²⁰ to 26th in 2008.²¹ Currently, Utah's degree attainment rate is the same as the national average—only 39% with an associate's degree or higher.²²

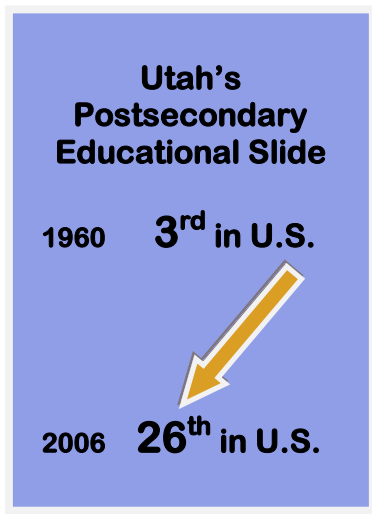
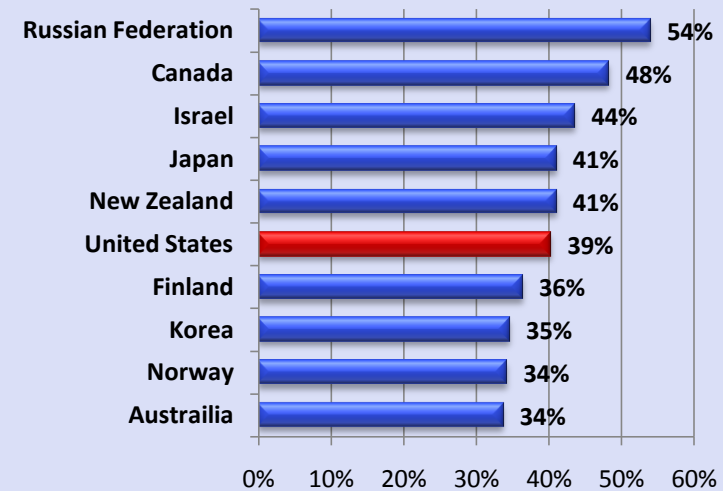


Figure 5 **Percent of 25-to-64-Year Olds with an Associates's Degree or Higher**



Source: College Board, The College Completion Agenda, 2010

The long-term prosperity of our nation and state are at risk if deliberate actions are not taken.

Thus, the National Governors' Association (NGA) has launched its *Complete to Compete* initiative challenging states to increase their college completion rates and higher education efficiency.²³ Even more pointedly, the Lumina Foundation (with the support of the Bill and Melinda Gates Foundation²⁴ and others) has established a goal of increasing the percentage of Americans with high-quality, in-demand degrees and certificates to 60% by the year 2025.²⁵

Using these goals as a guideline, the Utah System of Higher Education has determined to partner with the higher and public education communities and stakeholders to raise Utah's postsecondary degree attainment from 39% to 55% by 2020. To achieve this goal, the state of Utah must act deliberately to improve rates of higher education participation and degree completion in ways that directly build the state's economy. **Utah's future prosperity depends upon it.**

THE PLAN: UTAH'S "BIG GOAL"

To meet Utah's education and workforce needs, the State Board of Regents and Commissioner of Higher Education have set a **"big goal"** for Utah: to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah's workforce with an associate's degree or higher and 11% with a postsecondary certificate that leads to a livable wage.²⁶

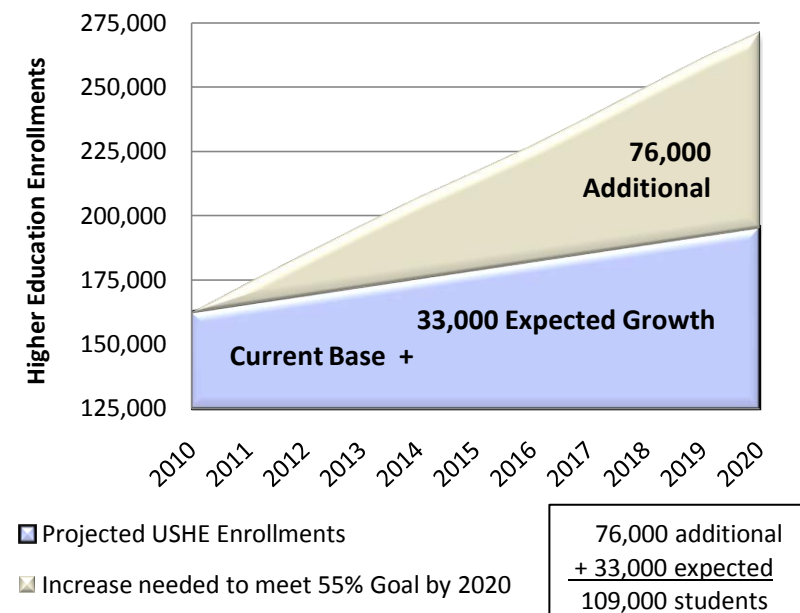
This means that Utah will need to enroll an additional 76,000 students over and above the expected growth of 33,000 students, totaling 109,000 students needing access to Utah's higher educational network by the year 2020. (Expected growth is based on 2009 rates of participation and completion for both public and private institutions and on projected population changes over the next ten years.) An increase of 109,000 students is about a 67% increase over the total of 164,862 students enrolled in the fall of 2009.²⁷ USHE Institutions recently reported an increase in total headcount enrollments of over 8,000 students (total of 173,016) in fall semester of 2010 compared to the fall 2009 enrollment reports. (Currently, 72% of Utah college students attend a public institution.)

Based on 2009 USHE institutional headcount figures, an increase of 109,000 students is roughly equal to adding another University of Utah, Utah State University, Weber State University, Southern Utah University, Dixie State College, and Snow College to the state's higher education network within ten years. Obviously, such a massive expansion of physical facilities is unrealistic. However, the need for expanded infrastructure (facilities and technology capacities) to accommodate this increased demand is real and must be strategically prioritized according system and institutional priorities. A significant variable that will influence this prioritization process will undoubtedly be the state's growth projections by county.

Goal for 2020:

66% of Utahns age 25 to 64 to have earned a degree or certificate

Figure 6
Enrollments Needed for 55% of Utahns 25-64 to Achieve an Associate Degree or Higher



Source: USHE, Office of Institutional Research and Analysis

Capacity Challenges

Simply put, capacity must increase in order to reach Utah's "big goal."

As part of this planning process, USHE and the Utah-based private institutions that account for 95% of all degrees and certificates awarded in 2008–09 were asked to estimate their student headcount capacity by the year 2020.²⁸ The estimates assumed traditional growth in resources and facilities (mirroring those of the last decade) and no budget cuts. The reporting private institutions projected zero to moderate growth in student capacity to help accommodate the 109,000 more students needed to attain Utah's "big goal." **Clearly, the bulk of the demand for meeting Utah's "big goal" will need to be met by USHE institutions.**

Increasing capacity of USHE institutions, however, must be accomplished without compromising quality. Thus, an essential factor in estimating the capacity of a campus is understanding where class size and frequency of offering are maximized without compromising the quality of the instruction and learning. It may be easy to assume that adding another student or ten to a class is as easy as adding their names to the role, but it is not. Depending on the type of class and available and appropriate technologies, adding more students may impede the effectiveness of a professor to train and prepare students for the workforce. Quality cannot be sacrificed for the sake of capacity.

Table 2: Need for Capacity Increases in USHE Institutions		
Expected Growth	33,000	Above the current enrollment of 165,000 students. Projection based on population growth
Additional Growth	<u>+ 76,000</u>	Additional growth required to meet Utah's 66% goal
Big Goal Target	109,000	
Current Peak Capacity	<u>- 49,000</u>	Estimates of additional students that could be accommodated, given current conditions
Distance from Target	60,000	Gap that must be filled by an aggressive growth strategy
Source: USHE, Office of Institutional Research and Analysis		

USHE institutions estimate that without compromising quality, they may be able to accommodate 49,000 more students by 2020—about 60,000 fewer than required by the "big goal."²⁹ This gap of 60,000 cannot be closed without an **aggressive strategy for growth and enhanced efficiency** by USHE institutions, in partnership with the Governor, legislature, and public.

Addressing Capacity Challenges

Enrolling more students, however, is not the only way to achieve Utah's **"big goal."** We will need to enhance the student pipeline while at the same time, transforming higher education through technology, utilizing our facilities more efficiency, and expanding infrastructure.

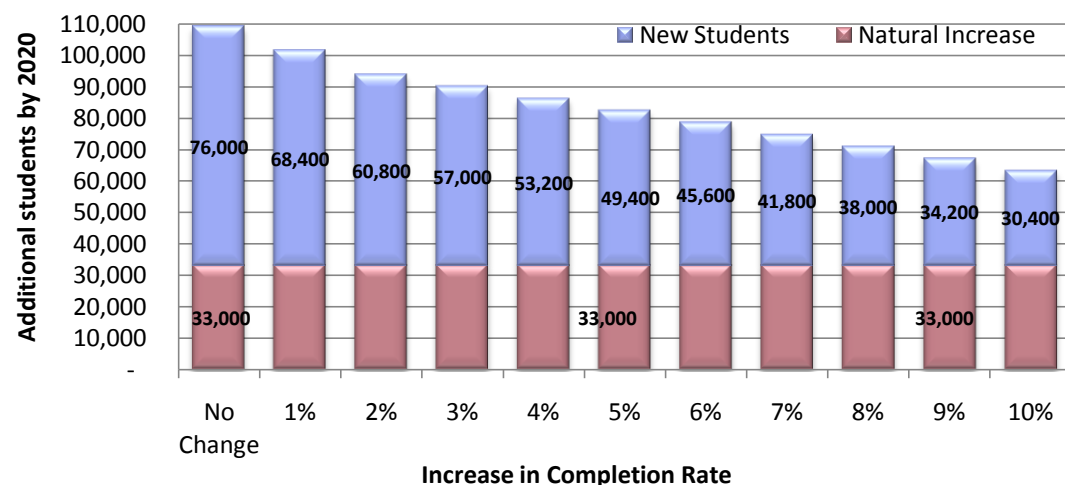
Improving the Student Pipeline. The *student pipeline* refers to the total population of students enrolled at any given time in an institution or system of higher education. Admittedly, not every student who begins college will complete a degree, but, as will be discussed later, many more of our students could than do. As depicted in Figure 7, if we increase completion rates by 3%, we would reduce from 76,000 to 57,000 the number of additional students required to meet Utah's goal by 2020.

To succeed, we need to improve the student pipeline by stopping the leaks; that is, by retaining and graduating more of the students who enroll in higher education. There are leaks, for instance, when students dropout because of poor performance without any institutional intervention; there are leaks when students can't find sufficient financial aid to continue. There are other problems that slow or clog the pipeline, such as

the lack of college readiness for many students that places them into remedial courses, difficulties transferring credit between institutions, and needed courses not being offered on schedule. There are backups in the pipeline when students take 5 or 6 years to complete a 4-year degree. There are also backups where the student and workforce demand far exceed the instructional capacity of an institution. Thus, institutions must address their ability to attract, hire, retain, and office qualified instructors (terminally degreed) to help increase the output of graduates credentialed in areas aligned with workforce demands.

Figure 7

Impact of Increased Completion Rates on Need for New Students by 2020



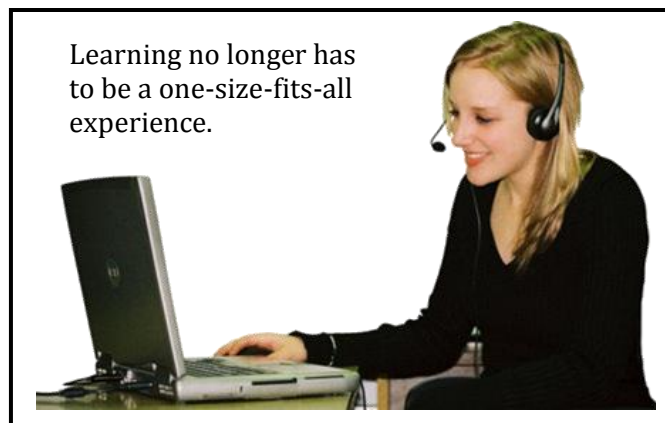
Source: USHE, Office of Institutional Research and Analysis

Transforming Education through Technology. The apt use of technology can address many of the capacity and efficiency challenges that confront us while, at the same time, improving educational outcomes. Although technology continues to revolutionize many industries, its transformation of education is just beginning. The 2010 National Educational Technology Plan (NETP) calls for revolutionary transformation rather than evolutionary tinkering.³⁰

NETP suggests targeting investments in technology in five areas:

- 1) Learning—utilize technology to engage and empower all learners;
- 2) Assessment—find new and better ways to measure what matters;
- 3) Teaching—build the capacity of educators to enable the shift to a connected model of teaching;
- 4) Infrastructure—provide students, educators, counselors, and others with the resources they need when and where they need them; and
- 5) Productivity—help us meet the fiscal responsibility of getting more out of each dollar we spend.³¹

While Utah has made great strides in offering online courses, programs, and services, the overall impact and potential of technology in instruction, student learning, and student support processes has yet to be realized. Specific recommendations on how technology can better leveraged in improve the higher education experience are discussed in the “Action Plan” section.



Key Findings of the Economist Intelligence Unit

- *Technology has had—and will continue to have—a significant impact on higher education.* Technological innovation will have a major influence on teaching methodologies over the next five years. In fact, technology will become a core differentiator in attracting students and corporate partners.
- *Online learning is gaining a firm foothold in universities around the world.* Many institutions of higher education, especially those with a public-service mandate, consider online learning key to advancing their mission, placing advanced education within reach of people who might otherwise not be able to access it.
- *Corporate-academic partnerships will form an increasing part of the university experience,* at a time when locating funding and controlling costs are key concerns. To attract corporate partnerships, institutions will need to demonstrate a commitment to advanced technologies.

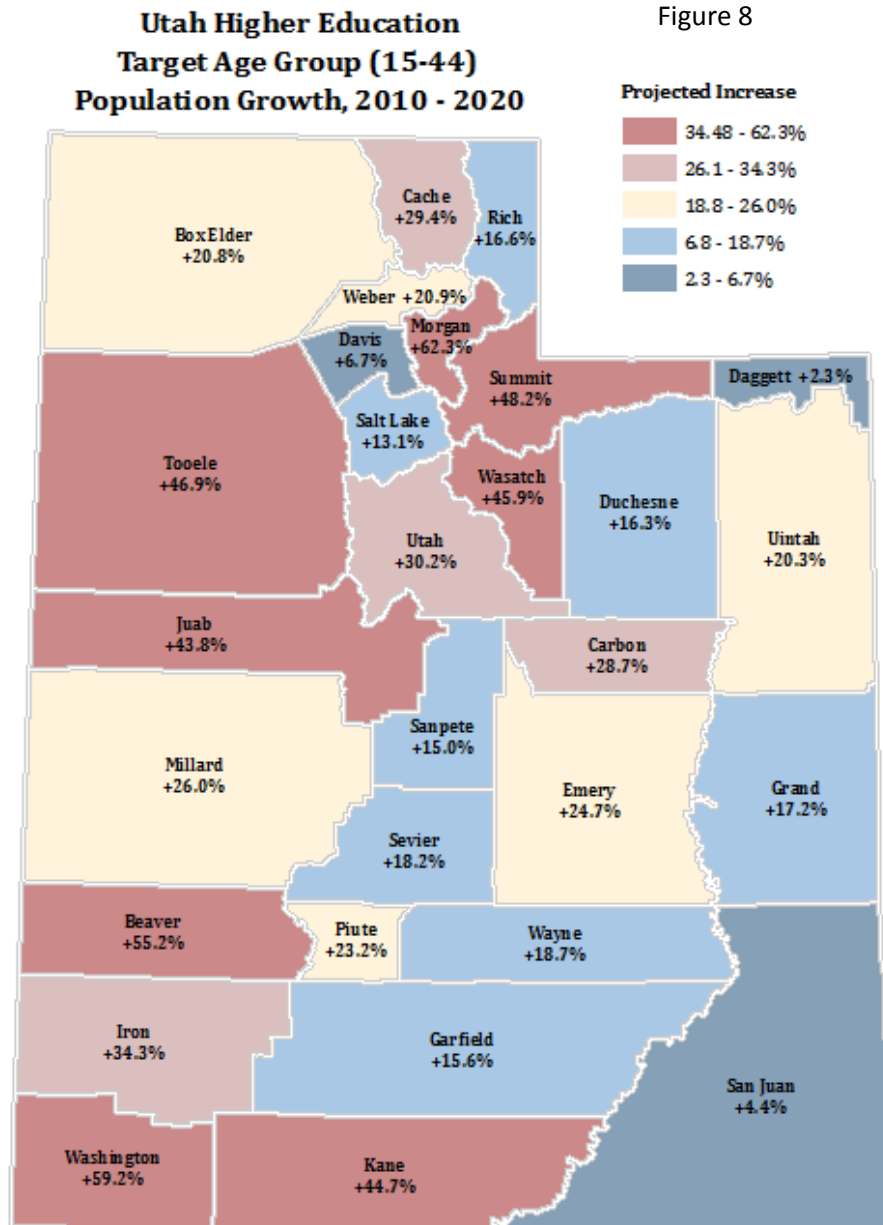
Source: The Future of Higher Education: How Technology Will Shape Learning, The Economist Intelligence Unit, 2008

Utilizing Facilities More Efficiently. Efficiency can be gained through the repurposing of existing resources to support more evening, weekend, and online programs, which help maximize the level of use of campus facilities. The strategy would particularly benefit working adult students who have difficulty attending classes during week days.

Expanding Physical Facilities. Another infrastructure issue challenging capacity is the ability to add, remodel, and expand physical facilities to adequately accommodate a growing student body in accordance with Utah's "big goal." Specifically, to have the resources to 1) provide local access to postsecondary degree and training programs; 2) have enough and the right kind of instructional space to leverage new technologies and facilitate different learning styles; 3) provide adequate space for faculty offices and support services—e.g., for advising, business, and auxiliary services; and 4) replace, update, or remodel aging facilities according to safety demands and energy cost-savings opportunities.

The strategic allocation of limited resources to address these infrastructure needs should take into account future population growth. Based upon 2009 population estimates from the Governor's Office of Planning and Budget, we can identify, by county, those areas of the state with the highest expectancy of growth and thus the greatest probability for an increase in demand to access postsecondary degree and training programs through the year 2020 (see Figure 8).

Figure 8



Source: Map provided courtesy of Utah Geographic Center based on Governor's Office of Planning and Budget population projections

Degree Targets

According to projections,³² the total number of Utahns to earn an associate's degree or higher is projected to increase by more than 83,000 by the year 2020. To achieve Utah's "big goal" an additional 109,000 Utahns will need to earn an associate's degree or higher by the year 2020.³³ **Such an increase equates to roughly 4,000 more degrees earned by Utahns per year over the next ten years.**

As part of the mix of degrees necessary to meet future economic needs, Utah will need more of its population earning graduate degrees. State-wide prosperity relies upon expertise and leadership associated with advanced degrees. For instance, many economic sectors in Utah already require a steady supply of master- and doctorate-level skilled employees. This demand will grow throughout the next decade. USHE institutions will continue to develop high-caliber, industry-driven, and research/ entrepreneurial graduate programs to meet the expanding social, economic, and civic needs of the state. Utah's next generation of leaders in science, medicine, engineering, business, and civics will emerge from Utah's research and masters universities.

**Table 3: Participation / Completion Matrix
For Associate's Degrees and Higher**

The following table illustrates the **impact** of a percentage increase in **participation** (enrollment) and **completion** (graduation) rates for all populations from their 2010 rate. The numbers inside the matrix represent what percent of the "big goal" is met under the given conditions. The blue section represents the combinations of increased participation and completions rates that will meet goal of 55% of the Utah population holding an associate's degree or higher by the year 2020. The red sections are combinations that will fall short of the big goal. These estimates are based on current participation/ completion rates and the changes in the Utah 18-65 year

Percent of "Big Goal" Attained by the Year 2020											
Participation Rate Increase	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%
	103%	109%	114%	120%	125%	131%	136%	141%	147%	152%	158%
	97%	102%	107%	112%	117%	123%	128%	133%	138%	143%	148%
	90%	95%	100%	105%	110%	115%	119%	124%	129%	134%	139%
	84%	88%	93%	97%	102%	106%	111%	115%	120%	124%	129%
	77%	82%	86%	90%	94%	98%	103%	107%	111%	115%	119%
	71%	75%	79%	83%	87%	90%	94%	98%	102%	106%	110%
	64%	68%	72%	75%	79%	82%	86%	90%	93%	97%	100%
	58%	61%	65%	68%	71%	74%	78%	81%	84%	87%	91%
	52%	55%	58%	61%	63%	66%	69%	72%	75%	78%	81%
	45%	48%	51%	53%	56%	58%	61%	64%	66%	69%	71%
	39%	41%	43%	46%	48%	50%	53%	55%	57%	59%	62%
Completion Rate Increase											

Source: USHE, Office of Institutional Research and Analysis

Degree & Certificate Definitions for Utah's Big Goal

Certificate:

- 900 cumulative membership hours
- A minimum 1 year in college

Degree:

- Associate's degree or higher

Credentials and Occupations that Can Produce a Livable Wage

Utah's big goal emphasizes degrees and certificates that can produce a livable wage. This emphasis has been placed because every type of credential does not generally produce a sufficient income to sustain a family.

The livable wage shown in Table 4 is the hourly rate that an individual must earn to support a family if he or she is the sole provider and is working full-time (2,080 hours per year). The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income. The table shows both the annual income and hourly wage for the sake of comparison. Wages that are less than the living wage are shown in red. Table 5 shows typical hourly wages for occupations in Utah.

Table 4: Livable Wage Calculations for Utah

Hourly Wages	One Adult	One Adult, One Child	Two Adults	Two Adults, One Child	Two Adults, Two Children
Poverty Wage	\$5.04	\$6.68	\$6.49	\$7.81	\$9.83
Minimum Wage	\$7.25	\$7.25	\$7.25	\$7.25	\$7.25
Living Wage	\$7.84	\$15.26	\$12.23	\$19.64	\$25.66
Required Annual Salary	\$16,308	\$31,736	\$25,444	\$40,847	\$53,375

Source: USHE, Office of Institutional Research and Analysis

Table 5: Typical Hourly Wages in Utah

Occupational Area	Typical Wage
Management	\$33.54
Business & Financial Operations	\$25.30
Computer & Mathematical	\$26.34
Architecture & Engineering	\$27.32
Life, Physical & Social Science	\$21.98
Community & Social Services	\$15.43
Legal	\$26.25
Education, Training & Library	\$16.11
Arts, Design, Entertainment, Sports & Media	\$16.68
Healthcare Practitioner & Technical	\$25.90
Healthcare Support	\$15.43
Protective Service	\$15.14
Food Preparation & Serving Related	\$8.37
Building & Grounds Cleaning & maintenance	\$9.39
Personal Care & Services	\$9.92
Sales and Related	\$12.32
Office & Administrative Support	\$12.04
Farming, Fishing and Forestry	\$11.95
Construction and Extraction	\$15.79
Installation, Maintenance & Repair	\$17.07
Production	\$14.20
Transportation and Material Moving	\$14.07
Source: Utah Department of Workforce Services	

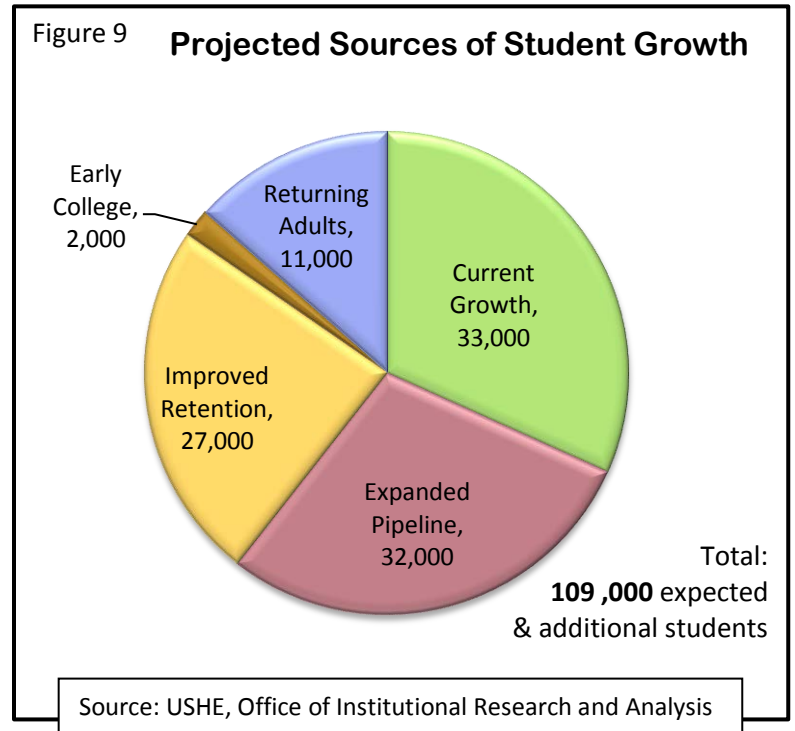
Strategic Priorities

Utah's challenge is to increase the reach and quality of education over the next decade in order to improve the quality of life in Utah in the face of a truly global economy. Meeting this challenge will test our collective commitment and resolve.

We will not meet this challenge without a clear plan. Thus, to initiate this planning process, the State Board of Regents has identified the following three strategic priorities:

1. Increase the rate of **student participation** in postsecondary education programs. (Sources include an expanded high school-to-college pipeline, early college for some high school students, and a return of adult learners who did not enroll in college directly after graduating from high school or fell short of completing a degree—see Figure 9.)
2. Increase the rate of **student completion** of a degree or certificate in their chosen field of study or training. (Begins with improved student retention.)
3. Increase the level of **economic innovation**. (To provide employment opportunities for graduates and to strengthen the knowledge-based economy in Utah and throughout the United States.)

The following discussion examines these strategic priorities in more detail, setting forth the rationale for these approaches and articulating the challenges Utah faces in meeting them. This section is meant to be a brief overview of some of the salient issues. It opens the door for further discussion and collaboration. In the interest of space, the discussion focuses more on the problems to be addressed than on the existing strengths we have to build upon. Nevertheless, these strengths are significant and will be part of our on-going discussions and strategies.



Strategic Priority 1: Increase the Rate of Student Participation

Life-long Learning: A Necessity

Life-long learning has become a necessity. In years past, a student could graduate from high school, obtain a job, and gainfully work throughout his or her lifetime—with little or no additional education or training. Today, education and training beyond high school is essential to maintain employment and earn a livable wage.

By 2018, 66% of the jobs in Utah will require some level of postsecondary education. Furthermore, with the rapid increases in technology, today's workplace requires workers who are willing to learn and adapt as occupational demands change.



Aspirations for higher education begin at an early age and are fostered by parents, teachers, counselors, and other mentors. We need to encourage youth from all backgrounds to reach their full potential—and provide the opportunities for them to do so.

Adults should also be encouraged to consider how education may improve their quality of life. Many have made found greater fulfillment and made greater contributions to society by adding a higher degree or additional education or training to their existing education and work experience.

The High School to College Pipeline

Increase College Enrollment Immediately Following High School.

If we are to have more students with postsecondary preparation, we will need to increase the number of prepared students enrolling in college from high school. While our high school graduation rate of 88%³⁴ is one of the highest in the nation, our high school-to-college matriculation rate is much lower. In 2008, of the 88% who graduated from high school, 44% went to college within one year of high school graduation. Of the total population of 19-year-olds in Utah, only 36% enrolled directly in college out of high school.³⁵

Some of the gap between high school graduation and college enrollment is accounted for by the “Mormon mission phenomenon,” where many young men (typically age 19–21) and young women (age 21–23) of the Mormon faith serve a two-year or eighteen-month church mission. However, a study that looked at college enrollment within three years post-high school graduation found that 64% of 2007 high school graduating class had attended at least one semester of college,³⁶ suggesting that missionary service may account for only about 20% of the gap. (More research may be needed in this area.)

Other circumstances that may account for this gap are insufficient financial resources and the rising cost of higher education, inadequate preparation for college, low high school performance, lack of career direction, and low expectation for college (especially among minorities and women). These issues will be discussed in more detail hereafter.

Notably, the *Measuring Up 2008* report indicates that **student enrollment in college by age 19 has dropped by 14% in Utah since the early 1990s**, in contrast to a nationwide increase of 8%.³⁷ Some observers attribute part of this decline to changing demographics in the state (e.g., an increasing number of immigrants). These demographic changes will need to be addressed for the state as a whole to advance.



Points of Discussion:

- 12% of Utah's population is between 18 to 24 years old, the 2nd highest in the nation (American Community Survey, 2008). The 18-24-year-old population has the greatest potential for achieving Utah's big goal within the next decade.
- 88% of high school age youth graduate in Utah, according to the Utah State Office of Education (USOE). This is one of the highest percentages in the nation.
- 44% of high school graduates in 2008 went to college within one year of high school graduation (USOE).
- 36% of Utah's 19-year-old population was enrolled in college in 2008. (This calculation includes immigrants who did not graduate from Utah high schools.) Utah ranks 28th in the nation. (*Measuring Up 2008*)
- A high school diploma will no longer be sufficient to earn a family-sustaining wage in Utah (discussed previously).

Current ACT participation rates and scores are good indicators of Utah's high school students' inclination toward and preparation for college.

- For the high school graduating class of 2010, 71% took the ACT® test (the college entrance exam required by most of Utah's institutions of higher education).
- Last year, about 23% of 10th grade students took the PLAN® test (the pre-ACT test taken by college-bound sophomores).
- Last year, about 5% of 8th-grade students took ACT's EXPLORE® test (a test intended to help students choose a career direction and plan high school courses).

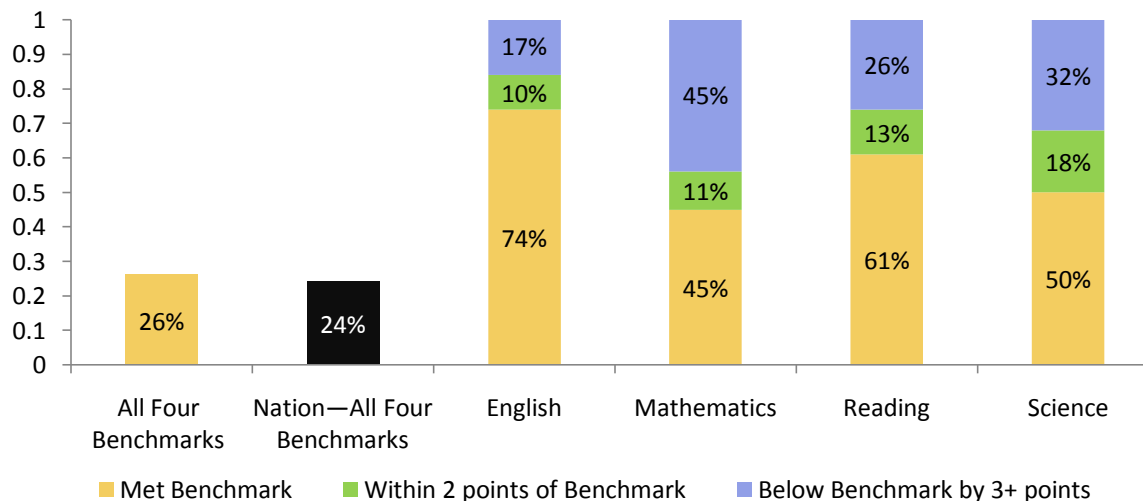
Points of Discussion:

- An insufficient number of high school students are preparing for college in their early high school and middle school years.
- The number of students planning to attend college (as indicated by ACT test-taking behaviors) is too low to meet Utah's goal.
- Performance in key areas critical to success in college is too low: only 26% of students in Utah taking the ACT met the benchmarks in all four subjects.
- Only 45% of Utah students taking the ACT met the benchmark in mathematics; only 32% met the benchmark in science.

Figure 10

State of College Readiness in Utah

Percent of ACT-tested high school graduates meeting College Readiness Benchmarks, 2010



Source: ACT "The Condition of College & Career Readiness, Class of 2010" (Utah Profile Report)

ACT Benchmark Scores

Minimum ACT scores that indicate graduates are ready for entry-level college coursework are:

- English – 18
- Mathematics – 22
- Reading – 21
- Science – 24

Students with this minimum score have a 50% chance of a B grade or higher (and a 75% chance of a C grade or higher) in college-level entry class.

The current number of college students in remedial courses is another indicator of student preparation for college. A significant number of students entering college are unprepared to begin college-level coursework in all subjects, particularly in mathematics. Open enrollment institutions in particular devote considerable resources to remedial education, but all institutions are affected (see Table 6 below).

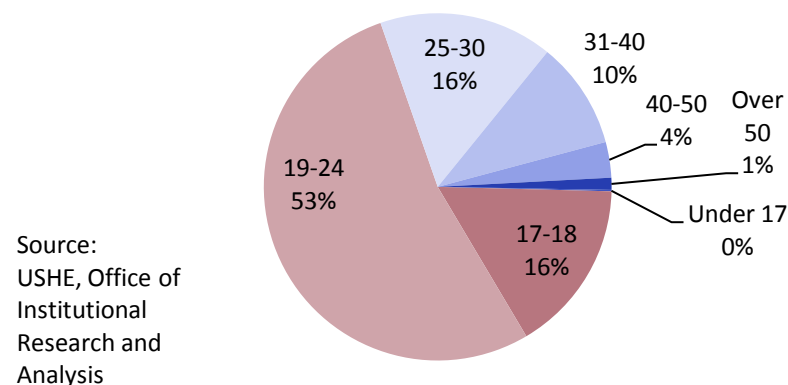
Figure 11 indicates that 53% of students requiring remediation are in the 19-to-24 age group. Of that group, 14% enrolled directly out of high school in 2008. Others in the group include continuing students who had previously enrolled out of high school and students who postponed college enrollment for a year or two.

Table 6: Remedial Course Registration (from unduplicated individuals) in USHE Institutions, AY 2008-2009			
Institution	English	Math	Total
USU		1,479	1,479
WSU	868	2,880	3,748
SUU		306	306
Snow	79	419	498
DSC	665	926	1,591
CEU	118	293	411
UVU	1,497	4,967	6,464
SLCC	3,610	7,055	10,916
Total	7,088	18,325	25,413
Source: USHE, Office of Institutional Research and Analysis			

Points of Discussion:

- According to ACT, students best prepared to enter College Algebra will have completed rigorous high school courses in Algebra I, Algebra II, Geometry, and Pre-Calculus. Students planning to major in some STEM (Science, Technology, Engineering and Math) disciplines will be best prepared if they have completed Calculus successfully during high school.
- Presently, a Utah high school diploma requires a minimum of three years of mathematics for a high school diploma (although some districts have higher requirements). **Less than half of all high school seniors in Utah enroll in any mathematics class in their senior year.**
- Students who don't take math in their senior year of high school are frequently required to take remedial math because they have forgotten too much. Even more so if they postpone college for any reason.
- Many students are unable to select STEM majors in college because they are unprepared in mathematics.

Figure 11 **Remedial Credit Hours by Age Group, AY 2008-09**



Create higher expectations for K–12 students.

At their August 6, 2010 meeting, the Utah State Board of Education (USOE) adopted the *K–12 Common Core State Standards for Mathematics and English Language Arts*. The Common Core State Standards, currently adopted by 33 other states, provide a consistent, clear understanding of what students are expected to know and be able to do so that teachers and parents know how to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

USOE is now working on implementation plans and support documents. The higher education community supports them in this endeavor as they consider recommendations from ACT³⁸ and from the USOE Mathematics Steering Committee.³⁹ Clearly, parents will need to become active partners in supporting the standards and learning (not just good grades) as these new standards are implemented.

Recommendations from ACT “QualityCore” Curriculum

Mathematics

- Algebra I
- Algebra II
- Geometry
- Pre-Calculus

Science

- Biology
- Chemistry
- Physics

English

- English 9
- English 10
- English 11
- English 12

Social Studies

- U.S. History
- Two other courses

Adopt rigorous core curriculum whether students are bound for college or for work. Help students keep their options open.

Points of Discussion:

- Some high school students consider that the greater part of their academic work in high school is finished after they have taken their college entrance and state exams in their junior year.
- How can we get more students to take a rigorous high school curriculum – THROUGH the senior year of high school ?

Recommendations from USOE Mathematics Steering Committee Final Report, *Is Utah Math Ready*, 2009

- Require the study of mathematics in the senior year of high school.
- Promote a statewide effort addressing the importance, relevance, and necessity of mathematics in education and for career and post-high school readiness.
- Increase counseling support for parents and students to better acquire critical mathematics skills necessary for choice in postsecondary pathway selection.
- Create a culture and provide supports so that all students will graduate from high school.
- Encourage representatives from postsecondary institutions, business, and industry to be available as resources to teachers, counselors and students.

Robert Moses, founder of the Algebra Project, describes mathematics literacy as a civil right. Increasingly, advanced mathematics is becoming the gateway to both workforce training and college entrance.

Increase Opportunities for High School Students to Earn College Credits

Early. There are multiple ways for students to shorten their path to college completion by earning college credits while still in high school. These include Advanced Placement (AP), International Baccalaureate (IB) programs, and early college dual-enrolled opportunities (concurrent enrollment).

Over 28,000 Utah students are concurrently enrolled in high school and college. Last year (AY 2009–10), high school students earned 108,294 credits in general education courses, including English 1010 and Math 1050. They earned 67,429 credits in CTE (Career and Technical Education) courses and 37,256 credits in other academic courses (with some overlap between the general education and CTE courses). High school students who complete enough college credit to earn an associate's degree may be rewarded for their efforts with a scholarship to a 4-year public college or university within the Utah System of Higher Education, as well as at Brigham Young University–Provo and Westminster College.

Many students who have taken college-level courses in high school, however, find that the courses they have taken have not advanced them toward a particular degree. They may have filled their transcripts with concurrent enrollment courses, but not with core courses required for specific degrees. A major in a STEM field, for instance, requires pre-requisites that are generally taken during the freshman and sophomore year of college. Students not taking these critical courses in early college programs may find that the effort to take concurrent enrollment courses does not pay off in shortening the path to college completion.

We need to assure that high school pathways for early college credit both strengthen secondary education institutions and are focused on courses that will help students continue on and succeed in college.



Points of Discussion:

- During the 2009-10 year, 133 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from all USOE districts earned 193,384 hours of concurrent credit.
- The Association for Career and Technical Education suggests that institutions of higher education should create many pathways for high school students to enter higher education. Providing students with multiple entry points will assist them in making the transition from high school to college and careers, help them feel confident about enrolling in college, and give them an early stake in their higher education. This might involve an institution offering at least one concurrent enrollment course in each of the CTE areas for which it offers a degree.
- Another option would be to focus dual-enrollment courses on those core courses that are key to most majors.

Provide Advising on College Readiness Behaviors to More Elementary, Middle, and High School Students. Counseling on the course selections and other school experiences that will provide students with the most options (including college enrollment) in the middle and high schools builds a college-going culture among students and helps students and families understand the value of college. To create this culture, school counseling programs must ensure that students and families understand the importance of taking college-preparatory courses, know how to navigate the college admission process, and comprehend the financial aid processes. Middle school programs are especially helpful to ensure that students are completing course work that will allow them to participate in a college preparatory curriculum upon entering high school.⁴⁰

While adequate advising by school counselors is essential to help students prepare for college and make decisions about educational opportunities, school counselors in Utah schools, like those across the nation, are extremely overloaded in the number of students to whom they must provide services. To reach Utah's big goal, we will need funds dedicated to hiring quality advisors who have current and accurate information on college expectations. We will also need the capacity to train counselors to meet this need.

"Within schools, no professional is more important to improving college enrollments than counselors. Research clearly shows that counselors, when consistently and frequently available and allowed to provide direct services to students and parents, can be a highly effective group of professionals who positively impact students' aspirations, achievements, and financial aid knowledge."

Patricia McDoghough, "Counseling and College Counseling in America's High Schools," University of California.



Points of Discussion:

- Utah averages 1 counselor to 772 students (one of the highest ratios in the nation); the national average is 1 counselor to 467 students. (National College Board, *The College Completion Agenda*)
- The National College Board, Advocacy & Policy Center **recommends one counselor to 250 students** if we are to meet the nation's goals for increasing participation and completion in higher education.
- For students who are potentially the first generation in their families to attend college (including many in Utah's growing immigrant population), college advising is even more critical because students lack the advantage of parental experience in college.

Increase Student Access to Financial Aid. With the rising cost of tuition necessitated by budget cuts and the increased demands on public higher education institutions, affordability is a huge obstacle for many students. In addition to merit-based scholarships, which typically go to students who are already college-bound and who have greater access to financial resources, Utah has an urgent need to provide need-based financial aid. By all measures, Utah provides among the lowest amounts of financial aid per person than any of the other states (see Figure 12).⁴¹ In fact, the *Measuring Up 2008* report gives Utah an “F” in affordability.

The correlation between lower income families and the likelihood of their children not participating in college is significant. **Utah ranks 42nd in the U.S. for college participation rates for students from low-income families**, in large part because Utah has not established needs-based aid programs of any significance.⁴² The state’s investment in need-based financial aid is very low when compared with top performing states; families in Utah devote an average of 21% of the family income to keep one child in college.⁴³ (And most families in Utah have more than one child.) Without addressing need-based aid, Utah will only exacerbate the divide between the “haves” and “have-nots.”

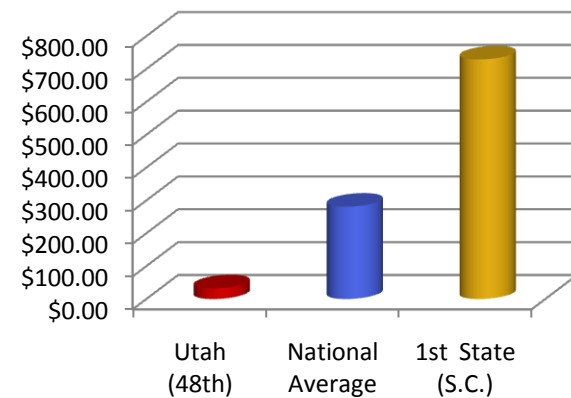
Table 7: Utah State Financial Aid Appropriations, FY 2010-2011

Type	Amount
Student Financial Aid	\$3,316,300
Utah Centennial Opportunity Program for Education Grant (UCOPE)	\$1,418,400
Utah Educational Savings Plan (UESP)	\$39,200
Minority Scholarship	\$36,900
Utah Higher Education Tuition Assistance Program (UTAP)	\$36,900
New Century Scholarship Program	\$5,579,000
Regents' Scholarship	\$2,624,300
Total	\$13,051,000

Source: USHE, Office of Institutional Research and Analysis

No student in Utah with a desire for higher education and the ability to succeed should walk away from the endeavor because of the expense.

Figure 12 Total Grant Dollars per Population Age 18-24



Source: NASSGAP Annual Report, 2008-2009

Points of Discussion:

- Utah ranks 48th (of 52) in grant dollars per population age 18-24. (National Association of State Student Grant and Aid Programs 40th Annual Survey Report, 2008-2009)
- Utah ranks 42nd for college participation of students from low-income families. (*Postsecondary Education Opportunity #188*, February 2008)
- Low income and minority students who receive grants are more likely to persist than those who receive loans. (Educational Policy Institute, StudentRetention.org)
- The state’s investment in need-based financial aid is very low when compared with top performing states, and Utah does not offer low-priced college opportunities. (*Measuring Up*, 2008)

Raising Educational Attainment for Everyone

Adult Students (25–64+). The mainstay of the state's talent force, adults aged 25–64+, will be a vital component of Utah's efforts to raise educational attainment. This includes those who have never completed a degree as well as those who seek additional training. The adult population is already a substantial component of higher education and will become increasingly so as Utah demographic, economic, and workplace demands continue to shift.

According to the U.S. Department of Education, 40% of today's students nationally are aged 25 and older.⁴⁴ In Utah, 36% of students in USHE institutions are over 25.⁴⁵ This population, particularly the 25–45 age group, is estimated to grow by approximately 28% over the next 10 years.⁴⁶ By comparison, the number of Utah high school graduates is estimated to grow by only 24%⁴⁷ over the same time period. Education targeted to the needs of this population will be critical to the success and prosperity of Utah.

Institutions of higher education are constantly faced with the challenge of providing education and services to workers who fall outside the profile of the traditional college student. The severity of these needs fluctuates, depending on local, state, and national economic trends. In the current economy, the Utah Department of Workforce Services (DWS) reports that 55,900 jobs had been lost in 2009.⁴⁸ Even though a significant number of jobs have been created, it doesn't follow that those who lost the old jobs were hired for the new ones. Frequently, retraining through further education is required.



Adult Learners in Utah

- Adult learners (students over 25) already comprise about 36% of students in USHE institutions.
- Utah's 25–45 age group is estimated to grow by about 28% over the next 10 years.
- This population has tremendous potential for increased participation in higher education because of the number of individuals who have an incomplete degree or now see the benefit of furthering their education.
- Adult learners come from diverse backgrounds, including:
 - Unemployed, needing training or retraining
 - Underemployed, needing training or retraining
 - Veterans, needing to resume or begin training
 - Displaced homemakers, needing training
 - Incomplete degrees, needing to resume training
 - Career changes, needing retraining
 - Career advancement, needing additional training.

Educational Needs of Adult Students. Adult students, and for that matter, a large number of traditional-age students, face a number of significant barriers to participation in higher education and completion of degree programs. These barriers or concerns include:

- External commitments—families, work, time constraints
- Under preparation—low performance in K–12 years and/or a long absence from formal education
- Difficulty transferring credits from a former institution
- Uncertainty about financial aid and educational procedures
- Inflexible financial aid policies for half-time students
- Lack of affordable, flexible, quality child care.

Addressing these and related concerns will take considerable thought, effort, creativity, and flexibility. Some of these issues are within the control of an institution to address and resolve, such as the credit articulation from one institution to another and the flexibility of course, certificate, and degree offerings. Much has already been done to improve these options with more improvements yet to come.

Other issues to be addressed and resolved will require partnering with agencies like the Utah Higher Education Assistance Authority (UHEAA) and the Utah Department of Workforce Services (DWS). For example, UHEAA is currently exploring a private loan program and other financial aid options for students studying less than half-time.

As our nation passes through a period of significant change with respect to its economic security, demographic profile, and competitive position on the global stage, it is especially important that we enable our higher education institutions to become more responsive to the needs of students of all types.

– Stokes, *Hidden in Plain Sight: Adult Learners*

Points of Discussion:

A sample of changes that would be beneficial to adult learners includes:

- Easier transfer of credit from institution to institution
- More flexible course, certificate, and degree programs (complete programs offered in the evenings, on weekends, and online)
- More flexible financial aid policies for those studying less than half-time
- More flexible financial aid policies for those receiving funds from the Utah Department of Workforce Services
- More access to flexible, affordable child care
- Improved counseling services and access to services for non-traditional students
- Increased course credit given for prior work experience or competencies certified by the CLEP or other exams.

Minorities in Higher Education. In tackling the “big goal,” Utah must recognize its rapidly changing demographics. Over the past few decades Utah has changed from a largely homogenous state to one that is more ethnically diverse. By the year 2020 over one-fifth (approximately 22%) of Utah’s population will be an ethnic minority.⁴⁹ This is evident today in elementary schools across the state. Presently, ethnic minority populations are significantly under-represented in completion of higher education. Of the degrees awarded by USHE institutions in 2008–2009, only 10.7% were awarded to students from minority populations, while these groups comprise approximately 18% of the state population.⁵⁰ This must change.

The National Center for Public Policy and Higher Education reports that Utah has a 17% gap between Caucasians and all minorities in the percentage of 18- to 24-year-olds enrolled in college, which is one of the largest gaps in the nation. **The gap between Caucasians and Hispanics is 29%.**⁵¹ The disparity begins much earlier than college. Utah’s high school class of 2008 graduated 70% of Hispanic students compared with 91 percent of Caucasian students. Only 16% of the Hispanic high school graduates enrolled in college compared with 45% of Caucasians.⁵² While Hispanics comprise 12.3% of Utah’s population, they comprise only 5.4% of its college enrollment and 3.6% of those who receive degrees (see Table 8).⁵³ These trends must be reversed if Utah is to remain economically competitive and its residents relevant in the workplace.⁵⁴

Unless Utah’s children succeed in K–12 education, they will not enroll in higher education. Thus, Utah must help its growing minority population advance from elementary and intermediate schools ready to succeed in and graduate from high school so that they are well-prepared for college. As discussed earlier, the gap between Hispanic and Caucasian students in higher education is one of the highest in the nation. This makes community support and K–12/higher education partnerships vitally important to close the enrollment gap and make higher education a reality for minority Utahns.

Utah cannot prosper unless all of its citizens are included in the quest to raise the level of educational attainment and job preparation.

Figure 12 **Degree-attainment Rates among Utah Adults (ages 25-64) by Population Group**

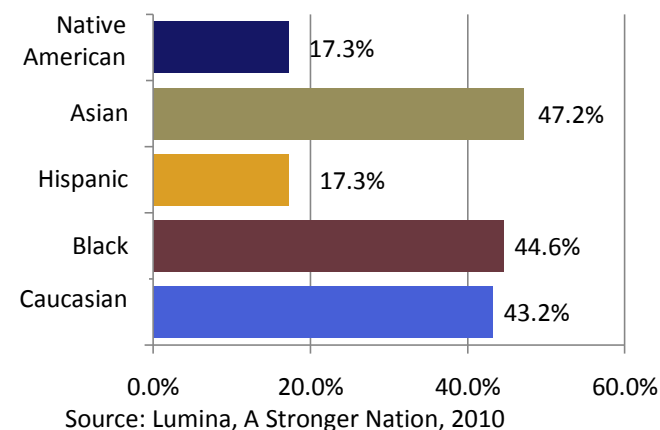


Table 8: Utah Hispanics in Higher Education, 2008-2009

Percent of Utah population	12.3%
Percent of USHE enrollment	5.4%
Percent of USHE graduates	3.6%
Sources: U.S. Census Quickfacts (2009 estimates); USHE 2010 Data Book.	

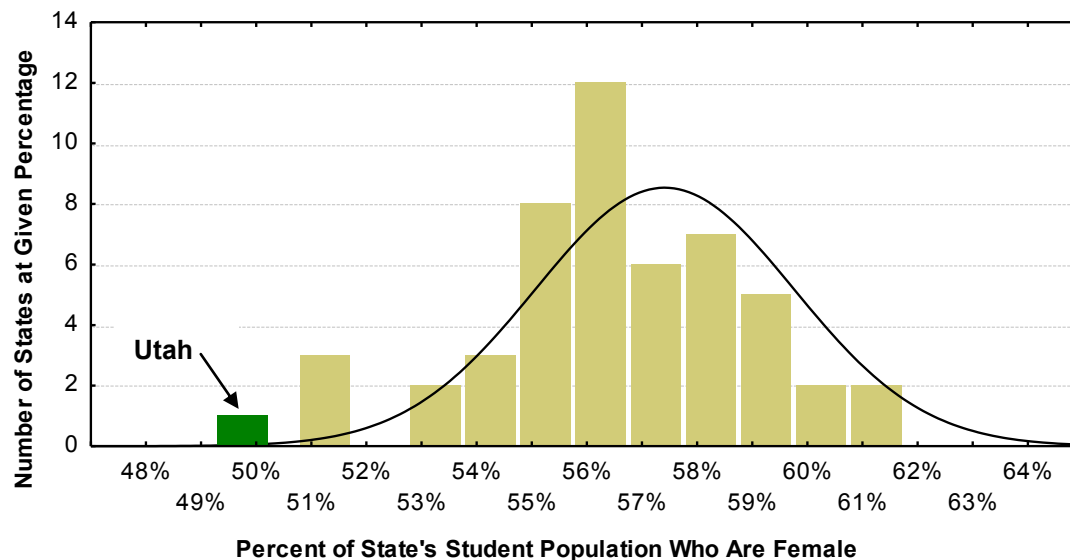
Women in Higher Education. The number of Utah women attending college is well below the national average with only 49% enrolled as compared to 57% nationally.⁵⁵ According to a recent report of the Utah Women and Education Project (UWEP), **“Utah has the largest gap between the share of men and women with college educations of any state.”** While the educational attainment of women in Utah exceeded the national average for many decades, Utah is now below the national average in both the number of young women going to college initially after high school and the number of women completing degrees. (The decline in Utah’s ranking is not because fewer Utah women are enrolled in college, but because the percentage of women enrolled in the state has declined.) The UWEP task force is currently researching the causes and potential solutions of this problem.

Points of Discussion:

- Women comprise 44% of the labor force in Utah; almost 61% of females aged 16 and older were employed in 2008.
- Women in Utah are more likely to be poor than men.
- Women in Utah receive the larger percentage of associate’s degrees (55%) while men receive the larger percentage of bachelor’s and professional degrees (47% and 41%).
- A higher percentage of women participate in certificate trade programs (such as cosmetology, massage, and culinary arts) that are focused on short-term training. These certificates do not generally lead to a livable family wage.

Figure 14

Female Enrollment in Higher Education by State, 2008



Source: Utah Women and Education Project, IPEDS Enrollment & Graduation Data Report, 2010.

Current completion rates for women are a concern for many reasons. For instance, the number of single mothers supporting children and living in poverty is increasing in Utah as it is nationwide. In addition, higher education of women has been clearly linked to a variety of economic and social indicators, including healthier babies and improved early childhood education.

While Utah women are doing well in many aspects of the postsecondary experience, more women in Utah need to consider livable-wage careers when making educational choices. Women who want to maximize their employability and increase their wages, as well as mothers who want flexible working schedules in desirable jobs, need to consider more advanced education in high-demand professions.

Strategic Priority 2: Increase the Rate of Student Completion

We need to retain and graduate more of the students who enroll at our institutions. Too many Utah students leave college before completing a degree. According the College Board's 2010 Progress report, only 49% of Utah's first-time, full-time, freshmen complete a bachelor's degree within six years of starting their program of study. Additionally, only 40% of first-time, full-time students pursuing an associate's degree complete within three years of beginning their program.⁵⁶

It takes three to five times as much money to recruit a new student as it does to retain an already enrolled student.

- Noel, Levitz, & Saluri, 1985

A formative measure of progress toward completion is the year-to-year retention of students in higher education. Utah's retention rates are well below the national average. According to ACT, the 2007 national collegiate first-to-second-year retention rate was 64% for two-year colleges and 72% for four-year public colleges.

USHE institutions' average retention rates are 54% and 63% for two-year and four-year institutions respectively. Some are much lower than this. Given the economic consequences of foregoing higher education, this continuing exodus is concerning.

Financial Perspective. Student recruitment efforts require substantial institutional expenditures (including hiring of staff, travel funding, and marketing costs). In contrast, retention initiatives designed to foster student success and manage enrollment are estimated to be 3–5 times more cost-effective than recruitment efforts. That is, it takes 3–5 times more money to recruit a new student than it does to retain an already enrolled student.⁵⁷ Thus, for every student who does not complete a degree, the state loses a substantial financial investment.

Institutional Perspective. Our institutions of higher education can best fulfill their mission statements when they are able to retain and graduate the maximum number of their students. Institutions can do much to set a climate of success. USHE will commit its leadership and resources to assisting them in this endeavor. Further, it may be useful to shift the assessment of progress from the number of students enrolled to the number of students completing degrees and certificates.

Individual Perspective. There are many reasons a person leaves college, from financial concerns and family responsibilities to poor academic performance and lack of direction. These decisions, however, are often made with short-term solutions in mind, rather than the long-term perspective. Over a life-time, this decision will have far-reaching ramifications. Based on current U.S. Census Bureau data, lifetime earnings estimates over a 40-year working span indicate that an individual with a bachelor's degree will accumulate approximately \$1.7 million dollars (\$55,700 a year) as opposed to \$1.0 million (\$33,800 a year) for a high school graduate (national averages).⁵⁸ Additionally, workers with more education are more likely to enjoy the benefits of good health care and retirement programs and avoid lay-offs in times of economic down-turn. The timely intervention of counselors and advisors could play a key role helping students resolve issues that might otherwise keep them from completing their degrees.

An incomplete 4-year degree doesn't have as much earning power as a completed 2-year degree.

Leveraging Resources. Our institutions of higher education have many resources available to assist with student retention and persistence to graduation—advising, tutoring, financial aid, developmental and success classes, and support for targeted populations, to name a few. Some of these student services are excellent; still, there is room for improvement. And even the best of services are of little value if the students for whom they are intended don't use them. Institution by institution, and as a collective whole, we need to ensure that our student services are aligned with the needs of our student population and include effective intervention programs.

Improving Student Outcomes

While graduating more students is critical, the quality of the students that Utah institutions graduate is even more critical. Thus, an increased focus on improving student outcomes will be essential. One approach to raising student outcomes is through education that engages students as active participants in the learning process.

Extensive research conducted on students at postsecondary institutions has shown that **engaged learning activities improve student success and retention**. Curriculum-based, engaged learning activities include (but are not limited to):

- Undergraduate and graduate research
- Faculty-mentored projects (individual and collaborative)
- Internships and cooperative education opportunities
- Study abroad and international field work
- Service learning.

These types of activities improve understanding and retention of course material and increase student interest and commitment. They provide students with opportunities to apply and expand discipline-specific knowledge in a real-world context. They also provide students with professional experience, training and networking for expanding career opportunities.

We call upon members of the business community to provide more internship and similar opportunities, and upon members of the civic community to provide more service learning and related opportunities.

Complete College America. The *Complete College America* movement, of which Utah is a part, shares a similar goal of having six out of 10 young adults in the U.S. obtain a college degree or certificate of value by 2010. Supported by an extensive body of research, *Complete College America* sets forth essential steps for states and explains how states can implement systemic reforms and innovative policies to significantly increase college completion. Several key points are presented here (the complete discussion can be found on the Complete College America web site).⁵⁹

Ways to Reduce Time and Accelerate Success:

- **Require all students to have graduation plans and declare majors early.** Establishing formal completion plans for every student upon enrollment, including those who attend part-time, makes it clear from day one: Graduation is the goal.
- **Reduce unnecessary course-taking.** Campuses should scrutinize degree programs to make sure they do not require extraneous credits that can slow down students or force them to take courses that are not relevant to their degrees.
- **Improve transfer policies.** Student success at any and all accredited state institutions should be honored—and counted. Nearly a third of students at four-year colleges will change schools; 60% of those at community colleges will do the same. With so many students on the move, statewide legislation and policies must ensure they can carry their credits with them so valuable effort and time are not lost—and precious financial resources and need-based aid are not squandered.
- **Use summer.** Students should be encouraged to make better use of summer semester to keep on track to graduate. Institutions can assist by planning summer semester offerings well in advance and taking summer offerings into consideration when advising students who are able to attend school in the summer.
- **Provide incentives for full-time enrollment and other strategies that enable acceleration.** Full-time students are far more likely to complete degrees. While many part-time students believe they can't afford to attend full-time, comprehensive academic advising and financial aid and tuition policies can help encourage more full-time enrollment.

Complete College America, Essential Step #4: Reduce Time to Degree Completion

Significantly increasing college completion is possible only when states and institutions get serious about the problem of time.

Faster progress matters because:

- When students have to extend their course-taking over too many semesters and too many years, their chances of ever completing college significantly diminish. The longer it takes to graduate, the more likely it is that they will tire of their rigorous schedules, run out of tuition money, get discouraged, or need to put other responsibilities before school.
- Most often, the longer it takes students to complete their degrees, the more those degrees cost; the delays can add up to millions of wasted dollars for students, institutions, and the state.

Student Success Story: Tuition–assistance Program Gives Student New Hope

Weber State University launched its new Dream Weber program in January to help students turn their dreams of a university education into reality. Dream Weber provides full tuition for Utah residents whose annual household income is \$25,000 or less and who are also eligible for federal Pell Grants.

Psychology major **Belia Alvarado** is one of those students. She enrolled at WSU at age 34. She was excited, but extremely nervous because she felt she'd done poorly in high school and wanted to change her life. "When Weber State accepted me I was so ecstatic," Alvarado said. "To me it was my second chance to do everything right because I had done everything wrong when I was younger. I was really excited to come back."

Alvarado said the tuition assistance will allow her to concentrate on her studies and her many university activities. She is trying to say thanks for all the help she's received by helping others. At the university she's been a peer mentor and part of the Pinnacle Honor Society, Hispanic Area Council, and the student services advisory board.

Dream Weber, which is the first tuition-assistance program of its kind in Utah, is possible because of generous donations. Donor money fills the gap between federal and state financial aid and the cost of a student's tuition.



Belia Alvarado and Jayson Stokes plan an upcoming event for WSU's Diversity Center.

The program is especially important in a time of economic challenge and has sparked tremendous response. In 2010, 1,947 students from homes with a household income of \$25,000 or less applied for admission. That was an 88% increase from 2009.

WSU will make Dream Weber an ongoing program of help and hope for citizens who dream of a future with an education.

Student Success Story: Returning Student Earns Engineering Degree

Andrew Fry dropped out of high school in his senior year, but later received his high school diploma through home study. After graduation, Fry worked at various jobs, including waiting tables at several pizza places, doing custodial work at a power plant, running a cement crew, and working with an HVAC company. He moved to Price and was roofing houses when he realized that he needed a career and not just a job to care for his young family. Having worked with and around engineers, he decided that engineering might be a satisfying career. Fry decided to begin working towards a degree in Engineering at Utah State University-College of Eastern Utah (USU-CEU).

His education at USU-CEU was filled with general education and pre-requisites for engineering, including two math courses each semester in order to catch up to his peers in mathematics. He paid for his first semester himself and did well enough to qualify for a scholarship for the next year. After completing his associate's degree, Fry transferred to the University of Utah where he was able to complete his bachelor's degree in two additional years, graduating with a 3.87 grade point average.

He then chose to continue his education staying at the University of Utah to do graduate studies and to work with the combustion research group. Fry was admitted directly into the University's Ph.D. program where he was awarded the prestigious Wayne Brown fellowship. He graduated four years later with an almost perfect 3.94 grade point average.



Andrew Fry, Engineering graduate, climbing in the Himalayan mountains

Currently, Fry is a Senior Engineer for Reaction Engineering International and the lead researcher on a \$3,000,000 U.S. Department of Energy grant. His team is working on a project that investigates the possibilities of burning coal using pure oxygen instead of air to create a pure CO₂ bi-product, which then could be compressed and sequestered or injected into old oil fields, enhancing oil recovery.

According to Fry, he owes his current situation to the rigorous training at USU-CEU and the solid foundation in math which made it all possible.

Student Success Story: The Daring Journey of a Valedictorian

Southern Utah University's 2010 valedictorian, Robyn LaLumia had a dream to pursue. She left a good job and enrolled at SUU in the hotel, resort and hospitality management program at the same time her teenage daughter began her freshman year of high school.

On her path to graduation, LaLumia faced a number of challenges—balancing work and home, family and school. Mid-way through her schooling, she lost her husband to cancer and faced the difficulties of grief and life as a single parent.

On her path to graduation, LaLumia successfully navigated personal hardships that could have easily derailed her education—choosing instead to work harder, focus more, and rely on the relationships she had developed with professors and advisors to help her persevere. Although LaLumia's college experience was fraught with more hardship than most, she is confident when she says she would most certainly do it all again.

In fact, LaLumia welcomed the rigors of academia, explaining, "School kept me looking forward and thinking about the future rather remaining in the sadness of losing my husband. It helped me realize that life moves forward whether we want it to or not."

And move forward she did. Believing in Helen Keller's axiom that "Life is either a daring adventure or nothing at all," LaLumia graduated with perfect marks as a non-



Robyn LaLumia, SUU Valedictorian (2010), traveled a difficult journey to obtain her degree

traditional, widowed, first generation student. Of this experience, she explains, "I always knew I wanted a college degree; once I finally got started, I just couldn't let myself quit—no matter the hardship."

LaLumia credits much of her academic accomplishment to the support network she had in friends and professors who worked with her and bolstered her through a few very challenging semesters. She explains, "My success was not resting on my shoulders alone—I had teachers and advisors standing behind me."

Her degree complete, LaLumia plans to continue the adventure by pursuing a career in four-star resort management and marketing.

Strategic Priority 3: Increase the Level of Economic Innovation

As Utah increases its participation and completion rates, it must also grow in meaningful employment opportunities for its graduates. These opportunities are created as students graduate with the requisite talent aligned with the needs of companies to grow their business. Whether it is by training the technician, improving existing operations for increased profitability, or coaching start-up companies, colleges and universities nurture individuals and companies that grow the state's economy. Additionally, they create new knowledge by supporting research endeavors that generate ideas and technology that can be profitably transferred to the marketplace.



Colleges and universities are by nature clusters of creative, innovative individuals engaged in a collective effort to develop new ideas and apply them to mankind's most vexing problems. **At its best, higher education challenges students to apply what they are learning in the world around them**—to develop approaches that can potentially become new companies that generate jobs for Utahns. For instance, much of the research being done at the University of Utah is spun out into newfound companies, resulting in ongoing revenue for the school. For the past two years, the University of Utah has created the second highest number of start-up companies of any U.S. university, second only to the Massachusetts Institute of Technology.

The Utah State Board of Regents' priority to increase the level of economic innovation will be accomplished through talent-force development, research, technology transfer, and by nurturing individuals and companies that create new knowledge, businesses, and jobs. To foster economic innovation, we must: 1) align education to meet future talent-force needs, and 2) establish a climate where partnerships between government, education, and industry flourish.

Aligning Education to Meet Future Talent–Force Needs

Economic innovation doesn't happen in a vacuum. As leaders, we must be alert to the national and international trends that are shaping workforce needs and shape our educational solutions accordingly. For instance, today's workforce pathways are in *occupations* rather than in *careers*. According to the Center on Workforce and Education, workers will tend to be more attached to the occupations they will be filling than to the specialized industries in which they work.⁶⁰ Not only will we need to train an innovative talent–force with broad–based skills, we will need to be savvy about where we deploy scarce development resources.

For example, it is expected that by the year 2018, there will be a 44% increase in job openings in computer engineering, a 10% increase in electric/electronic technology jobs, and a 41% increase in registered nursing jobs in Utah.⁶¹ It is incumbent upon the higher education and technical training institutions to align course curricula and educational programs with business opportunities and industry needs Utah must do a better job at developing a talent–force ready to take advantage of the opportunities and meet the needs of the knowledge–based economy if it is to be prosperous in the future.

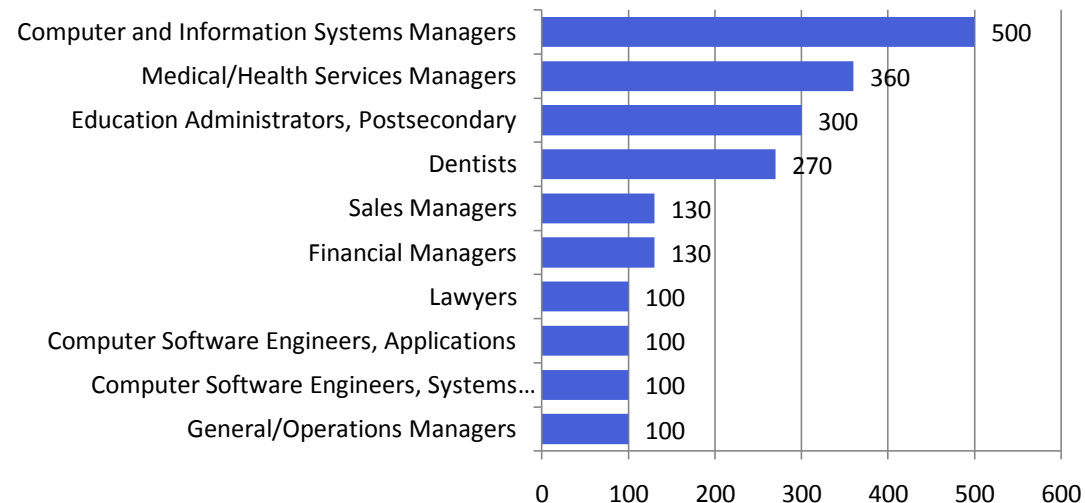
“We owe it to our students, and to the future of our state, to provide an education that prepares our youth to compete in the global marketplace. This will not happen, however, without renewed and sustained emphasis in the areas of science, technology, engineering and math. Indeed, many of the jobs available today—and those our students will seek in the future—already require these skills.”¹

- Governor Gary R. Herbert

Figure 15

Highest Paying Utah Metro Occupations with 100 or More Annual Openings, 2010 - 2016

Example of recent
Utah Department of
Workforce Services
Report



Source: Utah Department of Workforce Services, Occupational Outlook – Statewide, 2009

The alignment of education and employment needs is essential but challenging. One challenge is predicting workforce needs in a globally changing landscape. Another challenge is communication of workforce needs and employment opportunities among stakeholders—higher education, the business community, government (including the Governor’s Office of Economic Development and the Utah Department of Workforce Services), and the public. Technology that facilitates mass collaboration and open source technology, such as wikis, could be used to share information, ideas, and decision making concerning the alignment of education and employment needs. In this way, the dialog could be widened and made more productive.



Another challenge in aligning education and employment needs is that students’ selection of degree programs may not align with current or projected needs and opportunities. Utah higher education and workforce data could be leveraged better to educate students on career and occupational opportunities. Equipped with such information, faculty and career counselors could actively engage students in identifying the training and degree programs that lead them to meaningful and sustainable employment in Utah.

Employers Say Colleges Should Place More Emphasis on the Following Learning Outcomes

- Ability to communicate effectively both orally and in writing (89%)
- Critical thinking and analytical reasoning skills (81%)
- Ability to apply knowledge and skills to real-world settings through internships or hands-on experiences (79%)
- Ability to analyze and solve complex problems (75%)
- Ability to connect choices & actions to ethical decisions (75%)
- Teamwork skills and the ability to collaborate with others in diverse group settings (71%)
- Ability to innovate and be creative (70%)
- Concepts and new developments in science and technology (70%)
- Ability to locate, organize, and evaluate information from multiple sources (68%)
- Ability to understand the global context of situations and decisions (67%)
- Global issues and developments and their implications for the future (65%)
- Ability to work with numbers and understand statistics (65%)
- Role of the United States in the world (57%)
- Cultural diversity in America and other countries (57%)
- Civic knowledge, civic participation, and community engagement (52%)
- Proficiency in a foreign language (45%)

Source: Hart Research Associates, Raising the Bar Employers’ Views on College Learning in the Wake of the Economic Downturn, 2010.

Establishing a Climate Where Partnerships between Government, Education, and Industry Flourish

An increasing number of model partnerships, both in Utah and nationwide, can inform our efforts to foster collaborative innovation among Utah's stakeholders. Initiatives like the Utah Cluster Acceleration Project (UCAP) that unite colleges and universities with state agencies (e.g., the Department of Workforce Services and the Governor's Office of Economic Development) along with state and local business leaders are examples of how the private and public sectors best work together to grow jobs and increase wages. UCAP also helps to align career tracks in business and industry with the course offerings of higher education, which in turn grows our economy.

Utah is at the forefront in demonstrating that higher education can be a trusted partner in a state's long-term economic development endeavors. For example, the University of Utah is among the nation's leading institutions in creating new businesses based on university inventions. Utah's higher education students are already succeeding in the nation's largest university business plan competition, the Utah Entrepreneur Challenge. With programs like UCAP and USTAR's (Utah Science, Technology & Research Initiative) Technology Outreach Program (TOP) Utah's research universities, regional teaching colleges and universities, and community colleges are demonstrating a capacity to support companies in their communities.

The funding for programs like USTAR is quite modest given the scale of the overall state budget. Yet it has demonstrated that economic outcomes are enhanced when funding is directly targeted to economic development initiatives. In addition, USTAR has demonstrated that the highest levels of workforce development occur naturally when graduate students' studies are integrated with translational research focused on commercialization in support of Utah's industrial clusters.

Innovation at Work

USTAR has created a number of research teams at the University of Utah and Utah State University. Spearheading these teams are world-class innovators hungry to collaborate with industry to develop and commercialize new technologies. Innovation Focus Areas include:



Higher Education in Utah is a Great Investment

The Utah System of Higher Education is the most efficient higher education system in the U.S. It produces more college graduates per allocated state dollar than any other state.⁶² **If higher education is looked at as an economic cluster, it is a \$4.8 billion industry in Utah**, which is a sound return on the state's estimated annual investment of \$1.3 billion.⁶³

Of the nearly \$5 billion dollars in revenues generated by public postsecondary institutions in Utah, only \$970 million (24%) comes from state tax appropriations. These appropriations are support teaching, capital facilities, and state initiatives (state grants). The balance of revenues come from other resources such as tuition, gifts, federal grants, investment returns and enterprise funds.

Postsecondary education by itself employs over 35,359 workers, not including the employment opportunities it creates for students working on their campuses. The existence of a campus in a community also provides the economic engine for many other industries and services.

Yet, these figures don't account for the profitability of tangential businesses that depend upon or are created from the operation of Utah's colleges and universities.

Postsecondary education plays a key role in attracting, creating, and supporting businesses in the state of Utah. The total financial impact is simply incalculable; but nonetheless, an investment in higher education is a wise economic investment that directly impacts every community and region of the state.



According to the University of Utah, every public dollar invested in higher education yields a \$7 return into Utah's economy.

Table 9: Utah's Education Sector

Post Secondary Institutions		
Institution Sector	Employees*	Total Revenues^
Public Institutions	25,859	\$4,068,352,802
Private, Not-for-profit	7,785	\$ 550,303,349
Private, For-profit	1,715	\$ 182,786,977
Total	35,359	\$4,801,443,128

*Full and part-time employees in all job categories (includes graduate assistants, excludes all other student employment)

^ Revenues from all sources including investments, enterprise funds, grants, gifts, sale of services, tuition, and state appropriations

Source: 2009 National Center for Educational Statistics (NCES) IPEDS Employees by Assigned Position and Finance Surveys.

Education should be viewed as an asset synonymous with economic development. Investment today in education will yield prosperous rewards tomorrow with a vibrant economy for Utah. A significant variable in attracting, retaining, and growing business is the quality of a state's educational system—elementary through higher education.

Each graduating class from college will add approximately \$650 million into Utah's economy in earned wages a year. To illustrate:

Table 10: Total Wages Reported to DWS for the First **Nine Months** of 2008 for Those Completing Degrees in 2007-08

Award Type	Count	Wages
< 1 Yr Cert	971	\$1,349,083
1 & < 2 year Cert	386	\$871,311
Associate	8,078	\$121,835,435
Bachelor	11,302	\$222,526,783
Post Bacc. Cert	296	\$7,592,298
Master's	2,894	\$110,846,542
Post Master's Cert	32	\$1,538,389
Doctoral	493	\$11,362,882
1st Professional	270	\$4,848,143
Nine Month Total	24,722	\$482,770,866

Source: USHE, Office of Institutional Research and Analysis



The educational benefits to each individual are significant. The collective benefit of higher education to society as a whole is even greater. In simple economic terms, increased education means an increased standard of living for every person in the state of Utah.

ACTION PLAN: IMPLEMENTATION STRATEGIES AND IDEAS

The previous portion of the document, the Case Statement, focuses on **WHY** Utah must increase the number of its degree and certificate holders if it is going to be prosperous in the 21st century's knowledge-based economy. This next section, the Action Plan, proposes different recommendations about **HOW** Utah may attain its "big goal" through strategic changes to state policy and the higher education infrastructure, practices, and culture.

The Regents expect that each USHE institution will engage strategies to increase its level of participation, completion, and economic innovation according to its distinctive mission. As these institutional strategies are developed or refined they will be added to the appendix of this document. Utah's private institutions are also invited to share their strategies. It is hoped that all higher education institutions in the state—public and private—will do their part and be committed to helping Utah attain its "big goal."

Action Plan

Higher education has historically operated as a *self contained system* providing education to those students who were found *eligible* and *ready* to participate in higher education. Students were kept within an institution for two or four years where they were educated, taught critical thinking and communication skills, and prepared to succeed in society. This historic model needs to shift to an integrated model where educational entities are connected vertically (from pre-school to life-long learning) and horizontally (across institutions, job providers and support organizations.)

Using this integrated approach, we find the pipeline leading from K-12 into higher education institutions needs to be expanded in the number and percentage of students prepared to succeed and to persist in attaining their degree. Further, institutions need to do a better job in helping students complete their education. Given a horizontally integrated system, academic training needs to be *portable* in that students are able to move freely from one institution to another without losing progress towards their degree or certificate. Further, since education is not an end in itself, educational outcomes should be increasingly tied to career success.

The action plan focuses on five areas:

1. Expand the pipeline of college/career-ready and college-inclined high school graduates.
2. Stop leakages in the higher education pipeline by increasing the number who persist and complete their education once they enter college.
3. Expand the ability of colleges and universities to provide quality opportunities for more students.
4. Transform the way higher education meets the needs of the 21st Century student through efficiencies and technology.
5. Better leverage higher education in growing Utah's economy as a way to extend prosperity and grow the tax base of the state.

Within each of these five areas (discussed briefly below) there is a short list of recommendations that should be considered as proposed strategies to help Utah reach its big goal.

1. **Expand the pipeline of college/career-ready and college inclined high school graduates.**

A. **Establish clear college and workforce-readiness standards.**

Utah students have been given mixed messages over the years about what is needed for success in life. High school graduation requirements, college admission standards, and college readiness standards are all different. Thus, the first recommendations are to make a clear statement about what our sector of this integrated system expects of students.

- **Recommendation 1.** The State Board of Regents adopt clearly written standards defining college/workforce readiness and admission policies so parents and students know what is expected and needed to succeed in postsecondary education.
- **Recommendation 2.** The State Board of Regents define the specific admission requirements for each higher education institution based on their role and mission. These admission requirements should be communicated early and often to parents and students about what is expected in college so that time in high school will be used well to prepare adequately for college.
- **Recommendation 3.** Align general education requirements for higher education with career ready skills identified by business as critical to being successful employees, and include this “certification” in a student’s transcript.

The Utah State Board of Education has adopted the K-12 Common Core Standards advocated by many national business, civic, and educational groups. The K-12 Common Core Standards eliminate the dual track approach of vocational compared to academic education in the K-16 System. The State Board of Regents is strongly supportive of implementation of the K-12 Common Core. Higher Education’s task is now to provide a seamless integration of the new standards with higher education’s general education requirement.

The K-12 Common Core leads to numerous major changes in higher education and its interface with the K-12 system. The most significant change is to rely less on “seat time” to determine credits earned and more on learning outcomes and competency testing. The following recommendations provide an agenda for higher education **in coming years**.

- **Recommendation 4.** Higher education should build upon the K-12 Common Core Standards by increasing the use of educational outcomes instead of seat time to determine credit, particularly for general education requirements. Following general education, this effort should shift to a focus on mathematics and other STEM (Science, Technology, Engineering and Mathematics) related majors.
- **Recommendation 5.** Concurrent Enrollment be changed by (a) reducing the number of courses to fit general education outcomes built upon the K-12 common core standards, (b) use on-line classes as much as possible, and (c) use open courseware material instead of textbooks.

Moving to learning outcomes instead of “seat time” will require a more robust system of testing and evaluation. A national consortium of states is presently working on reconstructing the testing program in K-12. Higher Education needs to align what it does with their efforts, particularly in determine college admission and placement.

- **Recommendation 6.** Assessment programs for higher education admission and placement in Utah should be compatible with the K-12 Common Core State Standards. Campuses should use the K-12 Common Core State Standards as the basis for full admission to our colleges and universities. Colleges of education should prepare new teachers to teach to the Common Core standards.
- **Recommendation 7.** While the national testing program is reconstructed, Higher education should work with K-12 partners to implement the EXPLORE tests in the 8th and 9th grades, the PLAN test for the 10th grade, and the ACT test for all students in the 11th grade.

B. Strengthen and expand collaboration between K-12 and higher education.

If the goal is to create an integrated “seamless system” of education in Utah, strong mechanisms need to be built that facilitate collaboration and partnership. The basics of this system are in place: unity on the K-12 Common Core Standards, use of learning outcomes in general education, and combining academic and vocational preparation.

- **Recommendation 8.** Strengthen and expand the Utah K-16 Alliance and create regional alliances throughout the state. The agenda for state and regional alliances should be to work on (a) seamless articulation for CTE among USHE institutions, UCAT, and the high schools, based on competencies and industry-based certification standards of accredited higher education programs, (b) electronic high school transcripts, SEOP (Student Education/Occupation Plan) information, and electronic portfolios for counseling and admission to Utah colleges and universities, (c) feedback to school districts on higher education success of their graduates, and (d) more robust development of career pathways.

C. Increase Participation Rates

As the previous text points out, Utah is decreasing its share of its population that is attending and graduating from post secondary education institutions. Our numbers are particularly negative among the Hispanic population, women, and low-income residents. We also must attract many adults who have some postsecondary education, but are without degrees or certificates for high paying jobs.

A particular challenge in Utah is the lack of a system of locally financed community colleges. The recent national advocacy of President Obama for citizens to enroll in community colleges where tuition is extremely low, does not apply to Utah, where tuition for associate degrees are similar to tuition for baccalaureate degrees.

College recruiters and civic leaders are unified that one reason for the decline in participation is the cost of higher education. Tuition costs have increased significantly over recent years as state appropriations per student have decreased. While tuition is significantly lower than other states and federal aid has increased, Utah students have considerable “unmet” financial need. Debt levels

are also significant (\$13,000 per graduating student). Utah presently provides \$66 per undergraduate FTE student in need-based financial aid, which is among the lowest amounts of all the states. By comparison, the median amount is \$347 and the highest amount is \$1,021 in New Jersey.⁶⁴

The first set of recommendations address the financial access issue.

- **Recommendation 9.** Increase financial support for low-income students who would not otherwise be able to attend college by adequately financing, re-purposing, re-energizing, and re-naming the Utah Centennial Opportunity Program for Education (UCOPE) to provide greater student support through need-based financial aid (including work study).
- **Recommendation 10.** Expand out-reach and marketing of the Utah Educational Savings Plan (UESP) to encourage Utahns to save for higher education.
- **Recommendation 11.** Establish a student loan program for part-time students through UHEAA to help adults who can enroll in only one or two classes a semester.

Recruiting and retaining non-traditional students (adults) is a critical element of meeting our workforce needs. Over the past year, a robust on-line system for advising students about career options has been built by a coalition of state groups, lead by our agency, the Utah Higher Education Assistance Authority. As we move ahead, increased partnering with the Department of Workforce Services will be important in urging more people to return to postsecondary education. We recommend the following actions be taken to assist in helping more adults earn their degrees.

- **Recommendation 12.** Strengthen the recruitment, outreach, advising and career planning activities of USHE institutions, targeted at adult students, by integrating UtahFutures.org into their services.
- **Recommendation 13.** Urge our colleges and universities to provide specialized advisors to help working adults, offer classes and full programs during evenings and weekends, and create specific curriculum for non-traditional students that builds practical skills.

- **Recommendation 14.** Increase opportunities for adults to translate life skills and experiences into college credit through CLEP tests or gain experiential credit. A state-wide system should be explored to facilitate this process.

Expanding participation levels will require the growth and success of alternatives to traditional college experiences. Thus, USHE schools will need to partner with private colleges, applied technology colleges, and early college high schools.

- **Recommendation 15.** Increase the number of Early College High Schools sponsored by higher educational institutions by creating a funding stream to support the supervision of early college high schools.
- **Recommendation 16.** Strengthen articulation agreements between public and private colleges that meet regional accreditation standards.

2. **Stop leakages in the higher education pipeline by increasing the number who persist and complete their education once they enter college.**

Our big goal is to improve the education level of our citizens as measured by having 66% of the public having some form of postsecondary education credential by the 2020. Our estimates are that it will require approximately 109,000 new students to enroll if our present rate of college retention does not improve, but if it were to improve by as much as 8%, only 71,000 new students would be required. Currently, about 20% of Utah citizens have some college education but have stopped short of a degree. The most efficient way to meet our goal is to improve college completion rates.

The focus on retention is receiving national attention. Utah has joined “Complete College America,” which is a coalition of 23 states working collaboratively to improve retention. The National Governor’s Association, the Gates Foundation and the Lumina Foundation have initiatives underway to improve retention. It is estimated that the low retention rates cost Utah tax payers nearly \$24.5 million a year.⁶⁵

Measuring retention and persistence towards a degree is a special challenge in Utah. The average Utah student attends 1.8 colleges before receiving an associates' degree. At some of our campuses, nearly 20% of the students leave after one year to fulfill a church mission. Thus, adequately tracking and measuring the success of our students is a high priority.

Improving retention has been a major issue for the Regents and for each campus over the past decade. Much has been accomplished. However, the following recommendations will advance that agenda by aligning funding with completion, better measurement and goal setting, improvements in remedial education and improving the college experience.

A. Support new funding mechanisms that tie institutional funding to educational outcomes.

- **Recommendation 17.** Support a “Mission-Based Funding” mechanism for USHE institutions that provides money for measurable products. New accountability measures would connect funding to institutions’ missions based on growth in course and degree completion, as well as research that contributes to the economy, quality and regional economic development activities, and job placement, rather than on third-week census numbers.
- **Recommendation 18.** Create an innovation fund, focusing on collaboration, consisting of state and private money (foundations) to encourage creative ways to retain students.

B. Set statewide completion goals and uniformly measure and report progress and success.

- **Recommendation 19.** Using data from the Utah Data Alliance, require each institution to report its retention and completion performance and goals to the Regents annually. These reports would then be compiled and distributed to the Regents, Governor, and Legislature by the Commissioner’s Office.

C. Transform remediation by reducing need and focusing efforts and resources.

- **Recommendation 20.** Institutions should support new curriculum and individualized advising, mentoring and delivery options for remedial education that builds practical skills,

including free on-line remedial education tools and courses. USHE schools should work with high schools, applied technology centers, and applied technology colleges to provide multiple options for students seeking remediation assistance.

- ***Recommendation 21.*** Using robust remediation-specific data, the Board of Regents and State Board of Education should establish mutual goals for reducing the number of students requiring remedial education and report progress annually. The report will provide policy makers with more specific remedial/developmental education data regarding the classification of remedial students (i.e., subject matter, year in college, high school, etc.), cost, and institutional strategies to provide flexible remediation.
- ***Recommendation 22.*** Institutions should provide annual reports to K-12 schools as to the level of remediation needed by their students.

D. Improve retention through on-campus policies and programs for traditional students.

- ***Recommendation 23.*** Regents should challenge each institution to adopt policies such as mandatory attendance for freshman level classes, mid-term grading feedback, and first year college experience classes, all of which are proven methods of improving traditional college student retention.

3. Expand the ability of colleges and universities to provide quality opportunities for more students.

In order to meet Utah's big goal in the next ten years, both the physical and virtual capacity of Utah's higher education system will need to be increased significantly. The exact size of this expansion depends on numerous variables including the percentage of students taking on-line classes, the rate students who persist from one year to the next, and the flexibility of schools in changing the time of course offerings and the adoption of innovative delivery systems.

Growing the system of higher education appears at the onset to be a very challenging task. Utah is faced with little or no growth in the state budget. The state has not funded enrollment growth in

many years. Recent enrollments have surged 23% over the past three years. Many schools are near capacity.

Utah doesn't have the option of not facilitating an expansion in the higher education system. Our economy will increasing demand highly trained professionals. If we do not deliver the needed "talent force," we will lose out to other states. Thus, the recommendations in this section begin with how to achieve greater efficiencies, but also how to grow the enterprise to meet state needs. The issue of the impact of technology on higher education is discussed in the transformation section.

A. Greater Efficiencies (see transformation section for technology discussion)

- **Recommendation 24.** Increase use of "mixed delivery" courses (internet and seat time) on campus to free up seats and classrooms.
- **Recommendation 25.** Urge the institutions to develop new strategies to encourage more efficient time to graduation with the goal of completing a bachelor's degree in 3 years by having more evening, weekend, summer, and on-line classes.
- **Recommendation 26.** The state should provide an option whereby students may choose to use the 12th grade as their first year of college through early college programs funded by the state. Courses would be full college courses (not concurrent) and offered in the high school or at a nearby campus site.

B. Expanded Capacity

Efficiencies alone will not be sufficient to meet the demands for higher education services over the coming decade. Assuming a 20% increase in efficiencies, Utah will still need to provide the infrastructure for an additional 50,000 to 70,000 or more students.

- **Recommendation 27.** The Board of Regents approve a clear statement of the role to be played by each USHE institution in meeting the goal of 66%. A concise statement of how

the USHE institutions will meet the purpose of this recommendation according to its distinctive mission will be included in the appendix.

- **Recommendation 28.** The legislature approve monies for land acquisition and buildings for branch campus development in underserved and high growth parts of the state per a more detailed state plan approved by the Board of Regents. “Land banking” should be done in the near future to benefit from present land prices.

C. Expand the community college function throughout Utah.

Utah does not have a state system of community colleges where access is enhanced by local taxes. Presently, we ask Weber State University, Utah Valley University, Dixie State College, and Utah State University to also provide community college services and academic programs. The Georgetown University data suggests that Utah needs to increase the number of citizens possessing an associate’s degree or certification in a specific area. Thus, building out a community network covering the state is critical to our future.

- **Recommendation 29.** Expand the number of students accessing community colleges through the creation of community colleges or community college centers (branches) within regional state universities in order to ensure state-wide coverage of community college services including:
 - Open access,
 - Enhanced advising and student support services,
 - More flexible scheduling,
 - Clear articulation of 2 + 2 seamless degree pathways, and
 - Articulation support with applied technology colleges.

D. Fund Enrollment Growth

Utah has not been able to fund recent increases in enrollment on our campuses. Enrollment has grown by 23% over the past three years while funds have been reduced by 12%. USHE institutions need to see an increase in per student funding in order to meet future needs.

- **Recommendation 30.** Seek legislative funding of enrollment growth. Funding should be based on completion of courses rather than third week enrollment. Funding should also be directly tied to the institutional mission of the institution so that research is funded at research institutions and enrollment growth funded at non-research intensive institutions.
- **Recommendation 31.** Increase funding for more faculty positions and faculty salaries in order to retain key faculty and expand the number of sections. This will prevent soft or hard enrollment caps and bottle-neck courses.

E. Clarify the Utah College of Applied Technology Interaction with Utah System of Higher Education.

The effort required to meet Utah's "big goal" presents an opportunity for USHE and UCAT institutions to strengthen and clarify their working relationships. The legislative action that established UCAT clearly defined the difference between and roles of credit-granting (USHE) and non-credit (UCAT), certificate-awarding institutions. Both USHE and UCAT institutions will play a significant role in equipping Utah's workforce with the technical training and skills requisite for success in the new economy.

In order to meet the goal of 66%, both applied technology education (ATE) schools and ATE programs in the USHE and UCAT institutions will need to grow significantly. Thus, the Regents support UCAT's current role and encourage increased collaboration between USHE and UCAT institutions. The collaboration will need to include high schools, the Governor's Office of Economic Development and the Department of Workforce services as the state identifies the unmet need for and definition of "certificates" for purposes of federal and state reporting.

- **Recommendation 32.** A state-level system of translating competencies into college credit be created to enhance articulation efforts between UCAT campuses and USHE institutions.
- **Recommendation 33.** In the future, an application process be developed that enables UCAT campuses, at their option, to petition the Board of Regents to affiliate more closely or even join the system to provide for-credit programs and associate degrees.

4. **Transform the way higher education meets the needs of the 21st Century student through efficiencies and technology.**

Clearly, information technology is radically changing our students' learning styles, as well as institutions' ability to deliver education differently and to reduce costs for providing educational programming. It is also clear that technology does not replace the "soft skills" that business is looking for in their future employees.

Many policy leaders throughout the country foresee that higher education will be dramatically changed by technology. For example, the role of teacher is shifting from a provider of information to facilitator of connected learning. Additionally, technology is looked to as the means of reducing the cost of education by using open source instructional materials as well as reducing demand for more buildings through leveraging its capabilities. There is little doubt that we are on the verge of a major information technology revolution. Whether this technology is largely disruptive, as some believe it may be, or advantageous depends to great measure on our foresight, planning, and choices.

To explore various technology options, the Regents have asked a group of instructional information technology experts from the campuses to share their thoughts and to provide recommendations. Their deliberations are included in the following recommendations.

- ***Recommendation 34.*** The Board of Regents should create, with state funding, an on-line university degree that would combine on-line courses offered by USHE institutions and other low-cost providers throughout the world with the goal of reducing the cost of a college degree. The initial courses should be in general education and STEM related classes. Emphasis could also be placed on career pathway courses needed for key economic clusters. Open courseware should be part of the requirements in building the classes.
- ***Recommendation 35.*** Utah should study the possibility of entering into an agreement with the Western Governors University to provide educational services to adult populations interested in earning degrees in specific high-need fields. This affiliation would be similar, but not identical, to the agreement between WGU and the State of Indiana.

- **Recommendation 36.** Working with faculty leaders, the Board of Regents should develop new faculty workload policies that reward the development of quality courses that combine the use of teaching assistants, technology, and on-line offerings in consultation with the faculty.
- **Recommendation 37.** Take advantage of new technologies to implement “open courseware” where feasible for students. Strive to have all concurrent enrollment classes offered with open access material at little or no cost.

5. Better leverage higher education in growing Utah’s economy as a way to extend prosperity and grow the tax base of the state.

Personal income and educational attainment are highly correlated as is economic development— attracting and creating high-paying jobs that require higher education degrees and skills. Further, higher education attainment reduces the need for social services, as graduates are much more likely to be self-sustaining adults. These facts should be recognized by fostering even closer ties between economic growth and our higher education system.

- **Recommendation 38.** The state should create and market the “Mountain Research Corridor” partnership among U. of U., U.S.U., and B.Y.U. (where appropriate) to leverage the research done at the Utah’s research institutions to promote economic growth in Utah.
- **Recommendation 39.** The state should dramatically increase the funding for the successful USTAR program to facilitate research and entrepreneurship on college campuses. Part of the funds would go to expanding USTAR throughout the state and to expand entrepreneurial education programs at USHE institutions.
- **Recommendation 40.** The state should expand the Utah Cluster Acceleration Partnership (UCAP) initiative to all institutions and to all major economic clusters. “Talent clusters” should be created among education institutions (i.e. digital media production, performing arts, medical technology, etc.)

- **Recommendation 41.** The state should provide tuition assistance for students enrolled in critical careers for the state's economic growth as identified by the Dept. of Workforces and the Governor's Office of Economic Development.

Funding Issues

We have not attempted to put a price tag on the various recommendations being made at the present time. The price clearly varies depending on which recommendations are adopted and which recommendations, if adopted, would be phased in over time.

To meet the "Big Goal" of 66% by 2020, Utah will need to invest in its human capital. If not, Utah will not attain the quality of life most people desire for themselves and their families. Our institutions of higher education estimate that if the coming decade is similar to the previous decade, we will be able to sustain growth of somewhere between 33% and 49% of the total needed.

Additional funds will be needed to cover the gap. However, we know that we can pick up some of difference by greater efficiencies, greater use of on-line education, and asking the private colleges to partners with us. In the long run, these additional costs will be paid for by economic growth. However, over the next decade, the state will need to find additional revenue. The following recommendations highlight three approaches to securing additional revenue.

- **Recommendation 42.** Seek legislative approval for a local voter-approved tax to provide tuition credit for students within a county (or taxing district) to underwrite and dramatically lower the price of their tuition for the first two years of college.
- **Recommendation 43.** Seek funding in support of targeted strategies at an institutional and statewide level from foundations and corporations and from state and federal grants.
- **Recommendation 44.** Through the Friends of Utah Higher Education Coalition collaboratively advocate for and work with the Governor and legislature to increase funding for higher education initiatives over time as state revenues increase.

USHE INSTITUTIONAL FIT INTO THE 2020 PLAN

If Utah is to meet the economic need for more highly educated individuals by the year 2020, higher education will need to significantly increase the number of graduates with degrees and certificates that align with workforce demands and opportunities. In addition, the state will need to adequately support a robust research and technology transfer system at the state's research institutions to continue to create high-paying jobs. These goals can only be accomplished by maintaining quality. The Utah System of Higher Education and each higher education institution in Utah will play a major role in attaining this positive future. The following is a brief summary highlighting institutional roles in meeting the goal established by the State Board of Regents during the coming decade.



The Utah System of Higher Education (USHE) provides the state with oversight of its public institutions, student loan program, and college savings plan as well as administering a limited set of programs and initiatives. Development and implementation of a living Master Plan and a coherent set of state policies to achieve the goal of a better-educated population will be USHE's primary task over the coming years.

Utah is fortunate to have eight quality higher education institutions. USHE values the diversity options and opportunities to be found in its institutions. Students may choose where they wish to study, from research and regional universities to comprehensive community colleges, based on their individual learning styles, needs, expectations, and circumstances.

Together, Utah Higher Education Assistance Authority (UHEAA) and Utah Educational Savings Plan (UESP) provide the means for all Utahns to save, plan, and pay for college. We expect UHEAA to be a major servicer of student loans for the federal government and is exploring loan and other financial aid options for part-time students. The Regents support the move of UESP to play a leadership role in helping to define, improve, and implement state higher education policy issues.

In support of the Regents' master-planning role, and to facilitate enrollment growth and statewide access, USHE will move to meet their present goals to increase participation (access), completion (retention), and economic development. Additionally, the Regents look to expand economic development initiatives such as Utah Science Technology and Research (USTAR) and Utah Cluster Acceleration Partnership (UCAP).

The Commissioner's office will need to be given the necessary tools to provide a coordinated approach to meeting the state's plan for a more highly educated citizenry. These tools include funding for innovation grants, increasing "on-line" educational opportunities, formula funding changes, resources to incentivize and hold institutions accountable, and money to fund enrollment and research changes.



Established 1850

The University of Utah is the state's "flagship university" serving as a premier research institution enhancing the state's reputation for quality in higher education instruction, research, and innovation; especially at the graduate level. The focus of the institution is to enhance its distinctive mission based funding that enhances its ability to produce quality instruction and research. Enrollment growth at the university will be modest and primarily in its graduate programs.

The Regents look to the University of Utah to be a major research institution that contributes to the economic base of Utah through innovation, technology transfer and commercialization. It is expected to be a leader in the success and expansion of the USTAR initiative. State needs will drive the limited number of targeted academic areas that contribute to the research, innovation and commercialization goals. As a research university the U. of Utah not only teaches knowledge, creates new knowledge, but also nurtures those who will be the creators of new knowledge and companies.

The University of Utah will also be the primary deliverer of trained professionals in medicine, pharmacy, law, and engineering. The medical school and hospital and clinics will provide leadership in promoting the health of Utah citizens.

Fall 2010 Headcount Enrollment: 32,671

Fall 2010 FTE Enrollment: 25,879

University of Utah Mission Statement

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility. (Approved 2006)



Established 1888

As the state's "land grant university," Utah State University is a leader in providing research, public service and education to meet needs in all corners of Utah. In addition to its extension services, the University also plays a vital role in providing access to higher education opportunities through its community college role at its regional campuses and in areas of the state without easy access to higher education. The public service mission is exemplified by the university's land grant history and cooperative extension services which provide the latest practical research results to every county of the state and adapt to serve urban as well as rural communities.

Enrollments are expected to increase at a moderate rate at USU overall but at a high rate in currently underserved regions of the state. Regents support an aggressive growth strategy at regional campuses of USU—Brigham City, College of Eastern Utah, Tooele and the Uintah basin. The growth in regional service is likely to be augmented by expanded distance education capability.

USU is expected to build upon its research capability with an emphasis on aerospace, agriculture, life sciences, energy and engineering. Partnering with the University of Utah, USU should continue to be a major player in the USTAR initiative and technology transfer endeavors.

Fall 2010 Headcount Enrollment: 28,401

Fall 2010 FTE Enrollment: 20,461

Utah State University Mission Statement

The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. (Approved 2003)



Established 1888

Snow College is the state's premier rural, residential two-year college. It provides traditional college-age students with the opportunity for a higher education experience in a small and personalized residential campus setting. In addition to providing general education courses, the college provides career and technical education, primarily at its Richfield campus.

Snow is expected to grow at a moderate rate over the coming decade. Because of its setting in a more economically challenged, rural location, tuition and residential housing costs should remain low. Student opportunities at the college will be limited by academic degree options. The Regents may consider expanding the number and type of degrees to be offered where the expansion promotes academic quality at the College, serves needs in the College's primary service region, or helps accommodate increased demand throughout the state for access to higher education.

Fall 2010 Headcount Enrollment: 4,386

Fall 2010 FTE Enrollment: 3,416

Snow College Mission Statement

The mission of Snow College is to educate students, inspire them to love learning, and lead them to serve others. Snow College achieves this mission through a constant pursuit of excellence in teaching; through a nurturing, positive learning environment; and through people who demonstrate a love for learning and service to humanity. (Approved 2004)



**WEBER STATE
UNIVERSITY**

Established 1889

As the state's first "comprehensive regional state university" that also retains a community college mission, Weber State is a state leader in responding to its region's needs for access, talent force development, and community engagement.

Weber State is expected to see significant increased demand for educational offerings over the coming decade. To facilitate the growth, expansion of the Davis Campus and greater use of on-line education will be required. Additional master's level degrees will be needed to meet a growing population and economic base.

Weber will continue to lead the way in serving as both a community college and a regional university. In this role, Regents look to Weber State to provide leadership in defining the model of hosting a community college within a regional state university.

Regents also look to Weber to provide service programs and leadership in assisting regional economic development, particularly as it relates to talent force requirements. Community engagement is viewed as a key element in the future development of WSU.

Fall 2010 Headcount Enrollment: 24,126

Fall 2010 FTE Enrollment: 15,554

Weber State University Mission Statement

Weber State University offers associate's, baccalaureate, and master's 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. (Approved 2007)



Established 1897

As the state's designated liberal arts and science university, Southern Utah University (SUU) provides a broad-based, engaged college experience for students of high academic achievement, stressing experiential, integrative and personalized learning in a residential setting. The university serves the entire state while maintaining varied programs to meet unique regional needs and concerns.

Regents will continue to value quality education at SUU within its distinctive mission over dramatic enrollment growth; thus funding for SUU should be mission focused in assuring high quality graduates and engaged citizens. A moderate growth rate is expected to be based on SUU maintaining its present share of the Utah population.

As a quality liberal arts and sciences university, SUU will continue to be a prime destination for students interested in educational experiences typical of a private university with the affordability of a public higher educational institution with a particular focus on high quality programs in the arts, sciences, pre-professional, professional and graduate fields.

Fall 2010 Headcount Enrollment: 8,024

Fall 2010 FTE Enrollment: 6,609

Southern Utah University Mission Statement

Southern Utah University is a comprehensive regional institution offering graduate, baccalaureate, associate's, and technical programs. SUU is committed to providing an excellent education through a diverse, dynamic and personalized learning environment. The university educates students to be critical thinkers, effective communicators, lifelong learners and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions. (Approved 2005)



Established 1911

Fall 2010 Headcount Enrollment: 8,755

Fall 2010 FTE Enrollment: 6,267

Dixie State College of Utah (DSC) has grown dramatically in the past few years, particularly since adding a number of new baccalaureate degrees and with demographic changes in southwestern Utah and bordering states. It is rapidly changing its mission from a “state college” with a limited set of baccalaureate degrees to a more comprehensive institution.

Regents support this transition from a state college to a comprehensive regional state university over a period of time, based on regional demand, academic readiness, and state funding. To achieve this goal, Dixie will need significant financial support to add the faculty and academic infrastructure necessary to have the quality consistent with other regional state universities.

Dixie is expected to remain the regional “community college” as it adds baccalaureate degrees to its portfolio. As a regional institution, Dixie is also expected to place a premium on workforce development, allied health professions, and economic partnerships. As Dixie’s mission expands, the campus will provide students with a more comprehensive set of college experiences.

Dixie State College of Utah Mission Statement

Dixie State College of Utah Mission Statement: Dixie State College of Utah strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. DSC is a publicly supported institution—authorized by the Utah State Board of Regents—with two independent tiers. DSC offers associate’s degrees and certificate programs that meet the needs of students, the community and the state. The College also offers baccalaureate programs in high demand areas and in core or foundational areas consistent with comprehensive four-year colleges. Dixie State College enhances its campus climate by promoting cultural and demographic diversity, and by inviting students to participate in its open-door, postsecondary educational programs. (Approved 2005)



Established 1941

Fall 2010 Headcount Enrollment: 32,670

Fall 2010 FTE Enrollment: 21,825

As Utah's newest comprehensive regional university, UVU will offer a broad range of quality bachelor's degrees, a select set of masters degrees, and continue to serve their region with a comprehensive set of associate degrees, certificates and community college services for a rapidly increasing number of students. Regents expect UVU to be a leader in providing engaged learning opportunities and developing the hybrid model of a community college within a state university.

Recognizing the current and projected growth of the Utah Valley, the Regents expect and support UVU's move to meet regional educational demands. Along with Salt Lake Community College, Weber State University, and Dixie state college, UVU will be asked to pick up the bulk of state enrollment increases in the year ahead. To accommodate this growth, while still providing university quality programming, UVU will need to continue to adopt efficiencies through more distance education (with a special focus on hybrid—part online, part in class—courses) and year-round, off-peak hour scheduling. They will also need additional facilities on their Orem campus, several satellite locations, improved tax fund support for existing students, and growth funding for new students.

In its role as a “community engaged” university it will develop and maintain productive partnerships with government, civic associations and private industry. The institution will continue to expand this commitment, as well as provide leadership for regional economic development, supplying, among other things, a well-trained work force.

Utah Valley University Mission Statement

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community. (Approved 2007)



Established 1948

As the Utah's largest institution of higher education and it's only two-year "comprehensive community college" that offers a full range of academic programs and economic development opportunities for the Salt Lake Valley, Salt Lake Community College (SLCC) must play an increasingly important role in Utah. The institution will need to continue to provide open-access admissions, a comprehensive set of academic programs (associate degrees, certificates, career and technical education, transfer education and workforce development), community-based education programming, and student support services.

Salt Lake Community College is expected to grow dramatically over the coming years. Growth will take place through increased partnerships with other USHE institutions, with industry and community, and within the college's School of Applied Technology to achieve goals of increased college completion in skill-based education. To facilitate this growth, SLCC will need additional sites for delivering education, expanded use of internet-delivered instruction, and funding per student. Educational programming will also increase due to student and industry demand.

Regents expect Salt Lake Community College to be a leader in the translation of occupational competencies into college credit. The Regents also expect SLCC to continue to lead efforts in small business innovation, growth, and sustainability through training and access to a business development infrastructure. This leadership will help support and complement technology commercialization efforts throughout Utah.

Key to Salt Lake Community College's success will be adequate state funding to maintain the open access mission of the institution.

Fall 2010 Headcount Enrollment: 33,983
Fall 2010 FTE Enrollment: 18,326

Salt Lake Community College Mission Statement

Salt Lake Community College is a public, open-access, comprehensive community college committed to serving the broader community. Its mission is to provide quality higher education and lifelong learning to people of diverse cultures, abilities, and ages, and to serve the needs of community and government agencies, business, industry and other employers. (Approved 2006)

CONCLUSION

Case Statement

- According to Lumina Foundation researchers, “The United States has long been the world’s most prosperous and successful nation, in part because our people have typically been the world’s best educated.” The same can be said historically for the State of Utah. However, in the last two decades Utah and the nation have lost their advantage.
- According to the Georgetown University Center on Education and the Workforce, 66% of all jobs in Utah by 2018 will require postsecondary education. No longer can a person expect to enter into or remain a part of the middle class with only a high school diploma or less.
- Currently, only 39% of Utahns hold an associate’s degree or higher. This will not be sufficient for Utah to develop a robust economy in a global marketplace, nor for Utah’s citizens to prosper individually or collectively. The long term prosperity of our state and nation are at risk if deliberate actions are not taken.
- To meet Utah’s education and workforce needs, the State Board of Regents and Commissioner of Higher Education have set a **“big goal” for Utah**: to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah’s workforce with an associate’s degree or higher and 11% with a postsecondary certificate that leads to a livable wage.
- To reach this goal with the next ten year, aggressive action must be taken. The State Board of Regents calls upon all institutions of higher education, public and private, profit and not-for-profit, to play a significant role, with the USHE institutions taking the lead. USHE institutions will have to enroll 109,000 more students over the next decade.
- The State Board of Regents has identified the following three strategic priorities: to increase the rate of student participation, to increase the rate of student completion, and to increase the level of economic innovation. To this end, they have set forth an action plan as a focus for public dialog among the many stakeholders in Utah’s higher education.
- The attainment of Utah’s “big goal” will require significant investment of effort, collaboration, and financial resources by the Utah Legislature, the business community, the general public, the Utah System of Higher Education, and all other stakeholders in the state of Utah.

Action Plan

- Education in Utah needs to shift to an integrated model where educational entities are connected vertically (from pre-school to life-long learning) and horizontally (across institutions, job providers and support organizations.)
- The pipeline leading from K-12 into higher education institutions needs to be expanded in the number and percentage of students prepared to succeed and to persist in attaining their degree. Further, institutions need to do a better job in helping students complete their education.
- The action plan presents recommendations in five areas that should be considered as proposed strategies to help Utah reach its big goal:
 - Expand the pipeline of college/career-ready and college-inclined high school graduates.
 - Stop leakages in the higher education pipeline by increasing the number who persist and complete their education once they enter college.
 - Expand the ability of colleges and universities to provide quality opportunities for more students.
 - Transform higher education in order to provide quality opportunities for more students and increase efficiencies.
 - Better leverage higher education in growing Utah's economy as a way to extend prosperity and grow the tax base of the state.
- Each institution within the Utah System of Higher Education will play a major role in carrying out this plan and helping Utah attain a positive future.
- To meet the "Big Goal" of 66% by 2020, Utah will need to invest in its human capital. If not, Utah will not attain the quality of life most people desire for themselves and family. Investment in education should be viewed as an asset synonymous with economic development.

End Notes

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Utah

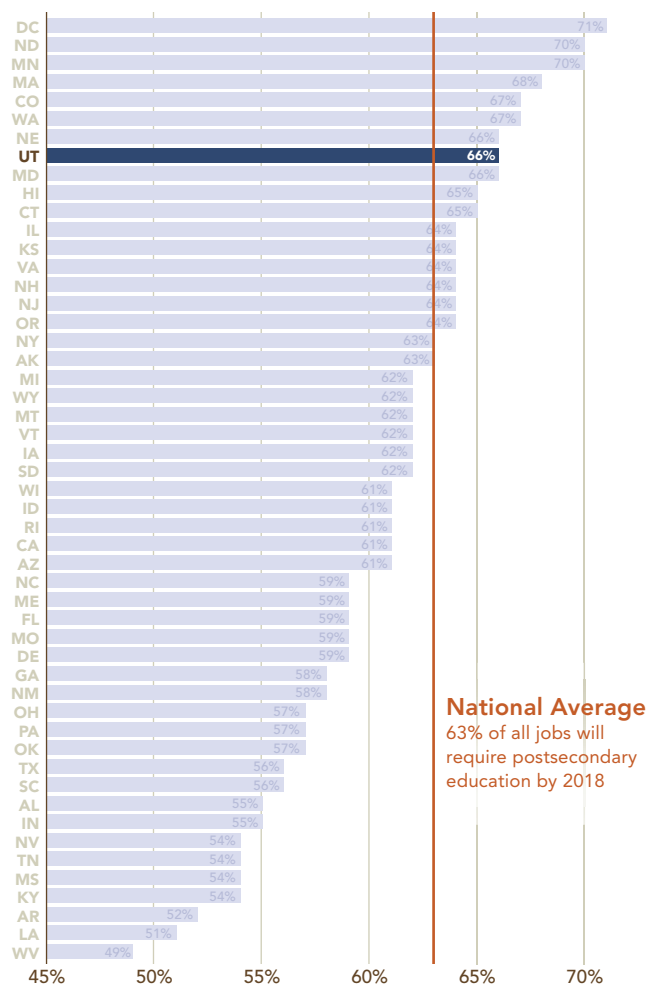
- Between 2008 and 2018, new jobs in Utah requiring postsecondary education and training will grow by 202,000 while jobs for high school graduates and dropouts will grow by 97,000.
- Between 2008 and 2018, Utah will create 477,000 job vacancies both from new jobs and from job openings due to retirement.
- 308,000 of these job vacancies will be for those with postsecondary credentials, 126,000 for high school graduates and 43,000 for high school dropouts.
- Utah ranks 24th in terms of the proportion of its 2018 jobs that will require a Bachelor's degree, and is 31st in jobs for high school dropouts.
- 66% of all jobs in Utah (1 million jobs) will require some postsecondary training beyond high school in 2018.

Job vacancies arise from two sources: There are brand new positions created as an occupation grows, and there are pre-existing jobs that people leave behind when they retire, or move into other occupations.

UTAH'S RANK IN JOBS FORECASTED FOR 2018,
BY EDUCATION LEVEL.

Education level	2018 Jobs	Rank
High school dropouts	148,000	31
High school graduates	436,000	44
Some college, no degree	173,000	2
Associate's degree	440,000	14
Bachelor's degree	319,000	24
Graduate degree	131,000	32

Percentage of jobs in 2018 that will require a postsecondary education, by state.



By 2018, **66%** of jobs in Utah will require postsecondary education.

This is **3** percentage points above the national average of **63%**.

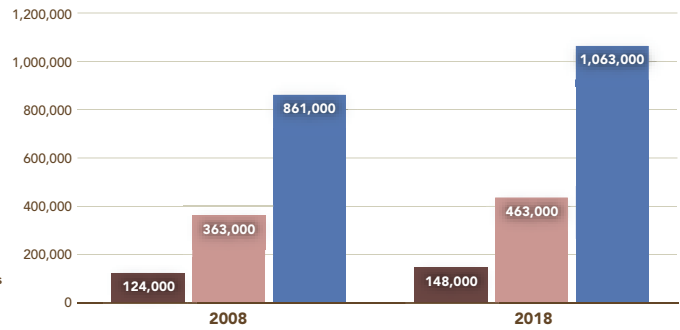
Utah ranks **8th** in postsecondary education intensity for 2018.

UTAH

CHANGE IN JOBS BY EDUCATION LEVEL: 2008 AND 2018.

Education level	2008 Jobs	2018 Jobs	Difference
High school dropouts	124,000	148,000	24,000
High school graduates	363,000	463,000	73,000
Postsecondary	861,000	1,063,000	202,000

■ Postsecondary
■ High school graduates
■ High school dropouts



WHERE THE JOBS WILL BE IN 2018, BY OCCUPATION AND EDUCATION LEVEL (in thousands of jobs)*

OCCUPATIONS		High school dropouts	High school graduates	Some college	Associate's degree	Bachelor's degree	Graduate degree	Total
Managerial and Professional Office	Management	3	13	8	23	24	12	84
	Business operations specialty	1	7	5	9	13	5	39
	Financial specialists	0	4	5	7	15	7	39
	Legal	0	1	0	2	1	5	10
STEM	Computer and mathematical science	1	4	5	12	21	6	49
	Architects and technicians	0	0	1	2	2	1	7
	Engineers and technicians	0	2	2	4	11	6	25
	Life and physical scientists	0	1	1	2	6	4	14
	Social scientists	-	-	0	1	2	3	6
Community Services and Arts	Community and social services	0	3	2	5	10	9	28
	Arts, design, entertainment, sports, and media	0	3	3	8	13	3	30
Education	Education	1	7	7	14	43	28	99
Healthcare	Healthcare practitioners	0	3	19	8	21	20	72
	Healthcare support	2	11	7	14	5	1	40
Food and Personal Services	Food preparation and serving	25	41	6	29	9	2	113
	Building and grounds cleaning and maintenance	16	21	4	12	4	1	58
	Personal care	2	12	4	12	6	1	37
	Protective services	1	6	4	10	5	1	27
Sales and Office Support	Sales	13	57	20	60	40	8	198
	Office and administrative support	11	82	36	110	42	5	288
Blue Collar	Farming, fishing and forestry	1	1	0	1	0	0	4
	Construction and extraction	25	42	7	25	4	1	104
	Installation, maintenance, and equipment repair	7	25	10	20	4	0	66
	Production	20	48	7	27	7	1	110
	Transportation and material moving	18	42	7	25	7	1	100
TOTAL**		148	436	173	440	319	131	1,647

*Zero does not necessarily mean no jobs. Since jobs are rounded to the nearest thousand, zero means less than 500 jobs.

**Total jobs are a snapshot of the economy that shows where jobs are located by education type. They differ from job vacancies because total jobs are filled by people currently working in these positions who may not be leaving in the short-term to create a job opening.

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – The Potential Impact of IT on the Utah System of Higher Education

Background

Regent Chair David Jordan asked Dr. Stephen Hess, system CIO, to report in greater detail to the Regents regarding the impact of information technology on the Utah System of Higher Education. The greater application of technology is being considered as a method to make higher education more accessible, affordable, accountable, and of higher quality. The presentation will address the following issues:

- I. Higher Education may become financially unsustainable and increasing inaccessible if costs continue to rise
- II. How technology might be practically and strategically applied to make higher education more efficient, affordable, accessible, accountable and with improved quality.
- III. A brief overview of what USHE has accomplished with the application of technology in campus operations, instruction and research. More detailed reports will be given by the individual institutions in the December Regents Meeting.
- IV. How technology will be a disruptive force to higher education if it is not embraced with significant changes in practice, policy and process. This must be accomplished while retaining brand, accreditation and the education and research that has become so highly valued by students, parents and the country at large.
- V. The presentation will conclude with recommendations the Regents may want to consider to turn the ship of higher education on a future course that will keep it relevant to future students, the environment and the needs of the changing world.

At this time the Technology Committee is led by Dr. Hess working directly with the Commissioner, OCHE staff, faculty, people from business, and a group of educational technologists to outline some applications of instructional and informational technology that can be practically applied to our current situation and better position us for the future. These ideas will be outlined in the presentation.

Commissioner's Recommendation

This is a discussion item only. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/SHH

October 29, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College of Utah – Bachelor of Science in Music Education – Action Item

Issue

Dixie State College of Utah (DSC) requests approval to offer a Bachelor of Science (BS) Degree in Music Education, effective Spring Semester 2011. The program was approved by the institution's Board of Trustees on November 16, 2007.

Background

Currently DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). Fine arts bachelor's degrees are an essential component of the most basic four-year institution. The Music Education degree is intended to advance the institutional mission to provide baccalaureate programs as defined in its mission, as well as to be consistent with the Regents' mission and role for a Type III institution.

The BS in Music Education will provide a core of music courses giving students a fundamental background in theory, ear training, history, conducting, private applied lessons, piano proficiency, and large ensembles. The BS in Music Education will allow students to pursue additional course work to qualify for a secondary education license. The degree is designed to prepare students in foundational areas such as theory, history, performance, keyboard, and pedagogy to facilitate establishing careers in the education work force or to continue their studies in graduate programs. Additional elective credits beyond the core and liberal arts courses combine to offer a meaningful preparation towards teacher certification.

The Program Review Committee (PRC) scrutinizes each program submission and holds a new proposed program to the same standards as other institutional programs. Initial music education proposals submitted by Dixie State College were lacking adequately trained faculty, appropriate curriculum and relevant data to support the program. Since the time of early submissions, Dixie State College has hired additional faculty and strengthened its music education curriculum in addition to having the University of Utah provide some needed coursework. Thus, the proposal for a Music Education major demonstrates the institution made necessary changes to improve the Music Education degree.

Policy Issues

Issues raised by many of the USHE institutions regarding faculty, curriculum, and need have been resolved. While the issue of job openings for these future graduates is not resolved, students should graduate with the skills to apply their knowledge in music and music education to other types of employment or to graduate education.

Commissioner's Recommendation

The Commissioner recommends the Regents review Dixie State College's request to offer a Bachelor of Science Degree in Music Education and approve it. Further, the Commissioner recommends the approval of Dixie State College's application to the National Association of Schools of Music (NASM) for accreditation to be made directly, after its first three years of initiating the program.


William A. Sederburg, Commissioner

WAS/PCS
Attachment

**Executive Summary
Dixie State College of Utah
Bachelor of Science in Music Education
02 September 2009**

1. Program Description:

The BS and BA in Music Education will provide a core of music courses giving students a fundamental background in theory, ear training, history, conducting, private applied lessons, piano proficiency, and large ensembles. The BS in Music Education will allow students to pursue additional course work to qualify for a secondary education license. The degree is designed to prepare students in foundational areas such as theory, history, performance, keyboard, and pedagogy to facilitate establishing careers in the education work force or to continue their studies in graduate programs. Additional elective credits beyond the core and liberal arts courses combine to offer a meaningful preparation for career pursuits. Teacher certification for the state of Utah is included in the curriculum.

2. Role and Mission Fit:

Currently DSC's dual mission includes "[offering] baccalaureate programs in high demand areas and in core or foundational areas consistent with four-year colleges" (DSC Mission Statement, approved 2005). Fine arts bachelor's degrees are an essential component of the most basic four year institution. The Music Education degree is intended to advance the institutional mission of the college to provide baccalaureate programs as defined in its mission, and it is consistent with the Regents' mission and role for a Type III institution. There is a current unmet need for more candidates with music education degrees in the work force, not only within Washington County, but statewide and nationally. This need was clearly recognized by the Utah State Legislature in 2007, when it approved line-item funding in the amount of \$500,000 for music and theater baccalaureate degrees at DSC, with an additional \$200,000 funded in 2008. Funds from the state legislature allowed for the recent hiring of three new music faculty members in preparation for a bachelor's degree. This degree responds to legislative intention to provide highly qualified candidates for education jobs.

3. Faculty:

Faculty with:	Tenure	Contract	Adjunct
Doctoral & terminal degrees	5		2
Master's degrees	3 (1 ABD)	2	2
Bachelor's degrees			10
Other Faculty			1

4. Market Demand:

Both primary and secondary public education offer employment opportunities for music graduates with appropriate endorsements and licenses. There are currently thirty-seven schools in the Washington County School District, all of which have music curriculum. Private and charter schools add to this number. The superintendent of Washington County School District has commented about needs for qualified teachers: "The current requirement to have highly qualified teachers in each of our subject areas is a pointed need under the No Child Left Behind federal mandates." He also raises the need for on-going in-service training for teachers. "As soon the appropriate fine arts classes are a part of the course offerings at the college, we have a mechanism in place to advertise them to our teachers." Additionally, in the competitive area of Artists and Related Workers, the Bureau of Labor Statistics notes, "Postsecondary training is recommended for all artist specialties. Although formal training is not strictly required, it is

very difficult to become skilled enough to make a living without some training. Many colleges and universities offer programs leading to the bachelor's or master's degree in fine arts." At the same time, a recent NAICS report shows 399 private sector jobs in Performing Arts and Spectator Sports in Washington County.

5. Student Demand:

Currently there are 25 enrolled Music Education students at DSC with 11 coming from the percussion area, 8 from the woodwind area and the remainder from voice. Those numbers are likely to grow as the emphasis is put in place. The 2006-2007 DSC Freshman Class Profile Report provided by the American College Testing Program provides reliable external data about student demand for degrees at DSC. This survey combines Visual and Performing Arts into one category, and that category tied with Business as the second most popular area of study among entering DSC freshman who had taken the ACT. Health Science was the most popular, and Education was a close third behind Arts and Business (The ACT Class Profile Service Report, for Dixie State College of Utah).

6. Statement of Financial Support:

Legislative Appropriation	<u> X </u>
Grants	<u> </u>
Reallocated Funds	<u> </u>
Tuition dedicated to the program	<u> X </u>
Other	<u> </u>

7. Similar Programs Already Offered in the USHE:

In examining the role of DSC's music education degree, the question is not whether additional opportunities for our citizens will hurt another individual institution; rather, the question is how the system can significantly increase access to education for all citizens. Expanded access is a win/win proposition for all institutions, as it is the key factor in lifting the economy of the state and region. The goal of this degree is to increase the number of qualified music education graduates for the rapidly growing school district and to increase the overall level of bachelor degree attainment in our immediate service area and in the state at large, thus enhancing economic development and personal achievement. That being said, it is important that new programs do not affect other USHE programs negatively. DSC has taken care to determine that its music education program would not negatively affect enrollment in SUU's program.

Request to Offer a

Bachelor of Science Degree in Music Education



Prepared for
William A. Sederburg
in accordance with policy R401-10
by
Paul Abegg, Brent Hanson,
Donald Ray Hinton, and Glenn Webb
Dixie State College

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Section I: The Request

Dixie State College of Utah (DSC) requests approval to offer a Bachelor of Science (BS) Degree in Music Education, effective Spring semester 2010. The program was approved by the institution's Board of Trustees on November 16, 2007.

Section II: Program Description

Complete Program Description

This music education bachelor's degree will provide a core of music courses giving students a fundamental background in theory, ear training, history, conducting, private applied lessons, piano proficiency, and large ensembles. Students working on this degree would qualify for a secondary education license. A gifted and disciplined student could complete the requirements in four years but in reality most will go into a fifth year.

This degree is designed to prepare students in foundational areas such as theory, history, performance, keyboard, and pedagogy to facilitate establishing a career in secondary education. DSC music faculty have had close and long-standing involvement with high school music programs statewide. It is the view of DSC music faculty that this degree proposal, by virtue of the focused orientation of the curriculum, is an ideal training environment for aspiring teachers. The DSC music degree has been modeled after those of other institutions in the state.

The curriculum includes all of the courses needed to meet the current requirements for a Secondary Education Endorsement in Music. This is shown in Appendix A on pages 17-18 of this proposal.

Purpose of the Degree

This proposal for a music education degree is aimed at matching and enhancing the rich music heritage of this state and more specifically for Washington County by providing qualified music educators in Washington and Kane County high schools.

Institutional Readiness

DSC is committed to working in cooperation with the State Board of Regents to create a high-quality baccalaureate program in music education. The groundwork for fine arts bachelor degrees and secondary education at DSC has been laid in the past several years. This includes very high enrollment in the liberal arts degree in music already on campus. Funds from the state legislature have allowed for the recent hiring of four new music faculty members in preparation for a bachelor's degree. DSC has increased its music faculty to 10 members, four of which have a combined total of 70 years experience in secondary education.

The institution's has taken care in developing additional degree offerings to protect quality. Methodically and conservatively, DSC has assessed appropriate library services, student support, and other infrastructure services that are all vital to the success of this new degree; furthermore, DSC has taken care to design a music education program that will be eligible for National Association of Schools of Music (NASM) accreditation.

DSC possesses excellent facilities to support arts production activities that supplement the coursework for a music education degree. The Dolores Doré Eccles Fine Arts Center features a 300-seat concert hall, a 500-seat proscenium theatre, a black box theatre, and a 7,000 square foot art gallery. Rehearsal rooms, practice rooms, a scene shop, a costume shop, a makeup room, and dressing rooms complete the facility.

The building planning and construction anticipated the kind of program growth represented in this degree proposal. In addition to the Eccles facility, the Cox Performing Arts Center on campus provides more practice rooms, another major performance venue with 1,200 seats, and an additional classroom/rehearsal space.

DSC has nearly a century-long tradition of arts instruction and production activities. The present lower division music coursework is enhanced by numerous and varied performance activities. A music education degree does not represent uncharted territory for the institution, given the College's successful secondary education licensure programs in other disciplines. Furthermore, the current calendar of arts events demonstrates a robust level of art production and shows the readiness of DSC music program to move forward. (See Appendix E.)

Institutional readiness for baccalaureates in music is further demonstrated by the progressive liaisons the college has formed with leading community arts organizations. During the past ten years, DSC faculty and students have been an important resource for the Tuacahn Center for the Arts. The Southwest Symphony, the Southwest Chorale, and The Heritage Choir all have a formal relationship with DSC and function with the support of college faculty and facilities. St. George Musical Theatre, one of the most successful community theatre organizations in the state, has been performing in campus facilities since its 2006-2007 season. Community connections such as these demonstrate a high level of program maturity.

A vital factor in the development of a successful music education bachelor degree is the availability of scholarship funds for students. The institution has a substantial scholarship endowment and aggressive plans to further augment the availability of scholarships. These added funds will be an essential part of program growth.

Faculty

DSC has worked for decades to attract and retain an experienced and well-prepared music faculty. The full-time faculty members combine to have 70 years of experience in public schools. Recent new-hires come from institutions such as BYU-Hawaii and the University of Utah. Most of the current faculty members hold doctoral degrees, and others are enrolled in doctoral programs.

The list of artistic and academic accomplishments of the music faculty is significant and demonstrates excellence. It includes published music, recordings, performances, and membership in prestigious ensembles. Current faculty are qualified to teach proposed upper-division classes and provide resources in the education curriculum. The music department will partner with the education department in professional secondary education training courses. Recent hires have also added credentialed faculty in music theory/composition and music history. Please see Appendix C for faculty members' credentials.

Adjunct faculty members supplement the breadth of the curriculum. They bring experience and expertise as private applied teachers and chamber coaches. A list of adjunct faculty members is found in Appendix C.

To ensure that the current faculty will not be stretched too thinly, especially as Private Applied Lessons are calculated as part of the work load, DSC is in the process of partnering with the University of Utah for distance learning opportunities. DSC welcomes this and realizes that this will help ensure that excellence is maintained.

Future hires in the music program will be sought to expand the breadth and depth of the existing faculty.

Staff

The Music Department is supported by one full-time secretary, who reports to the department chair, one work-study staff member, with assistance from another full-time secretary, who reports to the Vice President of Cultural Affairs. Secretarial/clerical support includes scheduling of facilities, ticketing, and advertisement of productions. The department also employs five work-study students in various supportive capacities. As enrollment in the music department grows, funding will be sought to hire additional support staff. It is not expected that additional clerical support will be needed in music in the immediate future.

Library and Information Resources

Present DSC library holdings in Music offer a solid starting point for the resources necessary to support a four-year curriculum; furthermore, part of the library budget is earmarked for increasing the music resources. Additionally DSC has allocated \$20,000 annually to bring the library holdings up to the NASM standard. Recently DSC has added the Naxos Music Library to its electronic holdings. DSC has hired a half-time professional librarian with a bachelor degree in music whose job it is to develop the music holdings in the library. As the program demands, increased funds will be sought for more costly additions. A detailed report of additional library needs can be found in Appendix G.

Admission Requirements

Any matriculated DSC student, transfer student or incoming freshman is eligible to apply to the Bachelor degree. Acceptance to the program will be determined through a process of application and audition. Declaration of the major is required for admission and is accomplished through the processes defined by the Registrar's Office. Admission into the upper division professional education courses will require acceptance into the Secondary Education Training (SET) program.

Student Advisement

Advisement from within the Music Department is vital to student success in their pursuit of a music education degree. A lecturer/advisor who is a faculty member in the department assists students in initial planning of their course sequences and monitors progress in an ongoing series of regularly scheduled interviews. A freshman orientation/retention course designed to build a sense of ownership and academic home base for music education majors will be part of the advisement process. In addition to providing a structure for immediate student success, the in-department advisement service will track students after graduation, thus facilitating program assessment and providing alumni with a permanent network to assist in career development.

Justification for Number of Credits

The total number of credits for a Bachelor of Science degree in music with secondary education licensure will be 126. The structure of the degree demonstrates DSC's commitment to balance academic excellence with timely degree completion and student control of a meaningful block of elective credits. This credit total is similar to other music education degrees in Utah.

External Review and Accreditation

Input has been received by external consultants. These include Dr. Philip Baldwin, Director of String Studies at Whitworth University in Washington and Dr. Steven Roens, Associate Dean of Undergraduate Studies at the University of Utah and faculty in the School of Music. In addition, DSC has sought and

received an evaluation from Dr. Robert Walzel, Director of the School of Music at the University of Utah. A pending affiliation with the University of Utah and Dr. Walzel's expertise as a NASM accreditation consultant prompted DSC to seek his input. DSC also hired Dr. Wayne Bailey, of Arizona State University as a NASM consultant to gauge the readiness of the program. Items of note are included below from these reviews and the full reviews are included in Appendix L.

Dr. Baldwin's overall impression is:

"DSC appears to be eminently ready for this degree. The proposal set for Bachelor of Music degree by the music department of Dixie State College is comprehensive and well-reasoned. The committee has provided excellent research and rationale for the development of the degree and has, I believe, identified a true need for a program of this type in the St. George/Southern Utah area which does not overlap or negate the program at nearby Southern Utah University or other schools within the Utah system of higher education. The program appears to be very attractive, relevant to the needs of Washington County and beyond, and supported by the university community as well as the public school and St. George community. With degrees leading to performance and education, DSC has addressed the need to provide future music educators to the school system and performers who will meet the artistic needs of the community."

In correlating the degree requirements with NASM he says, "The authors have done an outstanding job of relating learning and skill outcomes with the NASM guidelines. The Program assessment is equally well aligned. It is not necessary to summarize this section, but it may be helpful to note that NASM is very thorough in checking these elements. By beginning with such clearly stated goals and assessments, DSC will likely be successful in its first accreditation review."

One concern Dr. Baldwin addressed was that the proposal failed to identify funding sources for adjunct faculty. "Funding for adjunct instructors seems to be missing from this report, but as the department has been functioning for many years already, this funding must be accounted for elsewhere (perhaps this is funded through the lab fees described in the Course Descriptions)." As Dr. Baldwin suspected, funding for adjunct comes from the student fees as well as institution-wide budgets separate from the department.

Likewise, Dr. Roens finds the program to be solid, and summarizes his review by saying, "The course of study for the baccalaureate degree in music with its various emphases, proposed by Dixie State College, is commendably rigorous and... reflects the practices of other universities in the state of Utah, and conforms to the guidelines of the National Association of Schools of Music (NASM).

Dr. Roens indicated in his assessment of the proposal the need to address elements of the curriculum prior to offering a credible bachelor's degree. The first need that he discussed was the importance of a keyboard component in the core requirements. In fact, DSC has been offering the essential piano courses for several years and it was reported at the Music Major's Meeting on November 5, 2007 that Dixie has adopted the common course numbering (1150, 1160, 2150, 2160). The proposal has been changed to reflect the input from Dr. Roens and shows the four piano courses as part of the music core in Appendix A.

Similarly, included is a revision of requisite number of credits of private lessons (six semesters minimum). This is also reflected in the Appendix A. Furthermore, Dr. Roens' suggestion to incorporate an audition to be admitted into the program has been clarified. This process includes an application, audition, and declaration of the major (see page 6 of this proposal.)

One of the items Dr. Roens admonishes DSC to address is the lack of faculty with degrees in theory and history teaching those courses. Recent hires have answered these two concerns. Another concern was the library resources. The librarian at DSC has notified the music department of available funds which can be used to increase music resources.

Dr. Walzel's endorsement is highlighted by the following comments: "Based upon a campus visit on Monday, March 3, 2008 and close examination of the proposal Dixie State College had previously submitted to USHE, it is my opinion that DSC be allowed to move forward in developing 4-year non-professional degrees in music." He goes on to detail the strengths and outlines how DSC is able to fulfill NASM standards, which he liberally quotes.

In November 2008, DSC invited NASM consultant, Dr. Wayne Bailey, to provide a review of curriculum, faculty, and supporting resources. Dr. Bailey is the past Chair of the Commission on Accreditation, and in the past seven years he has reviewed nearly every music program in the nation. Dr. Bailey identified several concerns with the proposed music education program in meeting NASM standards. He goes on to state, "As stated in the report each of these items could be addressed by the faculty within existing courses in this plan." Since his visit to DSC in November of 2008, curriculum changes have been made to make those necessary changes.

Music faculty members have been in contact with the National Association of Schools of Music via email and telephone regarding a timeline to pursue accreditation. Once the degree is approved, it is the intention of faculty and administration to seek accreditation with the National Association of Schools of Music.

Accreditation of this new degree will be incorporated into the institution's established accreditation process with all appropriate evaluations and measures to ensure rigor and excellence. Accreditation of secondary education teacher licensure programs associated with the degree will take place according to state and institutional standards.

Projected Enrollment

NASM standards state that the student to faculty ratio averages 11.2 to 1. Projections by DSC for the fifth year of the liberal arts degree program anticipates that the ratio at DSC will be 11.29 to 1. A subset of music education students has a projected ratio of less 3 to 1. DSC expects to become a model of NASM accreditation. The students in the music education degree will increase that number but still stay within NASM accreditation standards. The chart below reflects projected Music Education majors. Currently there are 20 enrolled Music Education students at DSC with those coming from all areas within music (Woodwind, Brass, Percussion, Strings, and Voice).

For purposes of estimating program enrollments, DSC has included a chart that assumes a conservative 6 new students per year in music education over the next four years.

FTE:

Year	Student FTE	# of Faculty	Mean FTE-to-Faculty Ratio	Accreditation Ratio
2009	20	10	2	11.2 to 1
2010	24	10	2.4	11.2 to 1
2011	24	10	2.4	11.2 to 1
2012	24	10	2.4	11.2 to 1
2013	24	10	2.4	11.2 to 1

Year	Freshmen	Sophomores	Juniors	Seniors	Total in Program
2009	6	6	6	2	20
2010	6	6	6	6	24
2011	6	5	6	6	24
2012	6	6	6	6	24

Although the enrollment projection numbers noted above are conservative, actual enrollments will be tied directly to the resources available for recruiting activities and for scholarships to potential students. The number of declared majors and graduates in the program will increase as fast as these two factors allow. Improved retention coupled with active recruiting will result in significantly higher enrollments. The primary focus of recruiting activities will be where the need for DSC bachelor's level education has immediate relevance: Washington County. There is especially urgent need to attract under-represented groups, such as Hispanics, to higher education opportunities like the music education program. Energetic recruiting is a vital part of delivering college programs to the service area. One of the components in the faculty section of this document is provision for a lecture/advisor who will assist with recruitment. Effective recruiting, especially local recruiting, is viewed by faculty as an essential part of a healthy program. Finding students who are a good match for the program from the range of potential college students is one of the most important factors in success.

Another vital component in building enrollment is the availability of scholarships. Enrollment growth to reach or exceed the conservative figures suggested above will be directly related to the institution's ability to assist students with substantial and plentiful scholarship awards. Lower income Washington County residents who have the most urgent needs for higher education opportunities will have access to bachelor's degree programs only with the help of scholarships and other financial assistance. Tuition waiver scholarships are the foundation of scholarship awards strategy; more are needed. Talent-based scholarships are also a vital component in building a student pool.

Expansion of Existing Program

DSC is experiencing higher than anticipated enrollment in its liberal arts music degree. All course work for the education degree has been incorporated and is in place. Faculty have a combined 70 years experience in public education. This background coupled with the resources of the education department provides a well-qualified setting for music education students. DSC is ready to make the transition from the purely liberal arts offerings to include the education curriculum relatively seamless.

Section III: Need

Program Need

One of DSC's core missions is to meet the higher education needs of Washington and Kane County citizens. Currently, the need for music educators in Washington County is not being met. The administrators of the Washington County School District have indicated that several recent hires have not been endorsed to teach music in the public schools and are taking courses as a means of alternative re-licensure. The district also anticipates five retirees in the next three years. In addition, they have a need to fill music positions as elementary music specialists.

Of equal concern is the overall baccalaureate achievement rate in Washington County; residents start college and attain associate degrees at above the national average, but they are not going to other institutions to continue their education, thus creating a serious education deficit. Present educational opportunities in Washington County are not adequate, and access to a full range of baccalaureate programs is crucial to this fastest growing metropolitan area in the nation. (see Appendix H for educational attainment data).

Labor Market Demand

Both primary and secondary public education offer employment opportunities for music graduates with appropriate endorsements and licenses. There are currently thirty-seven schools in the Washington County School District, all of which have music curricula. Private and charter schools add to this number. The projected growth rate of Washington County suggests that the need for additional teachers trained in music will continue to increase. Dr. Max Rose, Superintendent of Washington County School District, has commented about needs for qualified teachers. (See Appendix I.) Rose says that "The current requirement to have highly qualified teachers in each of our subject areas is a pointed need under the No Child Left Behind federal mandates." Rose also raises the need for on-going in-service training for teachers: "As soon the appropriate fine arts classes are a part of the course offerings at the college, we have a mechanism in place to advertise them to our teachers."

Washington County School District grew at a rate of approximately 6% a year for the years 2000-2006. Current school district growth projections are based on a conservative 1-3% growth factor, depending on the schools (Michelle Hunt, Washington County School District). Enrollment in the district is approximately 25,000; thus, given a 2% growth factor, the district will be serving 5,000 new students in ten years. Factoring the actual average growth rate for the past five years would yield a much higher increase in the number of students. DSC recognizes some urgency to move rapidly to prepare teachers for this growing local market. The Music Education Emphasis and Music endorsement will help us meet future demand.

Student Demand

Enrollment in the liberal arts BS/BA in music degree has been robust. The department is working to have each music major declare themselves as such with the registration office. Currently 65 students are declared as music majors. Another strong indicator of student demand is enrollment in courses designed for music majors. Fall 2009 enrollment in MUSC 1110 Music Theory I is at 64. Enrollment in MUSC 2110 Music Theory III is at 19. Additionally, 80 students are register for Music Major Private Applied Lessons.

The 2006-2007 DSC Freshman Class Profile Report provided by the American College Testing Program provides reliable external data about student demand for degrees at DSC. This survey combines Visual and Performing Arts into one category, and that category tied with Business as the second most popular area of study among entering DSC freshman who had taken the ACT. Health Science was the most popular, and Education was a close third behind Arts and Business (The ACT Class Profile Service Report, for Dixie State College of Utah).

A poll of DSC associate degree graduates in 2006 provides interesting corroboration to the ACT data. Significantly, 78% of the graduates said they would remain at DSC to earn a bachelor's degree if programs of study were available in their fields of interest. The survey revealed that the combined arts and performance-related disciplines (Art, Dance, Music, and Theatre) ranked third among student requests (DSC 2006 Exit Survey. Data provided by DSC Registrar's Office). In both the DSC poll of graduates and the ACT data, crossover from education to music further supports the profile of student demand for a music degree.

Similar Programs

All other Utah baccalaureate-granting institutions offer degrees in Music. There is no question of undesirable duplication in this fact, however, because every institution and its service area merit equally the rich cultural and educational opportunities created through core fine-arts baccalaureate programs.

Collaboration with and Impact on Other USHE Institutions

The DSC music education degree has been designed to coordinate closely with other music education programs in the USHE. Initial steps have been taken to have the University of Utah offer sections of MUSC 1010, MUSC 1100, and the Music History & Literature sequence through a distance learning platform on the St. George campus. Steps taken include hosting Dr. Robert Walzel, Director of the School of Music at the University of Utah, on a consultative visit. Additionally, DSC music faculty have been pro-active in the annual system-wide Majors Meetings in an effort to improve articulation of courses among institutions. This has been done to examine proper steps toward accreditation and in order to assure ease of transfer for students who may move from one institution to another. DSC Music faculty have consulted with several other institutions via telephone and email regarding course offering, course content, and sequence. While the proposed curriculum is not an exact replica of any one program, courses and degree requirements at each of the institutions were useful models.

In examining the role of DSC's music education degree, the question is not whether additional opportunities for our citizens will hurt another individual institution. Rather, the question is how the system can significantly increase access to education for all citizens. Expanded access is a win/win proposition for all institutions, as it is the key factor in lifting the economy of the state and region. The goal of this degree is to increase the number of qualified music education graduates for the rapidly growing school district and to increase the overall level of bachelor degree attainment in our immediate service area and in the state at large, thus enhancing economic development and personal achievement. That being said, it is important that new programs do not affect other USHE programs negatively. DSC has taken care to determine that its music education program would not negatively affect enrollment in SUU's program. See Appendices N and O.

Benefits

Approving the proposed degree will provide qualified music educators in Washington and Kane Counties as well as throughout the state and our economic region, while providing more access to bachelor's degrees

for the growing population of southwest Utah. Finally, the degree will allow DSC to further accomplish its baccalaureate mission.

Consistency with Institutional Mission

Dixie State College's mission authorizes offering "core and foundational" degrees, and the institution's academic plan includes fine arts degrees as an essential component in achieving the mission. Music and Theatre are the fine arts priorities in the plan and music education is an important emphasis within the music degree. The cultural life of the community will be enriched by the availability of increased music training and resources. This positive community impact is consistent with one of DSC's important missions.

Section IV: Program and Student Assessment

Learning and skill outcomes for the program have been designed to align with the National Association of Schools of Music guidelines. Students entering this degree are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the musical educator including technical competence, broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and an insight into the role of music in intellectual and cultural life.

Expected Standards of Performance

Graduates of the degree who pursue the secondary education licensure will have the following competencies:

Choral

1. Vocal and pedagogical skill sufficient to teach effective use of the voice.
2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music.
3. Experiences in solo vocal performance, as well as in both large and small choral ensembles.
4. Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.

Instrumental

1. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.
2. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
3. Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles.
4. Laboratory experience in teaching beginning instrumental students individually, in small groups, and in larger classes.

Program Assessment

Standards of performance will be specifically assessed as follows:

- Performance emphasis standard 1 will be assessed primarily in senior recitals, (MUSC 4890). Additional assessment will occur during the private lesson sequence (MUSC 181x, 281x, 381x, & 481x).
- Performance emphasis standard 2 will be assessed through oral and written assignments and tests in MUSC 3861 & MUSC 3862, Diction for Singers I & II. It will also be assessed in the senior recitals, (MUSC 4890).
- Performance emphasis standard 3 will be assessed through senior recitals, (MUSC 4890), 8 credits of large ensemble performances (MUSC 3310, 3330, 3350, 3250, 3260, 3270, 3280, 3290), and 2 credits of chamber performances (MUSC 4430, 4431, 4432, 4433, 4485).
- Choral education emphasis standards 1 and 2 will be assessed through MUSC 4700 Choral Methods, MUSC 3221 Choral Literature, and the private lesson sequence (MUSC 181x, 281x, 381x, & 481x).
- Choral and Instrumental education emphases standard 3 will be assessed in the senior recital MUSC 4890, 8 credits of large ensemble performances (MUSC 1310, 1330, 1350, 1250, 1260, 1270, 1280, 1290), and 2 credits of chamber performances (MUSC 4430, 4431, 4432, 4485).
- Instrumental education emphasis standard 1 and choral education emphasis standard 4 will be assessed through projects and papers in MUSC 1740, 1750, 1760, and 1770.
- Instrumental education emphasis standards 2 and 4 will be assessed through projects and papers in MUSC 4710, SCED 4100, as well as other courses throughout the student's experience in the music program, including MUSC 1740, 1750, 1760, and 1770.

Individual courses are the building block components of the program, and the first level of program assessment will be tied directly to course assessment. Program success will be evaluated through accumulation and analysis of course assessment tools which are designed to measure achievement of specific course objectives. Data gathered from course assessments will be used to improve learning activities in areas showing lower student success. Students will demonstrate mastery of core interdisciplinary and emphasis content knowledge through formative and summative course evaluations. Students will demonstrate performance and pedagogical skills through performance juries, public performances, and teaching opportunities both private studio settings as well as the public schools system.

For music education majors, SCED 4989 is the means of evaluation. Student recitals will evaluate the musical foundation required to teach grades 6-12 music.

Course work within the proposed degree is designed to prepare students with baccalaureate level core knowledge and skills in the students' chosen areas of concentration. It is anticipated that graduates will enter the professional job market or continue training in a master's degree program. Beyond graduation, the department advisement office will track professional experiences of graduates as they move forward in employment, graduate studies, and other professional activities. Information gathered from surveys of graduates will be used to identify program strengths and weaknesses to the end of upgrading the curriculum. A component of graduate surveys will be an evaluation of graduates' satisfaction with their training.

All of these assessment activities will be incorporated into the on-going formal institutional accreditation process, which functions with regularly scheduled external evaluations and self-reports. Other specifically fine arts-related external higher education accreditation organizations, such as the National Association of

Schools of Music (NASM), may also be used to aid in assessment. The music faculty has become familiar with the accreditation process required by NASM are taking steps to assure readiness.

Finally, each department at DSC is evaluated in a program review as prescribed in policy. This review includes assessment of facilities, teaching resources, curricular design, and academic achievement of learning objectives and will be conducted by both internal and external reviews of the music offerings.

It is anticipated that students completing the degree requirements will meet or exceed the competencies described above. The proposed degree includes curriculum intended to increase performance proficiency and content knowledge as well as establish curriculum and methodologies for use in the studio as well as the classroom.

Section V: Finance

Five-Year Revenue and Expense Projections (Entire Degree BA, BS, Music Education BS)

Financial Analysis

Financial Analysis Form for All R401 Documents						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Students						
Projected FTE Enrollment	36	52	63	72	79	
Cost Per FTE	\$4,413	\$4,413	\$4,413	\$4,413	\$4,413	
Student/Faculty Ratio	7.33	10.66	12.53	14.66	16.16	
Projected Headcount	42	62	76	86	95	
Projected Tuition						
Gross Tuition	\$42,984	\$62,088	\$75,222	\$85,968	\$94,326	
Tuition to Program	\$10,746	\$15,522	\$18,805	\$21,492	\$23,581	
5 Year Budget Projection						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Expense						
Salaries & Wages	\$480,000	\$480,000	\$480,000	\$480,000	\$480,000	
Benefits	\$120,000	\$120,000	\$120,000	\$120,000	\$120,000	
Total Personnel	\$600,000	\$600,000	\$600,000	\$600,000	\$600,000	
Current Expense	\$20,900	\$22,990	\$25,289	\$27,818	\$30,600	
Travel	\$5,000	\$5,500	\$6,050	\$6,655	\$7,320	
Capital	\$7,500	\$8,250	\$9,075	\$9,982	\$10,980	
Library Expense	\$15,000	\$18,750	\$23,437	\$28,125	\$33,750	
Total Expense	\$648,400	\$655,490	\$663,851	\$672,580	\$682,650	
Revenue						
Legislative Appropriation	\$450,000*	\$450,000	\$450,000	\$450,000	\$450,000	
Grants						
Reallocation	\$187,654	\$189,968	\$195,046	\$201,088	\$209,069	
Tuition to Program	\$10,746	\$15,522	\$18,805	\$21,492	\$23,581	
Total Revenue	\$648,400	\$655,490	\$663,851	\$672,580	\$682,650	
Difference						
Revenue-Expense	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	

Financial Analysis Form for All R401 Documents						
		Year 1	Year 2	Year 3	Year 4	Year 5
Comments						
* Monies already provided by the legislature during the prior two legislative sessions.						

Funding Sources

Funding for the proposed degree budget will come from institutional funds, including tuition revenue and state allocations. Funds already in place from the 2007 and 2008 legislative sessions provide the majority of the needed resources for this proposal. Faculty feel strongly that quality is tied to adequate funding, and that the degree should not grow at a faster rate than resources to support it.

Reallocation

The "reallocation" line on the budget projections above does not represent an actual shift in funds from one program to another at DSC. The expenses listed in the projection include resources committed to the program historically. The music program that existed prior to 2007 included funding for faculty salaries, current expense, and so on, and those funds remain committed to the program as it grows.

Impact on Existing Budgets

Since no actual internal reallocation of funds is anticipated, other existing DSC budgets will not be negatively affected by expansion of the music program. Positive impact for other program budgets is indicated by the 75% of tuition collected from music students that is committed to general institutional support.

Appendix A: Bachelor of Science in Music Education Curriculum

Bachelor of Science in Music with emphasis in secondary education 126 credits

General Education	32 credits	25%
Electives & Diversity	14 credits	11%
Music Curriculum	44 credits	35%
Secondary Ed. Emphasis	36 credits	29%

Music Core Curriculum

Music Theory & Ear Training*	16 credit hours
MUSC 1110 Music Theory I (3) MUSC 1120 Music Theory II (3) MUSC 2110 Music Theory III (3) MUSC 2120 Music Theory IV (3) MUSC 1130 Ear Training/Sight-signing I (1) MUSC 1140 Ear Training/Sight-signing II (1) MUSC 2130 Ear Training/Sight-signing (1) MUSC 2140 Ear Training/Sight-signing IV (1)	
Piano Proficiency (non-piano emphasis students only)	Proficiency Exam or 4 credit hours
MUSC 1150 Group Piano I (1) MUSC 1160 Group Piano III (1) MUSC 2150 Group Piano II (1) MUSC 2160 Group Piano IV (1)	Hours not required for degree completion.
Music Literature*	6 credit hours
MUSC 3630 Music History & Literature I (3) MUSC 3640 Music History & Literature II (3)	
Conducting*	2 credit hours
MUSC 2350 Fundamentals of Conducting (2)	
Ensembles **	10 credit hours
Large Ensembles (8) Small Ensembles or Chamber Music (2)	
Private Applied Lessons**	8 credit hours
Major Instrument or Voice (8)	
Additional Music Courses*	2 credit hours

MUSC 1000 Concert Attendance (0) 4 Semesters MUSC 1001 Freshman Music Experience (1) MUSC 4890 Senior Recital (1)	
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*Musicianship comprises 25 credit hours (21% of total required hours)

**Performance & Electives comprise 18 credit hours (15% of total required hours)

Music Education curriculum

Advanced Conducting	2 credit hours
MUSC 3380 Instrumental Conducting or MUSC 3222 Choral Conducting	
Pedagogy	11 credit hours
MUSC 1740 Percussion Study (1) MUSC 1750 String Study (1) MUSC 1760 Brass Study (1) MUSC 1770 Woodwind Study (1) MUSC 1890 Vocal Study (1) MUSC 4700 Choral Music Methods (3) MUSC 4710 Instrumental Music Methods (3)	
Curricular requirements in ensembles and private applied lessons would have to decreased to allow for a semester of student teaching.	

Dixie State College Music Education Endorsement matches USOE requirements

	Required course/content for endorsement	Applicable DSC course	Credits
1	Music History & Literature (2 upper div. courses)	MUSC 3630, 3640	3 each
2	Music Theory & skills (ear training)	MUSC 1110, 1120, 1130, 1140, 2110, 2120, 2120, 2130, 2140	Theory courses= 3 credits each Ear training courses= 1 credit each
3	Performance Emphasis (private studio work) min.	MUSC 1810-1851, 2810-2851, 3810-3851, 4810-4851	1-2 credits each
4	Conducting (min. 2 semester hours)	MUSC 2350 and MUSC 3222 or 3380	2 credits each
5	Ensemble (min. 2 years)	MUSC 1250, 1310, 1350, 3250, 3310, or 3350	1 credit each

6	Secondary Practicum and Workshops * Practicum in instrumental and choral emphases * Workshops for instrumental and vocal emphases * Technology	SCED 4100, 4600 MUSC 1740, 1750, 1760, 1770, 1890 Technology embedded throughout curriculum	3 credits each 1 credit each
7	Secondary Music Teaching Methods	MUSC 4700, 4710	3 credits each

Appendix B

Program Schedule Bachelor of Science w/ Secondary Education Licensure

Freshman

FALL	Course Title		SPRING	Course Title	
MUSC 1000	Concert Attendance	0	MUSC 1000	Concert Attendance	0
MUSC 1110	Music Theory I	3	MUSC 1120	Music Theory II	3
MUSC 1130	Ear Training/sight singing I	1	MUSC 1140	Ear Training/sight singing II	1
MUSC 1001	Freshman Music Experience	1	MUSC 181X	Private lessons II	1
MUSC 181X	Private lessons I	1	Choose	Large ensemble	1
Choose	Large ensemble	1		General Education	3
	General Education	3		General Education	3
	General Education	3		General Education	3
	General Education	3		Total	15
	Total	16			

Sophomore

FALL	Course Title		SPRING	Course Title	
MUSC 1000	Concert Attendance	0	MUSC 1000	Concert Attendance	0
MUSC 2110	Music Theory III	3	MUSC 2120	Music Theory IV	3
MUSC 2130	Ear Training/sight singing III	1	MUSC 2140	Ear Training/sight singing IV	1
MUSC 281X	Private Lessons III	1	MUSC 281X	Private Lessons IV	1
MUSC 2350	Fundamentals of Conducting	2	Choose	Large ensemble	1
Choose	Large ensemble	1	MUSC 3640	Music History & Lit. II	3
MUSC 3630	Music History & Lit. I	3	INST 3500	Ethics & Values	3
	General Education	5		Elective	3
	Elective	2		Total	16
	Total	18			

Junior

FALL	Course Title		SPRING	Course Title	
MUSC 381X	Private Lessons V	1	MUSC 381X	Private Lessons VI	1
	General Education	3		General Education	3
	Diversity course	3		Education emphasis	6
	Education emphasis	6		Elective	3
	Elective	3		Total	14
	Total	16			

Senior FALL			SPRING		
	Course Title			Course Title	
MUSC 481X	Private Lessons VII	1	MUSC 481X	Private Lessons VIII	1
	Education emphasis	12		Education emphasis	12
Choose	Large ensemble	1		Large ensemble	1
	General Education	3		Total	14
	Total	17			

Appendix C: DSC Full-Time Music Faculty

Abegg, Paul	DMA, Violin Performance, Michigan State University
4 years teaching in higher education	MM, Violin Performance, Michigan State University
	BM, Violin Performance/Pedagogy, Brigham Young University
Professional Experience	<p>String Faculty, New England Music Camp, Sidney Maine, Visiting Assistant Professor of Violin, Brigham Young University Visiting Assistant Professor of Violin, Olivet College, MI</p> <p>Adjudicator, Washington State Music Teachers Association ASTA String Festival, Weber State University Idaho Falls Symphony Young Artist Competition Utah Valley Symphony Young Artist Competition</p> <p>Master classes taught Eastern Washington University Western Kentucky University Brigham Young University Idaho Utah Valley State College</p>
Publications/Production/ Performance Activities	<p>Orchestra Concertmaster, Southwest Symphony Member of the Orchestra At Temple Square Regular substitute with Ballet West Performed with the Utah, Phoenix, Spokane, Lansing, Kalamazoo, Flagstaff</p> <p>Symphonies Former Principal Second Violin, Lansing Symphony Orchestra</p> <p>Chamber Member of the Tedesca String Quartet Brigham Young University Faculty String Quartet Colson String Ensemble, Langeais, France Kneisel Hall Chamber Music</p> <p>Solo Brahms Violin Concerto in D major with the Michigan State University Orchestra</p> <p>Camerata Viotti Concerto in A minor with the Michigan State University Philharmonic Orchestra Wieniawski Scherzo Tarantella with the Brigham Young University Chamber Orchestra Molly Grove Recital Series, Lansing, MI</p>
Allred, Nancy	DMA, Piano Performance, University of Missouri-Kansas City
9 years teaching in higher education	MM Piano Performance, Brigham Young University
	BM, Piano Performance, Brigham Young University

Professional Experience	Adjudicator, UMTA State Auditions Presenter, UMTA State Convention Presenter, Gina Bachauer Symposium Presenter, Southwest Choral Symposium Presenter, BYU Church Music Workshop Member of the following organizations: Utah Music Teachers Association Music Teachers National Association Phi Kappa Phi Pi Kappa Lambda Mu Phi Epsilon Vice-President, UMTA Performance Competitions President, St. George Chapter, UMTA
Publications/Production/ Performance Activities	Director, Southern Utah Heritage Choir Accompanist and Assistant Director, Southern Utah Heritage Choir Concerto Soloist with the following orchestras: Southwest Symphony Tuacahn Honor Youth Orchestra UMKC Conservatory Orchestra BYU Philharmonic Orchestra Contributor, Gina Bachauer: A Pianist's Odyssey (written and edited by Graham Wade, GRM Publications, Leeds, England)
Brickey, James	MEd, Secondary Ed. Utah State University
1 years teaching in higher education	B.A., Music Education, San Diego State University
34 years teaching in public education	
Professional Experience	Southwest Symphony Orchestra La Jolla California Civic Orchestra
Publications/Production/ Performance Activities	Teacher of the Year by Utah State Board of Education in 1990 The Teacher of the Year for Washington County Schools in 1995 Educator of the Year by the St. George City of Commerce in 1997 Middle School Music Teacher of the Year, Utah Music Educators 2004 Received Outstanding Service Award twice from California Congress of PTA

Briggs, Robert	DA, Choral Conducting and Music History, University of Northern Colorado
12 years teaching in higher education	MMA, Choral Conducting, Bowling Green State University
16 years teaching in public education	BM, Music Education, Vocal and Instrumental, University of Idaho

Professional Experience	<p>Adjudicator:</p> <ul style="list-style-type: none"> AMEA certified adjudicator over 90 choirs each year MSVMA certified adjudicator over 200 choirs each year State and local choral/solo ensemble, Utah, Idaho, Indiana <p>Presenter:</p> <ul style="list-style-type: none"> KMEA MENC Convention MENC All State and All Northwest Conventions ACDA All State and All Northwest Conventions <p>Clinician:</p> <ul style="list-style-type: none"> Indiana Circle State With Music Chorus (356 singers) Clinic Sessions in Idaho, Colorado, Kansas, Indiana, Michigan <p>Honors:</p> <ul style="list-style-type: none"> Idaho President of ACDA Man of the Year, Dept. of Arts and Letters, University of Idaho <p>Chorister:</p> <ul style="list-style-type: none"> The Utah Symphony The Toledo Symphony Idaho State University Indiana University South Bend Andrews University, Indiana University of Utah and Utah Symphony Orchestra The South Bend Symphony Orchestra The Mormon Tabernacle Choir
Publications/Production/ Performance Activities	<p>Articles and Publications:</p> <ul style="list-style-type: none"> Article on MUSIC published by the MENC Journal "Of the Father's Love Begotten" published by SONOS <p>Professional Conducting:</p> <ul style="list-style-type: none"> The New University of the City of Nauvoo Choral The Commemorative Pitt Brass Band The Vesper Chorale of south Bend Indiana South Bend Symphony Orchestra <p>Soloist Works:</p> <ul style="list-style-type: none"> Mozart Requiem Mozart C Minor Mass Messiah Merry Wives of Windsor Opera

Caldwell, Gary	MM, Music, Instrumental Conducting, Northern Arizona University
29 years teaching in higher education	BM, Music Education, Brigham Young University

Professional Experience	<p>Conductor & Music Director, Southwest Symphony Orchestra, major works performed:</p> <p>Symphony No. 5, Beethoven Symphony No. 4, Nielsen Symphony No. 2, Brahms Symphony No. 1, Kalinnikov Messiah, Handel Piano Concerto No. 5, St.-Saëns Violin Concerto, Tchaikovsky</p> <p>Conductor, Tuachan Summer Orchestra, shows conducted:</p> <p>South Pacific Joseph The Wizard of Oz The Sound of Music</p> <p>Director, High School Honor Bands, including:</p> <p>Weber School District Washington County School District</p> <p>Trumpet Performances/Conferences of Note:</p> <p>Concerto in C for Two Trumpets, Vivaldi Gloria, Lex D'Azevedo Sonata for Trumpet and Piano, Pepin The Quiet City, Copland</p>
Publications/Production/ Performance Activities	<p>Trumpet Performances of note:</p> <p>Concerto in C for Two Trumpets, Vivaldi 1st trumpet for Gloria, Lex D' Azevedo Solo trumpet for Gloria, Lex D' Azevedo Solo trumpet, Sonata for Trumpet and Piano, Pepin 1st trumpet in brass quintet, numerous performances Solo trumpet for The Trumpet Shall Sound, Messiah, Handel Solo trumpet, The Quiet City, Copland Solo trumpet, Concerto for Trumpet and Orchestra," Haydn Solo trumpet Concerto in D, Telemann Solo trumpet, Fantasy and Variations on Carnival of Venice, Arban</p> <p>Participant, Claude Gordon International Brass Camp, San Francisco</p> <p>Adjudicator, for Region and State Music Festivals for Concert Bands and Jazz Ensembles, including:</p> <p>Region Jazz Adjudicator, Hurricane, UT State Jazz Adjudicator, Park City, UT Region Jazz Adjudicator, St. George, UT</p>

Leung, Amy	DMA, Cello Performance, University of Maryland
9 years teaching in higher education	Graduate Professional Diploma, The Hartt School
	BM, New England Conservatory

Professional Experience	<p>Adjunct Assistant Professor University of Utah, Salt Lake City, UT</p> <p>Lecturer, University of Virginia, Charlottesville, VA</p> <p>Adjunct Professor, Columbia Union College, Takoma Park, MD</p> <p>Associate Clinical Professor, The George Washington University, Washington, DC</p>
Publications/Production/ Performance Activities	<p>Selected Orchestral experience</p> <p>Cellist (substitute), Utah Symphony Orchestra</p> <p>Cellist (member and assistant principal), Grand Teton Music Festival</p> <p>Cellist (substitute), National Symphony Orchestra</p> <p>Cellist (substitute), Washington National Opera and Ballet Orchestras</p> <p>Cellist, Santa Fe Pro Musica Chamber Orchestra</p> <p>Cellist (member), Hartford Symphony</p> <p>Principal Cellist, New England Chamber Orchestra (recording for Sony)</p> <p>Principal Cellist, Schleswig-Holstein Festival Orchestra</p> <p>Selected Solo and Chamber experience</p> <p>Recital, Sundays@7 Faculty Series, University of Utah, Salt Lake City</p> <p>Recital, Kennedy Center Millenium Stage, Washington, DC</p> <p>Recital, Music at Penn Alps, Grantsville, MD</p> <p>Performances, Washington Musica Viva, Washington, DC</p> <p>Performance, Grand Teton Music Festival Winter Chamber Music Series, Jackson Hole, WY</p> <p>Soloist, University of Utah Philharmonia (Beethoven Triple Concerto)</p> <p>Soloist, Olympia Youth Orchestra (L.A. Philharmonic Youth Partner)</p> <p>World Premiere, Masatoshi Mitsumoto's Cello Concerto</p> <p>Soloist, Los Angeles High School for the Arts (LACHSA) Orchestra</p> <p>Performances, Beijing Central Conservatory & Nanjing Normal University</p> <p>Performances, Sundays@7 Faculty Chamber Series, University of Utah</p> <p>Performances, Richmond Festival of Music, Richmond, VA</p> <p>Performances, University of Utah Faculty Chamber Players, concerts in Utah and Arizona</p> <p>Performances, Grand Teton Music Festival Chamber Music Spotlight concerts</p> <p>Soloist, Charlottesville & University Symphony Orchestra (Elgar Concerto)</p> <p>Performance, Toru Takemitsu Festival, Library of Congress, Washington, DC</p> <p>Guest Artist, Guarneri String Quartet, Cabell Hall, University of Virginia (Brahms String Sextet in B flat Major)</p> <p>Performances Washington Bach Consort</p>
Patrick, Joseph	PhD (in progress, ABD), Music Composition, Louisiana State University
4 years teaching in higher education	MM, Music Composition, Rice University
	BFA, Music Composition and Technology, University of Wisconsin - Milwaukee

Professional Experience	<p>Instructor, Houston Community College Senior Audio Engineer, ICMC 2006</p> <p>Member of the following organizations: ASCAP Society of Composers, Inc. College Music Society Pi Kappa Lambda</p>
Publications/Production/ Performance Activities	<p>Compositions Performed Miniatures (Clarinet, Violin, Cello, Piano) ...not a drop to drink (Electronic Media) String Quartet No. 1 Sarshaothar (Orchestra) Melic Cacophony (Flute) Dreams...Day or Night? (Electronic Media) Scherzando (Orchestra) Between Dreams and Reality (Piano)</p> <p>Conductor NACUSA (Mid-South) Pierot Ensemble Concert (six composers) Grieg, Holberg Suite with Louisiana State University Philharmonia Orchestra Lerner and Loewe, My Fair Lady with Hanszen College Theatre (Rice University)</p> <p>Publications and Presentations Co-presenter: "Considering Loudspeaker Orchestras: The Performance of Electro-Acoustic Music and the Performance Practice of Sound Diffusion," College Music Society South-Central/Southern Super Regional Conference, Feb 2008 Co-author: "ICAST: Trials & Tribulations of Deploying Large Scale Computer-Controlled Speaker Arrays," International Computer Music Conference, 2007 Co-author: "The Immersive Computer-Controlled Audio Sound Theatre (ICAST) – Experiments in multi-mode sound diffusion systems for electro-acoustic performance," International Computer Music Conference, 2006</p>

Peterson, Ken	DA, Voice Performance/Pedagogy, University of Northern Colorado
18 years teaching in higher education	MA, Music, Vocal Performance, Illinois State University
	BA, Music, Vocal Performance, Utah State University
Professional Experience	<p>Adjudicator, NATS, University of Nevada Las Vegas Adjudicator, Sterling Scholar, Dixie State College of Utah Adjudicator, "Singer of the Year", Brigham Young University Clinician, Snow Canyon HS Choirs Clinician, Chapparell HS, Las Vegas, NV Adjudicator, NATS, Southern Utah University Adjudicator, Sterling Scholar, Southern Utah University Adjudicator, NATS, University of Nevada Las Vegas Presenter, Conducting Clinic, Heritage Choir Festival</p>

Publications/Production/ Performance Activities	<p>National Association of Teachers of Singing (NATS) member</p> <p>Published Articles include: "You're Not Breathing Right!" European Music Educators Association Journal, 2002</p> <p>Presenter/Panelist, The Voice Foundation's 31st Annual symposium: Care of the Professional Voice, Philadelphia, PA, 2002</p> <p>Director's Award, Sweeney Todd, SDSU Theatre, 2001</p> <p>Published Dissertation: Electromyographic Investigation of Abdominal Musculature During Measured Active Expiration, 2001, South Dakota NATS Governor, 1999-2002</p> <p>Performance Production includes:</p> <ul style="list-style-type: none"> 3 Tenors Concert, SW Symphony, 2005 Tenor Soloist Beyer Oratorio World Premier, SW Symphony, 2005 Tenor Soloist Faculty Christmas Concert, Dixie State College, 2004 Tenor Soloist, Messiah, BYU Idaho, 2004 Tenor Soloist, Messiah, SW Symphony, 2004 Tenor Soloist, Eccles Dedication Gala, Dixie State College, 2004 Soloist, Heritage Choir, 2002 <p>Opera Performances include:</p> <ul style="list-style-type: none"> Lionel, Martha Lindoro, L'Italiana Pinkerton, Madama Butterfly Edgardo, Lucia Almaviva, Barber of Seville Rodolfo, La Boheme Rinuccio, Gianni Schicchi
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Webb, Glenn	MM, Percussion Performance, University of Utah
3 year teaching in higher education 14 years teaching in public education	BA, Music Education, Instrumental Emphasis, Weber State University
Professional Experience	<p>Principal Percussion, Ballet West Orchestra</p> <p>Percussionist, Canyonlands New Music Ensemble</p> <p>Sub and Extra Percussion, Utah Symphony & Opera</p> <p>Principal Percussion, Utah Chamber Orchestra</p> <p>Percussionist, Nova Chamber Series</p> <p>Percussionist, Contemporary Music Consortium</p> <p>Featured Performer,</p> <ul style="list-style-type: none"> 2002 Winter Olympics Cultural Olympiad Repertory Dance Company Jose Limon Dance Company <p>Numerous recordings on Albany, CRI, Centaur and Rose Hill Records</p> <p>Conductor, Sandy City Musicals</p>

Publications/Production/ Performance Activities	<p>Published Article: "Translating for Percussionists", Utah Music Ed. Assoc. 1996 Presenter, UMEA Mid-Winter Conference 2000 Adjudicator, Region and State Music Festivals in Band, Jazz, Marching Band, and Solo and Ensemble Ballet Performances: The Nutcracker, Swan Lake, The Sleeping Beauty, The Rite of Spring, Cinderella, Carmina Burana, Don Quixote, Carmen, Giselle, Orpheus in the Underworld, Mid-Summer Night's Dream, Rosalinda Chamber Performances: Flashbacks by Davidovsky, Ryoanji by Cage, First Concerto by Harrison, Tierkreis by Stockhausen, Notturmo by Martino, All Set by Babbitt, From the Other Side by Martino, Person, place, etc (World Premiere) by Rosenzweig, El Canto Repartido (World Premiere) by Chuaqui, In Aeternum by Schwanter, Melpomene (World Premiere) by Rosenzweig, Les Moutons de Panurge by Rzewski, Nagoya Marimbas by Reich, Piano Phase by Reich, Music for a Summer Evening by Crumb Solo Performances: Psappha by Xenakis, Dividing Time by Ricks (World Premiere), Busted by Mackey</p>
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Webb, Merrilee	MM, Music Education, Brigham Young University
4 years teaching in higher education 12 years teaching in public education	BM, Music Education, Brigham Young University
Professional Experience	<p>Associate Director, The Young Americans, 15 years Owner of Reading Keyboard Music, LLC, 3 years Owner of Infinity Business Ventures Recording Studio, 12 years President of Sunshine Audio, Inc., 25 years Founder and Director of "We Also Sing!" (364 voice women's choir) Founder and Director of "Because We Sing!" (220 voice men's choir) Director and Musical Director, Playmill Theatre, Jackson Hole, WY Musical Director, Sundance Summer and Winter Theatres Musical Director, Rodgers Memorial Theatre Musical Director, Triad Theatre Musical Director, Nauvoo Pageant Adjudicator: State and local choral/solo ensemble, Utah Presenter: Presenter, Conducting Clinics, Heritage Choir Festivals, BYU Hawaii UMEA MENC Convention ACDA California Convention Clinician: UMEA Jr. High Honor Choir Washoe County, Nevada High School Honor Choir Washoe County, Nevada Jr. High Honor Choir Honors: Most Outstanding Musician, BYU 1983 Chorister: 10 Worldwide Broadcast Auxiliary Choirs for LDS Church (364 singers each)</p>

Publications/Production / Performance Activities	Publications: “Down By The Riverside” published by Santa Barbara Music Publishing “Streets of Laredo” published by Santa Barbara Music Publishing “Turtle Dove” published by Santa Barbara Music Publishing
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DSC Adjunct Music Faculty

Name	Specialty Area	Yrs in higher ed	Credentials
Victoria Andrus	Viola	3	BS, Music Ed & viola performance, SUU
Jason Bonham	Viola/violin	1	MM, Viola perf. Northwestern Univ.
Lisle Crowley	Guitar	21	BM, guitar performance, USU
Lynn Dean	Piano	40	DMA, Texas State Univ.
Jessica Gardner	Voice	4	BA in music, SUU
Kendra Graf	Horn	2	BA, Music Ed, Depauw Univ.
Randalin Hilton	Piano	10	BA, Piano Ped. BYU
Greg Johnston	Clarinet	4	MEd, Secondary Ed. USU
Geoffrey Myers	Organ	16	MM, Organ performance, Univ. of Notre Dame
Rhonda Rhodes	Woodwinds	9	PhDABD, Music Ed, Boston U
Jackie Jackson	Voice	9	BA in music, SUU
Amy Paterson	Trumpet	2	BM, trumpet perf. Berklee College of Music
Ami Porter	Flute	2	AA, Dixie State
John Sharp	Trombone	1	MA Music Ed. Univ. of Northern Colorado
Sandra Stevenson	Voice	22	BS, USU
Shanda Ziegler	Voice	4	BA in music, SUU

Appendix D: Music Course Descriptions

MUSC 1000

This course is required for music majors. Emphasizes critical listening of a wide range of music literature and performances. Requires attendance at a minimum of 8 concerts/recitals per semester. Required for 4 semesters. Prepares students with models for future recitals. Requires attendance at evening performances. 1 lecture hour per week.

MUSC 1001

Freshman Music Experience

This course is required for all music majors. Introduction to the music area and its programs, department policies and procedures, career options, and curriculum. Includes observation outside class. Introduces music technology required for later work. Assignments will include group projects, technology exercises, and reflective essays/journals. Students will understand the importance of sequential study through the program as they accrue the theoretical and historical components. They will understand that they will be required to gain skill and accomplishment outside of their instrument as part of the rigor of the music major.

MUSC 1010, Introduction to Music

For all students, including those with an emphasis in music or those seeking to fill the general education fine arts requirement. An introductory survey of the elements, style periods, and standard repertoire of Western traditional art music. Emphasis given to improving the student's listening skills. Includes lecture, demonstration, and discussion of representative musical examples and historical background on composers and musical genres. Assignments may include attendance at specific concerts, written projects, and individual listening. Students who successfully complete this course will gain a broader knowledge of musical elements and how they are characteristically used in each major style period, along with developing better listening skills through perception, understanding, and practice. 3 lecture hours per week.

MUSC 1100, Fundamentals of Music

For students desiring to begin or review their basic musical education. Teaches fundamental music terminology, rhythm and clef reading, key signatures, intervals, chord construction, and principles of musical structure. Lecture and class discussion of representative examples. Assignments are designed to give students practical experience in applying the concepts discussed in class. Students who successfully complete this course will be more proficient in reading rhythm and meter, writing and hearing scales, intervals, and chords. Good remedial course for those not prepared for Music Theory. 3 lecture hours per week.

MUSC 1110, Music Theory I

Designed for students with an emphasis in music. This course is the first year of music theory study. The course deals with structural elements in melodic organization, triads, voice leading, nonharmonic tones, seventh chords, modulation, in the context of traditional four-part harmony; also two-part tonal counterpoint. Corequisite: MUSC 1130.

Prerequisite: Applicable knowledge of the fundamentals of music and basic keyboard skills. Series must be taken in sequence. 3 lecture hours per week.

MUSC 1120, Music Theory II

Designed for students with an emphasis in music. This course is the second of music theory study. The course deals with structural elements in melodic organization, triads, voice leading, nonharmonic tones, seventh chords, modulation, in the context of traditional four-part harmony; also two-part tonal counterpoint. Corequisite: MUSC 1140.

Prerequisite: Applicable knowledge of the fundamentals of music and basic keyboard skills. Series must be taken in sequence. 3 lecture hours per week

MUSC 1130, Ear Training & Sight Singing I

Designed for students with an emphasis in music. This course is the first year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory I. Corequisite: MUS 1110. 1 lecture 2 lab hours per week.

MUSC 1140, Ear Training/Sight Singing II

Designed for students with an emphasis in music. This course is the second of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory I. Corequisite: MUSC 1120. 1 lecture 2 lab hours per week.

MUSC 1150, Group Piano Instruction I

For non-music majors and non-keyboard music majors. Introduction to piano technique, music notation, elementary theory, reading, harmonization and transposition. Lab includes demonstrations, activities, individualized instruction and solo and ensemble experience. Repertoire reinforces concepts taught, and includes standard works by major composers. Prepares students to harmonize major and minor melodies, play major and minor scales, primary chords and arpeggios, sight-read, and perform repertoire to level of Bach minuets. Series to be taken in sequence, with each course being prerequisite to the next course. Separate sections for music majors when enrollment permits. 2 lab hours per week.

MUSC 1160, Group Piano Instruction II

For non-music majors and non-keyboard music majors. Introduction to piano technique, music notation, elementary theory, reading, harmonization and transposition. Lab includes demonstrations, activities, individualized instruction and solo and ensemble experience. Repertoire reinforces concepts taught, and includes standard works by major composers. Prepares students to harmonize major and minor melodies, play major and minor scales, primary chords and arpeggios, sight-read, and perform repertoire to level of Bach minuets. Series to be taken in sequence, with each course being prerequisite to the next course. Separate sections for music majors when enrollment permits. Prerequisite: MUSC 1150. 2 lab hours per week.

MUSC 1210, Vocal Theatre Performance

This course is designed for students participating as vocal performers for the annual musical produced by the Theatre program. Student vocalists and choir members work closely with their conductor in developing supporting and on-stage performances.

MUSC 1250, Rebel Chorus

A large ensemble, choral music experience designed for the general student interested in musical enrichment as well as for students with an emphasis in music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. 3 lecture hours per week.

MUSC 1260, Men's Chorus

This selected chorus is designed for male singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Instructor permission required. 2 lab hours per week.

MUSC 1270, Chamber Singers

A small ensemble choral music experience designed for singers of a more advanced ability than Music 1250. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone and interpretation through appropriate small ensemble literature from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances by the Chamber Singers. Fulfills elective credits and may be repeated for credit. 4 lecture hours per week.

MUSC 1280, Women's Chorus

This selected chorus is designed for female singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Fulfills elective credits and may be repeated for credit. 2 lecture hours per week.

MUSC 1290, The Vocal Jazz Project

A small choral ensemble of advanced singers dedicated to the study and performance of vocal jazz literature. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation through appropriate small ensemble vocal jazz literature. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Prerequisite: Audition required. 2 class hours per week.

MUSC 1310, Wind Ensemble

This course is a performing ensemble for all interested musicians with instrumental or band experience in high school as well as for students with an emphasis in music. This course is a participation type class and provides the student experience in a large ensemble where they are able to practice their instrument while working on the fundamentals of ensemble playing (tone quality, balance, blend, dynamics, etc.) as well as the more advanced concepts of good musicianship (phrasing, rhythms, sight reading, interpretation, etc.). The course also exposes the student to the standard band repertoire as well as the more recent or contemporary literature. Course may be repeated for credit.

Prerequisite: No prerequisites or auditions required. 1 lecture hour and 3 lab hours per week.

MUSC 1320, Varsity Band

This course is a performing ensemble for any interested instrumental musician who has previous experience in high school bands or the equivalent. Teaches the fundamentals of good ensemble playing through "Pop" band music. Instruction is through class participation. This band performs regularly at all home football and basketball games. Students in this ensemble may be remunerated for their services. May be repeated for credit. Prerequisite: Concurrent enrollment in MUSC 1310, Wind Ensemble. 1 lecture hour and 1 lab hour per week.

MUSC 1330, Jazz Ensemble

This course is for the instrumental musician with an interest or emphasis in the study and performance of jazz music. Students in this ensemble should have some previous experience in this medium as well as have a basic understanding of improvisation. Exposes the student to various styles of music including swing, Latin, rock and ballads through the medium of the "big band" (5 saxes, 5 trumpets, 5 trombones, piano, bass, drums, guitar). Course of study includes sight reading, improvisation and performance. May be repeated for credit. Prerequisite: Concurrent enrollment in MUSC 1310, Wind Ensemble. Audition may be necessary. 1 lecture hour and 3 lab hours per week.

MUSC 1340, Woodwind Ensemble

For woodwind players seeking a small ensemble performance experience. Stresses the elements of good performance preparation: intonation, balance, blend, and tone production in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. May be repeated for credit. Prerequisite: Instructor permission. 1 lecture hour and 1 lab hour per week.

MUSC 1350, Symphony Orchestra

The chamber orchestra is an instrumental ensemble consisting of 18 to 25 student musicians selected by audition. The ensemble focuses on the orchestral literature of the 18th century masters, as well as on selected 19th and 20th century compositions, through sight-reading, rehearsals and public performances, for the purpose of increasing the student's musical skills, knowledge and appreciation for the repertoire. Prerequisite: Instructor permission and audition required. 1 lecture hour and 2 lab hours per week.

MUSC 1360, Brass Ensemble

For brass players seeking small ensemble performance experience. Stresses the elements of good performance preparation: intonation, balance, blend and tone production in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. Prerequisite: Instructor permission. May be repeated for credit. No auditions required. 1 lecture and 1 lab hour per week.

MUSC 1370, Guitar Ensemble

Performance class for guitar students to gain experience playing in ensemble situations, reading music and rhythms, and following a director. Students will need to be able to read music for guitar in 1st position. The ensemble will perform in many situations. This class will meet important ensemble requirements for performance majors. Prerequisite: Read Music, 1st position chords. 3 lecture hours per week.

MUSC 1730, Group Vocal Instruction I

or students desiring basic vocal training. This training will cover basic singing technique including breathing, registration, vowel and consonant formation, and overall coordination of the singing mechanism. An understanding of both the theory and practice of these techniques will be explored. The course is intended for future music educators as well as students who wish to improve their own singing. In-class singing of exercises and song literature of various popular and classical styles. Students will be required to sing solo before the class as part of daily activities. Students who successfully complete this course will have an understanding of the basics of singing which will provide a foundation for the continuation of singing activities throughout their lives. Fulfills elective credits. May be repeated for credit for a maximum of 2 credits. 2 lab hours per week.

MUSC 1740, Percussion Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of percussion instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering basic percussion stroke and applying it to various instruments and utilizing techniques and proper stick/mallet to produce desired timbres. Completers should be qualified to identify and remedy percussion performance errors in grade 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1750, String Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. It covers the history of string instruments and their pedagogy and performance as well as potential methodologies to use in public school curriculum. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastery of right and left hand techniques for string instruments. Those who complete the course will be qualified to identify and remedy string playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1760, Brass Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of brass instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering embouchures and fingerings for varied brass instruments. Completers should be qualified to identify and remedy brass playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1770, Woodwind Study

This course is required for Instrumental Music Education majors. It also fulfills music elective credit for other music degree emphases. Teaches historic background of woodwind instruments and their pedagogy and performance. Classes will consist of lecture, hands-on playing, and assembling materials for future reference. Course objectives include mastering embouchures and fingerings for varied woodwind instruments. Completers should be qualified to identify and remedy woodwind playing performance errors in grades 6-12 music. 1 lecture, 1 lab hour per week.

MUSC 1890, Vocal Study

This course is required for Choral Music Education majors. This course will prepare the instrumentalist with the basic tools for instructing vocal and choral students. Objectives include proper breathing, establishment of range, singing techniques, use of the voice, vowel production and modification. Classes will consist of lecture, group and solo singing, and assembling materials for future reference. Those who complete the course will be qualified to identify and remedy choral performance errors in grade 6-12 music. 4 lecture hours per week.

MUSC 1790, Beginning Guitar

An introduction for all students interested in guitar. Teaches students to play chords, strum and fingerpick patterns, and read music in first position. Uses lecture, text and guest lecturers. Students must practice three hours per week. Students who successfully complete this course will be able to teach themselves from standard sheet music. Can be repeated for credit. 1 lecture and 1 lab hour per week.

MUSC 1800, Intermediate Guitar

This course is for students with basic skills that wish to advance their abilities. Students should be familiar with first position chords, basic accompaniment styles and read music in first position before taking this course. Teaches students bar chords, chords with added bass notes, advanced accompaniment, improvisation, arranging skills and reading in upper positions. Students who successfully complete this course will have a thorough knowledge of the guitar fingerboard. Can be repeated for credit. Prerequisite: MUSC 1790 1 lecture and 1 lab hour per week.

MUSC 1810, Private Applied Music I: Vocal

Private music lessons designed for the general education student seeking to increase skills in vocal performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 1811, Private Applied Music I: Piano

Private music lessons designed for the general education student seeking to increase skills in piano performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and course fees required. 1 lab hour per week.

MUSC 1812, Private Applied Music I: Brass

Private music lessons designed for the general education student seeking to increase skills in brass performance either to satisfy immediate goals or to explore the possibilities

of majoring in music. Course may be repeated for credit. Prerequisite: Instructor Permission. Lab fees required. 1 lab hour per week.

MUSC 1813, Private Applied Music I: String

Private music lessons designed for the general education student seeking to increase skills in string performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1814, Private Applied Music I: Woodwinds

Private music lessons designed for the general education student seeking to increase skills in woodwind performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1815, Private Applied Music I: Guitar

Private music lessons designed for the general education student seeking to increase skills in guitar performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1816, Private Applied Music I: Organ

Private music lessons designed for the general education student seeking to increase skills in organ performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 1820, Basic Guitar Improvisation

For any student interested in the basics of guitar improvisation. These skills are taught using the guitar, but they may be applied to other instruments. Students should be familiar with first position chords, basic accompaniment styles, and read music in first position before taking this class. Prerequisite: None. 1 lecture hour and 1 lab hour per week.

MUSC 1821, Private Applied Music I: Percussion

Private music lessons designed for the general education student seeking to increase skills in percussion performance either to satisfy immediate goals or to explore the possibilities of majoring in music. Course may be repeated for credit. Fee required. 1 lab hour per week.

MUSC 1850, Basic Guitar Improvisation

For any student interested in the basics of guitar improvisation. These skills are taught using the guitar, but they may be applied to other instruments. Students should be familiar with first position chords, basic accompaniment styles, and read music in first position before taking this class. 1 lecture hour and 1 lab hour per week.

MUSC 2010, Music History and Literature I

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks. Mus

2010: Antiquity through the 18th Century. Music 2020: 19th Century through the 20th Century. 3 lecture hours per week.

MUSC 2020, Music History and Literature II

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks. Music 2010: Antiquity Through the 18th Century. Music 2020: 19th Century Through the 20th Century. 3 lecture hours per week.

MUSC 2110, Music Theory III

Designed for students with an emphasis in music. This course is the second year of music theory study. The course includes the study of chromatic harmony, 16th and 18th century counterpoint, 20th century compositional techniques, formal and harmonic analysis. Prerequisite: MUSC 1120. The series must be taken in sequence. 3 lecture hours per week.

MUSC 2120, Music Theory IV

Designed for students with an emphasis in music. This course is the second year of music theory study. The course includes the study of chromatic harmony, 16th and 18th century counterpoint, 20th century compositional techniques, formal and harmonic analysis. Prerequisite: MUSC 2110. The series must be taken in sequence. 3 lecture hours per week.

MUSC 2130, Ear Training/Sight Singing III

Designed for students with an emphasis in music. This course is the second year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory II. Corequisite: MUSC 2110. Prerequisite: MUSC 1140. Simple keyboard skills necessary. Series must be taken in sequence, with each course prerequisite to the next. 1 lecture hour per week.

MUSC 2140, Ear Training/Sight Singing IV

Designed for students with an emphasis in music. This course is the second year of ear training and sight singing study dealing with aural and sight singing skills paralleling the theoretical material of Music Theory II. Corequisite: MUSC 2120. Prerequisite: MUSC 2130. Simple keyboard skills necessary. Series must be taken in sequence with each course prerequisite to the next. 2 lecture hours per week.

MUSC 2150, Group Piano Instruction III

For music majors. Third course in a series of four. Piano technique, sight-reading, accompanying, improvisation, transposition, and performance skills. Prerequisite: MUSC 1160. 2 lab hours per week.

MUSC 2160, Group Piano Instruction IV

For music majors. Fourth course in a series of four. Piano technique, sight-reading, accompanying, improvisation, transposition, and performance skills. Prerequisite: MUSC 2150. 2 lab hours per week.

MUSC 2240, Southern Utah Heritage Choir

A large ensemble choral music experience designed primarily for members of the community interested in the performance of sacred choral music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while learning music from various styles, periods and geographical locations. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Audition required. 3 lecture hours per week.

MUSC 2250, Southwest Chorale

A large ensemble choral music experience designed primarily for members of the community interested in musical enrichment. The Chorale frequently performs with the Southwest Symphony Orchestra. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles) with an emphasis on major choral and orchestral works. Students will actively participate in regular rehearsals and public performances. Fulfills elective credits and may be repeated for credit. Prerequisite: Audition for instructor. 2 lab hours per week.

MUSC 2260, Southwest Symphony Orchestra

This class, a full symphony orchestra, is for community performers and college students with orchestral experience. The course includes many orchestral works from the various style periods including Baroque, Classic, Romantic and 20th Century. Concepts and musical style are taught through participation. Students in this ensemble should be accomplished on their instrument and studying privately. Previous experience is also a necessary qualification. The ensemble performs several times each year--symphonies, oratorios, concertos, overtures, etc. May be repeated for credit. Prerequisite: Concurrent enrollment in MUS 1350 and audition for instructor. 3 lab hours per week.

MUSC 2350, Fundamentals of Conducting

For students with an emphasis in music, and for other students with an interest in ensemble conducting. Covers the fundamental aspects of conducting choral and/or instrumental groups as well as some more advanced topics. Students are involved in instrumental and vocal conducting. Concert attendance for purposes of viewing other conductors is required. Students must have some background in vocal or instrumental ensembles and be able to read music. Students who successfully complete this course will be able to conduct choral and instrumental music. 3 lecture hours per week.

MUSC 2650, Piano Pedagogy I

For music majors emphasizing piano instruction and piano teachers who wish to improve their craft. Designed to prepare qualified pianists to teach piano effectively and to acquaint them with new materials and techniques from beginning to intermediate levels. Principles taught include: rhythm, technique, sight-reading, harmonization, transposition, practice skills private and group lesson pedagogies, and learning styles. This course is the first of two in a series. Prerequisite: MUSC 1530 or concurrent enrollment. 2 lecture hours per week.

MUSC 2660, Piano Pedagogy II

For music majors emphasizing piano instruction and piano teachers who wish to improve their craft. Designed to prepare qualified pianists to teach piano effectively and to acquaint them with new materials and techniques from intermediate through advanced levels. Principles taught include: rhythm, technique, sight-reading, harmonization, transposition, practice skills private and group lesson pedagogies, and learning styles. Prerequisite: MUSC 2650. 2 lecture hours per week.

MUSC 2710, Theatre Orchestra

This course is designed for students participating as musicians for the pit orchestra and supports the accompanying needs of the annual musical produced by the Theatre program. Student musicians work closely with their conductor in developing score dynamics, tempo and tone to accompany on-stage performances. 2 lecture hours per week.

MUSC 2810, Private Applied Music II: Vocal

Private vocal lessons designed for music students, and for any desiring a more challenging experience than MUSC 1810. Course may be repeated for credit. Includes a weekly performance class. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 2811, Private Applied Music II: Piano

Private piano lessons designed for music students, and for any desiring a more challenging experience than MUSC 1811. Includes a weekly performance class. Course may be repeated for credit. Instructor permission and lab fees required. 1 lab hour per week.

MUSC 2812, Private Applied Music II: Brass

Private brass lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1812. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2813, Private Applied Music II: Strings

Private strings lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1813. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2814, Private Applied Music II: Woodwinds

Private woodwinds lesson designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1814. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fee required. 1 lab hour per week.

MUSC 2815, Private Applied Music II: Guitar

Private guitar lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1815. Course may be repeated for credit. Prerequisite: Instructor permission. Lab Fee Required. 1 lab hour per week.

MUSC 2816, Private Applied Music II: Organ

Private organ lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1816. Course may be repeated for credit. Prerequisite: Instructor permission. Lab fees required. 1 lab hour per week.

MUSC 2821, Private Applied Music II: Percussion

Private percussion lessons designed for students with an emphasis in music, and for any desiring a more challenging experience than MUSC 1821. Course may be repeated for credit. Fee required. 1 lecture hour per week.

MUSC 2865, Piano Skills and Literature I

Basic keyboard techniques, including sight reading, transposition, improvisation, figured bass, scales, chords, and analysis. Introduction to the analysis of piano literature. 2 lecture hours per week.

MUSC 2866, Piano Skills and Literature II

Continuation of MUSC 2865. Basic keyboard techniques, including sight reading, transposition, improvisation, figured bass, scales, chords, and analysis. Introduction to the analysis of piano literature. Prerequisite: MUSC 2865. 2 lecture hours per week.

MUSC 2990, Seminar in Music

For students seeking instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Prerequisite: Instructor permission.

MUSC 2994, Seminar in Music

For students seeking instruction that is not available through other regularly scheduled courses in this discipline. Occasionally, students request some type of non-traditional instruction, or an unanticipated opportunity for instruction presents itself. This seminar course provides a variable-credit context for these purposes. As requirements, this seminar course must first be pre-approved by the department chair; second, it must provide at least nine contact hours of lab or lecture for each credit hour offered; and third, it must include some academic project or paper (i.e., credit is not given for attendance alone). This course may include standard lectures, travel and field trips, guest speakers, laboratory exercises, or other non-traditional instruction methods. Note that this course is an elective and does not fulfill general education or program requirements. Instructor permission required.

MUSC 3210, Vocal Theatre Performance

This course is designed for students participating as vocal performers for the musicals produced by the Theatre program. Student vocalists and choir members work closely with their conductor in developing supporting and on-stage performances. 2 lecture hours per week.

MUSC 3220, Choral Methods

For students preparing to work with choral ensembles. This course is the study of the administration and teaching of choral music in secondary education. Instruction will include lecture, demonstration, in-class participation, written tests and assignments, and out-of-class projects. Upon completing this course, the student will have the necessary tools to organize, administer, and teach a choral ensemble. 2 lecture hours per week.

MUSC 3221, Choral Literature

For students interested in learning about choral repertoire. This course is a survey of western art music's choral literature suitable for secondary education. Course instruction will consist of lecture, demonstration, research assignments, written tests, and oral reports in class. Course completion will enable students to make educated and appropriate choral literature selections for their choirs. 2 lecture hours per week.

MUSC 3222, Choral Conducting

This course is designed for students desiring to conduct choirs. The course will teach basic conducting techniques for conducting choral ensembles. Instruction will include lecture, demonstration, in-class participation, conducting examinations, and out-of-class assignments. Upon completing the course, students will be able to competently conduct a choral ensemble. 2 lecture hours per week.

MUSC 3250, Rebel Chorus

A large ensemble, choral music experience designed for the general student interested in musical enrichment as well as for students with an emphasis in music. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation while experiencing a wide variety of musical styles from the Renaissance to the twentieth-century (classical and popular styles). Students will actively participate in regular rehearsals and public performances. 3 lecture hours per week.

MUSC 3260, Men's Chorus

This selected chorus is designed for male singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. Prerequisite: MUSC 1260. 2 lab hour per week.

MUSC 3270, Chamber Singers

A small ensemble choral music experience designed for singers of a more advanced ability than MUSC 1270. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone and interpretation through appropriate small ensemble literature from the Renaissance to the twentieth-century (classical and popular

styles). Students will actively participate in regular rehearsals and public performances by the Chamber Singers. 4 lecture hours per week.

MUSC 3280, Women's Chorus

This selected chorus is designed for female singers with advanced choral music experience. The student will develop singing skills through rehearsals and performances of appropriate musical literature from Medieval to vocal jazz. 2 lecture hours per week.

MUSC 3290, The Vocal Jazz Project

A small choral ensemble of advanced singers dedicated to the study and performance of vocal jazz literature. The student will develop advanced concepts of good choral singing including balance, blend, intonation, tone, and interpretation through appropriate small ensemble vocal jazz literature. Students will actively participate in regular rehearsals and public performances. 2 lab hours per week.

MUSC 3350, Instrumental Conducting

Course of study will cover all aspects of developing the motor skills of conducting. The course will also cover aspects of rehearsal techniques, score preparation, musical evaluation of rehearsal/performance, and music selection (programming). Students will be able to demonstrate conducting gestures, score analysis, and rehearsal skills with an instrumental or vocal ensemble. 2 lecture hours per week.

MUSC 3540, Form and Analysis

Analytical study of forms from 18th Century to the present, including baroque contrapuntal structures and instrumental forms, classical sonata cycle and romantic part forms. Emphasizes written and aural analysis. Prerequisite: MUSC 2110. 3 lecture hours per week.

MUSC 3630, Music History and Literature I

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks: Medieval and Renaissance. 3 lecture hours per week.

MUSC 3640, Music History and Literature II

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, emphasis upon selected masterworks.: Baroque and Classical. Prerequisite: MUSC 3630. 3 lecture hours per week.

MUSC 3650, Music History and Literature III

A comprehensive view of the evolution of the art of music as part of the social, cultural and ideological history of the western world, with emphasis upon selected masterworks: 19th Century to present. Prerequisite: MUSC 3640. 3 lecture hours per week.

MUSC 3810, Private Applied Music III: Vocal

Private vocal lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 2810 and instructor permission. Course fee required. 2 I hours per week.

MUSC 3811, Private Applied Music III: Piano

Private piano lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 2811 and instructor permission required. 2 lab hours per week.

MUSC 3813, Private Applied Music III: Strings

Private string lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Course fee required. Prerequisite: MUSC 2813 and instructor permission required. 2 lecture hours per week.

MUSC 3861, Diction for Singers I

For vocal students interested in learning the International Phonetic Alphabet and the fundamentals of the proper pronunciation of English and Italian diction as it applies to singing. Students will learn via written and verbal assignments as well as singing in class. This course prepares students for the proper performance of English and Italian vocal literature as well as laying the foundation for future language study related to singing. This class is a prerequisite for MUSC 3862. 2 lecture hours per week.

MUSC 3862, Diction for Singers II

For vocal students interested in learning the fundamentals of the proper pronunciation of French and German diction as it applies to singing. Students will learn via written and verbal assignments as well as singing in class. This course prepares students for the proper performance of French and German vocal literature. Prerequisite: MUSC 3861. 2 lecture hours per week.

MUSC 3890, Junior Recital

This course is for junior level students preparing for solo recitals. It provides credit and supervision for public performance of student solo recitals. Prerequisite: MUSC 381X. Instructor permission required.

MUSC 4485

Percussion Ensemble

For Music Majors and other students with an interest in performing percussion music. Stresses the elements of good performance preparation: including techniques unique to percussion instruments in a constant effort to increase musicality. Wide range of repertoire surveyed. Classes are spent in rehearsal and development for performances. Students who successfully complete this course will gain a greater awareness of small ensemble rehearsal techniques and performance. Prerequisite: Instructor permission. May be repeated for credit.

MUSC 4538, Orchestration

The study of specific characteristics of all orchestral instruments in various combinations ranging from small ensembles to full orchestra. 3 lecture hours per week.

MUSC 4560, Counterpoint and Analysis

Introduction to the study of structural/formal analytical techniques of the 18th and 19th centuries. Writing and analysis of 18th century counterpoint through fugue. Prerequisite: MUSC 3540. 3 lecture hours per week.

MUSC 4650, Pedagogy Practicum I

Application of knowledge and skills gained in pedagogy courses. Student will prepare lesson plans, document progress, and evaluate their teaching assignments in private settings. Prerequisites: MUSC 2650 and MUSC 2660. 2 lecture hours per week.

MUSC 4660, Pedagogy Practicum II

Continuation of MUSC 4650. Application of knowledge and skills gained in pedagogy courses. Students will prepare lesson plans, document progress, and evaluation their teaching assignments in private settings. Prerequisite: MUSC 4650. 2 lecture hours per week.

MUSC 4700, Choral Music Methods

Methods of organization, administration, and instruction relative to the instrumental music program of grades six through twelve. 2 lecture hours per week.

MUSC 4710, Instrumental Music Methods

Methods of organization, administration, and instruction relative to the instrumental music program of grades six through twelve. 2 lecture hours per week.

MUSC 4810, Private Applied Music IV: Vocal

Private vocal lessons designed for music students. Includes a weekly performance class. Prerequisite: MUSC 3810 and instructor permission. Course fees required. Course may be repeated for credit. 2 lab hours per week.

MUSC 4811, Private Applied Music IV: Piano

Private piano lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Prerequisite: MUSC 3811 and instructor permission required. Course fee required. 2 lab hours per week.

MUSC 4813, Private Applied Music IV: Strings

Private string lessons designed for music students. Includes a weekly performance class. Course may be repeated for credit. Course fee required. Prerequisite: MUSC 3813 and instructor permission required. 2 lecture hours per week.

MUSC 4861, Vocal Pedagogy

For students interested in learning about the pedagogy of singing. This course is a study of the physics of singing, vocal anatomy and physiology and their application to singing as well as their implications for teaching singing. Course instruction will consist of lecture, demonstration, research assignments, written tests, and practical applications in class. This course equips students to better understand their own voices and how to teach others the art of singing. 2 lecture hours per week.

MUSC 4862, Vocal Literature

For students interested in learning about the pedagogy of singing. This course is a study of the physics of singing, vocal anatomy and physiology and their application to singing as well as their implications for teaching singing. Course instruction will consist of lecture, demonstration, research assignments, written tests, and practical applications in class. This course equips students to better understand their own voices and how to teach others the art of singing. 2 lecture hours per week.

MUSC 4865, Piano Literature I

History of piano literature and performance practices from the Baroque period to the Classical period. 2 lecture hours per week.

MUSC 4866, Piano Literature II

History of piano literature and performance practices from the Romantic period to the present. 2 lecture hours per week.

MUSC 4890, Senior Recital

This course is for senior level students preparing for solo recitals. It provides credit and supervision for public performance of student solo recitals. Prerequisite: MUSC 381X. Instructor permission required.

***Dixie State College of Utah
Music and Fine Arts Department Calendar
2009-2010
Events begin at 7:30 pm***

Theatre

<i>Almost, Maine</i>	Oct. 1-3, 6-10	Eccles Black Box
<i>A Year with Frog and Toad</i>	Nov. 12-14, 17-21	Eccles Mainstage
<i>McBeth</i>	Mar. 1-6	Eccles Mainstage
<i>Miss Siagon</i>	Apr. 8-10, 13-17	Eccles Black Box

Instrumental

Jazz & Percussion Concert	October 13	Eccles Mainstage
Jazz & Percussion Concert	December 8	Eccles Mainstage
Brass Ensemble	December 9	Eccles Concert Hall
Symphony Band Concert	December 1	Eccles Concert Hall
Piano Ensemble Concert	December 7	Eccles Concert Hall
Symphony Band Concert	October 1	Eccles Concert Hall
Symphony Orchestra Concert	October 10	Eccles Concert Hall
String Chamber Concert	November 22	Eccles Concert Hall
Symphony Orchestra Concert	December 10	Eccles Concert Hall
Symphony Band Concert	February 23	Eccles Concert Hall
Symphony Orchestra Concert	February 27	Eccles Concert Hall
Jazz & Percussion Concert	March 2	Eccles Concert Hall
String Chamber Concert	April 18	Eccles Concert Hall
Symphony Band Concert	April 20	Eccles Concert Hall
Southwest Choral Concert	April 21	Eccles Concert Hall
Jazz & Percussion Concert	April 22	Eccles Mainstage
Symphony Orchestra Concert	April 24	Eccles Concert Hall
Brass Ensemble Concert	April 26	Eccles Concert Hall
Piano Ensemble Concert	April 28	Eccles Concert Hall

Choral

Fall Choral Concert	October 9	Eccles Concert Hall
Student Vocal Recital	October 23	Eccles Concert Hall
Student Vocal Recital	December 4	Eccles Concert Hall
Christmas Choral Concert	December 11	Eccles Concert Hall
Student Vocal Recital	February 25	Eccles Concert Hall
Winter Choral Concert	February 26	Eccles Concert Hall
Student Vocal Recital	April 23	Eccles Concert Hall
Spring Choral Concert	April 29	Eccles Concert Hall

Dance – Dixie State Dance Company

Fall Dance Concert	December 4,5	Eccles Mainstage
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End-of-Semester Dance Class Showing	December 7	Eccles Mainstage
Spring Dance Concert	April 8-9	Eccles Mainstage
End-of-Semester Dance Class Showing	April 12	Eccles Mainstage

Faculty Concerts & Recital

Briggs/Jackson Recital	November 3	Eccles Concert Hall
Fall Faculty Concert	November 16	Eccles Concert Hall
Webb Percussion Recital	January 19	Eccles Concert Hall

Appendix F: NAICS 3rd Quarter 2006 Employment Census

	Washington Co. Average Employment					Iron Co. Average Employment				
Industry Sector	Private	Local	State	Federal	TOTAL	Private	Local	State	Federal	TOTAL
Arts, Entertainment, and Recreation	1113	319		185	1617	128	31	20	28	207
Performing Arts and Spectator Sports	399	0			399	2		20		22
Museums, Parks and Historical Sites		64		185	249				28	28
Amusement, Gambling & Recreation Ind	703	255			958	126	31			157

Appendix G: Library Resources Needed to Support a Bachelor of Music Education Degree

Information provided by Martha Talman, DSC Instructional Librarian

Dixie State College Music Department

Proposal for Acquisition of Library Materials

In November 2008, NASM representative Dr. Wayne Bailey stated: "Embark upon a multi-year study and acquisition of library holdings (specifically in the areas of musical scores, music education materials, and additional reference materials) to meet minimum standards for accreditation."

The music department has appointed Dr. Nancy Allred as the library liaison between the department and the music librarian. She is being assisted by Joseph Patrick, also of the music department. At the suggestion of Dr. Bailey, the music department is researching the library holdings for Weber State University as a model for acquisitions for the DSC library.

At the present time, the DSC library is in the processing of purchasing musical scores in the following areas: piano scores, orchestral scores, chamber music scores, choral scores, vocal scores and opera scores. Nancy Allred and Joseph Patrick will continue to identify the needs of the following areas:

- 1) Musical scores
- 2) Music education materials
- 3) Reference materials (music history, music theory, composer/musician biographies)
- 4) Specialized areas (vocal, keyboard, strings, woodwinds, percussion, etc./ performance and pedagogy)
- 5) Music periodicals
- 6) Recordings

Depending upon the annual library budget for the music department, requests for acquisitions will be made according to priority in each of the above areas. The present plan will be to acquire holdings that have been published in the past ten years for each of the areas, and then to gradually acquire other materials according to budget.

Dr. Nancy Allred is currently documenting lists in each area that identify Weber's holdings compared to DSC's holdings. After that documentation is completed, requests for acquisitions will be prioritized, with help from each music faculty member, and then submitted to the library at the beginning of each semester, and as needed.

Appendix H: Bachelor's Degree Completion Rates

U.S. Census Bureau 2005 American Community Survey

Washington County, Utah

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	20,425	+/-840	10,100	+/-445	10,325	+/-620
High school graduate or higher	87.4%	+/-4.7	86.5%	+/-5.4	88.3%	+/-7.0
Bachelor's degree or higher	16.7%	+/-5.3	11.7%	+/-6.1	21.5%	+/-8.0

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=true&-_caller=geoselect&-geo_id=05000US49053&-format=&-_lang=en

United States

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	38,785,474	+/-27,224	19,323,847	+/-21,216	19,461,627	+/-16,407
High school graduate or higher	86.4%	+/-0.1	84.8%	+/-0.2	87.9%	+/-0.2
Bachelor's degree or higher	29.9%	+/-0.2	27.2%	+/-0.2	32.5%	+/-0.2

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=01000US&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-_lang=en&-_caller=geoselect&-state=st&-format=

West Virginia

S1501. Educational Attainment

Data Set: 2005 American Community Survey

Subject	Total	Margin of Error	Male	Margin of Error	Female	Margin of Error
Population 25 to 34 years	216,671	+/-2.885	107,134	+/-1,742	109,537	+/-2,012
High school graduate or higher	89.3%	+/-1.3	87.9%	+/-1.6	90.8%	+/-1.8
Bachelor's degree or higher	21.5%	+/-1.7	18.1%	+/-2.1	24.7%	+/-2.3

Available at: http://factfinder.census.gov/servlet/STTable?_bm=y&-state=st&-context=st&-qr_name=ACS_2005_EST_G00_S1501&-ds_name=ACS_2005_EST_G00_&-tree_id=305&-redoLog=false&-_caller=geoselect&-geo_id=04000US54&-format=&-_lang=en

Appendix I: Employment Needs in the Community



Washington County School District
121 West Tabernacle
St. George, UT 84770
Telephone: (435) 673-3553
Fax: (435) 673-3216

SUPERINTENDENT MAX H. ROSE, Ph.D.

September 13, 2005

TO WHOM IT MAY CONCERN:

As the Superintendent of Washington County School District, I am writing this letter to support the offering of a Fine Arts bachelor's degree at Dixie State College of Utah. We are especially supportive of the interdisciplinary approach to this degree with the planned emphases.

We currently have six high schools, four middle schools, four intermediate schools and 23 elementary schools. Each high school has a full slate of fine arts offerings, both in performance and in instruction. The middle schools have theater offerings several times a year, plus, fine art instruction, as well. The intermediate schools have offerings in drama with a limited performance schedule, but, have full offerings in the fine arts. In each of these schools, we would have need for several certified teachers. The current requirement to have highly qualified teachers in each of our subject areas is a pointed need under the No Child Left Behind federal mandates.

In each of our 23 elementary schools, there is need to have certified teachers on staff. Most of these schools have programs that require some of the teachers to have expertise in the Fine and Performing Arts. Many of our elementary schools have after-school enrichment programs in Children's Theater and all of them offer specialty classes in the other fine arts. Frankly, it is very attractive to us to have an endorsement available to our elementary educators.

As soon as the appropriate fine arts classes are a part of the course offerings at the college we have a mechanism in place to advertise them to our teachers. We feel that it would be advantageous to both sides of our partnership to provide these classes that would result in public school employees attaining continuing education.

Sincerely,

A handwritten signature in black ink, appearing to read "Max H. Rose".

Max H. Rose

Asst. Supt. for Sec. Ed.
MARSHALL TOPHAM, M.S.

Asst. Supt. for Elem. Ed.
REX WILKEY, M.Ed.

Business Administrator
BRENT HILLS, M.B.A.

Dir. Special Ed.
DEBRA GRIFFIN, Ph.D.

Dir. Applied Tech/Ed Foundation
LARRY STEPHENSON, M.Ed.

Dir. Assessment & Student Serv.
BRAD FERGUSON, Ph.D.

Dir. Human Resources
LYLE COX, M.B.A.



October 11, 2007

To Whom It May Concern:

We would like to voice our strong support in favor of establishing bachelor's degrees in Music and Theatre at Dixie State College. The creation of such degrees would greatly benefit the programs of the St. George community and would directly benefit our efforts at Tuacahn Center for the Arts.

As producers of professional entertainment, we constantly rely on the talents and skills of trained college students to help us meet our goals. Each year we produce a Broadway theatre season featuring large-scale productions of classic American musicals on our outdoor amphitheatre stage. We could not obtain the level of success we need each year without the services of college students who are willing to train and work in a professional setting.

Unfortunately, it has been our experience that because theatre, dance, and music students must transfer from Dixie State College to other colleges or universities to finish their education, we often do not have people with enough training to draw from in the local community to assist us with our professional goals. Having a pool of skilled college-level students in our immediate community for a term longer than a few short semesters or two years would allow us to draw from local resources much more effectively. As a case in point, one of our most valued stage managers in recent years has been a student at DSC, but we recently lost her when she transferred to an out-of-town university to finish her education. Had she been able to complete her Bachelor's Degree in St. George, we would have been able to keep her on our staff while finishing her education.

We currently employ many students from BYU and other schools throughout the state of Utah, and we certainly wish to include a larger number of DSC students in our pool of employees each season. Thus, the establishment of these degrees would be mutually beneficial: DSC students would gain valuable, hands-on experience in a professional setting and Tuacahn would be able to rely on local talent on a regular basis. This arrangement would greatly enhance the contributions of Tuacahn and DSC to the community and would help to meet the needs of the long-term growth expected in this area.

We strongly encourage the establishment of these Bachelor's Degrees in Music and Theatre at Dixie State College, and we have complete confidence that the outstanding faculty and production and educational resources at the college will be able to support such programs. This would be an invaluable addition to the artistic community of Southern Utah.

Thank you for your consideration in this matter. Please feel free to contact me, should you require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott S. Anderson", written over a horizontal line.

Scott S. Anderson
Artistic Director
435-652-3302

(435) 652-3200 FAX (435) 652-3227 • 1100 TUACAHN DRIVE • IVINS, UTAH 84738

October 24, 2007

To Whom It May Concern,

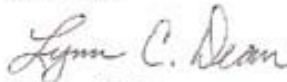
I am a local piano teacher here in St. George. We moved here 11 years ago, and my piano studio has been steadily growing ever since. I teach piano at Dixie State College as well as maintaining my private studio in my home.

At the present time, I'm teaching the equivalent of 116 ½ hour lessons a week. (Hour lessons count for two lessons, 45-minute lessons count for 1 ½ lessons, etc.) I start teaching at 6 A. M. until the public schools start their day. Then I teach home school and adult students during school hours. When the public schools are out, I teach from 2:15 P. M. until 8:30 PM each night. As you can imagine, sometimes I feel like a one-armed paper hanger with a 7-year itch! And still, I have a waiting list, as well as people contacting me almost every day, trying to get into my studio.

I was excited to hear about the possibility of Dixie State College having a 4-year music program by next fall. St. George and the surrounding communities are in dire need of this program! We not only need to turn out good quality music teachers, but we need to offer those currently teaching music in the community the chance to advance their musical knowledge and earn their Bachelor's Degree in music. Many of these current teachers have young families which makes it almost impossible for them to leave town to earn their degree at another 4-year institution.

I strongly urge you to carefully consider adding this program to the other 4-year programs currently being offered at Dixie State College.

If you have any further questions, or if I may be of assistance in any way, please feel free to contact me.



Dr. Lynn C. Dean
2352 E. Via Linda Way
St. George, Utah 84790
Telephone: 688-2361



November 5, 2007

To Whom It May Concern:

As President of the Suzuki Association of Utah I see the continuous need for trained music teachers here in the State of Utah. In our organization alone we have almost 3000 students with more inquiries for new teachers each month. As a teacher I am turning away students each semester as I don't have room in my studio to accommodate these new students. Often these new students have a very hard time finding a teacher because so many teachers have met their capacity for students.

I would strongly endorse a Music program to be established at Dixie College. A music program, especially in the strings, can produce a wide spectrum of teachers around the state. Many students with music degrees continue in the Suzuki Method of teaching which would greatly enhance our association, as well as alleviate some of the need for teachers. Please accept my endorsement, and you may contact me if necessary.

Sincerely,

Leslie Thackeray
SAU President
lesliethack@yahoo.com
801-824-2563

Appendix J: Bachelor's Degree Programs Offered at U.S. Colleges and Universities

Field of Study	Number of Institutions Offering Degrees out of 2,035 Total
Agricultural Business and Production	124
Agricultural Sciences	131
Architecture and Related Programs	175
Area, Ethnic, and Cultural Studies	406
Biological Sciences/life Sciences	1274
Business Management and Administrative Services	1530
Communications	979
Communications Technologies	47
Computer and Information Sciences	1224
Conservation and Renewable Natural Resources	425
Consumer and Personal Services	21
Construction Trades	12
Education	1154
Engineering	417
Engineering-related Technologies	307
English Language and Literature/letters	1265
Foreign Languages and Literatures	869
Health Professions and Related Sciences	1020
Home Economics	317
Law and Legal Studies	167
Liberal Arts and Sciences, General Studies, and Humanities	821
Library Science	11
Marketing Operations/marketing and Distribution	149
Mathematics	1125
Mechanics and Repairers	9
Multi/interdisciplinary Studies	678
Parks, Recreation, Leisure, and Fitness Studies	665
Philosophy and Religion	871

Physical Sciences	1049
Precision Production Trades	37
Protective Services	548
Psychology	1295
Public Administration and Services	675
R.o.t.c. and Military Technologies	1
Science Technologies	21
Social Sciences and History	1298
Theological Studies/religious Vocations	369
Transportation and Material Moving Workers	69
Visual and Performing Arts	1283
Vocational Home Economics	25
Not Classified by Field of Study	17

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Survey. Compiled August 2003. Full report available at <http://nces.ed.gov/programs/digest/d03/tables/dt258.asp>.

Appendix K: DSC Student Survey, March 17-19, 2008

Total Percent

Question #1: How many credits does your college transcript show?

A. 0-30	253	37.4%
B. 31-60	242	35.8%
C. 61-90	116	17.2%
D. 91-120	35	5.2%
E. 121 or more	30	8.6%

Question #2: Where are you from?

A. Washington or Kane County, Utah	348	51.5%
B. other Utah counties	190	28.1%
C. Nevada, Arizona, Idaho, or Colorado	71	10.5%
D. Elsewhere	66	9.8%

Question #3: Are you pursuing one of Dixie State College's current bachelor degree offerings?

A. Yes	257	38.0%
B. No	419	62.0%

Question #4: If there were a bachelor program in your field of interest, would your remain at DSC to complete it?

A. Yes, almost certainly.	432	63.9%
B. Maybe.	166	24.6%
C. No, I'll go to another college or university.	66	9.8%
D. I do not plan to pursue a bachelor's degree at any institution.	12	1.8%

Question #5: When you complete your college studies and enter the workforce, do you plan to work:

A. Anywhere you can get a job.	388	57.7%
B. Only in the western U.S.	141	21.0%
C. Only in Utah.	76	11.3%
D. Only in southern Utah.	67	10.0%

Question #6: Mark the choice that best matches your general field of study:

A. Fine arts	233	35.0%
B. Business/Computers	103	15.5%
C. Science/Health Science	147	22.1%
D. Education	49	7.4%
E. Other	134	20.1%

Appendix L: Consultants' Responses

Report on the Proposed Baccalaureate Degree in Music of Dixie State College Submitted by Dr. Steven Roens, Associate Dean of Undergraduate Studies, University of Utah

Summary

The course of study for the baccalaureate degree in music with its various emphases, proposed by Dixie State College, is commendably rigorous and, with two exceptions which will be detailed below, reflects the practices of other universities in the state of Utah, and conforms to the guidelines of the National Association of Schools of Music (NASM).

Preparedness to undertake the proposed curriculum is an issue that must be given much attention, as, at the current time, the music program has neither the requisite faculty, nor the necessary library facilities to enable it to offer the core curriculum it describes for the various emphases of the degree.

Specifically, there is no faculty member who is qualified either by degree or by experience, listed in Appendix C, to teach the proposed five semesters of music theory. Although there is one faculty member whose degree suggests that he may be qualified to teach music history, his research and experience, listed in Appendix C, indicate work almost exclusively in the choral area. Such a faculty member might be qualified to serve a supporting role in a history curriculum, but could not be expected to carry these core courses with sufficient expertise without the leadership of a trained and experienced historian.

Appendix H suggests that library holdings are insufficient for the proposed degree and, while offering a cost analysis of what is needed, gives no indication of the sources of funding (is the sum mentioned allowed for in the legislative funding referred to earlier?) or a time line for acquisition of the necessary resources.

Preparedness

In the following areas Dixie State College is well prepared to offer a Bachelor of Music degree:

- curriculum of each of the proposed emphases, including the core
 - both the core (music theory and music history) and the specific emphases (both education and performance) compare well with university degree requirements for the Bachelor of Music in the rest of the state of Utah, and nationally with those suggested by NASM;
- faculty
 - both choral and instrumental education emphases and instrumental and vocal performance emphases, with the addition of the adjunct faculty listed at the end of appendix C, should be well served;

- augmenting regular faculty with adjunct faculty in a performance program is common practice both in universities in Utah and throughout the nation;
- credentials of regular full time faculty are from a variety of well-regarded institutions;
- advising
 - resources and general plans for advising reflect careful thought and genuine commitment;
- assessment
 - appropriate plans have been made for assessment of both students and the degree program as a whole;
- facilities
 - the facilities, recently constructed and planned with appropriate performance and practice venues, will contribute significantly to the success of the program (quality of facilities being one of the ways in which quality of programs is judged).

Needs

In the following areas Dixie State College has a number of needs that must be dealt with prior to offering a credible Bachelor of Music degree. These needs consist of the following:

- curriculum
 - there is no indication in the course requirements for the music theory core that a keyboard course is offered; keyboard is considered to be an essential element in a theory core curriculum and a one credit hour keyboard course should be offered for the first four semesters of theory (the proficiency exam mentioned in Appendix E is not a substitute for a course);
 - as the proposal indicates that Dixie State College intends to seek accreditation from NASM at some future time, it should be noted that NASM requires a keyboard component in the music theory core;
 - in both choral and instrumental education curricula, an additional year of private lessons (making three years for private lessons) would be appropriate for the professional character of the Bachelor of Music degree;
- faculty
 - there is no indication in the proposal that the current faculty have either the credentials or the experience or research expertise to successfully offer either the theory or history courses that make up the core of the degree (this, in my opinion, is the biggest stumbling block to acceptance by the regents);
 - while it is possible that some faculty may have the required expertise, appendix C does not indicate that this is the case and therefore one must assume, based on the document, that it isn't;
 - expertise in teaching core theory courses consists of attainment of at least a masters degree in theory or theory and composition, or composition with evidence of an emphasis

- in theory; and/or activity as a theorist indicated by presenting at Society of Music Theory or other related conferences, and/or by a record of publication in theory journals;
 - expertise in teaching core music history courses consists of attainment of at least a masters degree (but more usually a doctorate) in musicology and activity as a historian indicated by presenting at American Musicological Society or related conferences and/or by a record of publication in music history journals;
- staff
 - in a department of music that offers a Bachelor of Music degree, a variety of staff positions usually exist with duties that include assignment and management of practice rooms, scheduling of concerts, collection of grades at the end of semesters, etc.
 - based on the performance and practice activities proposed, unless the one secretary mentioned who reports to the chair of the Department of Fine Arts is significantly under utilized, it is unrealistic to think that the program will not require at least one additional staff person;
- library
 - while the proposal suggests that the library in its current state provides “a solid starting point for the resources necessary to support a four year curriculum,” the instructional librarian, reporting in Appendix H, states that “Current resources [are] barely adequate for basic classes (Music 1010, etc.”;
 - the admirably clear indication in Appendix H of what is needed for a sufficient library and how these needs will be addressed, does not, however, indicate from where the funds will come or what the time line for acquiring the necessary materials will be;
 - particularly with the addition of three semesters of history, listening resources for students will be critical and should be substantially in place for the first year of the history core curriculum (third year of the degree);
- admission
 - the proposal suggests that all students in good standing at Dixie State College may be admitted to candidacy for the Bachelor of Music; however, standard practice is to require students to audition for a performance area, no matter what their intended area of study in music; requiring an audition may be necessary to suggest that this is a credible and rigorous degree;
- although a good case is made in the proposal for lack of harm to enrollment in Southern Utah University’s music department, a statement from SUU’s administration recommending or at least acquiescing to the Dixie State College B. Mus. would be persuasive.

Recommendations

- curriculum

- add a one-credit hour keyboard course for each of the first four semesters (depending on the number of credit hours for the emphasis this may be simple to do, or may require adjusting the specific program to make room for the additional four hours);
- while, at the University of Utah, keyboard is treated as a proficiency, meaning that a student may test out of whatever skills she or he already has, and need only take the parts of the course that teach skills not yet acquired, it is still necessary to offer the course as individual proficiencies differ and some students will need to take the entire course;
- in both choral education and instrumental education curricula, add one more year of private lessons (this is in keeping with the three years of private lessons at the University of Utah and appropriate for the professional character of the Bachelor of Music degree;
- two possible solutions to the issue of insufficient faculty to teach theory and history:
 - hire two to three new faculty, one to two with a masters or doctorate in theory or composition and one with a masters or doctorate in musicology; once the program is under way, it will almost certainly require more than one instructor to teach all five semesters of theory; one musicologist should suffice, however, especially with the aid of the faculty member whose degree is divided between choral studies and history;
 - if it is possible to demonstrate that the professional expertise to teach theory and history exists among the current faculty, demonstrate this in the proposal, although I do not think this likely from the information available in Appendix C.
- staff
 - hire a secretary for the music program; if funding is a difficulty, at least hire a part time secretary;
 - in addition to a secretary make use of work study students or interns (include this in the proposal as it helps to explain how staff duties will be covered);
- library resources
 - be specific about resources necessary for theory courses (ear-training materials, music for analysis, etc); create a one-year plan for having these in place;
 - create a two-year plan to have listening resources and scores necessary for the first year of history and a three-year plan for having all necessary resources for history (electronic and web sources, as detailed in Appendix H should be fine);
- admissions
 - require an audition of all students wishing to undertake the Bachelor of Music degree at Dixie State College, even those in good standing; this will give the degree more credibility as the professional degree a B. Mus. is intended to be;
- effect on Southern Utah University
 - try to get a statement from the administration of Southern Utah University asserting their support for the new degree at Dixie State College; this will probably be one of the first issues that those examining this degree will raise, as they have to consider the welfare of the entire state system; if such a statement already exists, include a reference to it in the proposal;

- create a time line
 - create a time line for implementing the new degree, explaining how needs will be met over the next four years.

Further Comments on the Proposal Document

Suggestions and recommended changes:

- change the sentence under Music Education – Choral, “Fundamental to a successful completion...will be the student’s resolve to expand the art of choral music, and provide an eclectic approach to all areas of the performing arts...”; this seems unclear; better to clarify (simplify or drop it altogether);
- change the sentence under Music Education – Choral, “This includes the teaching of various styles...and the ability to make positive value judgments about music.”; the meaning is a little unclear;
- under **Purpose of the Degree**, it might be better to leave out the last part of the statement that suggests that most students will be using this degree for purposes other than performance:
 - what you describe here suggests not a Bachelor of Music degree, but rather a Bachelor of Arts in Music, which is construed as fostering a broader general education with an emphasis in music;
 - the Bachelor of Music is intended as a professional degree in music, and it is best to construe it as such in principle at least, whatever a student may end up doing afterwards;
- under **External Review Accreditation**, I am not the Dean of the College of Fine Arts at the University of Utah; I was formerly the Associate Dean of Fine Arts at the U of U and am currently an Associate Dean of Undergraduate Studies at the U; I continue to be a member of the School of Music faculty.
- I don’t understand the connection suggested between degree attainment in Washington County at the bottom of page 11 of the proposal and Appendix G, cited at that point. Appendix G seems to be dealing with the nature of employment in Washington County.

External Program Review
of
Baccalaureate Degree in Music Proposal at
Dixie State College of Utah

by

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Evaluation Overview

The proposal set for Bachelor of Music degree by the music department of Dixie State College is comprehensive and well-reasoned. The committee has provided excellent research and rationale for the development of the degree and has, I believe, identified a true need for a program of this type in the St. George/Southern Utah area which does not overlap or negate the program at nearby Southern Utah University or other schools within the Utah system of higher education. St. George is a city of explosive growth and offers many attractive cultural and social benefits. This growth obviates the need for expanded degree programs and, indeed, the need for a fine-arts curriculum.

The plan calls for five tracks or emphases including Music Education (Choral and Instrumental), piano performance, instrumental performance and vocal performance. These are standard tracks for all institutions offering a degree program leading to a Bachelor of Music Degree. The courses offered are appropriate for the degree program. The institution has hired outstanding faculty, built a state-of-the-art facility, and designed effective modes of program and student assessment. Finally, the proposal is in line to merit future accreditation by the National Association of Schools of Music (NASM).

Dixie College's own Board of Trustees has approved the request. And, based upon my experience at four different institutions (including three years of service at Southern Utah University), I believe this to be an excellent proposal.

Review of: Program Description—Education Tracks

The tracks offered in this B.M. program divide into two basic categories: Education and Performance. Because the Education track results in certification to teach in the public school system, the courses align with state requirements and are thus prescribed. The music courses which prepare a student to be an effective choral or instrumental teacher are appropriate to the real needs of the profession. For instance, choral education majors take courses in conducting, choral literature, and pedagogical methods. Wisely, the proposers of this degree have provided an instrumental methods course for these students. This last course is important because in real life, choral educators are often asked at a minimum to work with instrumentalists as part of an oratorio, cantata, or opera performance. Those students who are hired in smaller districts are likely to have to teach either band or orchestra. Therefore, DSC is to be commended for meeting this practical need. Likewise, the instrumental education track requires a choral methods course.

Instrumental education students take courses in pedagogy for all families of instruments including percussion, strings, brass, woodwinds, and voice. Advanced conducting is required and so is orchestration. All courses are practical, essential, and standard for this degree track.

Review of: Program Description—Performance Tracks

DSC proposes three performance tracks in Piano, Instrumental, and Vocal. All three feature the appropriate applied study with outstanding faculty, literature and pedagogy classes, and ensemble requirements. Students are also required to perform a junior recital and a senior recital, which serves as the standard capstone course. All courses are standard to the degree, but DSC is situated to offer outstanding extra-curricular performance opportunities through the Southwest Symphony, the Southwest Chorale, the Heritage Choir, and the St. George Musical Theatre. Such opportunities are rare in smaller communities, and in larger communities, students would be competing with seasoned professionals, and would therefore be unlikely to participate.

Review of Institutional Readiness

DSC appears to be eminently ready for this degree. With the construction of the new Fine Arts center in 2004, DSC now has the performance, rehearsal, and teaching space necessary to expand into a first-rate baccalaureate degree. Many small colleges and universities (including my own) are envious of such facilities. Furthermore, proper consideration appears to have been given to hiring excellent faculty, providing adequate scholarships, hiring staff, and designing a degree program with concern for advising and appropriate credit loads.

The proposal includes a discussion of projected enrollments. Wisely, they state, "Access to programs of study generates student enrollment, not vice-versa." Once the B.M. degree is in place, DSC expects enrollment from Washington County and beyond. St. George has become a destination for families looking to relocate. This means that the city will continue to grow and that DSC is poised to take advantage of that growth.

However, recruitment and scholarships drive this field. Talented students who have spend most of their childhood learning to play an instrument or sing expect to receive a scholarship. DSC has indicated that they will seek to employ a lecturer/advisor who would assist with recruitment and has identified the need for institutional support in the form of scholarships and tuition waivers. Both are vital to the mission of the institution to serve lower-income students and recruit talented students to the institution. I recommend that the level of scholarship and tuition waivers be kept as high as possible.

Review of Labor Market Demand and Student Demand

Music educators are in need throughout the country, and the DSC committee has identified a pressing need right in Washington County. The area apparently also needs qualified teachers of private lessons. According to the report, art-related disciplines are sought by 33% of students, and that music has enjoyed strong enrollment at the freshman level. With good retention and recruiting, this number would most certainly grow.

Review of impact on other USHE Institutions

The authors emphasize that this degree represents access to instruction, and that the potential impact on neighbor institutions such as Southern Utah University will not be significant. Their reasoning and statistics are well stated, but I do think this is an area of some understatement. Overall, I believe that the music facilities and performance opportunities at DSC already outstrip those at nearby SUU. With the

development of a full B.M. in music, I think even more students will choose DSC. As they state, "Any attitude of rationing educational opportunity is counterproductive for every institution."

The DSC committee has also consulted with other USHE institutions regarding course content, sequence, and curriculum to assure a well balanced program and to accommodate transfer students to and from the institution.

Review of Program and Student Assessment

The authors have done an outstanding job of relating learning and skill outcomes with the NASM guidelines. The Program assessment is equally well aligned. It is not necessary to summarize this section, but it may be helpful to note that NASM is very thorough in checking these elements. By beginning with such clearly stated goals and assessments, DSC will likely be successful in its first accreditation review.

Review of Finance

The figures proposed for revenue and expense projections appear to tally. One can always wish for greater financial support and resources, but within the proposed budget, I think the proportions are reasonable.

Review of Music Course Descriptions

I found no fault with the descriptions, course content, or the pre-requisites required by any of the courses. The courses appear to be standard and appropriate to the proposed degree program.

Review of Supporting Materials

There seems to be an unusually high degree of community support for this degree proposal, and I think it is merited. As a former professor at SUU, I often envied DSC's facilities, scholarships, and performance opportunities. I also admired the community for its devotion to the arts. I think it is clear that the time has come for DSC to offer a four-year, Baccalaureate degree in music.

The program appears to be very attractive, relevant to the needs of Washington county and beyond, and supported by the university community as well as the public school and St. George community. With degrees leading to performance and education, DSC has addressed the need to provide future music educators to the school system and performers who will meet the artistic needs of the community.

Consultant's Report

Review of music 4-year degree plans per NASM Standards

**Department of Music
Dixie State College of Utah
St. George, Utah**

November 16-18, 2008

submitted by

**Wayne Bailey
Arizona State University**

Scope of the Review

The institution requested that the review be focused upon the proposed curricula for the Bachelor of Arts in Music and Bachelor of Science in Music degrees and how these degrees relate to the accreditation standards set by the National Association of Schools of Music (NASM). The visitor used the 2007-2008 NASM Handbook Second Edition (the most current available) to make this comparison. Therefore, the scope of the review was limited to curricular concerns and did not include all aspects related to NASM accreditation. Included in this review are statements concerning the training of the faculty; the music library; and specific curricula as presented by the institution to the visitor. Should the institution desire NASM accreditation it should be aware that in addition to the standards in the areas of review listed above, the department would also be reviewed in the areas of Mission, Goals, and Objectives of the unit; size and scope of program; finances of program; governance and administration of the program; facilities, equipment, and safety of the program; recruitment, admission-retention, record keeping, and advisement of the unit; published materials, including the unit's website; branch campuses; community involvement and articulation with other schools; non-degree granting programs for the community; performance level of the students; music offerings for the non-music major and general public; and evaluation, planning, and projections of the unit. None of these areas were reviewed by this consultant. Such a review is a major undertaking for the department and generally requires months or years of preparations. Information about accreditation of programs is available from NASM should the institution desire to seek it after the degree plans are in place. Information about the accreditation process is available on the NASM website at: <http://nasm.arts-accredit.org/index.jsp?page=Accreditation%20Procedures>

The scope of the review included all curricular standards appropriate to liberal arts degrees in music (Bachelor of Arts and Bachelor of Science) and the standards appropriate to the professional degree programs in music education. As will be explained in the report, NASM reviews programs for accreditation purposes based upon the intent of the program, not simply by the title of the degree. As such, the Bachelor of Science in Music with emphasis in secondary education was reviewed as a professional degree program. The Bachelor of Arts in Music and the Bachelor of Science in Music were reviewed as liberal arts degree plans.

The unit provided the visitor with several documents including a report from Dr. Robert Walzel, University of Utah; a proposal for the degree plans approved by the Dixie State College Board of Trustees on November 17, 2007; a list of courses required in the secondary education emphasis of the Bachelor of

Science degree plan; and a degree plan outline for the degrees Bachelor of Arts in Music and Bachelor of Science in Music.

In order to best understand the report it is recommended that the reader refer to the 2007-08 NASM Handbook Second Edition, available free online at:

<http://nasm.arts-accredit.org/index.jsp?page=Books>

Description of Degree Types, Extracted from the NASM Handbook 2007-08 Second Edition
(also stated in the Walzel Report)

- Liberal Arts Programs in Music

Baccalaureate degrees meeting “liberal arts” degree standards normally requiring between 30% and 45% music content are listed as Bachelor of Arts in Music or Bachelor of Science in Music regardless of specific options for emphasis offered by the institution in the context of the liberal arts format. The degree focus is breadth of general studies combined with studies in musicianship and an area of emphasis in music such as performance, theory, music history and literature, music industry, and so forth. Curricula to accomplish this purpose normally adhere to the following structural guidelines: Requirements in general studies and general electives comprise 55-70% of the total program; musicianship, 20-25%; performance and music electives, 10-20%. Studies in musicianship, performance, and music electives normally total between 30% and 45% of the total curriculum. It should be noted that NASM reviews all programs and lists percentages based upon a 120 semester hour total regardless of actual total of the degree.

Students successfully completing the Bachelor of Arts in Music or Bachelor of Science in Music are expected to have the following musical competencies: 1) the ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture; 2) an understanding of and the ability to read and realize musical notation; 3) an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces; 4) an acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources; 5) the ability to develop and defend musical judgments. Students holding undergraduate liberal arts degrees must develop: 1) ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed; 2) understanding of procedures for realizing a variety of musical styles; 3) knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed.

- Specific Undergraduate Program in Music Education

Students enrolled in professional undergraduate degrees in music are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the musician. To fulfill various professional responsibilities, the musician must exhibit not only technical competence, but also broad knowledge of music and music literature, the ability to integrate musical knowledge and skills, sensitivity to musical styles, and an insight into the role of music in intellectual and cultural life. Students must acquire a body of knowledge and skills in performance, musicianship and analysis, composition and

improvisation, history and repertory, technology, and synthesis. (Please refer to Pages 82-85 of the 2007-08 NASM Handbook Second Edition for more specifics on these requirements.) In addition to the common core of musicianship and general studies, the musician selecting a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship. (Please refer to pages 93-97 of the 2007-08 NASM Handbook Second Edition for a specific listing of these requirements.) Curricula to accomplish this purpose normally adhere to the following structural guidelines: studies in music, including basic musicianship and performance normally comprise at least 50% of the total program; general studies, 30-35%; and professional education, 15-20%.

Analysis of Bachelor of Arts in Music degree proposal compared with NASM Standards for liberal arts degrees in music

The Bachelor of Arts in Music, as proposed by the Department of Music at Dixie State College, appears to meet the minimum standards for such degrees as outlined by NASM. The program, as outlined, contains 48 required hours (or 40%) in general studies and foreign language. When combined with the 29 required credit hours in electives and diversity (or 24%) this totals 64% well within the 55-70% required for such coursework. The program also contains 26 required hours (or 22%) in musicianship (music theory, ear training, music history, conducting); 17 required hours (or 14%) in performance studies and music electives (ensembles, applied study, and electives) for a total of 43 required hours (or 36%) in music. This percentage falls within the range required, and listed above, of 30-45% of the program in music.

More important than meeting these percentages, **it appears that the course of study required in the proposed Bachelor of Arts in Music meets the minimum curricular standards of NASM** in the competency areas of general education (including foreign language), musicianship, and performance and music elective studies. (Please refer to pages 80-82 of the 2007-08 NASM Handbook Second Edition.)

Analysis of Bachelor of Science in Music degree proposal compared with NASM Standards for liberal arts degrees in music

The Bachelor of Science in Music, as proposed by the Department of Music at Dixie State College, appears to meet the minimum standards for such degrees as outlined by NASM when it is used as a true liberal arts program only. Since the music core of the degree is exactly the same as the Bachelor of Arts in Music all of the percentages listed above are identical in this degree program with the exception that the BS in Music does not require foreign language. This 16 credit hours difference is placed in the Electives and Diversity category in the BS in Music making the overall percentages for the two degrees in liberal arts the same.

The institution's intent in regards to the emphasis area in piano within the Bachelor of Science degree is unclear. The intent of the degree is in question because the number of hours and types of required coursework in the emphasis area appear to be similar to a professional degree program in piano pedagogy. The number of hours required in this emphasis area (listed as 22) is large for an emphasis area and small for a major. NASM defines an emphasis area as having less time in the subject area and normally with course work in the area of 10% (or 12 hours). It further defines a major area as being no less than 25% (or 30 hours) of the total number of hours. The 22 hours in this emphasis area lies somewhere between these two. Moreover, if the intent of the program is to be a major area of study in pedagogy it does not meet NASM standards for such a degree. To begin, a professional degree program in piano pedagogy would need to have 65% (or 78 hours) of the total hours in music. It would also have to follow

percentages as outlined on page 90 of the NASM Handbook for a degree in pedagogy (performance, ensemble, independent study, electives comprising 20-30%; supportive courses in music comprising 20-30%; courses in pedagogy and internships comprising 15-20%; general studies comprising 25-35%.) The degree as currently structured contains 15% performance, ensemble, independent studies, and electives; 24% supportive courses in music; 7% in pedagogy and internships; and 37% in general studies. Additionally, if the intent of the degree is a professional degree it is unclear where in the program students would gain experience in composition, improvisation, experiences with cultures beyond the primary culture, use of technology appropriate to the specialization in music as required in all professional degree plans in music (see pages 82-85 of 2007-08 NASM Handbook Second Edition).

The piano emphasis program appears to meet standards for a liberal arts degree in music and is appropriately titled the Bachelor of Science in Music. If the intent of the degree is for it to be a liberal arts degree program the unit should consider reducing the number of hours in the emphasis area in piano. Further, in all advertising of the degree plan it should be made clear that the program is a liberal arts degree program and is not a professional degree program in pedagogy or piano performance. (NASM Handbook Second Edition p. 74, IV. C. 6. a. (2).)

Analysis of Bachelor of Science in Music, secondary education emphasis degree proposal compared with NASM Standards for professional degrees in music

The intent of the Bachelor of Science in Music, secondary education emphasis is clearly to prepare students to be teachers in formal school systems. Such a program is not a liberal arts degree plan, despite its title, and must be reviewed as a professional degree program in music education. As such, **the curriculum, as currently structured does not meet minimum NASM accreditation standards.**

The program contains a total of 43 hours of music in the core curriculum plus 12 or 13 (depending on the instrumental or choral emphasis) hours for a total of 55-56 credit hours. Professional degree programs in music education are required to contain at least 50% (or 60 hours) of the total hours in music. (NASM Handbook, p. 93. X. I. 1. b.). The core music courses in music theory, ear training, piano skills, music history, conducting, ensemble performance, and applied study appear to meet most of the general standards applying to all professional degrees in music. (NASM Handbook, p. 82-85) with the exception of the following:

1. It is unclear where in the program of study students acquire a rudimentary capacity to create derivative or original music both extemporaneously and in written form. (NASM Handbook p. 84, VIII. B. 3.) The consultant recognizes the institution's statement that improvisation is covered in class piano courses. However, the class piano courses are not required--only the piano proficiency is required. As such, the institution cannot guarantee that all students take the class piano courses and therefore may not receive instruction in improvisation.
2. It is unclear where in the program of study students acquire basic knowledge of music history and repertoires...in addition to that of the primary culture. (NASM Handbook p. 85, VIII. B. 4.) The institution is reminded that this is not a standard of liberal arts degree programs in music but is a required minimum standard of programs that have as their intent the teaching of music in the schools.

3. It is unclear where in the program of study students acquire the ability to use technologies current in their area of specialization. (NASM Handbook p. 85, VIII. B. 5.) It appeared to the consultant on site that this standard could be addressed with the addition of certain units on technology in existing required courses.
4. It is unclear that students receive appropriate credit for applied study. In the current program students receive just one credit hour per semester of applied study. While NASM recognizes the constraints of degree programs that must fit within a state-imposed 120 hour maximum, students must receive adequate recognition for their work. NASM recommends that one credit hour be given for each three hours per week of practice, plus the necessary individual instruction, with a maximum of six credits per term. (NASM Handbook p. 62, III. A. 2. c.)

While beyond the scope of this review, this particular issue will undoubtedly create faculty workload problems as well. If the applied study is given only one hour of credit it is unclear how faculty can receive adequate workload credit for private instruction. Workload of faculty and staff is part of the overall accreditation review of NASM when an institution requests membership in the association.

Professional degree programs also must meet standards specific to the intent and area of specialization within the degree. Reviewed as a professional program in music education the Bachelor of Science secondary education emphasis appears to meet all minimum standards with the exception of the following:

1. It is unclear where in the program of study (instrumental and choral emphasis areas) students gain the ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations. (NASM Handbook p. 94, IX. I. 3. b. (2).)
2. It is unclear where students in the choral emphasis areas gain laboratory experiences in teaching beginning vocal techniques individually, in small groups, and in larger classes. (NASM Handbook p. 95, IX. I. 3. c. (2). (e).)
3. It is unclear where students in the instrumental emphasis areas gain laboratory experiences in teaching beginning instrumental student individually, in small groups, and in larger classes. (NASM Handbook p. 95, IX. I. 3. c. (3). (d).)

Analysis of accreditation standards closely related to curricular structure

Beyond the basic curricular structure no review of a degree proposal would be adequate without mention of faculty training and preparedness and adequacy of library holdings.

- It does not appear that the library holdings are adequate to support a bachelor's degree in music. As stated in the Walzel report, serial holdings are inadequate, reference holdings and holdings in musical scores are well below minimum standards for such degrees. It also appears that the holdings in music education are insufficient to support a bachelor's degree in that specialty area. (NASM Handbook p. 55-57, II. G. 1. and 3.)

- The primary specialization areas of the faculty appear to be exclusively in performance and music education. Due to a new faculty hire who begins in January 2009 there appears to be one faculty member who has training in, or experience in the teaching of music theory, ear training, arranging, analysis, or composition. And, one faculty member has secondary training at the master's level in music history. It is also recognized that the music history courses will be delivered primarily online from the University of Utah. The unit is encouraged to consider adding a faculty line in the area of music history and/or musicology at the earliest opportunity.
- Though mentioned above only concerning the music education emphasis area it is the opinion of this reviewer that students do not receive appropriate credit for applied study in this curriculum structure. As stated above, in the current program students receive only one credit hour per semester of applied study. It is recommended that one credit hour be given for each three hours per week of practice, plus the necessary individual instruction, with a maximum of six credits per term. (NASM Handbook p. 63, III. A. 2. c.)

Recommendations

Based upon the materials provided and the on site visit the following are recommended to the institution:

1. Clarify the intent of the Bachelor of Science with emphasis in piano. Adjust coursework and required credit hours per intent of the program. Advertise the program appropriately based upon its intent.
2. Within the existing framework of the proposed Bachelor of Science with an emphasis in secondary education address the following minimum standards of professional degrees in music education:
 - a. Rudimentary capacity to create derivative or original music both extemporaneously and in written form. (NASM Handbook p. 84, VIII. B. 3.)
 - b. Basic knowledge of music history and repertoires...in addition to that of the primary culture. (NASM Handbook p. 85, VIII. B. 4.)
 - c. Ability to use technologies current in their area of specialization. (NASM Handbook p. 85, VIII. B. 5.)
 - d. The ability to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations. (NASM Handbook p. 94, IX. I. 3. b. (2).)
 - e. Laboratory experiences in teaching beginning vocal techniques individually, in small groups, and in larger classes. (NASM Handbook p. 95, IX. I. 3. c. (2). (e).)
 - f. Laboratory experiences in teaching beginning instrumental student individually, in small groups, and in larger classes. (NASM Handbook p. 95, IX. I. 3. c. (3). (d).)

3. Add a faculty member specializing in music history.
4. Design a clear mission statement for the department and degree plans.
5. Re-examine the number of hours of credit awarded for applied study.
6. Restructure course syllabi and catalog descriptions to more accurately and clearly demonstrate course content.
7. Embark upon a multi-year study and acquisition of library holdings (specifically in the areas of musical scores, music education materials, and additional reference materials) to meet minimum standards for accreditation.

Summary

It appears that the structure and content of the degrees Bachelor of Arts in Music and Bachelor of Science in Music meet minimum curricular standards of liberal arts degree programs in music as accredited by the National Association of Schools of Music. It does not appear that the degree Bachelor of Science in Music with an emphasis in secondary education meets minimum standards as currently designed. With minor adjustments outlined above under "Recommendations" it is the opinion of this consultant that this emphasis area could meet NASM's standards for professional degrees in music education.

R E P O R T
Viability for Dixie State College
to offer 4-Year Music Degree Programs

Submitted by Robert Walzel, Director School of Music
University of Utah
March 14, 2008

Executive Summary

Based upon a campus visit on Monday, March 3, 2008 and close examination of the proposal Dixie State College had previously submitted to USHE, it is my opinion that DSC be allowed to move forward in developing 4-year non-professional degrees in music. Non-professional degrees in music, as defined by the National Association of Schools of Music (NASM), are the Bachelor of Arts in Music and Bachelor of Science in Music. The institution is clearly not in a position to offer the significantly more resource intensive professional degree (Bachelor of Music, including the Bachelor of Music in Music Education); nonetheless, there seems to be enough institutional commitment, resources and otherwise, to develop a reasonable liberal arts curriculum in music with enough rigor to attain accreditation by the NASM.

This recommendation comes with an understanding that DSC will immediately seek accreditation from NASM. It is clear that DSC eventually desires to offer Bachelor of Music degree programs, including the Bachelor of Music in Music Education degree leading to licensure and certification to teach music Utah's primary and secondary schools. By first gaining accreditation for the less-rigorous non-professional degree in music, DSC will gain insight into the process and expectations for programmatic excellence necessary to eventually administer professional music degree programs. During these years, the institution will also have the opportunity to acquire, build, and develop resources crucial for insuring quality in adequately serving the career and educational needs of their students.

Faculty and administration at DSC should understand that the process leading to their institution's ability to effectively offer accredited professional degrees in music will likely take several years. This being the stated goal of the institution, an effective transition from being a 2-year institution with limited offerings without an accredited music program to a 4-year full-service institution offering professional music degrees is most effectively achieved by first offering accredited 4-year liberal arts degrees in music. Only then should offering the Bachelor of Music degree be considered.

There are several issues that need immediate attention before 4-year liberal arts degrees in music can be initiated at DSC. These are addressed in the body of this report. It should also be noted that 4-year liberal arts degrees in music at DSC could only effectively be achieved because of resources made available to support the UofU – DSC partnership initiative.

Liberal Arts Degrees in Music (from the NASM Handbook)

Baccalaureate degrees meeting “liberal arts” degree standards normally requiring between 30% and 45% music content are listed as Bachelor of Arts in Music or Bachelor of Science in Music regardless of specific options for emphasis offered by the institution in the context of the liberal arts format. Normally, the orientation is toward a broad coverage of music rather than intensive concentration on a single segment or specialization. The degree focus is breadth of general studies combined with studies in musicianship and an area of emphasis in music such as performance, theory, music history and literature, music industry, and so forth. Curricula to accomplish this purpose normally adhere to the following structural guidelines: Requirements in general studies and general electives comprise 55-70% of the total program; musicianship, 20-25%; performance and music electives, 10-20%. Studies in musicianship, performance, and music electives normally total between 30% and 45% of the total curriculum.

Students successfully completing the Bachelor of Arts in Music or Bachelor of Science in Music are expected to have the following musical competencies: 1) the ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, texture; 2) an understanding of and the ability to read and realize musical notation; 3) an understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces; 4) an acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources; 5) the ability to develop and defend musical judgments. Students holding undergraduate liberal arts degrees must develop: 1) ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree program being followed; 2) understanding of procedures for realizing a variety of musical styles; 3) knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed.

Analysis of Institutional Readiness

Structured somewhat like a NASM accreditation evaluation report, although significantly less detailed with a broader commentary, this document is intended to assist DSC in planning to begin the accreditation process while implementing 4-year liberal arts degrees in music.

Mission, Goals, and Objectives

The departmental objectives, as listed on the departmental website, must be rethought, expanded, and focused appropriately to reflect the desired reorientation of the institution and unit.

Statements regarding overall purposes for music and music study must: 1) indicate that fundamental purposes are educational; 2) encompass and be appropriate to the level(s) of curricular offerings; 3) reflect and remain consistent with specific institutional and programmatic responsibilities and aspirations for music and music study; 4) be compatible with NASM standards; 5) be published and made available in one or more texts appropriate for various constituencies, including the general public; 6) guide and influence decision-making, analysis, and planning, including each of these as they shape and fulfill relationships among curricular offerings, operational matters, and resources; and 7) be fundamental in determining the extent to which policies, practices, resources, and curricular and other program components have sufficient conceptual, structural, and operational synergy to achieve stated expectations for music and music study.

Size and Scope

NASM requires institutions to maintain sufficient enrollment to support the specific programs offered including: 1) an appropriate number of faculty and other resources; 2) sufficient advanced courses in music appropriate to major areas of study at degree or program levels being offered; and 3) requisite ensemble experience (a) at an advanced level and (b) consistent with major areas of study and degree or program levels.

It appears that the music unit **does not** yet meet the expectations for 1) an appropriate number of faculty and other resources. This will be discussed at more length later in the report.

While the institution does not yet offer a coordinated curriculum of upper division courses, it should not be necessary to add many such courses to implement liberal arts BA/BS degrees in music. Therefore, point #2 is not of concern.

With regard to point #3, I did not have the opportunity to hear and evaluate the quality of the student ensembles during my visit. Nonetheless, it seems that the diversity of experiences available to students at DSC is appropriate for supporting liberal arts degrees in music. Plans for the creation of a marching band deserve commendation.

Finances

Whereas finances impact other concerns addressed in this report (including faculty lines, equipment, facilities, library, etc.), there seems to be a commitment from the DSC central administration and supporters in the Utah State legislature to improve funding for the music unit. I did not review specific budgets or other funding reports of the music unit or its programs during my March 3 visit, so it is difficult to comment on the appropriateness of current funding levels that support the academic and performance endeavors of the department. Without this information, it is impossible to evaluate where DSC is with regard to accreditation expectations for finances.

NASM accreditation requires that financial resources shall be appropriate to: 1) the purposes of the music unit and each of the specific degrees or programs it offers, and 2) the size and scope of the music unit. Budget allocations for personnel, space, equipment, and materials must be appropriate and sufficient to sustain the programs offered by the music unit from year to year. Evidence must be provided demonstrating that financial support is sufficient to ensure continued operation of the music unit and its programs in accordance with applicable NASM standards for the projected period of accreditation.

Governance and Administration

Currently the DSC Music Department is a program within the Fine Arts Department. Led by a capable chair with theatre specialization who also serves as associate dean for the Division of Arts & Letters, the Fine Arts Department houses all performing and visual arts programs at DSC. In moving to a mission of offering 4-year music degrees, the Music Department will need a music faculty member, who would receive some administrative release in their load, to oversee academic and administrative issues specific to music. It also seems odd that a first year faculty member with no previous university faculty experience would be assigned the task of coordinating the efforts to develop a 4-year music program. Not that Professor Webb is not capable, it seems unfair to place this burden on him when logic would assume that this task be given to someone with more experience working in higher education and dealing with curricular issues at this level.

Faculty and Staff

The music unit currently employs seven full-time tenured/tenure track faculty members. Five members have terminal degrees (Ph.D. or D.M.A.). By all accounts, the members of the faculty seem to be hardworking, well qualified, and effective in their current roles. The unit intends to add a new full-time faculty position for next year (bringing the total to 8), this facilitated in part by the impending retirement of the senior faculty member.

With regard to faculty, NASM has specific expectations regarding 1) qualifications; 2) number and distribution; 3) appointment, evaluation, and advancement; 4) loads; 5) student/faculty ratio; 6) graduate teaching assistants; and 7) faculty development. Although a closer examination is warranted on all but graduate teaching assistants, I offer comment on the two seemingly most problematic: loads and number/distribution of faculty specializations.

The NASM Handbook specifies, "the upper limit for a full load for classroom instruction in a lecture/seminar format is approximately 12 semester hours ... per week; for private studio instruction, approximately 18 clock hours per week." DSC music faculty members are currently required to teach a minimum of 15 semester hours per week and **do not** receive **any** load credit for private studio instruction. During my visit, the Chief Academic Officer for DSC mentioned that the institution is trying to move to a 13.5 semester hour minimum and would include private studio instruction in the workload credit formula for 2008-2009; nonetheless, this is still in excess of accreditation expectations. Adding an additional faculty member will be helpful, however, this in and of itself will not solve the problem, particularly in light of private studio instruction being counted in future workload calculations.

As part of the UofU – Dixie cooperative agreement, the University of Utah School of Music is prepared to offer some general music and other academic music courses to DSC via on-line and Internet 2 modes beginning in Fall 2008 to help address the significant workload issues in the DSC music department. Specific recommendation are made later in this report.

Accreditation requires that "the number and ratio of full- and part-time faculty positions, and their distribution among the specializations must be: (a) sufficient to achieve the music unit's purposes; (b) appropriate to the size and scope of the music unit's programs; and (c) consistent with the nature and requirements of specific programs offered. **The current cadre of faculty does not meet this expectation.**

In moving to a mission that includes offering 4-year liberal arts degrees in music, and eventually desiring to offer 4-year professional degrees in music, DSC faces the significant challenge of needing multiple applied (studio) faculty with a variety of specializations (woodwind, brass, strings, etc.) as well a academic faculty with specializations in music theory, music history, and music education. Multiple academic faculty (non-applied or non-ensemble) with each of these primary specializations will need to be added before the institution is ready to offer professional music degrees (Bachelor of Music), however, the liberal arts degrees in music can be served, at least minimally, by faculty with primary specializations in applied and ensemble instruction. Recommendations appearing later in the report will include some academic music courses currently offered at DSC to in the future be offered via distance platforms from the UofU.

There is only one staff person whom I met on my visit. If this is the only professional staff person dedicated to support music, and especially if this same person is responsible for supporting all performing arts at

DSC, this is woefully inadequate and additional staff should be added.

Facilities, Equipment, and Safety

The Eccles Center is an elegant, well equipped, albeit limited home for music and the other arts at DSC. There is only one academic classroom, and it is currently shared with other academic units on campus. Evidently there are plans to build a general use classroom building immediately adjacent to the Eccles Center. If so, this would help alleviate this significant concern. Rehearsal space is adequate to support current needs. Of great concern is the lack of practice rooms. A logical space for adding practice rooms would be in the basement or other part of the proposed general classroom building. Faculty offices are another concern. Existing spaces in the Eccles Center are quite nice, however some faculty must give up their offices in order for students to spaces for practicing. Particularly as the faculty grows, other space in or near the Eccles Center will have to be dedicated exclusively for faculty offices.

DSC has committed significant funds for purchasing an inventory of instruments for the proposed marching band. Beyond this, there seems to be a need for additional pianos and other wind/string instruments necessary to adequately support the ensemble programs. Student access to computer and other technological tools seems quite limited in the Eccles Center. It was not apparent to what extent that the ensemble and academic music programs receive budgetary support for the purchase of music, technological teaching aids, and/or other instructional materials. Faculty members do seem to have adequate computers at their disposal.

Built in 2004, the Eccles Center appears to be in compliance with all modern safety expectations.

Library and Learning Resources

The library is **NOT** currently prepared to support 4-year music degree programs. Scores, recordings, pedagogy, and other literature materials are well below minimum thresholds for accreditation compliance. Reference holdings are better, and could minimally support liberal arts degree. Serials are quite problematic and would require subscription to approximately a half dozen journals in music.

Recommendations

1. In the two impending faculty searches planned for this semester, the DSC Music Department should dedicate one full-time tenure track line to a woodwind specialist with secondary teaching competency in music theory. Clarinet, flute, or saxophone with an ability to teach at least one other woodwind instrument would be preferable. The other line could be dedicated to any of the other performance specializations, with piano or low brass being the most logical choices. This second position should also require a second teaching specialization in music theory. Hiring two new faculty members with a secondary teaching emphasis in music theory will help support the academic infrastructure of the department. A component of the curriculum for a 4-year liberal arts degree in music that would be left uncovered would be music history/literature and general education music courses. The UofU School of Music can provide instruction for these courses via distance education. We would offer multiple sections of MUSC 1010 – Intro to Music (General Education) with on-line enrolled courses. We would also create an on-line/tele-class hybrid 2-semester sequence of music literature for music majors. This is needed in the music curriculum to meet accreditation expectations. DSC would need to equip a classroom for this course with Internet 2 (very high resolution video conference might suffice for a limited time). Per the UofU – DSC cooperative agreement, our Central Administration would fund instruction on our end while

the students enroll in courses and pay tuition at DSC.

2. DSC should allocate a new music faculty position beginning in 2009-2010 for music education. Current faculty members have public school secondary choral and secondary instrumental teaching experience, but do not have advanced degrees in music education. These individuals would be able to provide mentorship in a future music education degree program; however, hiring a music education specialist with a terminal degree and abilities in general/elementary music could provide music education students training to teach music at the K-6 level. Such a faculty member would also be able to provide education majors preparing to be elementary classroom teachers critical training in using music to teach across the general curriculum.
3. I would recommend developing two different degrees, a Bachelor of Arts in Music and a Bachelor of Science in Music, both with identical music curricular content but with different elective and other curricular expectations. It should be clear that the intent of both degree programs is a broad study of music rather than an intensive engagement with performance or music education. The need for producing licensed music educators for Washington County and the surrounding areas can be met by the DSC Music and Education departments developing a track of courses emphasizing professional education and music teaching methods that could be taken as electives in the bachelor of Science in Music degree program. This could allow students to expedite obtaining a post-baccalaureate teaching credential in music, either through the DSC department of education or at another institution in Utah. With a heavy emphasis in foreign language, the Bachelor of Arts in Music degree would not allow as much flexibility as would the Bachelor of Science in Music degree. I have purposefully avoided outlining in the report a track that could prepare students for alternative teacher licensure and certification.
4. DSC should contact NASM immediately to hire a consultant to begin the accreditation process. I would be pleased to assist in working with DSC and the consultant, however, because of my affiliation with the UofU and despite my own expertise as an NASM accreditation visitor, I believe involving an outside person is most advantageous to DSC. Compensation rates for NASM consultants are very reasonable. I am happy to recommend to DSC a few individuals who I believe would be particularly insightful in light of your institution's transition from 2-year to 4-year programs. The task for preparing a self-study and beginning the accreditation process is significant and should not be under-estimated.

Comments on the Recommended BA/BS in Music Curriculum

Liberal Arts in Music degrees do not require the depth nor synthesis element provided in the Form & Analysis course (MUSC 3540). Although we do require this in our Bachelor of Arts in Music program at the University of Utah, we do so beyond the minimum accreditation requirements. For this reason, I have not included it as required component of the recommended curriculum appearing on the following page. I believe the existing MUSC 2120, which should focus on 20th/21st Century Techniques, is best for your overall structure. It could be that in the future we can offer MUSC 2120 to DSC via Internet 2, however, we do not want to move forward with this yet. An advanced ensemble conducting course is another possibility that could be offered via distance platform.

Although not explicit required in a liberal arts degree program in music, competency at the keyboard (satisfied by your Group Piano sequence) is something that I recommend leaving as a requirement even though the credit hours will not necessary be needed to satisfy the degree requirements.

The breakdown of courses satisfies NASM curricular percentage requirements for liberal arts degrees in music.

Please contact me directly if I might answer any questions that may arise from anything contained in this report.

Robert.walzel@utah.edu
Office# 801-585-6975

**Dr. Walzel's Recommended Music Curriculum
for Dixie State College
Bachelor of Arts in Music
Bachelor of Science in Music**

43 credit hours required

Music Theory & Ear Training* MUSC 1110 Music Theory I (3) MUSC 1120 Music Theory II (3) MUSC 2110 Music Theory III (3) MUSC 2120 Music Theory IV (3) MUSC 1130 Aural Skills I (1) MUSC 1140 Aural Skills II (1) MUSC 2130 Aural Skills III (1) MUSC 2140 Aural Skills IV (1)	16 credit hours
Piano Proficiency (non-piano emphasis students only) MUSC 1150 Group Piano I (1) MUSC 1160 Group Piano III (1) MUSC 2150 Group Piano II (1) MUSC 2160 Group Piano IV (1)	Proficiency Exam or 4 credit hours Hours not required for degree completion.
Music Literature* MUSC 3630 Music History & Literature I (3) MUSC 3640 Music History & Literature II (3)	6 credit hours
Conducting* MUSC 2350 Fundamentals of Conducting (2)	2 credit hours
Ensembles ** Large Ensembles (8) Small Ensembles or Chamber Music (2)	10 credit hours
Private Applied Lessons** Major Instrument or Voice (8)	8 credit hours
Additional Music Courses* MUSC 1000 Concert Attendance (0) 4 Semesters MUSC 1001 Freshman Music Experience (1)	1 credit hour

*Musicianship comprises 25 credit hours (21% of total required hours)

**Performance & Electives comprise 18 credit hours (15% of total required hours)



February 19, 2009

William A. Sederburg
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Mr. Sederburg,

In November 2008 I visited Dixie State College as a consultant for the National Association of Schools of Music (NASM) in regards to the Department of Music's request to offer four year degrees in music. My report was submitted to the department in late November. I have been asked to clarify two items in the report and am happy to offer the following.

First, I recommended that the department add a musicologist to their faculty in order to offer coursework in music history. While I still believe that to be a good suggestion they do have a faculty member on campus now who is qualified to teach music history courses. As can be seen by his resume Dr. Robert Briggs holds a doctorate in choral conducting AND music history from the University of Northern Colorado. This training would make him qualified to teach music history courses.

Second, I listed several recommendations on page 7 of the consultative report, item #2 regarding the music education program. As stated in the report each of these items could be addressed by the faculty within existing courses in this plan. NASM is not prescriptive in terms of courses offered. It only requires that certain curricular standards be met, where they are met is determined by the unit. It is my opinion that the Department of Music could incorporate these items into their existing program of study.

Finally, and perhaps most importantly to the Department of Music it is apparent that accreditation is important to the Board of Regents and to the College. In most cases degree programs in music exist at institutions before they are submitted for review for accreditation. It is normal that a unit start up a degree, modify it as they offer it, graduate a certain number of students, and only then request review for accreditation. As I stated while on campus, I recommend that the unit begin to offer the music education track as they have currently designed it and alter/improve it as they gain experience with the program and what works well at Dixie State College. This would allow them to offer a good degree program while they worked on accreditation standards. As I point out in the consultative report, the items on Page 7, item #2 would need to be resolved prior to gaining accreditation but are not so serious as to keep the unit from offering the degree.

I would be happy to offer further clarification if needed.

Sincerely,

A handwritten signature in black ink, appearing to read "Wayne Bailey".

Wayne Bailey
Professor of Music
Arizona State University

School of Music
PO Box 870405 Tempe, AZ 85287-0405
(480) 965-3371 Fax: (480) 965-2659 herbergercollege.asu.edu

Appendix M: St. George Musical Theatre, Tuacahn Center for the Performing Arts, and Utah Shakespearian Festival Attendance Data

APPLICATION FORM GRANTS PROGRAM

UTAH ARTS COUNCIL
617 East South Temple
Salt Lake City, Utah 84102-1177
(801) 236-7550

Deb
Oct 31, 2007

UAC OFFICE USE ONLY

Date received

Mail ☐ Hand Delivered ☐ Notification sent ☐

PANEL:

Performing Arts

☐ Dance

☐ Music

☒ Theatre

☐ Litera

☐ Litera

☐ Visua

☐ Community 1 2 3

☐ Multi-Discipline

☐ Community Arts Councils

Grant Amount Requested \$

Grant Award \$

Previous Funding \$

Grant Award Date

\$

\$

When completing this
application remember to:

Submit your application on time! Application deadlines will be strictly enforced and late applications may not be considered. If late applications are reviewed and funded, 10% will be deducted from the late applicant's final funding level when the review process is complete.

Read program guidelines carefully before filling out the application. Incomplete forms submitted may invalidate your application.

Type your application. Please use TYPE SIZE NO SMALLER THAN 10 POINT and avoid script or unusual fonts.

Answer all questions in the space provided on the form...DO NOT EXTEND TO SUPPLEMENTAL PAGES.

Double check your addition to make sure it is correct.

Make a copy of the completed application for your records.

FOR APPLICANT'S COMPLETION

Applicant/Organization St George Musical Theater

Mailing Address 200 North 1000 East

City St George, Utah ZIP Code 84770

Phone 435-628-8755

Person to contact with questions regarding this application:

Name Deborah Wirth

Daytime phone 435-628-8755, 435-669-3738

Email deb@sgmt.org

Administrative Officer Donald B. Kenworthy

Phone 435-628-8755

Address 1306 East 1250 South

City St George, Utah ZIP Code 84790

Fiscal Officer (or 2nd responsible person with the organization)

Name Deborah Wirth

Phone 435-669-3738

Address 793 E. 1070 S.

City St George, Utah ZIP Code 84790

Where will financial records be kept? 200 North 1000 East

Federal Employer Identification Number 87-0533318

As verification of nonprofit status, all applicants must submit with their application a copy of the organization's Utah Certificate of Incorporation. Applicants must also submit a copy of their Internal Revenue Service letter granting 501(c)(3) Federal Tax Exempt Status. If your organization is not separately incorporated and uses the nonprofit status of another organization as its "umbrella," a statement must be submitted with this application identifying the organization from which nonprofit eligibility is derived. When possible, copies of the umbrella organization's Certificate of Incorporation and Internal Revenue Service letter should accompany your application. *NOTE: Umbrella organizations must have a direct connection and demonstrated commitment to proposed projects.*

Please check one. I am applying for:

SEPTEMBER 1, 2007 DEADLINE

- ☐ **COMMUNITY ARTS DEVELOPMENT GRANT**
(projects beginning after 1/1/06
and completed by 12/31/08)
- ☐ **TECHNICAL ASSISTANCE GRANT**
(projects beginning after 1/1/08
and completed by 12/31/08)
- ☐ **CHALLENGE GRANT FOR ARTS COUNCILS**
(projects beginning after 1/1/08
and completed by 12/31/08)

OCTOBER 1, 2007 DEADLINE

- ☒ **GENERAL SUPPORT GRANT**
(for Fiscal Year 2008-09: July 1, 2008
through June 30, 2009)
- ☐ **PROJECT GRANT**
(projects beginning after 7/1/08
and completed by 6/30/09)
- ☐ **GRANTS TO ASSIST LITERARY
MAGAZINES**
Magazines printed after 7/1/08
and prior to 6/30/09)

Identify the U.S. Congressional District for your organization's business address.

(Call your County Clerk for this information or visit www.house.gov/writerep)

Check one: ☒ District 1 ☐ District 2 ☐ District 3

Please give a brief description of your organization, its mission, and the services it provides. Include your organization's website address.

St. George Musical Theater is a non-profit corporation providing cultural and educational services with in the southern Utah area. We are dedicating to providing a year-round venue of live theatrical performances. Our objective is to promote community interest in theater by providing affordable, quality, family oriented live entertainment and by providing education to community performers of all ages. We provide community members opportunity to express their artistic talents in a live-theater setting.

In addition to our year-round venue of theatrical performance we offer educational classes for children and young adults in dance and performing arts.

Year organization was founded: 1988

Incorporation date of organization: 1996

Does your organization have a membership or subscription program? Yes ☒ No ☐

If so, describe it, listing number of members or subscribers, benefits, fees.

We are not a member organization, but do offer season tickets to our patrons.

Using codes on pages 13-14 of this booklet, please describe the legal applicant for this grant. If an "umbrella" organization is the legal applicant, codes should describe the umbrella organization.

APPLICANT STATUS 02 APPLICANT INSTITUTION 05 APPLICANT DISCIPLINE 03

PROJECT DESCRIPTION

NOTE: Questions 1 and 2 to be completed by *all* applicants, except applicants for General Support and Community Arts Councils applying for Project Grants.

Instead of questions 1 and 2, General Support applicants and Community Arts Councils applying for Project Grants must attach *not more than three pages* listing all planned activities for 2008-09 (July 1, 2008 through June 30, 2009).

1. Describe the project for which Utah Arts Council support is requested. What is the project? What do you plan to do? When? Where? *Please be specific.*

Upcoming 2008-2009 Season

June/ July 2008 High School Musical
July/August 2008 HONK
August/Sept 2008 Nunsense
November/December 2008 Beauty & the Beast
January/February 2009 King & I
March/April 2009 Aida
June/July 2008 Annie Get Your Gun

In addition to scheduled performances, we provide year-round instruction in dance and musical theater for children and youth between 4 - 18 years of age.

2. How will the project be accomplished and by whom? Identify participating artists by name whenever possible. Describe criteria and the process for artist selection.

All shows and directors are chosen by our Artistic Advisory Committee (AAC) consisting of seven experienced artists under the direction of our Artistic Director. Lighting and sound are provided by paid personnel. Casting is done via an auditioning process. Stage managers, set designers, set construction and costuming etc... are chosen on a volunteer basis under the direction of the AAC.

3. When will the project begin? Month July Day 01 Year 2008
When will it end? Month June Day 30 Year 2009
Please check at the top of page 20 to make sure your project dates fall within UAC guidelines for the type of grant you are requesting.

4. Estimate the number of individuals to be directly affected by or involved in your project as artists, non-artist participants or audience members between the project start and end dates. 39,600

Please include the totals from Artists Participating and Youth Benefiting (questions #5 and #6). Include audience numbers based on anticipated paid and free admissions. Avoid inflated estimates or estimates that double-count repeat attendees.

5. Estimate the number of children and youth to benefit directly from your project: 50

The total number of children and youth (including people under 18 years old, students, participants, and audience members) to benefit directly. This figure should reflect a portion of the total number of individuals estimated to benefit in question #4.

6. Estimate the number of artists participating: 200

The total number of artists directly involved in providing art or artistic services specifically identified with the project. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution.

7. If your project involves a performance(s), where will performances be held and what is the seating capacity of the location(s)?

Dixie State College Eccles Theater-- 493 seats

8. List last year's actual performance and/or exhibit locations:

Location	Number of Performances/Exhibits	Average Attendance per Performance/Exhibit
Joseph	25	180
The Scarlet Pimpernel	23	175
The Foreigner	23	155
Plaid Tidings	17	175
Taffetas Christmas	17	175
Man of LaMancha	34	249

Are attendance figures for last year based on an actual count or based on estimates? Organizations with paid or ticketed events are expected to provide an actual count.

CHECK ONE: Actual Count X Estimate

9. Of the 14 items listed under DISCIPLINE CODES on page 14 of this booklet, choose the one which best describes the discipline with which project activities are involved. If project activities are of a technical assistance or service nature, use the arts discipline which will benefit from the project.

PROJECT DISCIPLINE 03

Using the TYPE OF ACTIVITY CODES on page 15 of this booklet, choose the one which best describes the project activities for which support is requested:

TYPE OF ACTIVITY 05

Refer to page 16 of this booklet, and select the one ARTS EDUCATION CODE which best applies to the project described in this application:

ARTS EDUCATION 02

APPLICATION FORM GRANTS PROGRAM - FY08 PROJECT GRANT APPLICATION

UTAH ARTS COUNCIL
817 East South Temple
Salt Lake City, Utah 84102-1177
(801) 236-7550

UAC OFFICE
USE ONLY

Date received	OCT 01 2006	
Mail <input checked="" type="checkbox"/>	Hand Delivered <input type="checkbox"/>	Notification sent <input type="checkbox"/>
PANEL:		
Performing Arts	<input type="checkbox"/> Literary Arts	
<input type="checkbox"/> Dance	<input type="checkbox"/> Literary Magazines	
<input type="checkbox"/> Music	<input type="checkbox"/> Visual Arts/Arch. & Enviro. Design	
<input checked="" type="checkbox"/> Theatre	<input type="checkbox"/> Community 1 2 3	
	<input type="checkbox"/> Multi-Discipline	
	<input type="checkbox"/> Community Arts Councils	
Grant Amount Requested \$	10,000	Grant Award \$ 3,000
Previous Funding \$	2,196 FY07 *L*	Grant Award Date 05/09/07
	\$ 2,250 FY06 *L*	
	\$ 2,700 FY05 *L*	

When completing this
application remember to:

Submit your application on time! Application deadlines will be strictly enforced and late applications may not be considered. If late applications are reviewed and funded, 10% will be deducted from the late applicant's final funding level when the review process is complete.

Read program guidelines carefully before filling out the application. Incomplete forms submitted may invalidate your application.

Type your application. Please use TYPE SIZE NO SMALLER THAN 10 POINT and avoid script or unusual fonts.

Answer all questions in the space provided on the form... DO NOT EXTEND TO SUPPLEMENTAL PAGES.

Double check your addition to make sure it is correct.

Make a copy of the completed application for your records.

FOR APPLICANT'S
COMPLETION

Applicant/Organization	Tuacahn Center for the Arts		
Mailing Address	1100 Tuacahn Drive		
City	Ivins, Utah	ZIP Code	84738
Phone	435-652-3200		
Person to contact with questions regarding this application:			
Name	Kevin Smith, C.O.O.		
Daytime phone	435-652-3307		
Email	ksmith@tuacahn.org		
Administrative Officer	Kevin Smith, C.O.O.		Phone 435-652-3307
Address	same as business		
City	Utah	ZIP Code	
Fiscal Officer (or 2nd responsible person with the organization)			
Name	Tina Wilde	Phone	435-652-3311
Address	same as business		
City	Utah	ZIP Code	
Where will financial records be kept?	Tuacahn Center for the Arts		
Federal Employer Identification Number	87-048-76-95		

As verification of nonprofit status, all applicants must submit with their application a copy of the organization's Utah Certificate of Incorporation. Applicants must also submit a copy of their Internal Revenue Service letter granting 501(c)(3) Federal Tax Exempt Status. If your organization is not separately incorporated and uses the nonprofit status of another organization as its "umbrella," a statement must be submitted with this application identifying the organization from which nonprofit eligibility is derived. When possible, copies of the umbrella organization's Certificate of Incorporation and Internal Revenue Service letter should accompany your application. *NOTE: Umbrella organizations must have a direct connection and demonstrated commitment to proposed projects.*

Please check one. I am applying for:

SEPTEMBER 1, 2006 DEADLINE

- ☐ COMMUNITY ARTS DEVELOPMENT GRANT
(projects beginning after 1/1/07
and completed by 12/31/07)
- ☐ TECHNICAL ASSISTANCE GRANT
(projects beginning after 1/1/07
and completed by 12/31/07)
- ☐ CHALLENGE GRANT FOR ARTS COUNCILS
(projects beginning after 1/1/07
and completed by 12/31/07)

OCTOBER 1, 2006 DEADLINE

- ☐ GENERAL SUPPORT GRANT
(for Fiscal Year 2007-08: July 1, 2007
through June 30, 2008)
- ☒ PROJECT GRANT
(projects beginning after 7/1/07
and completed by 6/30/08)
- ☐ GRANTS TO ASSIST LITERARY
MAGAZINES
Magazines printed after 7/1/07
and prior to 6/30/08)

Identify the U.S. Congressional District for your organization's business address.

(Call your County Clerk for this information or visit www.house.gov/utahrep)

Check one: ☒ District 1 ☐ District 2 ☐ District 3

Please give a brief description of your organization, its mission, and the services it provides. Include your organization's website address.

The Tuacahn Center for the Arts (TCA), was established to awaken the nobility of the human soul and transmit light and hope to people everywhere through the arts and education. As part of that mission Tuacahn wishes to preserve the legacy of the American Musical and project that legacy into the future. Tuacahn's summer theatre season entitled "Broadway in the Desert" features original and Broadway productions that the whole family can enjoy. These productions help to preserve the kind of distinctive entertainment that the American musical genre represents. Tuacahn is also home to the Tuacahn High School for the Performing Arts, Utah's first public charter high school.

As Tuacahn fulfills its mission it also has a positive impact on the economic development of Southern Utah.

www.tuacahn.org

Year organization was founded: 1992

Incorporation date of organization: February 5, 1992

Does your organization have a membership or subscription program? Yes ☐ No ☒

If so, describe it, listing number of members or subscribers, benefits, fees.

N/A

Using codes on pages 13-14 of this booklet, please describe the legal applicant for this grant. If an "umbrella" organization is the legal applicant, codes should describe the umbrella organization.

APPLICANT STATUS 02 APPLICANT INSTITUTION 15 APPLICANT DISCIPLINE 14

PROJECT DESCRIPTION

NOTE: Questions 1 and 2 to be completed by all applicants, except applicants for General Support and Community Arts Councils applying for Project Grants.

Instead of questions 1 and 2, General Support applicants and Community Arts Councils applying for Project Grants must attach *not more than three pages* listing all planned activities for 2007-08 (July 1, 2007 through June 30, 2008).

1. Describe the project for which Utah Arts Council support is requested. What is the project? What do you plan to do? When? Where? Please be specific.

The Broadway in the Desert project presents Broadway musicals to a family-based audience during the summer and fall. Each year over 120,000 people come to Tuacahn to enjoy the unique theatrical experience of seeing professional-quality productions presented in a world-class amphitheatre surrounded by 1500-foot red-rock cliffs. The 2007 Broadway in the Desert line-up will include "My Fair Lady", "Rodgers' & Hammerstein's Cinderella", "Little Shop of Horrors" and "42nd Street".

Tuacahn's Broadway in the Desert project is remarkable because the theatrical company is a combination of Equity actors, semi-professional performers, and skilled technicians united with community actors/technicians and student interns. This provides tremendous opportunities for children, students, and artists/technicians in the community to get hands on professional training and gain unparalleled performing arts experience from their participation in Broadway in the Desert productions at Tuacahn.

As part of Broadway in the Desert, Tuacahn also provides opportunities for high school age theatre and music students through the Summer Theatre Institute. With the formation of the Institute, high school students have an opportunity to get summer-stock theater experience in a professional environment. It is "summer-stock meets summer camp." Up to fifty aspiring artists are not only taught through workshops and classroom work, but they also learn through participation in a full scale Broadway musical presented in Tuacahn's indoor 330 seat Hafen Theatre.

2. How will the project be accomplished and by whom? Identify participating artists by name whenever possible. Describe criteria and the process for artist selection.

Through Tuacahn's Artistic Committee, chaired by Scott Anderson, Tuacahn commissions a design team of over thirty artists and hires over 100 cast and crew to execute the "Broadway in the Desert" project. This includes directors, choreographers, music directors and conductors, lighting designers, sound designers, technical directors, costume designers, scenic designers, AEA stage managers, actors, technicians etc. Many of these positions have not yet been formally contracted for the 2007 season. However, Tim Threlfall has been contracted to direct "My Fair Lady." Mr. Threlfall is Chairman of the Interdisciplinary Music Dance Theatre program at BYU. Prior to joining the BYU faculty, Tim served as the Artistic Director of the Seattle Civic Light Opera. Mr. Threlfall is a graduate of the Professional Actor Training Program at the University of Washington where he received his MFA under the direction of Robert L. Hobbs. David Tinney will be directing/choreographing "Cinderella." Mr. Tinney serves as the Artistic Director of the Provo Theatre Company, and has directed and choreographed several productions in Utah. He has toured in many parts of the world with the BYU Young Ambassadors and currently teaches in the Music Dance Theatre Department at BYU. The director for "42nd Street" is Deanna Dys, a nationally acclaimed Broadway star and director from New York. Jan Shelton will be directing our Summer Institute production of "Little Shop of Horrors."

3. When will the project begin? Month June Day 13 Year 2007
When will it end? Month Oct Day 21 Year 2007

Please check at the top of page 20 to make sure your project dates fall within UAC guidelines for the type of grant you are requesting.

4. Estimate the number of individuals to be directly affected by or involved in your project as artists, non-artist participants or audience members between the project start and end dates. 150,000

Please include the totals from Artists Participating and Youth Benefiting (questions #5 and #6). Include audience numbers based on anticipated paid and free admissions. Avoid inflated estimates or estimates that double-count repeat attendees.

5. Estimate the number of children and youth to benefit directly from your project: 40,000

The total number of children and youth (including people under 18 years old, students, participants, and audience members) to benefit directly. This figure should reflect a portion of the total number of individuals estimated to benefit in question #4.

6. Estimate the number of artists participating: 165

The total number of artists directly involved in providing art or artistic services specifically identified with the project. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution.

7. If your project involves a performance(s), where will performances be held and what is the seating capacity of the location(s)?

All three summer productions will be presented in the Tuacahn Amphitheatre with a 1,920 seating capacity.

8. List last year's actual performance and/or exhibit locations:

Location	Number of Performances/Exhibits	Average Attendance per Performance/Exhibit
"Peter Pan" in Amphitheatre	38	1240
"South Pacific" in Amphitheatre	38	970
"Cats" in Amphitheatre	33	not yet available

Are attendance figures for last year based on an actual count or based on estimates?
Organizations with paid or ticketed events are expected to provide an actual count.

CHECK ONE: X Actual Count Estimate

9. Of the 14 items listed under DISCIPLINE CODES on page 14 of this booklet, choose the one which best describes the discipline with which project activities are involved. If project activities are of a technical assistance or service nature, use the arts discipline which will benefit from the project:
PROJECT DISCIPLINE 04

Using the TYPE OF ACTIVITY CODES on page 15 of this booklet, choose the one which best describes the project activities for which support is requested:

TYPE OF ACTIVITY 08

Refer to page 16 of this booklet, and select the one ARTS EDUCATION CODE which best applies to the project described in this application:

ARTS EDUCATION 99

APPLICATION FORM GRANTS PROGRAM - FY08 PROJECT GRANT APPLICATION

UTAH ARTS COUNCIL
617 East South Temple
Salt Lake City, Utah 84102-1177
(801) 236-7550

UAC OFFICE
USE ONLY

Date received **OCT 01 2006**

Mail ☒ Hand Delivered ☐ Notification sent ☐

PANEL:

<input type="checkbox"/> Performing Arts	<input type="checkbox"/> Literary Arts
<input type="checkbox"/> Dance	<input type="checkbox"/> Literary Magazines
<input type="checkbox"/> Music	<input type="checkbox"/> Visual Arts/Arch. & Enviro. Design
<input checked="" type="checkbox"/> Theatre	<input type="checkbox"/> Community 1 2 3
	<input type="checkbox"/> Multi-Discipline
	<input type="checkbox"/> Community Arts Councils

Grant Amount Requested \$ 70,000 Grant Award \$ 56,000

Previous Funding \$ 54,870 FY07 Grant Award Date 05/09/07

\$ 55,250 FY06

\$ 56,000 FY05

When completing this
application remember to:

Submit your application on time! Application deadlines will be strictly enforced and late applications may not be considered. If late applications are reviewed and funded, 10% will be deducted from the late applicant's final funding level when the review process is complete.

Read program guidelines carefully before filling out the application. Incomplete forms submitted may invalidate your application.

Type your application. Please use TYPE SIZE NO SMALLER THAN 10 POINT and avoid script or unusual fonts.

Answer all questions in the space provided on the form...DO NOT EXTEND TO SUPPLEMENTAL PAGES.

Double check your addition to make sure it is correct.

Make a copy of the completed application for your records.

FOR APPLICANT'S
COMPLETION

Applicant/Organization Utah Shakespearean Festival

Mailing Address 351 W. Center St.

City Cedar City, Utah ZIP Code 84720 Phone 435-586-7884

Person to contact with questions regarding this application:

Name Jyl Shuler

Daytime phone 435-586-7884

Email shuler@bard.org

Administrative Officer R. Scott Phillips Phone 435-586-7884

Address Utah Shakespearean Festival

351 W. Center St.

City Cedar City, Utah ZIP Code 84720

Fiscal Officer (or 2nd responsible person with the organization)

Name Todd Ross Phone 435-586-7884

Address Utah Shakespearean Festival

351 W. Center St.

City Cedar City, Utah ZIP Code 84720

Where will financial records be kept? Southern Utah University

Federal Employer Identification Number 87-6000481

As verification of nonprofit status, all applicants must submit with their application a copy of the organization's Utah Certificate of Incorporation. Applicants must also submit a copy of their Internal Revenue Service letter granting 501(c)(3) Federal Tax Exempt Status. If your organization is not separately incorporated and uses the nonprofit status of another organization as its "umbrella," a statement must be submitted with this application identifying the organization from which nonprofit eligibility is derived. When possible, copies of the umbrella organization's Certificate of Incorporation and Internal Revenue Service letter should accompany your application. *NOTE: Umbrella organizations must have a direct connection and demonstrated commitment to proposed projects.*

Please check one. I am applying for:

SEPTEMBER 1, 2006 DEADLINE

- ☐ COMMUNITY ARTS DEVELOPMENT GRANT
(projects beginning after 1/1/07
and completed by 12/31/07)
- ☐ TECHNICAL ASSISTANCE GRANT
(projects beginning after 1/1/07
and completed by 12/31/07)
- ☐ CHALLENGE GRANT FOR ARTS COUNCILS
(projects beginning after 1/1/07
and completed by 12/31/07)

OCTOBER 1, 2006 DEADLINE

- ☐ GENERAL SUPPORT GRANT
(for Fiscal Year 2007-08: July 1, 2007
through June 30, 2008)
- ☒ PROJECT GRANT
(projects beginning after 7/1/07
and completed by 6/30/08)
- ☐ GRANTS TO ASSIST LITERARY
MAGAZINES
Magazines printed after 7/1/07
and prior to 6/30/08)

Identify the U.S. Congressional District for your organization's business address.

(Call your County Clerk for this information or visit www.house.gov/writerep)

Check one: ☐ District 1 ☒ District 2 ☐ District 3

Please give a brief description of your organization, its mission, and the services it provides. Include your organization's website address.

The mission of the Utah Shakespearean Festival is to present professional repertory theatre that illuminates the human condition and that propels us to artistic excellence. We do this in an engaging and stimulating festival atmosphere where playgoers can watch, participate in, and be immersed in experiences which entertain, enrich, and educate. The Festival produces six plays on three stages during its eleven-week summer season plus three staged readings of new unpublished plays, three plays during our six-week fall season, and one play for the Christmas season. Daily activities include the nightly Greenshow, and Backstage Tours plus the pre-play orientations, daily literary seminars, and the actor, costume and music seminars which are all twice each week during the summer. Back Stage tours, pre-play orientations, daily literary seminars, and actor and a props seminar twice each week.

Website address: www.usf.org

Year organization was founded: 1961

Incorporation date of organization: 1962

Does your organization have a membership or subscription program? Yes ☐ No ☒

If so, describe it, listing number of members or subscribers, benefits, fees.

n/a

Using codes on pages 13-14 of this booklet, please describe the legal applicant for this grant. If an "umbrella" organization is the legal applicant, codes should describe the umbrella organization.

APPLICANT STATUS 02 APPLICANT INSTITUTION 03 APPLICANT DISCIPLINE 04

PROJECT DESCRIPTION

NOTE: Questions 1 and 2 to be completed by all applicants, except applicants for General Support and Community Arts Councils applying for Project Grants.

Instead of questions 1 and 2, General Support applicants and Community Arts Councils applying for Project Grants must attach *not more than three pages* listing all planned activities for 2007-08 (July 1, 2007 through June 30, 2008).

1. Describe the project for which Utah Arts Council support is requested. What is the project? What do you plan to do? When? Where? *Please be specific.*

The Utah Shakespearean Festival is a total theatre endeavor which began with the production of the works of William Shakespeare in 1962. In 1989, with the completion of the Randall L. Jones Theatre, the Festival began to produce other noted playwrights work such as Chekov, Noel Coward, Ibsen, Shaw and others in repertory. During the summer season, we annually produce three Shakespeare plays, two classics and a musical. During the fall season three additional plays, one being Shakespeare, are produced in rotating repertory Tuesday through Saturday with a matinee and evening performance. Added two years ago, a limited run of 9 performances of an adaptation of A Christmas Carol: On the Air moved the USF into the Christmas season.

The USF also serves as a classical training ground for exceptional graduate and conservatory students who work alongside professional directors, actors, designers and technicians to refine and develop their skills in classic and contemporary theatre. Each August, The New American Play Project (formerly known as 'Plays In Progress Series') provides a venue for unpublished works to be read in staged readings by members of the USF acting company.

2008 Season....

Adams Memorial Theatre (summer): Cyrano deBergerac, The Two Gentlemen of Verona, Othello

Randall L. Jones Theatre (summer): Bus Stop, She Loves Me, The Constant Willa

Randall L. Jones Theatre (fall): Julius Caesar, I Do! I Do!, The Mouse Trap

Randall L. Jones Theatre (winter): A Christmas Carol: On The Air

2. How will the project be accomplished and by whom? Identify participating artists by name whenever possible. Describe criteria and the process for artist selection.

Festival director, R. Scott Phillips leads the Festival with the assistance of J.R. Sullivan and Kathleen Conlin, associate artistic directors and Fred C. Adams, founder and executive producer emeritus. Under his guidance, each of the 10 productions will have its own director set, costume, sound and lighting designer. The directors and designers come from the ranks of the Society of Stage Directors and Choreographers, United Scenic Artists, as well as teaching positions at leading conservatories and graduate programs. The acting company is comprised of members of Actors Equity Association, professional actors from throughout the country, and graduate students from noted programs.

The artistic teams, directors, set, music, lights/audio and costume designers are hired about 12-18 months prior to the production, allowing for each team to meet, consult and determine how the production will be conceived and mounted. Actors and technicians are hired three to twelve months before production and arrive about six weeks prior to opening for rehearsal and for the building of the sets, costumes and other technical specialties. With the input of the artistic team, designers are hired by the production manager. Crew chiefs are also hired by the production manager and each crew chief then hires their crew whether sets, lights, audio, music, etc.

3. When will the project begin?

Month	Nov	Day	1	Year	2007
Month	Dec	Day	31	Year	2008

When will it end?

Month	Dec	Day	31	Year	2008
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Please check at the top of page 28 to make sure your project dates fall within UAC guidelines for the type of grant you are requesting.

4. Estimate the number of individuals to be directly affected by or involved in your project as artists, non-artist participants or audience members between the project start and end dates. 165,000

Please include the totals from Artists Participating and Youth Benefiting (questions #5 and #6). Include audience numbers based on anticipated paid and free admissions. Avoid inflated estimates or estimates that double-count repeat attendees.

5. Estimate the number of children and youth to benefit directly from your project: 45,000

The total number of children and youth (including people under 18 years old, students, participants, and audience members) to benefit directly. This figure should reflect a portion of the total number of individuals estimated to benefit in question #4.

6. Estimate the number of artists participating: 375

The total number of artists directly involved in providing art or artistic services specifically identified with the project. Include living artists whose work is represented in an exhibition regardless of whether the work was provided by the artist or by an institution.

7. If your project involves a performance(s), where will performances be held and what is the seating capacity of the location(s)?

Adams Memorial Theatre 887
Randall L. Jones Theatre 769
SUU Auditorium 821

8. List last year's actual performance and/or exhibit locations:

Location	Number of Performances/Exhibits	Average Attendance per Performance/Exhibit
Adams Memorial Theatre	63	675
Randall L. Jones Theatre	55 Eve. & 60 Mat.	463 Eve & 552 Mat.
SUU Auditorium (summer season)	18	357
SUU Auditorium (new play series)	9	106
Randall L. Jones Theatre (fall)*	23 Eve. & 19 Mat.	350 E & 300 M est.
Randall L. Jones Theatre (winter)	9	450

Are attendance figures for last year based on an actual count or based on estimates?

Organizations with paid or ticketed events are expected to provide an actual count.

CHECK ONE:

X
Actual Count

*
Estimate

9. Of the 14 items listed under DISCIPLINE CODES on page 14 of this booklet, choose the one which best describes the discipline with which project activities are involved. If project activities are of a technical assistance or service nature, use the arts discipline which will benefit from the project:

PROJECT DISCIPLINE 04

Using the TYPE OF ACTIVITY CODES on page 15 of this booklet, choose the one which best describes the project activities for which support is requested:

TYPE OF ACTIVITY 08

Refer to page 16 of this booklet, and select the one ARTS EDUCATION CODE which best applies to the project described in this application:

ARTS EDUCATION 99

Appendix N: Enrollment Case Study

Based on data provided by Southern Utah University, it is reasonable to conclude that a music education program at DSC will not reduce numbers significantly at SUU. Washington County supplies only 7% of SUU's freshman class and only 9.5% of SUU's total student body (<http://www.suu.edu/general/ir/fact06/enrollmentstats.pdf>). Southern Utah University has a notable music program. Multiple professional collaborations between DSC faculty and SUU department chair, Keith Bradshaw has only strengthened the relationship between the two institutions.

In contrast, 70% of DSC's freshman class comes from Washington County. There is no evidence that recent expansion of degree offerings at DSC has had a negative impact on SUU's enrollments, and given the data about enrollment trends at the two institutions, it is not expected that the addition of a music education degree at DSC will adversely affect SUU's student population.

A specific case study for viewing the impact of a new DSC degree on an existing program at SUU is the addition of a communication degree at DSC offers. From 2003 to the present, the number of declared communication majors at DSC has grown steadily. In 2003, there were 11 majors; currently there are 194. During the same years at SUU, the number of communication majors has gone up or down slightly from year to year, but never with more than an 8% difference from one year to the next. Multiple factors could contribute to minor fluctuations in enrollment, but SUU's program is essentially stable. There are currently 225 communication majors at SUU. It is impossible to make a direct cause-and-effect correlation between SUU's up-and-down major count and the steady growth of majors at DSC. Clearly, 194 students have not abandoned SUU's program to come to Dixie. To the contrary, the data support the claim that DSC attracts students from a different market.

Communication Majors at DSC and SUU

Dixie State College (Student Enrollment in Communication Baccalaureate Degree as reported by Julie Stender, Institutional Research Analyst)

Year	Enrollment
2007-2008	194
2006-2007	176
2005-2006	80
2004-2005	17
2003-2004	11

Southern Utah University (Student Enrollment in Communication Baccalaureate Degree as reported by Bonnie Rayburn, Administrative Assistant and Associate Provost)

Year	Enrollment
2007-2008	225
2006-2007	238
2005-2006	259
2004-2005	245
2003-2004	249

Appendix O: SUU Letter of Support



Dr. Keith Bradshaw, Chair
Music Department
Southern Utah University
351 W. University Blvd.
Cedar City, UT 84720

February 4, 2009

To Whom It May Concern:

Dixie State College is in the process of becoming a four-year institution and has applied to begin offering a degree in music. Given the recent additions to the faculty and the courses they are able to offer, they now have the resources to begin a Bachelor of Arts degree in Music. In my opinion, this degree should be the starting point for Dixie, and when they have sufficient number of majors, they can expand the focus of the degree.

The question of the impact that a four-year degree at DSC would have on our program at Southern Utah University has been an issue in the decision of whether or not to allow Dixie to offer this degree. While we would be recruiting from some of the same regions, we have not had many students come to SUU from Dixie State. It would have little effect on the number of transfer students we receive. It could effect the number of freshman somewhat, but I do not think it would be significant.

In short, I am not opposed to Dixie State College offering a Bachelors Degree in Music. It is a standard degree in any four-year institution and should be offered at DSC as they move toward four-year status. This is a logical step in their progression and I endorse their efforts to offer this degree. I would be pleased to respond to any questions or issues that arise.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith M. Bradshaw", is written over a light blue horizontal line.

Keith M. Bradshaw, Chair
Music Department
Southern Utah University
435-586-7891
bradshaw@suu.edu

Signature Page

Institution Submitting Proposal: Dixie State College

School affected: Arts and Letters

Department affected: Music

Change Description: Add a Bachelors of Science in Music Education Degree

Proposed Beginning Date: Spring Semester, 2010

Institutional Signatures:

_____, Department Chair
Glenn Webb

_____, Division Associate Dean
Brent L. Hanson

_____, Dean
Donald R. Hinton

_____, Chief Academic Officer
Donna Dillingham-Evans

_____, President
Stephen D. Nadauld

_____, Date

October 29, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Academic, Career and Technical Education and Student Success (Programs)
Committee—Three Year Reviews

The following have been submitted for consideration by the Regents as recommendations from the Programs Committee.

A. Utah State University

i. Three Year Follow Up Report—Agricultural Communication and Journalism

Program Description

The Agricultural Communication and Journalism program at Utah State University (USU) was approved by the Utah Board of Regents on May 31, 2006, with students admitted into the program fall semester of 2006. The specific focus of this Bachelor of Science degree prepares students to report agricultural information to audiences such as consumers, legislators, homeowners, farmers, agribusinesses, commodity groups, and governmental agencies. This major is designed to provide opportunities for agriculturists. The students typically identify themselves with agriculture via their personal passion for such disciplines then locate the major as “a way to make a difference.” Agricultural Communication and Journalism students choose the major because of their desire to be a positive “voice” for agriculture.

Graduates of the Agricultural Communication and Journalism program complete coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, agribusiness, textile science, and biotechnology. Students have a base knowledge to draw from as they communicate the importance of the food and fabric industry, both domestically and internationally. Students also complete courses specific to agricultural communication in technical writing, sales, leadership, agricultural literacy, and environmental impacts—all designed to emphasize responsibilities in the agricultural communication profession. Additionally, students develop a skill set in journalism and communication courses including news writing, mass media, online journalism, and media law. Students graduate with a dual major in Agricultural Communication and Journalism (ACJ) and Journalism and Communication (JCOM); many Agricultural Communication and Journalism students complete a minor in an agricultural discipline as well. This degree is communication with a focus—agriculture: a synergistic combination of JCOM for media and public relations and ACJ for content and issues specific to agriculture.

The rationale for the development of the Agricultural Communication and Journalism program is a direct response to expressed interest from College of Agriculture students. The ACJ program requires minimal infrastructure and organizational changes as it relies on courses currently being offered within the Colleges

of Agriculture and Humanities and Social Sciences. The degree program is coordinated between the Agricultural Systems Technology and Education (ASTE) and JCOM departments, to avoid duplication and overlap while providing a degree opportunity offered across the United States for students. The ACJ program, along with similar programs across the country, serves students who choose to pursue an agricultural degree and career. However, these students will not work in traditional agricultural settings and they do not follow a traditional agricultural science-based curriculum. The ACJ program serves students who do not initially identify themselves as journalists and provides more content depth than an emphasis in JCOM would provide.

Enrollment and interest in the program has exceeded initial estimates. However, this high level of interest, coupled with the departure of the ACJ-lead faculty member, resulted in structural challenges. The lower enrollment in year three is due to uncertainty of the program status given the loss of established leadership. With the departure of the lead faculty member at a time when program cuts at the University were taking place, many students changed majors and so enrollment trended downward. There are currently 23 declared majors as of Fall 2010. The ASTE and JCOM departments are aware of the structural challenges presented by the rapid growth experienced in year two and see this growth as clear evidence of student interest. The ASTE department responded to the need for leadership in this program by reallocating departmental assignments and strategically filling the oversight role for the program with a passionate, dynamic program leader while surrendering other positions to cover departmental budget cuts. USU administrator's are intensifying the communication between the JCOM and ASTE departments to ensure appropriate advisement and experiences for the students and actively recruiting new students into the program. JCOM faculty members have been identified to specifically work with the ACJ students. The departments are solidifying the foundation of this program and preparing for a more structured growth pattern. The intercollegiate program bridge will extend physically when the JCOM program is located in the new College of Agriculture building. The departments are poised to demonstrate the ACJ major's potential and fulfill a need that exists within the College of Agriculture.

Enrollment Data

Enrollment Data						
	Year 1 - 2006-2007		Year 2 - 2007-2008		Year 3 - 2008-2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	7.80	7.67	19.74	45.00	30.07	35.33
Cost Per FTE	9,506	5,470	4,709	4,910	3,808	6,264
Student/Faculty Ratio		17.47		20.83		18.09
Headcount	10	9	21	47	31	36
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	0	0	0	0	0	0

Employment Information

ACJ students graduate with a competent set of communication skills and an understanding of scientific agriculture. Consequently, their career opportunities are numerous. Land-grant universities employ a staff of journalists to communicate their research, extension, and teaching programs. Several branches of the federal government (e.g. Department of Agriculture, Department of the Interior) employ agricultural journalists, as do similar departments in state programs (e.g. Utah Department of Agriculture and Food, Utah Association of Conservation Districts, Utah Farm Bureau Federation). There are several hundred agriculture-related publications in the United States in addition to the agribusinesses, agricultural chemical and machinery companies, advertising agencies, and agriculture associations employing people who are trained in writing, advertising, broadcasting, and public relations.

The report, "Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System 2005-2010," initiated by the U.S. Department of Agriculture, projects employment options for students with expertise in these areas to remain strong. Along with graduates in agriculture and life science, forestry, and veterinary medicine, job openings will be filled by qualified graduates in agricultural communication, biological sciences, engineering, business, and applied technologies. The students in the program are being actively recruited for internships and professional experience prior to graduation. Recent examples of successful internships include the Utah Department of Agriculture and Food, Utah Farm Bureau Federation, Utah State Fair, and the USDA's Agricultural Outlook Forum—a highly competitive national venue of top students interacting with national and international agriculturists.

Current employment for one program graduate is unknown, and one other is working in an unrelated field. All other graduates of this degree program are either in graduate school in a related area, or have found agricultural communication and journalism related work with employers such as: the American Paint Horse Association, the City of Logan, ICON Health, and Snowmobiling Magazine.

ii. *Three Year Follow Up Report—BS/BA International Business*

Program Description:

The BA/BS degree program in International Business in the Huntsman School of Business at Utah State University (USU) requires students to complete fifteen credits of business coursework in areas pertinent to the practice of international business, six credits of coursework to develop an understanding of broader historical, political, and/or economic contexts of business in an international context, and three credits of elective coursework with an international dimension. In addition, students are required to demonstrate competence in a second language and complete an international experience. These requirements are in addition to other USU and Huntsman School of Business degree completion requirements. The program was approved by the Board of Regents on May 31, 2006, and students were first admitted in fall semester, 2006.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1 - 2006/2007		Year 2 – 2007/2008		Year 3 – 2008/2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	15	15.17	30	50.17	30	67.67
Cost Per FTE		8,134		8,703		7,494
Student/Faculty Ratio	28	36.60	28	26.12	28	25.04
Headcount	15	15.5	30	52.5	30	72
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program		336		8991		9828

Employment Information

For 2006/07 and 2007/08, data on graduates is not available. For 2008/09, there were nine graduates of which four completed an employment/education survey. One student planned to continue his studies, while the three remaining students accepted positions with Camp Chef, New York Life Insurance, and ThermoFisher (all in Utah) at an average salary of \$44,000.

B. Dixie State College of Utah

i. Three-Year Follow-Up Report BA/BS in English

Program Description

The English Department at Dixie State College of Utah in St. George, started admitting students to its bachelor's program in August 2006 (when the Regents first approved the English degree) and granted its first bachelor's degrees in English to three graduates who completed their program in December 2007. By the formal commencement in May 2008, the number of graduates had doubled, and has been increasing every semester since. As of September 2009, 33 students have graduated—each with an emphasis in either Literary Studies or Professional and Technical Writing. The Regents approved the English Education degree in August 2007, and the first students were admitted at that time. In December 2009, the first cohort of seven English Education students is expected to complete their requirements for graduation; all they lack is their student teaching, which they are doing this fall semester.

This report summarizes how the English Program's projections and expectations compare to the actual numbers over the past three years. Currently, students may earn either a B.S. or a B.A. and choose from three emphases: Literary Studies, Professional and Technical Writing, or English Education (which includes secondary certification).

Enrollment Data

ENROLLMENT DATA						
	Year 1 (2006-07)		Year 2 (2007-08)		Year 3 (2008-09)	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	20	46.8	40	115.4	60	132.2
Cost per FTE	12,723	3,471	8,353	3,635	6,886	N/A
Student/Faculty Ratio	6.6:1	4:1	10:1	6:1	12:1	9:1
Headcount	20	49	40	87	60	133
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	21,000	18,602	48,000	46,037	68,760	N/A

Employment Information

Of the three students who completed studies in December 2007, one enrolled in a doctoral program and is teaching as an adjunct for the DSC English department; one is currently enrolled in a Master's program and is teaching as an adjunct for this department; and one is working as an administrative assistant for the Washington County Public Schools. Of the five graduates from May 2008, one is working as a recruiter for Portland State University; one has moved to Salt Lake City and is working in a law office; one is enrolled in a Master's program and is working as an adjunct for the DSC English department; one is working as an advisor for the Integrated Studies program; and one is in the teacher certification program at Dixie. Of the seven graduates who completed their requirements in December 2008, one is working as an adjunct in the Developmental Studies program at Dixie, one has decided to be a full-time mom, one is looking for work, one is currently enrolled in a Master's program and is teaching as an adjunct for this department, one is an assistant basketball coach at Dixie, one has been accepted to law school, and one is working as a technical writer for a private school. Eighteen students graduated in May 2009: one is employed with an Internet company, one has been accepted to a Master's program in Library Science, one has started a private business with her husband, one has been accepted to law school, four are looking for work, three are in the teacher certification program at Dixie, one works part-time with her husband in a private business, one is currently enrolled in a Master's program and is teaching as an adjunct for the DSC English department, one works for a bank, one works for SkyWest, one is enrolled in a Master's program at Weber and working full-time for Intermountain Health, one is employed by a hospice center, and one is applying for law school while working part-time for a local law firm.

Summary of Graduates Placed:

Graduate School	9
Teacher Certification Program	4
Employed in various fields	20
Unemployed by choice	1
Unemployed, looking for work	5

ii. Three-Year Follow-Up Report BA/BS Medical Radiography AAS

Program Description

The Medical Radiography Program at Dixie State College was approved by the Board of Regents on March 18, 2005. The first class entered the program in January 2006 and qualified to graduate from the program

in October 2007 with an A.A.S. degree in Medical Radiography. The third class will complete the program requirements in November 2009, bringing the number of graduates to 36. Growth of the program has been hindered due to lack of clinical sites.

The program was accredited by the Joint Review Committee on Education in Radiologic Technology in April 2007.

Enrollment Data

ENROLLMENT DATA						
	Year 1 (2006-2007)		Year 2 (2007-2008)		Year 3 (2008-2009)	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	15	26	20	27	20	25
Cost per FTE	5,467	4,117	7,000	3,347	3,614	N/A
Student/Faculty Ratio	7.5:1	6:1	7.5:1	6.5:1	7.5:1	6:1
Headcount	15	25	20	25	20	23
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	41,109	38,064	60,725	56,227	61,422	N/A

Gender Data

			2007			2008			2009		
	CIP	Degree	Male	Female	Total	Male	Female	Tot	Male	Female	Tot
Radiologic Technology/ Science - Radiographer	510911	Associate of Applied Science	10	15	25	13	12	25	10	13	23
Total			10	15	25	13	12	25	10	13	23

Employment Information

2006	2007	2008*
100%	100%	(see note below)

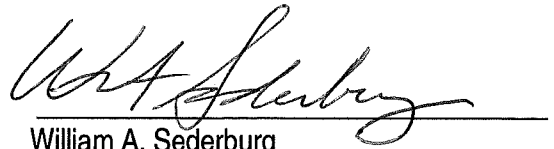
The majority of graduates are employed by Intermountain Health Care facilities. Of the 12 graduates in the 2006 cohort, 11 were employed with one remaining unemployed by choice. Two of the graduates are pursuing their BS degrees in Advanced Radiologic Sciences through Weber State University.

All 13 students from the 2007 cohort are employed with three currently pursuing their BS degrees through Weber State University. One graduate is employed in California, with the remaining 12 employed in Utah.

*The 2008 cohort have not yet graduated and are not eligible to sit for the American Registry of Radiologic Technologists' credentialing exam; however, five students in the cohort are licensed and employed as limited radiography technicians.

Recommendation

The Commissioner recommends approval of the Three Year Reviews

A handwritten signature in black ink, appearing to read 'W.A. Sederburg', written over a horizontal line.

William A. Sederburg
Commissioner of Higher Education

WAS/GSW

Three-Year Follow-Up Report
Utah State University
B.S. Agricultural Communication and Journalism
October 2010

Program Description

The Agricultural Communication and Journalism program at Utah State University (USU) was approved by the Utah Board of Regents on May 31, 2006, and students were admitted into the program fall semester 2006. The specific focus of this Bachelor of Science degree prepares students to report agricultural information to audiences such as consumers, legislators, homeowners, farmers, agribusinesses, commodity groups, and governmental agencies. This major is designed to provide opportunities for agriculturists. The students typically identify themselves with agriculture via their personal passion for such disciplines and then locate the major as “a way to make a difference.” Agricultural Communication and Journalism students choose the major because of their desire to be a positive “voice” for agriculture.

Graduates of the Agricultural Communication and Journalism program complete coursework in a variety of technical agricultural disciplines including animal science, plant science, agricultural economics, agribusiness, textile science, and biotechnology. Students have a base knowledge to draw from as they communicate the importance of the food and fabric industry, both domestically and internationally. Students also complete courses specific to agricultural communication in technical writing, sales, leadership, agricultural literacy, and environmental impacts—all designed to emphasize responsibilities in the agricultural communication profession. Additionally, students develop a skill set in journalism and communication courses including newswriting, mass media, online journalism, and media law. Students graduate with a dual major in Agricultural Communication and Journalism (ACJ) and Journalism and Communication (JCOM), and many Agricultural Communication and Journalism students complete a minor in an agricultural discipline as well. This degree is communication with a focus—agriculture: a synergistic combination of JCOM for media and public relations and ACJ for content and issues specific to agriculture.

The rationale for the development of the Agricultural Communication and Journalism program is a direct response to expressed interest from College of Agriculture students. The ACJ program requires minimal infrastructure and organizational changes as it relies on courses currently being offered within the Colleges of Agriculture and Humanities and Social Sciences. The degree program is coordinated between the Agricultural Systems Technology and Education (ASTE) and JCOM departments, to avoid duplication and overlap while providing a degree opportunity for students that is offered at institutions across the United States. The ACJ program, along with similar programs across the country, serves students who choose to pursue an agricultural degree and career. However, these students will not work in traditional agricultural settings and they do not follow a traditional agricultural science-based curriculum. The ACJ program serves students who do not initially identify themselves as journalists and provides more content-depth than an emphasis in would JCOM provide.

Enrollment and interest in the program has exceeded our initial estimates. However, this high level of interest, coupled with the departure of the ACJ lead faculty member, resulted in structural challenges. The lower enrollment in year three is due to uncertainty of the program status given the loss of established leadership. With the departure of the lead faculty member at a time when program cuts at the University were taking place, many students changed majors and so our enrollment trended downward. There are currently 23 declared majors as of Fall 2010. The ASTE and JCOM departments are aware of the structural challenges presented by the rapid growth experienced in year two and see this growth as clear evidence of

student interest. The ASTE department responded to the need for leadership in this program by reallocating departmental assignments and strategically filling the oversight role for the program with a passionate, dynamic program leader while surrendering other positions to cover departmental budget cuts. We are intensifying the communication between the JCOM and ASTE departments to ensure appropriate advisement and experiences for the students and actively recruiting new students into the program. JCOM faculty members have been identified to specifically work with the ACJ students. The departments are solidifying the foundation of this program and preparing for a more structured growth pattern. The intercollege program bridge will extend physically when the JCOM program is located in the new College of Agriculture building. The departments are poised to demonstrate the ACJ major's potential and fulfill a need that exists within the College of Agriculture.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1 - 2006-2007		Year 2 – 2007-2008		Year 3 – 2008-2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	7.80	7.67	19.74	45.00	30.07	35.33
Cost Per FTE	9,506	5,470	4,709	4,910	3,808	6,264
Student/Faculty Ratio		17.47		20.83		18.09
Headcount	10	9	21	47	31	36
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	0	0	0	0	0	0

Employment Information

ACJ students graduate with a competent set of communication skills and an understanding of scientific agriculture. Consequently, their career opportunities are numerous. Land-grant universities employ a staff of journalists to communicate their research, extension, and teaching programs. Several branches of the federal government (e.g. U.S. Department of Agriculture, Department of the Interior) employ agricultural journalists, as do similar departments in state programs (e.g. Utah Department of Agriculture and Food, Utah Association of Conservation Districts, Utah Farm Bureau Federation). There are several hundred agriculture-related publications in the United States in addition to the agribusinesses, agricultural chemical and machinery companies, advertising agencies, and agriculture associations employing people who are trained in writing, advertising, broadcasting, and public relations.

The report, "Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System 2005-2010," initiated by the U.S. Department of Agriculture, projects employment options for students with expertise in these areas to remain strong. Along with graduates in agriculture and life science, forestry, and veterinary medicine, job openings will be filled by qualified graduates in agricultural communication, biological sciences, engineering, business, and applied technologies.

The students in the program are being actively recruited for internships and professional experience prior to graduation. Recent examples of successful internships include the Utah Department of Agriculture and Food, Utah Farm Bureau Federation, Utah State Fair, and the USDA's Agricultural Outlook Forum—a highly competitive national venue of top students interacting with national and international agriculturists.

Current employment for one program graduate is unknown, and one other is working in an unrelated field. All other graduates of this degree program are either in graduate school in a related area, or have found agricultural communication and journalism related work with employers such as the following: American Paint Horse Association, the City of Logan, ICON Health, and Snowmobiling Magazine.

**ThreeYear Follow-Up Report
Utah State University
BS/BA, International Business
October 2010**

Program Description

The BA/BS degree program in International Business in the Huntsman School of Business at Utah State University (USU) requires students to complete fifteen credits of business coursework in areas pertinent to the practice of international business, six credits of coursework to develop an understanding of broader historical, political, and/or economic contexts of business in an international context, and three credits of elective coursework with an international dimension. In addition, students are required to demonstrate competence in a second language and complete an international experience. These requirements are in addition to other USU and Huntsman School of Business degree completion requirements. The program was approved by the Board of Regents on May 31, 2006, and students were first admitted in fall semester, 2006.

Enrollment Data

The estimated numbers should have been included as projections in the original request.

Enrollment Data						
	Year 1 - 2006/2007		Year 2 – 2007/2008		Year 3 – 2008/2009	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	15	15.17	30	50.17	30	67.67
Cost Per FTE		8,134		8,703		7,494
Student/Faculty Ratio	28	36.60	28	26.12	28	25.04
Headcount	15	15.5	30	52.5	30	72
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program		336		8991		9828

Employment Information

For 2006/07 and 2007/08, data on graduates is not available. For 2008/09, there were nine graduates of which four completed an employment/education survey. One students was continuing their studies, the three remaining students accepted positions with Camp Chef, New York Like Insurance, and ThermoFisher, all in Utah, at an average salary of \$44,000.

**Three-Year Follow-Up Report
Dixie State College of Utah
B.A. and B.S. in English
15 November 2009**

Program Description

The English Department at Dixie State College of Utah in St. George, UT, started admitting students to its bachelor's program in August 2006 (when the Regents first approved the English degree) and granted its first bachelors' degrees in English to three graduates who completed their program in December 2007. By the formal commencement in May 2008, the number of graduates doubled, and has been increasing every semester since. As of September 2009, thirty-three students have graduated—each with an emphasis in either Literary Studies or Professional & Technical Writing. The Regents approved the English Education degree in August 2007, and the first students were admitted at that time. In December 2009, the first cohort of seven English Education students is expected to complete their requirements for graduation; all they lack is their student teaching, which they are doing this fall semester.

This report summarizes how the English Program's projections and expectations compare to the actual numbers over the past three years. Currently, students may earn either a B.S. or a B.A. and choose from three emphases: Literary Studies, Professional & Technical Writing, or English Education (which includes secondary certification).

Enrollment Data

ENROLLMENT DATA						
	Year 1 (2006-07)		Year 2 (2007-08)		Year 3 (2008-09)	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	20	46.8	40	115.4	60	132.2
Cost per FTE	12,723	3,471	8,353	3,635	6,886	N/A
Student/Faculty Ratio	6.6:1	4:1	10:1	6:1	12:1	9:1
Headcount	20	49	40	87	60	133
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	21,000	18,602	48,000	46,037	68,760	N/A

Employment Information

Of the three students who completed studies in December 2007, one is enrolled in a doctoral program and is teaching as an adjunct for the DSC English department; one is currently enrolled in a Master's program and is teaching as an adjunct for this department; and one is working as an administrative assistant for the Washington County Public Schools. Of the five graduates from May 2008, one is working as a recruiter for Portland State University, one has moved to Salt Lake City and is working in a law office, one is enrolled in a Master's program and is working as an adjunct for the DSC English department, one is working as an advisor for the Integrated Studies program, and one is in teacher certification program at Dixie. Of the seven graduates who completed their requirements in December 2008, one is working as an adjunct in the Developmental Studies program at Dixie, one

has decided to be a full-time mom, one is looking for work, one is currently enrolled in a Master's program and is teaching as an adjunct for this department, one is an assistant basketball coach at Dixie, one has been accepted to law school, and one is working as a technical writer for a private school. Eighteen students graduated in May 2009: one is employed with an Internet company, one has been accepted to a Master's program in Library Science, one has started a private business with her husband, one has been accepted to law school, four are looking for work, three are in the teacher certification program at Dixie, one works part-time with her husband in a private business, one is currently enrolled in a Master's program and is teaching as an adjunct for the DSC English department, one works for a bank, one works for SkyWest, one is enrolled in a Master's program at Weber and working full-time for Intermountain Health, one is employed by a hospice center, one is applying for law school while working part-time for a local law firm.

Summary of Graduates Placed:

Graduate School	9
Teacher Certification Program	4
Employed in various fields	20
Unemployed by choice	1
Unemployed, looking for work	5

**Three-Year Follow-Up Report
Dixie State College of Utah
Medical Radiography AAS
November 11, 2009**

Program Description

The Medical Radiography Program at Dixie State College in St. George, UT was approved by the Board of Regents on March 18, 2005. The first class entered the program in January 2006 and qualified to graduate from the program in October 2007 with an A.A.S. degree in Medical Radiography. The third class will complete the program requirements in November 2009, bringing the number of graduates to 36. Growth of the program has been hindered due to lack of clinical sites.

The program was accredited by the Joint Review Committee on Education in Radiologic Technology in April 2007.

Enrollment Data

ENROLLMENT DATA						
	Year 1 (2006-2007)		Year 2 (2007-2008)		Year 3 (2008-2009)	
Students	Est.	Actual	Est.	Actual	Est.	Actual
FTE Enrollment	15	26	20	27	20	25
Cost per FTE	5,467	4,117	7,000	3,347	3,614	N/A
Student/Faculty Ratio	7.5:1	6:1	7.5:1	6.5:1	7.5:1	6:1
Headcount	15	25	20	25	20	23
Tuition	Est.	Actual	Est.	Actual	Est.	Actual
Tuition to Program	41,109	38,064	60,725	56,227	61,422	N/A

Gender Data

			2007			2008			2009		
	CIP	Degree	Male	Female	Total	Male	Female	Total	Male	Female	Total
Radiologic Technology/ Science - Radiographer	510911	Associate of Applied Science	10	15	25	13	12	25	10	13	23
Total			10	15	25	13	12	25	10	13	23

Employment Information

2006	2007	2008*
100%	100%	(see note below)

The majority of graduates are employed by Intermountain Healthcare facilities. Of the 12 graduates in the 2006 cohort, 11 were employed with 1 remaining unemployed by choice. Two of the graduates are pursuing their BS degrees in Advanced Radiologic Sciences through Weber State University.

All 13 students from the 2007 cohort are employed with 3 currently pursuing their BS degrees through Weber State University. One graduate is employed in California with the remaining 12 employed in Utah.

*The 2008 cohort have not yet graduated and are not eligible to sit for the American Registry of Radiologic Technologists' credentialing exam; however, five students in the cohort are licensed and employed as limited radiography technicians.

October 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Participation Task Force Report

Background

At the July 2009 Regents' meeting, the Board charged the Office of the Commissioner's Outreach and Access unit and USHE Presidents to begin working together to establish meaningful participation goals and strategies to enhance or create new programs and/or partnerships for the populations they serve. In the August 2009 Council of Presidents meeting it was determined that a working team must be identified. Each President designated a high-level member of his/her administration as the point of contact with the Commissioner's Office to represent that institution on this working team.

Representatives from each campus convened for the first time in November of 2009 and quickly determined that, given the nature of the work and the influence public education can and does have on the rate of participation after high school, it was critical to expand Task Force membership to include public education colleagues. In January of 2010 superintendents and representatives from three urban and one rural district joined the task force. The Task Force was comprised of the following members:

- University Of Utah: Vice President Barbara Snyder
- Utah State University: Vice President James Morales
- Weber State University: Vice President Janet Winniford
- Southern Utah University: Vice President Donna Eddleman
- Snow College: Director of Admissions, Greg Dart
- Dixie State College: Vice President Frank Lojko
- College of Eastern Utah: Vice President Brad King
- Utah Valley University: Assistant to the President, Kyle Reyes
- Salt Lake Community College: Vice President Denece Huftalin
- Office of the Commissioner: Associate Commissioner David Buhler and Assistant Commissioner for Outreach and Access Melissa Miller Kincart
- Canyons School District, Director of K-16 Student Achievement Mary Bailey
- Davis School District, Superintendent W. Bryan Bowles
- Granite School District, Assistant Director of School Services and AVID Director Linda Bryant
- Iron County School District, Superintendent Jim Johnson

Issue

The USHE Participation Task Force met five times during the past year. The following topics were addressed:

- Utah demographic and college participation data
- High School graduation rates and requirements
- Barriers to college participation
- Limitations of institutional capacity with shrinking resources
- National scan of statewide participation practices
- Presentations on K-16 Alliances, institutional access and outreach programs specifically targeting underserved students
- Program models, strategies and recommendations to respond to the goal of 66% percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020: specifically, to have 55% of Utah's workforce with an Associate degree or higher and 11% with a postsecondary certificate that leads to a livable wage

Based on the thoughtful dialogue, the Task Force recommends that the Utah State Board of Regents seriously consider the following recommendations.

1. Significantly increase the number of under-represented students who enter and who are successful in postsecondary education by fostering partnerships, outreach, and assistance.
2. Invest, sustain, and grow institutions' programs and efforts to build a college-going culture and provide students with academic and financial support to enroll and complete their education goals.
3. Establish and strengthen Regional K-16 Alliances.
4. Provide greater emphasis to the critical role of the community college function and community colleges in the state of Utah.
5. Establish clear expectations and college readiness standards formally adopted by K-12 and postsecondary education.

These recommendations along with suggested strategies are outlined in the attached report. The Task Force desired that the recommendations be realistic strategies intended to create awareness and encourage re-thinking of policies and practices. These recommendations are merely a starting point and many of them have already been included in the Higher Ed 2020 Action Plan. Improving postsecondary participation and completion requires a significant commitment from both public and higher education. Long-term success is dependent on sustained efforts from both systems and engaging key stakeholders and policymakers in taking the needed action to produce desired outcomes.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents formally accept the report of the Participating Task Force and thank its members for the time they have devoted to this important assignment. The Commissioner further notes that recommendations from this report are included in the HigherEd Utah 2020 Plan and will require additional follow-up by the Commissioner's Office and every USHE institution.

Introduction

In 2009, the Utah State Board of Regents established *increasing successful student participation* as one of three strategic priorities to improve higher education in the state of Utah, and charged the Commissioner's Outreach and Access unit and USHE Presidents to begin working together to establish meaningful participation goals and strategies. In response to this charge, each President assigned a member of his/her administrative team to represent that institution on the USHE Participation Task Force.

For the purposes of this report, *participation* has been defined as the pursuit of a certification or higher education degree within one year of high school graduation. It is, and should be, a point of interest and concern across the state, because despite the current enrollment growth on Utah campuses, the proportion of Utahns going to college after high school is declining. Utah must increase participation rates, especially among minority populations, if it is to stay economically competitive and maintain a superior quality of life.

Participation is contextual in that an individual's ecological paradigm, to include perceptions and attitudes toward education, access, both geographic and financial, demographics, academic readiness, socio-economics and familial influences significantly impact one's likelihood to pursue a post-secondary degree or certification. Participation is a complex issue to address.

Representatives from each campus convened for the first time in November of 2009 and quickly determined that given the nature of the work and the influence public education can and does have on the rate of participation after high school, it was critical to expand Task Force membership to include public education colleagues. In January of 2010 superintendents and representatives from three urban and one rural district joined the task force (see Task Force Membership List, Appendix I). This report is the result of the work of this collaborative group.

USHE Participation Task Force Charge

- Respond to the goal of 66% percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degrees by the year 2020: specifically, to have 55% of Utah's workforce with an Associate's degree or higher and 11% with a postsecondary certificate that leads to a livable wage.
- Establish meaningful participation strategies and goals to enhance or create new programs/partnerships to meet the needs of the students and the talent demands of employers for the 21st Century. Provide recommendations that will enhance student access and participation within the Utah System of Higher Education.

Data Points

Utah's Shifting State Demographic Changes:

- An estimated 148,000 new students will enter our K-12 public schools by 2030; much of that will be minority growth. (Perlich and Reeve, Bureau of Economic and Business Research BEBR, 2008.)
- The share of the Utah's population accounted for by minorities nearly doubled from 1990 (8.8%) to 2000 (14.7%). (U.S. Bureau of the Census, Gibson and Jung (2002) and Perlich (2002).)
- In three school districts - Salt Lake City, Ogden and San Juan County—the state's traditional minority population is the majority. (Salt Lake Tribune, June 11, 2010.)

Utah's Increasing Achievement Gap:

- The state's high school graduating class of 2008 was comprised of 91 percent of white students graduated, compared with 70 percent Latino students. (Utah State Office of Education, 2010.)

- The percentage of Hispanics enrolled in college is 16 percent, as compared to 45 percent of whites (National Center for Public Policy and Higher Education, 2008 Measuring Up.)

Utah's Lagging Number of Women in College:

- The percentage of Utah women enrolled in college is 49 percent. Nationally, this same number is 57 percent. (Utah Women and Education Project, Utah Valley University, 2010.)
- Nationally, Utah ranks last in terms of percentage of female students in postsecondary education. (Utah Women and Education Project, Utah Valley University, 2010.)

Utah's Student-to-Counselor Ratio:

- In Utah's public schools, the student-to-counselor ratio is 772 to 1. Nationwide, the average is 467 to 1 and the goal is 250 to 1. (U.S. Department of Education, National Center for Education Statistics, Common Core of Data 2008.)

In response to the Task Force Charge and the associated data outlined above, the Participation Task Force has identified a number of *points to consider* as well as four primary barriers to higher education participation in Utah.

Points to Consider

- To reach the goal of 66% percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020: specifically, to have 55% of Utah's workforce with an Associate's degree or higher and 11% with a quality postsecondary certificate that leads to a livable wage, will require an increase in participation by approximately 76,000 students, in addition to the 33,000 new students expected due to population growth. These 109,000 new students approximate the current enrollments at University of Utah, Utah State University (including USU-CEU), Weber State University, Southern Utah University, Dixie State College, and Snow College combined.
- To capture the students who are currently outside of, or not inclined to enter into, the Utah System of Higher Education, we must direct broad and significant attention and resources to non-traditional aged and under-represented populations.
- Unique institutional mission, type, and state funding will dictate points of access.
- We cannot focus attention on initial access to educational opportunities without, in tandem, acknowledging and addressing degree attainment – persistence and graduation. *Getting them started* carries little relevance and exerts minimal influence on Utah's *economy and quality* of life unless it results in them earning a degree. Dr. Clifford Adelman argues that participation includes not only those students who have entered higher education but who have established enough momentum toward obtaining a certificate or degree. (Carnegie Foundation *Do We Really Have an Access Problem*, 2007.)

Barriers of Participation

1. Limited Revenue Sources:

- In the current reality of budget cuts and increased growth, our institutions have restructured and retooled to improve efficiency. However, additional resources are needed to respond to increased enrollments. Without additional financial resources, including investments in human capital and infrastructure, student-to-faculty and student-to-adviser ratios will increase, and time to graduation will lengthen.
- State and institution need-based aid has not kept the pace with cost of attendance increases. Research consistently shows that under-represented and low-income students who attend full-time and receive

grants participate and persist at higher rates in higher education. (Bill and Melinda Gates Foundation Study, *“With Their Whole Lives Ahead of Them”*, 2009.)

2. K-16 Disconnects:

- Alignment of expectations and readiness standards
- Preparation and remediation
- Lack of assessments tailored to our state’s specific curriculum and standards
- State Student Identifier has not been fully adopted and integrated in both systems.
- Limited counselor and faculty connectivity
- Inconsistent messaging

3. Impact of Shifting Demographics:

- Access and Achievement gaps between mainstream college-going students and marginalized students (under-represented populations, low-income, first-generation, refugee, English language learners, etc.).
- Increased need and challenge in providing student service supports (on-campus child care, publications and online materials in multiple languages, bilingual advisors).

4. “Non-participating” student obstacles

- Myriad of obstacles: Class, cultural, language, academic and social readiness, lack of and mis-information about admissions and financial aid processes and resources, and opportunity cost of attending.

These data and identified barriers above demonstrate the challenge our state faces in responding to the Regents’ charge to find ways to increase successful participation of a population not traditionally college bound. The charge assumes that institutions can provide a quality higher education while taking on a student increase of over 67 percent (the expected 20 percent enrollment growth from Fall 2009 to Fall 2020 as a result of projected population increases and the additional 47 percent increase to meet 2020 goal) with diminished state-supported resources. Nonetheless, the institutions acknowledge the value of increasing participation and are committed to supporting the initiative.

We recognize in this current budget climate it is difficult to secure new money for student growth and for facilities. However, this is essential or institutions will continue to rely more and more on tuition, which can price some students out of higher education—particularly those who tend to already be under-represented. It is also crucial that we leverage existing federal and state funds and work in partnership with our institutions to further implement and explore additional ways to achieve increased student participation through alternative forms of delivery that does not sacrifice quality student services and certificate and degree programs.

Recommendations

After a review of demographic data and literature regarding barriers and issues that impact student participation, the Task Force members discussed statewide approaches for increasing access and success. Additionally, the group heard a number of presentations on programs and institutional strategies to assist students in preparing and transitioning to college. Based on our thoughtful dialogue, the Task Force recommends that the Utah State Board of Regents consider and adopt the following recommendations:

1. Increase the number of under-represented students who enter and who are successful in postsecondary education by fostering partnerships, outreach, and assistance.

We propose a multifaceted approach for accomplishing this.

- Require each institution over the next six months to submit and present to the Board an **Access**

Inventory Report in an effort to identify policies, programs and services, and resources currently in place, system wide, to support increased student participation. A template will be developed to standardize data collection. The information submitted will be used to inform the *creation of a statewide Access Network* and an *online database*. The network and online database will be critical in indentifying gaps in services, and potential program best practices, and to encourage increased collaboration and resource sharing.

- *Repurpose and reenergize* as well as *re-name the Utah Centennial Opportunity Program for Education (UCOPE)* in addition to *strengthen tracking and reporting parameters*. Changes should be introduced in the 2011 session of the Utah Legislature, and will include consolidating state-funded financial aid programs. This will help build legislative support for increased funding as state revenues rebound from economic recovery, hopefully in 2011, but if not, in 2012 and beyond.
- *Expand the Utah Council Senior Tour* to include *regional scholarship and financial aid evenings* in the fall. These evenings will consist of training that focuses on resources to financially support postsecondary education. In the spring, *Open Houses* will be held at each college and university in the state to provide admission counseling and FAFSA completion activities targeted at high school seniors; however, the other aspects of the event will focus on sophomore and juniors.

2. Invest, sustain, and grow institutions' programs and efforts to build a college-going culture and provide students with academic and financial support to enroll and complete their education goals.

- The Office of the Commissioner will develop a *competitive sub-grant process*, made possible by the federal College Access Challenge Grant, in an effort to build capacity and services of college and university access, outreach and summer bridge programs (i.e., TRIO, AVID, Utah College Advising Corps) that assist nontraditional and under-represented individuals to prepare for and succeed in college.
- Institutions should strengthen their recruitment, outreach, advising and career planning activities *through integrating UtahFutures.org* into these services. UtahFutures is the web-based education and career planning tool sponsored by a statewide consortium. This tool is being used throughout the secondary SEOP process, and in the past year the Utah State Office of Education created more than 210,000 7-12 grade student portfolios. This tool provides institutions with a tremendous opportunity to identify and communicate with students at an early age.
- As part of increasing capacity, USHE institutions *must build on and expand the use of online course offerings (whether partial courses or full courses), branch campuses, and better utilizing summer semesters*. It is unlikely the state can afford to expand facilities enough to accommodate the necessary growth. Thus, we must increase our efforts to ensure that current facilities are used to their maximum efficiency.

3. Establish and Strengthen Regional K-16 Alliances.

Regional K-16 Alliances are essential in creating a seamless system between public education and higher education. Utah Valley University has launched several initiatives with the seven school districts in its service region over the past year few years to improve collaboration and communication. Such initiatives include:

- Adopting an *eSEOP pilot* with Provo School District in order improve student advising.
- Developing *working groups on curriculum and alignment issues*
- Sponsoring a President's *Counselor Conference* to help high school and junior high school counselors and UVU advisors/counselors collaborate to improve student transitions from high school and college. In addition, UVU provides *free library cards to all area educators* to encourage networking opportunities for advisors in the region.

4. Provide greater emphasis to the critical role of community college function and community colleges in the state of Utah.

The community college mission is vital in helping the state reduce gaps in academic preparation for postsecondary education, as well as to provide workforce development and training and adult and continuing education opportunities to ensure economic and employment sustainability for many Utahns. In addition to Salt Lake Community College and Snow College, this function is imbedded in our regional universities and state college. We recognize the work of the Utah Community College Task Force and acknowledge their expertise and the recommendations that have been presented to the Board for consideration surrounding access, affordability and assessment.

- We strongly urge our regional universities and state colleges who have comprehensive missions *to increase awareness* through their institutional outreach efforts of their *CTE and work force training certificate and associate degree offerings, and developmental, adult and continuing education programs*. Increasing awareness of the ready access, diverse opportunities and benefits of the community college is critical in increasing postsecondary participation in Utah.

5. Establish clear expectations and college readiness standards formally adopted by K-12 and postsecondary education.

These should be limited in number and specific in addressing both what students are expected to know and how well they are expected to know it. These expectations need to be communicated at an early stage to help reduce uncertainty and promote a college-going culture.

- We strongly support of the efforts of the Board of Regents in developing a *College and Career Readiness Statement*. We encourage our institutions to look for ways to promote and integrate these standards into their student outreach and potentially into scholarship and admission policies.
- We commend the Utah State Office of Education and its 19 districts and 8 charter schools that have joined the *High School Pilot in administering the ACT* in the 11th grade to all students as well as offering the *PLAN and EXPLORE tests in the 8th-10th grade*. The three-prong approach will allow feeder schools and high schools to collaborate in providing interventions, support and tracking to improve college readiness. We urge our policymakers to fully embrace “lessons learned” from the pilot and look to further participation and exploration throughout the state.
- *Forge partnerships with businesses and business leaders*, including the Salt Lake Chamber of Commerce, to encourage college preparation and participation.
- The Commissioner’s Office should provide *annual reports to every high school and school district in the state* about its student enrollment patterns, pre-entry preparation indicators, remedial course needs and first-year performance.

Conclusion

In our current fiscal environment and limited resources, the charge to respond to the goal of 66% percent of Utahns—men and women age 25 to 64—with a postsecondary certificate or degree by the year 2020 seems daunting, especially since we must reach students who are currently outside of, or not inclined to enter into, the Utah System of Higher Education. However, the Task Force desired that our recommendations be realistic strategies intended to create awareness and encourage re-thinking of policies and practices. These recommendations are merely a starting point. Improving postsecondary participation and completion requires a significant commitment from both

public and higher education. Long-term success is dependent on sustained efforts from both systems and engaging key stakeholders and policymakers in taking the needed action to produce desired outcomes.

Appendix I

Task Force Membership List:

Mary Bailey	Director of K-16 Student Achievement	Canyons School District
W. Bryan Bowles	Davis School District Superintendent	Davis School District
Linda Bryant	Assistant Director of School Services and AVID Director	Granite School District
David Buhler	Associate Commissioner for Public Affairs	Utah System of Higher Education
Greg Dart	Director of Public Relations	Snow College
Donna Eddleman	Vice President for Student Services	Southern Utah University
Deneece Huftalin	Vice President for Student Services	Salt Lake Community College
Jim Johnson	Iron County Superintendent	Iron County School District
Brad King	Vice President of Institutional Advancement and Student Services	USU-CEU
Frank Lojko	Vice President for Student Services	Dixie State College
Melissa Miller Kincart	Assistant Commissioner for Outreach and Access	Utah System of Higher Education
James Morales	Vice President for Student Services	Utah State University
Kyle Reyes	Assistant to the President	Utah Valley University
Barbara Snyder	Vice President for Student Affairs	University of Utah
Janet Winniford	Vice President for Student Affairs	Weber State University

October 29, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Community College Task Force Recommendation—Discussion Item

Background


The Community College Task Force issued its report and recommendations in May of 2010. Since that time, the recommendations have been considered and discussed by the Commissioner, staff, and members of the Program Review Committee.

The Utah System of Higher Education needs a strong community college component in order to serve the growing student population. To further the mission of the comprehensive community college within the Utah System, the recommendation to form a Community College Network among institutions offering community college services seems timely. The Commissioner has made the decision to form and charge the Network with three initial tasks.

The attached document describes the Network and specific charges. The institutions are in the process of making appointments to the Network at the present time. The Regents will be informed regularly on the progress the Network is making.

Commissioner's Recommendation

Regents are encouraged to discuss the Network concept, raise questions, and provide suggestions.


William A. Sederburg, Commissioner

WAS/GW
Attachment

Implementation of the Community College Task Force Recommendations

The Utah System of Higher Education Community College Task Force issued its report and recommendations in May 2010. The report pointed out the important role that community colleges must play in educating citizens for the future. As a result, the task force made four general recommendations to the Commissioner and the Regents, with specific options to implement within each of the four general recommendations.

1. Recognition: Implement a comprehensive, sustained, and consistent system-wide recognition campaign to educate the public about the value and importance of associate degrees and certificate programs provided by community colleges.
2. Access: Provide Utahns with ongoing options that ensure statewide access to community college functions.
3. Affordability: Provide Utahns with affordable statewide access to community college functions.
4. Assessment: Expand tracking and reporting systems to measure and assess data not currently captured.

Some of these recommendations and options can and should be implemented quickly and many will need further study and can be implemented when appropriate.

The Commissioner recommends that the Regents authorize and direct the Office of the Commissioner to implement the following recommendations immediately.

1. Formally establish a Community College Network among institutions that offer community college services consisting of a designated executive officer from each of those institutions. The community college network will be responsible for developing, assessing, and marketing community college programs (credit and non-credit) at the individual institutions and throughout the state. The network will be chaired by Assistant Commissioner Gary Wixom.
2. Charge the Community College Network to create a detailed marketing plan that identifies key stakeholders, communication messages and appropriate mechanisms for educating the public and key decision makers about the quality, accessibility and affordability of community college services.
3. Charge the Community College Network to examine the remaining recommendations from the Community College Task Force and recommend items for further study and a long-term implementation plan.
4. As needed, the Community College Network should seek advice on Career and Technical Education issues from members of the Board of Regents, state leaders, business leaders, and public CTE educators

October 29, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Draft Statement on College and Career Readiness—Discussion Item

Background

In the April Board of Regents meeting, a draft statement on College and Career Readiness was discussed and input sought from all stakeholders. In August 2010, the Board of Regents reviewed an additional version of the statement and gave input. After further discussion with staff at the Utah State Office of Education (USOE), the statement has again been revised to better focus on the essential components of college and career readiness.

The concept of College and Career Readiness continues to be a national topic. The National Governors Association has adopted the following Definition:

A college- and career-ready student is an individual who is ready to succeed in entry-level, credit bearing and academic college courses, and in workforce training programs. College refers to two and four-year postsecondary schools. Workforce training programs pertain to careers that offer competitive, livable salaries above the poverty line; offer opportunities for career advancement; and are in a growing or sustainable industry. (National Governors Association, "Common Core State Standards Initiative", 2009.)

The Association for Career and Technical Education, the National Association of State Directors of Career Technical Education Consortium and the Partnership for 21st Century Skills has issued a report: *Up to the Challenge, The Role of Career and Technical Education and 21st Century Skills in College and Career Readiness*. The Report states:

All students should be prepared for college and careers. Integrating 21st century skills and career and technical education into the entire education system can make this a reality.

The statement recognizes there is more than one path to become college-and-career ready; all students need to be given the opportunity to prepare themselves with the skills necessary to compete in the world in which they will live. The attached draft statement is an attempt to communicate a clear expectation to students in Utah as they prepare for college and careers.

Commissioner's Recommendation

The Commissioner recommends the Regents discuss the attached draft and give input and that the statement be referred again to the K-16 Alliance to make sure the statement is in harmony with the tiered diplomas being considered by some of the Utah school districts.

A handwritten signature in black ink, appearing to read 'W. A. Sederburg', written over a horizontal line.

William A. Sederburg, Commissioner

WAS/GW
Attachment



College and Career Readiness Recommendations for Middle and High School Students

Utah State Board of Regents
October 2010

The Utah State Board of Regents believes that all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens in our democracy, and thrive in a particularly competitive and global marketplace. A college- and career-ready student is an individual who is ready to succeed in entry-level, credit-bearing and academic college courses, and in postsecondary workforce training programs. “College” refers to two- and four-year postsecondary schools. The following are the Regents’ recommendations for students to be college- and career-ready.

To Be Ready for College and Careers, Students Should...

1. Build an Academic Foundation:

- Take challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses. *See College and Career Readiness Pathway suggestions noted on the second page*
- Take Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment classes that lead to college credit and provide direct experience in college-level studies. Students should carefully select concurrent enrollment classes that apply to general education, a certificate, or a degree that fits their educational plans.

3. Evaluate Progress for College:

- Take the ACT in the junior year and match or exceed the ACT readiness standards (for Fall 2010: English-18, Math-22, Reading-21, Science-24).
- If benchmarks are not met, take an assessment test to identify areas of weakness and take classes to correct knowledge deficiencies, then exceeding benchmarks.

2. Develop Intellectual and Career Capacity:

- Select courses in high school that challenge the intellect and develop critical thinking, analysis, and problem-solving strategies.
- Establish time management and study habits consistent with the greater amount of independent work required in college.
- Do the very best academic work possible in every class taken from middle school through the senior year of high school.
- Practice creative problem solving, increase communication and collaboration skills and become technology proficient.

4. Explore Postsecondary Options:

- Visit at least one college campus; take a guided tour, and ask questions.
- Learn how much college costs. Submit the Free Application for Student Financial Aid (FASFA) by the priority deadline. Ask a Financial Aid advisor about scholarships, grants, loans, and work study.
- Complete the steps necessary for college entry: take a college entrance exam (ACT or SAT) and submit an admission application by the deadline.

Turn to the second page for course selection guidance.

	Current State High School Graduation Requirements	College and Career Readiness—4 Year Degree Pathway	College and Career Readiness —1 & 2 Year certificate and degree Pathway
English/Language Arts	4.0 credits	Choose classes that teach writing and research skills.	Choose classes that teach technical writing.
Mathematics	3.0 credits 1.0 credit Algebra I 1.0 credit Geometry 1.0 credit Algebra II	<ul style="list-style-type: none"> Take a math class in the senior year. Students interested in STEM careers should take at least one math course beyond Algebra II. 	Take required math courses and focus on the application related to your chosen goal in your Student Educational Occupation Plan (SEOP).
Science	3.0 credits 2.0 credits from the four science foundation areas: Earth Systems, Biological Science, Chemistry, or Physics 1.0 credit from the foundation courses or the applied or advanced science core list	<ul style="list-style-type: none"> Three credits of science will prepare you for college. Students interested in STEM careers should take 4 credits of Science. 	Three credits of science will prepare you for this pathway. Choose foundation, applied or advanced courses aligned with your SEOP goal.
Social Studies	3.0 credits 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship 0.5 General Financial Literacy	Taking rigorous credits in the social sciences will provide a solid foundation for exploring a variety of career paths.	Taking rigorous credits in the social sciences will provide a solid foundation for exploring a variety of career paths.
Directed Coursework	3.0 credits 1.5 credits Fine Arts 1.0 credit Career and Technology Education 0.5 credit Computer Tech	Choose directed coursework associated with your career path. CTE and fine arts courses allow you to explore these areas. Take the most challenging computer technology course available to prepare for college-level projects.	Working with your counselor, choose electives to concentrate in a pathway that meet your high school graduation requirements and provide depth (two or more courses) in an area of interest.
Physical Education/Health	2.0 credits	Building a foundation for a healthy lifestyle is key to college and career success.	Building a foundation for a healthy lifestyle is key to college and career success.
Required Electives	6.0 credits	Take challenging courses through the senior year.	Electives should focus on your SEOP goal and chosen Pathway.
World Languages		Students most prepared for college take 2 credits of the same foreign language, other than English, in a progressive manner during grades 9-12.	
District Requirements	1.0 + Varies by District	Meet your district's requirements for graduation.	Meet your district's requirements for graduation.

October 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Secondary Counselor Conference Summary

Issue

On September 17, 2010, the Utah System of Higher Education sponsored a conference titled "*Identifying A Path for All*" for secondary school counselors. Its purpose was to help them gain a greater understanding of the importance of college preparation, planning and participation as well as how to help students and parents navigate the admissions and financial aid processes. This conference built upon our first conference held in August 2009 and was funded by the new 2010-2011 College Access Challenge Grant. This event was coordinated by Carrie F. Beckman and the Outreach and Access department within the Commissioner's Office and supported by the Utah Council and the Outreach Team in UHEAA,

Approximately **375+ counselors, presenters, college access, admissions and recruitment staff from across the state participated** in a day-long conference at the Salt Lake Community College Miller Campus. Additionally, **100+ counselors wished to attend** but were placed on a waiting list when we reached our space capacity. Commissioner Sederburg and Associate Commissioner Hitch opened the conference with an overview of the HigherEd 2020 plan and the importance of college readiness. Dr. Susan Madsen, Associate Professor of Management at Utah Valley University and Director of the Utah Women Education Project (UWEP), shared some initial findings as a result of her two-year project to lead efforts within the state to understand and then motivate more young women to enter and stay in school long enough to obtain college degrees.

Participants were able to choose from **30 workshops** covering such topics as *Building a College-Going Culture*, *FAFSA 101*, *UtahFutures FUNdamentals*, *Preparing Refugees for College and Careers*, *College for All: Pathway and Possibilities*, *Program Supporting College Success*, *College Credit: How to earn it and how to use it*, *Programs Supporting College Success*, as well as sessions on statewide scholarships and college and university panels. Representatives from all USHE schools, UCAT, BYU, LDSBC and Westminster, along with UESP, had information booths and distributed new materials for the coming year.

Attached is the agenda for the conference for reference.

Feedback

Even with increased participation this year, obtaining counselors' feedback has still proved to be challenging. To date we have only received **104 responses**, although the survey was available in hard copy at the conference and later as an interactive pdf, to mail in or submit online. Of the respondents:

- 33 % were in their first five years of being a counselor.
- 86.4% were either "very satisfied" or "satisfied" with the choice of conference workshops.
- 92.6% said they believe they had developed a greater understanding of college preparation, admissions and financial aid process.

As we plan for next year, we will use the feedback and our own observations to further improve the conference.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum and to review the attached event agenda. Further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

William A. Sederburg
Commissioner of Higher Education

WAS/MMK
Attachments

October 18, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Scholars Initiative Annual Report

Background

The Utah Scholars Initiative (USI) was initiated in 2006-2007 with a \$300,000 grant from the U. S. Department of Education and the Western Interstate Commission for Higher Education (WICHE). The Initiative is a business and education partnership in which volunteers go into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking a defined core course of study throughout all four years of high school. Utah Scholars works with partner districts and schools who primarily serve a larger percentage of underserved students. During the first year of implementation, the program was rolled out in **eight middle schools and five high schools** across the Wasatch Front in **Davis, Granite, Jordan, and Park City School Districts**. By the end of 2006-2007 school year, the Utah Scholars presentation had been delivered to nearly **2,400 8th graders** by **20 volunteers** from various businesses and local communities.

This program has seen modest growth over the past few years despite funding uncertainty beyond the grant. In 2009, the Utah Scholars Core Course of Study was adopted as the course criteria for the Regents' Scholarship. The Utah Scholars Initiative is an intentional outreach effort to increase awareness with students and parents about what it takes to be ready and successful for college. The Regents' Scholarship is currently the financial incentive linked to this program, although the scholarship is available to all Utah students who qualify.

Issue

In the past year, Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, and Andrea Cox, the Utah Scholars Program coordinator, have worked diligently to build stronger relationships with partner districts and schools. In the 2009-2010 academic year, USI partnered with ten school districts in 81 high, junior high or middle schools in the following districts: Alpine, **Davis, Canyons, Granite, Jordan, Ogden**, Park City, **Provo**, Salt Lake, Washington. (**Bold** specifies new districts this year or who requested increased capacity to service more schools.)

Additionally, this year we have greatly increased our volunteer base by adding new business, community and higher education partners. We are grateful for the **110 trained volunteers** representing **17 organizations** who assisted us in giving **400 presentations** and reaching **approximately 14,423 8th grade students**. Additionally, **12 of our volunteers are bilingual**, which has provided us the opportunity to service some schools with Spanish presentations. This information, as well as additional program activities, is summarized in the attached 2009-2010 USI Annual Report.

It is important to note that program sustainability has been made possible during the 2008-2010 academic years by monies provided to the State Board of Regents from the U. S. Department of Education's College Access Challenge Grant. USI is also approved activity for the new 2010-2011 College Access Challenge Grant the Board received in August of this year. The Utah Scholars Initiative has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in this memorandum, to review the attached annual report, and to note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

William A. Sederburg
Commissioner of Higher Education

WAS/MMK
Attachments

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Report to the Legislature on New Century and Regents' Scholarships

Background

When the Legislature established the New Century Scholarship in 1999 and the Regents' Scholarship in 2008, they included a requirement that we provide an annual report to the Education Interim Committee. The Committee scheduled the report for its September 15, 2010 meeting; subsequently, the Higher Education Appropriations Subcommittee also requested a report at its interim meeting on September 22, 2010. The Commissioner's staff prepared the attached report, which was presented by Associate Commissioner David Buhler. (Due to lack of time on September 15, the Education Interim Committee placed the report on its agenda again for its October 20 meeting.)

Both programs are administered by Assistant Commissioner Melissa Miller Kincart, under the direction of Associate Commissioner Buhler. Carrie Beckman manages the Regents' Scholarship program and David Hughes the New Century Scholarship; both programs receive substantial operational support from UHEAA.

Issue

The attached report provides a brief history of the programs, information about their administration, 2010 activities, and a look ahead to the next fiscal year. It also includes a "Side-By-Side Comparison" of the requirements for each scholarship with recent changes highlighted (see page 3 of the report).

Both programs are continuing to grow, and while final numbers for Fall 2010 will not be available until later, it does appear that the legislation adopted earlier this year to tighten requirements for the New Century Scholarship is starting to have an effect. In the budget request approved by the Board on August 27, 2010, new funding of \$2,492,000 was recommended for the Regents' Scholarship and funding of \$4.9 million for the New Century Scholarship (including replacement of \$3.8 million in one-time funds). As we receive updated projections in February, this request will be adjusted accordingly in conversations with legislators.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to read and take note of the information in the enclosed report and provide feedback as appropriate to the Commissioner's staff.

WAS/DB
Attachment

William A. Sederburg
Commissioner of Higher Education

October 20, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Legislative Outreach—Regional Briefings

Background

The Commissioner's Office is coordinating regional briefings of state legislators prior to the 2011 legislative session. All Regents are invited and encouraged to participate in an event in their particular region.

Issue

As part of our efforts to communicate with state legislators, the Commissioner's Office, under the direction of Associate Commissioner David Buhler, is coordinating regional legislative briefings prior to the 2011 legislative session. At these briefings the Commissioner will present the Board of Regents' budget request, capital facilities requests, and legislative priorities, and legislators will have a forum to interact with the Commissioner, the Chair and Vice Chair of the Board, and presidents.

The briefings have been coordinated with the offices of USHE presidents and each president has been invited to participate in one of the events. Members of the Board of Regents are invited and encouraged to attend and participate in at least one of the events. Presidents and legislative liaisons at each institution are assisting with some of the arrangements. Invitations to legislators will be mailed after the November election, with each invited to at least one presentation, based on geographical region. A schedule of the events is attached, with a notation of suggested attendance by Regents.

Commissioner's Recommendation

This is an information item only. No formal action by the Board is required. However, the Board is encouraged to take note of the information and arrange to participate in one of the events.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachment

2011 Legislative Regional Previews

As of October 15, 2010

(Chair Jordan and Vice Chair Beesley: All)

Friday November 12, 12 Noon	Utah Valley University & Snow College UVU Campus <i>(Regents Brown, Campbell, Snow, Zenger)</i>
Monday, December 6, 12 Noon	Southern Utah University & Dixie State College; SkyWest Corporate Offices, St. George <i>(Regent Atkin)</i>
Tuesday, December 7, 7:30 a.m.	Weber State University WSU Davis Campus, Layton <i>(Regents Garff, Haws, Karras, Marquardt, Prows)</i>
Tuesday, December 7, 12 Noon	Utah State University & USU-CEU USU Main Campus, Logan <i>(Regent Theurer)</i>
Thursday, Jan. 6, 7:30 a.m.	University of Utah & Salt Lake Community College; Little America Hotel, Idaho Room <i>(Regents Cespedes, Davis, Holbrook, Murphy, Pitcher, Smith)</i>

Higher Education Day Luncheon

Monday, February 28, 11:30 a.m. to 1:30 p.m.

Capitol Rotunda *(All Regents)*

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Fall 2010 Enrollment Report

The number of students attending Utah's colleges and universities continues to surge, according to the Fall 2010 third-week enrollment report. The Utah System of Higher Education (USHE) enrollment for the Fall 2010 semester increased by 6,389 full-time equivalent students--an increase of 6.2 percent. This is the third straight year enrollment has seen strong growth, with each institution seeing growth in full-time equivalent students.

Headcount includes all students enrolled at an institution, while FTE (Full-Time Equivalent) approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the system serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support.

Total and budget-related headcounts and FTE numbers are included in the following attachments. (Budget-related are enrollments eligible for state funding.) Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Recommendation

This item is for information only.

WAS/CKM /JAC
Attachments

William A. Sederburg, Commissioner

Utah System of Higher Education

*Fall 2010 3rd Week Headcount Enrollment Report**

TOTAL HEADCOUNT (Budget Related & Self Support)	2009	2010	CHANGE	CHANGE
University of Utah**	31,407	32,671	1,264	4.02%
Utah State University	25,065	25,767	702	2.80%
Weber State University**	23,331	24,126	795	3.41%
Southern Utah University**	8,066	8,024	(42)	-0.52%
Snow College**	4,368	4,386	18	0.41%
Dixie State College**	7,911	8,755	844	10.67%
Utah State University- College of Eastern Utah	2,173	2,634	461	21.21%
Utah Valley University	28,765	32,670	3,905	13.58%
Salt Lake Community College**	33,774	33,983	209	0.62%
USHE	164,860	173,016	8,156	4.95%

BUDGET RELATED HEADCOUNT	2009	2010	CHANGE	CHANGE
University of Utah	28,950	30,514	1,564	5.40%
Utah State University	21,738	23,069	1,331	6.12%
Weber State University	19,128	20,155	1,027	5.37%
Southern Utah University	6,965	6,963	(2)	-0.03%
Snow College	3,879	3,867	(12)	-0.31%
Dixie State College	7,255	8,138	883	12.17%
Utah State University- College of Eastern Utah	2,165	2,462	297	13.72%
Utah Valley University	24,592	26,844	2,252	9.16%
Salt Lake Community College	27,723	28,443	720	2.60%
USHE	142,395	150,455	8,060	5.66%

Notes:

* Headcount and FTE numbers do not include students who register for courses after the 3rd week date (2nd block or partial terms).

** Total Headcounts include some students who are only enrolled in non-credit courses. Most non-credit enrollments are reported at with end-of-term data.

USHE Data Book Tab C Tables 2-6 report Budget Related and Self Supporting student headcount information

Source for "Prior" year headcount information 2010 USHE Data Book Tab C Table 7

Utah System of Higher Education

Fall 2010 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2009	2010	CHANGE	CHANGE
University of Utah	24,412	25,879	1,467	6.01%
Utah State University	17,861	18,689	828	4.63%
Weber State University	14,748	15,554	806	5.46%
Southern Utah University	6,457	6,609	152	2.36%
Snow College	3,215	3,416	201	6.26%
Dixie State College	5,569	6,267	698	12.53%
Utah State University- College of Eastern Utah	1,532	1,772	240	15.69%
Utah Valley University	19,670	21,825	2,155	10.96%
Salt Lake Community College	17,954	18,326	372	2.07%
USHE	111,418	118,338	6,920	6.21%

BUDGET RELATED FTE	2009	2010	CHANGE	CHANGE
University of Utah	24,172	25,654	1,482	6.13%
Utah State University	16,327	17,373	1,046	6.41%
Weber State University	12,961	13,700	739	5.70%
Southern Utah University	6,141	6,241	100	1.63%
Snow College	2,947	3,161	214	7.27%
Dixie State College	5,420	6,118	698	12.88%
Utah State University- College of Eastern Utah	1,526	1,695	169	11.07%
Utah Valley University	17,483	19,010	1,527	8.74%
Salt Lake Community College	16,154	16,567	413	2.56%
USHE	103,131	109,520	6,389	6.20%

Notes:

Rounding Error - FTEs are calculated then rounded to the nearest one

Source for "Prior" year FTE information 2009 USHE Data Book Tab C Table 8

Utah System of Higher Education

Fall 2010 3rd Week **Total Headcount*** by Gender & Ethnicity

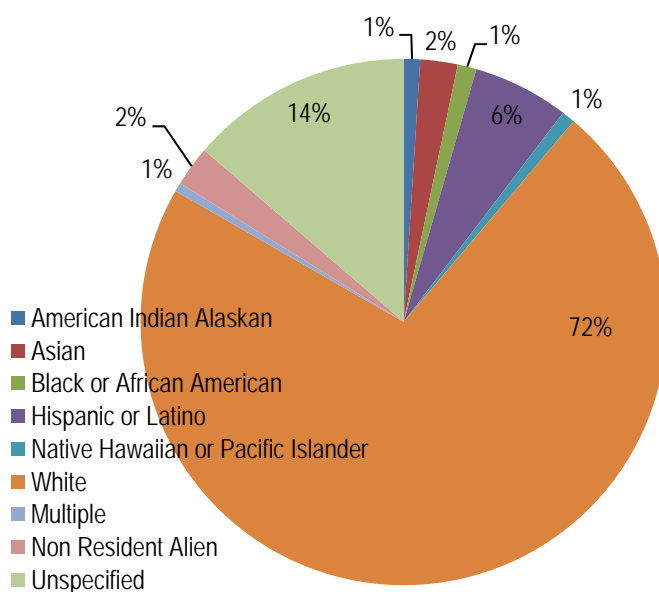
GENDER	2009	2010	CHANGE	CHANGE
Female	81,429	85,837	4,408	5.41%
Male	83,155	86,810	3,655	4.40%
Unknown	276	369	93	33.70%
Total	164,860	173,016	8,156	4.95%

Ethnicity **	2009	2010	CHANGE	CHANGE
American Indian Alaskan	1,891	1,736	(155)	-8.20%
Asian	3,732	3,974	242	6.48%
Black or African American	1,907	2,015	108	5.66%
Hispanic or Latino	8,850	10,223	1,373	15.51%
Native Hawaiian or Pacific Islander	1,444	1,415	(29)	-2.01%
White	124,780	124,744	(36)	-0.03%
Multiple	186	948	762	409.68%
Non Resident Alien	4,672	4,294	(378)	-8.09%
Unspecified	17,398	23,667	6,269	36.03%
Total	164,860	173,016	8,156	4.95%

* Total Headcounts include some students who are only enrolled in non-credit courses

** Ethnicity has been realigned to reflect new GAO reporting categories and rules

Total USHE Headcount Fall Semester 2010



Utah System of Higher Education

Fall 2010 3rd Week *Budget-Related* Headcount by Gender & Ethnicity

GENDER	2009	2010	CHANGE	CHANGE
Female	69,533	74,123	4,590	6.60%
Male	72,659	76,081	3,422	4.71%
Unknown	203	251	48	23.65%
Total	142,395	150,455	8,060	5.66%

Ethnicity **	2009	2010	CHANGE	CHANGE
American Indian Alaskan	1,777	1,643	(134)	-7.54%
Asian	3,342	3,638	296	8.86%
Black or African American	1,737	1,888	151	8.69%
Hispanic or Latino	7,963	9,167	1,204	15.12%
Native Hawaiian or Pacific Islander	1,318	1,309	(9)	-0.68%
White	111,091	113,131	2,040	1.84%
Multiple	184	884	700	380.43%
Non Resident Alien	3,791	4,027	236	6.23%
Unspecified	11,192	14,768	3,576	31.95%
Total	142,395	150,455	8,060	5.66%

** Ethnicity has been realigned to reflect new GAO reporting categories and rules

October 20, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Dixie State College Housing Project

Issue

Dixie State College has requested approval to proceed with planning for a nontraditional (public/private partnership) student housing project that entails a long-term lease of campus property to a private developer. The proposed facility would be built and operated by a private housing developer during the time period of the lease. At the end of the lease the development would revert to the College.

Background

The history and details of this needed facility are provided in the attachments from President Stephen D. Nadauld. Because the request proposes to build a private development on state owned land it is governed by Regents' Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses. This request falls under section R712-5 of the policy and specifies that such proposals can only be finalized "after receipt of advice from the Attorney General's Office that the specific proposal is within the Regents' authority to approve under current statute..." and after specified conditions are met. The specified conditions, in summary, pertain to:

- Program benefits or broad public purpose
- Proper developer and use
- Adequate compensation
- Adherence to contractual provisions specified in the policy

A copy of the policy is also attached to provide further information regarding these conditions.

Commissioner's Recommendation

The Commissioner recommends that the Regents give serious consideration to this proposal to help meet the critical student housing needs of the College. It is further recommended that the College be authorized to present this proposal to the State Building Board as a non-state funded project, with the clear understanding that final approval to proceed is subject to further review and approval by the Board when final details are known, and when the Attorney General's advice on the Regents' authority to proceed has been received.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



October 4, 2010

Dr. Gregory L. Stauffer
Associate Commissioner for Finance and Facilities
Utah State Board of Regents
Board of Regents Building - The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Greg:

In accordance with the requirements of R712-5 and Utah Code 53B-20-103 and 53B-21-108 relative to the leasing of public property Dixie State is requesting approval to enter into public/private partnership for the purpose of building a 314 bed student housing project on Dixie State land.

The reasons for Dixie opting for this public/private partnership approach are outlined in the attached document. We feel that we have a compelling need for student housing that is most effectively and efficiently satisfied using an innovative opportunity which combines the advantages of private equity funding, proven student housing design and construction, timely completion, no obligation for O&M funding, and ultimate College ownership of the asset.

The legal and financial credibility of the proposed partnership is being vetted by Ballard Spahr LLP and the Utah State Attorney General's office. It is anticipated that recommendations from these entities will be available for the October Regent meeting.

This proposal will be presented to the Utah State Building Board for approval as a non-state funded project. It is anticipated that the project as structured will not require legislative approval or DFCM oversight.

We request your favorable consideration of this proposal in answer to the critical student housing issues as presented in the attached document.

Cordially,

A handwritten signature in black ink, reading 'Stephen D. Nadauld'.

Stephen D. Nadauld, Ph.D.
President

DIXIE STATE COLLEGE OF UTAH

225 South 700 East ~ St. George, UT 84770 ~ 435-652-7502

Dixie State College of Utah
Non-state funded student housing project

Dixie State College has a critical need for new housing stock on the campus. With a student body of nearly 9,000 and continued strong growth anticipated, the current 250 beds on campus are woefully inadequate. The existing student housing was built in 1962 and 1968 in traditional dormitory style sans kitchens and living rooms. Dixie's enrollment in 1968 was 1,074. Historically Dixie has had a mix of about 2/3 Washington County students and 1/3 from outside the county.

During the 70's, 80's, and 90's the College encouraged private developers to build new apartment style housing near the campus. A total of 1,500 beds have been built in off campus locations; some as far as two miles from campus. Private housing developers haven't been building around the campus in recent years because of the lack of available land.

In 2005 Dixie State was authorized by the Building Board to complete an architectural program for new housing. The resulting plan called for a phased 500 bed facility at a total cost estimated at \$23,629,280. Dixie did not have the bonding capacity to accomplish even a phase one of this programmed housing and the plan for new on campus student housing was shelved.

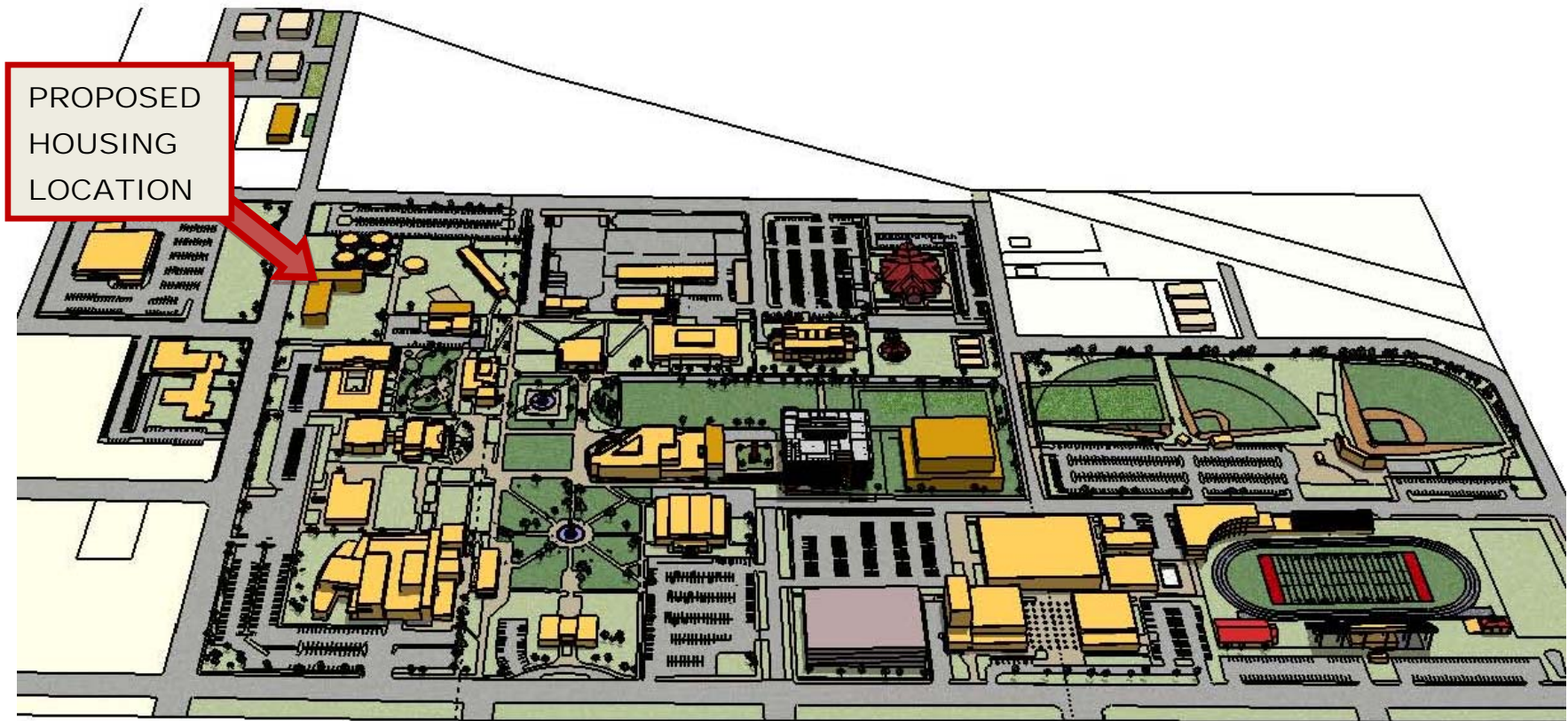
Rapid enrollment growth during the past three years has prompted the College to look at the housing options through a new set of lenses. A Student Housing Feasibility and Market Analysis was conducted by Brailsford & Dunleavy in 2009. Their total cost estimates using traditional bonding were between \$59,000 and \$68,000 per bed. These estimates again led Dixie to the conclusion that the conventional bonding approach was out of reach for the institution.

During the course of the last year, Dixie has invited state and national student housing developers to present options for a public/private partnership. Included in this survey of housing options was the desire to "get it right" pertaining to all aspects, including quality construction, state of the art design, security and safety, and a win-win funding model.

Dixie has assembled what it feels is the best solution to arrest this crisis in on campus student housing. The public/private partnership will not require state funding or student bonding. The planned 314 bed three story facility includes the latest in student housing design, to include layered security from the exterior entrance to the bedrooms, study rooms, building wide Wi-Fi, recreation amenities, kitchens, living rooms, and options for private bedrooms. The total estimated costs for construction and FFE by the private partners is \$8,700,000.

Dixie State will lease land for the student housing development, adjacent to the current student housing, with the proviso that the development would revert to the College at the end of the lease.

Reference R712, Utah State Code 53B-20-103 and 53B-21-108



DIXIE STATE COLLEGE 2010 MASTER PLAN

PROPOSED HOUSING LOCATION



R712, Nontraditional Arrangements for Development of Facilities on Campuses¹

R712-1. Purpose: To provide for consideration of nontraditional arrangements for development of facilities on campuses of institutions in the Utah System of Higher Education

R712-2. References

- 2.1. Utah Code §53B-6-101 (Master Planning for Higher Education)
- 2.2. Utah Code §53B-20-103 (Powers of State Board - Capital Facilities Projects)
- 2.3. Utah Code §53B-21-108 (Financing Projects by Contract or Lease Agreement)
- 2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures R710, Capital Facilities

R712-3. General Policy on Nontraditional Arrangements for Development of Facilities on Campuses of Institutions of Higher Education

- 3.1. **General Policy:** It is the general policy and expectation of the Board of Regents that nontraditional arrangements for development of facilities on campuses of institutions in the Utah System of Higher Education will be used sparingly and only where specific and unusual circumstances clearly so warrant.

R712-4. Policy on Lease-Purchase Acquisitions of Facilities for Institutional Use: Pursuant to authority contained in Utah Code §53B-21-108 the Board of Regents will consider institutional proposals for lease-purchase acquisition of facilities to be financed totally from institutional revenues not a part of the appropriated budget. Such a proposal will be finalized only after receipt of advice from the Attorney General's Office that the specific proposal is within the Regents' authority to approve under current statute, and final approval will be granted only where the following conditions are met:

- 4.1. **Quality Control:** Adequate provisions for quality control in the design and construction of the project;
- 4.2. **Construction Codes:** Provision to ensure compliance with appropriate state or local construction codes;
- 4.3. **Life-Cycle Costing:** Design provision for life-cycle costing criteria;
- 4.4. **Analysis of Revenues and Expenses:** Verification by analysis of revenues and expenses, taking all costs of both methods into consideration, that the lease-purchase arrangement can be expected to provide an equivalent facility at less total cost to the institution than by use of a revenue bond issue with project construction managed by DFCM;

¹ Approved December 20, 1985.

4.5. Contractual Provisions: Verification that proposed arrangements set forth in the necessary contractual documents:

4.5.1. Are financially feasible for the institution;

4.5.2. Adequately protect the interests of the institution regarding:

4.5.2.1. termination, extension, or renewal of the lease,

4.5.2.2. resolution of other eventualities that reasonably can be foreseen, and

4.5.2.3. ultimate ownership of the facility;

4.6. Attorney General Approval: Attorney General's Office approves all contract documents as to form and legal authority

R712-5. Policy on Facilities Developed and Owned by an Outside Party on Leased Institutional Land: The Board of Regents recognizes that in specific instances, institutional and/or public interests may be well served by arrangements for construction and operation of facilities by outside organizations or parties on leased institutional property. The Regents will, therefore, from time to time consider proposals for such arrangements. Such a proposal will be finalized only after receipt of advice from the Attorney General's Office that the specific proposal is within the Regents' authority to approve under current statute, and final approval will be granted only where the following conditions are met:

5.1. Program Benefits or Broad Public Purpose: The proposed arrangement provides significant benefits to the program, students, faculty, or staff of the institution, or serves a broad public interest that could not be served as well any other way;

5.2. Proper Developer and Use: The proposed outside developer/owner and the proposed use of the facility are proper and appropriate for the image and environment of the institution;

5.3. Adequate Compensation: Compensation to the institution, either in cash or in kind (or a combination), is adequate to justify any financial considerations provided by the institution to the outside developer/user of the facility;

5.4. Contractual Provisions: Proposed arrangements set forth in contract documents:

5.4.1. Are financially feasible for the institution;

5.4.2. Adequately protect the interests of the institution regarding:

5.4.2.1. initial relationships with the outside organization or party,

5.4.2.2. resolution of eventualities that can reasonably be foreseen,

5.4.2.3. institutional right to control appearance of the facility, external remodeling/additions, level of building and landscape maintenance, parking rights, exterior graphics, access to institutional utility systems and access roads, and

5.4.2.4. termination, extension, or renewal of the lease, and ultimate ownership of the facility;

5.5. Attorney General Approval: Attorney General's Office approves all contract documents as to form and legal authority

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah Campus Master Plan Update

Issue

In compliance with Regents policy, the University of Utah has requested approval of its updated Campus Master Plan which was most recently approved by the Regents in September 2008.

Background

As noted in the attached letter from the University, in June of this year the 25-year Campus Master Plan approved by the Board in September of 2008 was awarded the Excellence in Planning Merit Award by the Society for College and University Planning (SCUP). Given the dynamic nature of a major research and teaching university, such a plan is always in a state of evolution, and the University is prepared to present its updated "Campus Master Plan—2010" for approval at the Regents meeting..

The details of the plan changes, including adjustments to building siting/orientation, roadway and pedestrian walkway reconfiguration, et al., will be presented at the meeting. University officials will be present to answer any questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's updated campus master plan.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Office of the Vice President
for Administrative Services

September 30, 2010

Dr. William A. Sederburg, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City UT 84101-1284

Dear Commissioner Sederburg:

RE: UNIVERSITY OF UTAH CAMPUS MASTER PLAN 2010 UPDATE

The Society for College and University Planning (SCUP) awarded the Excellence in Planning Merit Award for Planning for a District or Campus Component to the University of Utah for its 2008 Campus Master Plan on July 29, 2010. With the 25-year Campus Master Plan, the University has started to transform our 1,500-acre, 30,000-student institution into an integrated, walkable, sustainable, energized, and lively campus.

As a dynamic and vibrant institution, the University of Utah planners continue to work with many campus constituents as this award winning Campus Master Plan continues its evolution. Likewise, the updated Campus Master Plan will be shared with our neighbors at the next scheduled Community Forum.

The University of Utah requests Board of Regents approval for "Campus Master Plan—2010," an update to the comprehensive and thoughtful framework for current and future campus development.

Details of the plan, including but not limited to, adjustments to building siting/orientation and roadway and pedestrian walk reconfiguration, etc., will be presented to the Finance Committee at the Board of Regents meeting October 29, 2010. Thank you for your consideration and support.

Sincerely,

Michael G. Perez
Associate Vice President

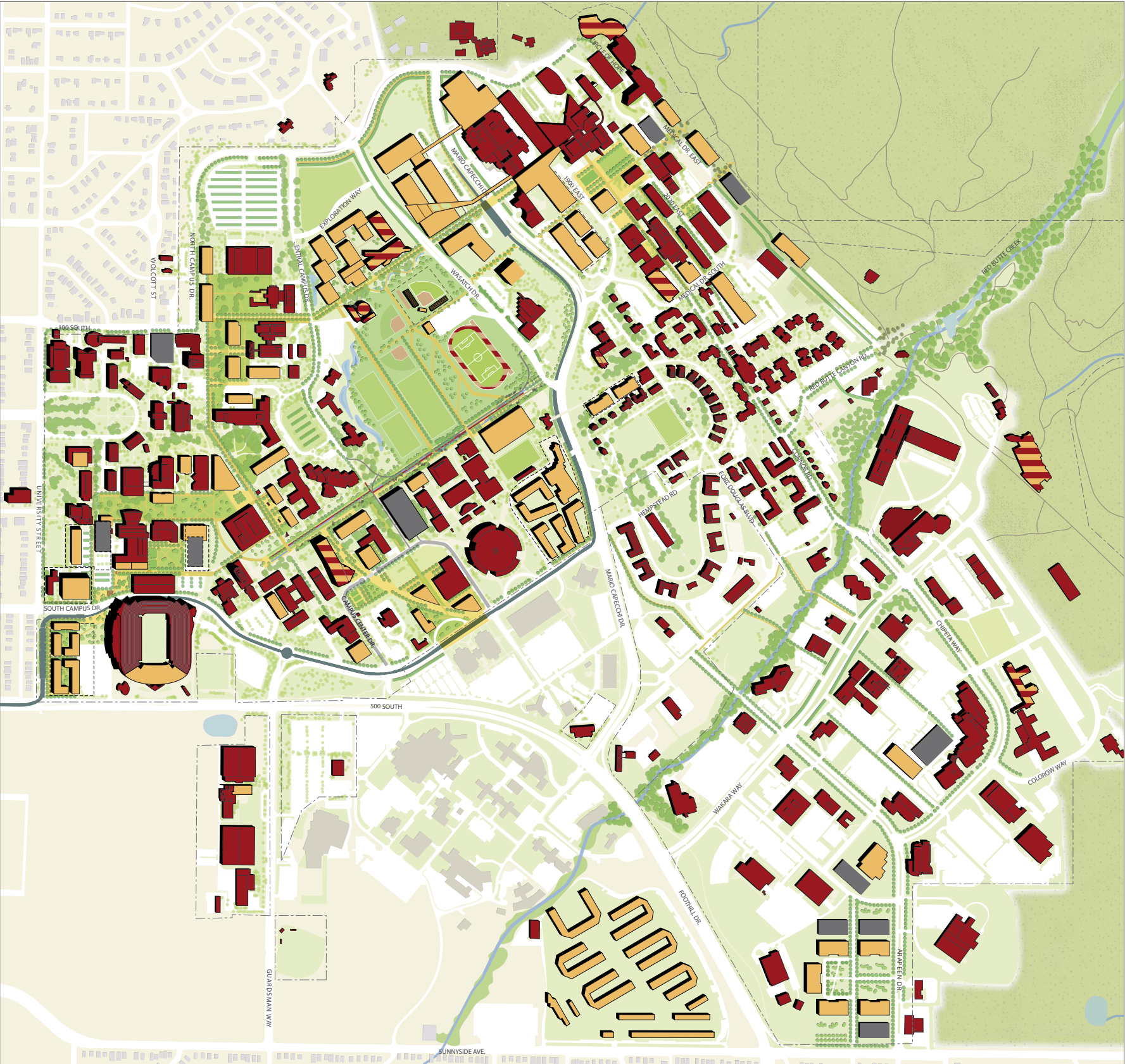
c: Arnold B. Combe, Vice President
Dr. Gregory Stauffer, Associate Commissioner
Ralph Hardy, Special Assistant to the Associate Commissioner

Attachment: 2010 Campus Master Plan

I:/Regents.Campus Master Plan Update.Sederburg.093010

Associate Vice President Facilities Management

1795 East South Campus Dr Rm 219
V. Randall Turpin University Services Building
Salt Lake City, UT 84112-9404
(801) 581-6510
FAX (801) 581-6081



October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revision of Policy R565-Audit Committees

Issue

The Audit Review Subcommittee of the Board of Regents has requested that additional language be included in Policy R565. The purpose of the additional language is to provide guidance to the institutions about reporting parameters associated with audit findings of fraud, misconduct, or other such items that might make the news and/or damage the institution's reputation. At present, expectations are informally understood; however, the desire is to provide clearer direction as to the appropriate protocol in such instances.

The revised policy provides clarity and guidance on this matter.

Background

Several states were contacted in establishing language for reporting parameters. This policy is modeled after three state systems that have written parameters in place: California, Arizona and Wisconsin.

Proposed Policy Revision

The proposed policy addition is found in R565 4.7 and pertains to a new "Audit Notification" section. The new language reads as follows:

4.7. Audit Notification

4.7.1. A USHE vice president over finance shall give prompt verbal notification to the audit coordinator within the Office of the Commissioner when there is reasonable cause to believe that significant fraud, misconduct, or other event or action has occurred and where any of the following conditions of qualitative materiality are met:

1. the matter is significant and is an act of embezzlement, theft or financial conflict of interest;
2. has the potential to damage an institution's reputation;
3. has the potential to become a public embarrassment through the media;
4. involves the misuse of institutional resources and creates exposure to a liability of at least \$25,000.

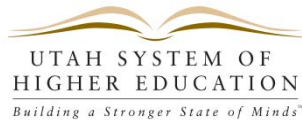
4.7.2 Qualitative materiality refers to financial and nonfinancial items that, independent of the amount, may influence the decisions of a user of the financial statements. For example, the political sensitivity to adverse media exposure that often concerns the nature rather than the size of an amount, such as illegal acts, bribery, corruption and related party transactions should be reported.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed changes to policy R565-Audit Committees.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/DAM
Attachment



R565, Audit Committees¹

R565-1. Purpose: To provide for the functions and responsibilities of Audit Committees within the Utah System of Higher Education (System).

R565-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)
- 2.3. Utah Code [Title 52, Chapter 4](#) (Utah Open and Public Meeting Act)
- 2.4. Policy and Procedures [R561](#), Accounting and Financial Controls
- 2.5. Policy and Procedures [R567](#), Internal Audit Program

R565-3. Creation of Audit Committees

- 3.1. Creation of Regent Audit Committee: There is hereby created a Regent Audit Committee as a standing subcommittee of the Finance, Facilities and Accountability Committee.
- 3.2. Creation of Trustee Audit Committees: Each Board of Trustees will create a standing Audit Committee to assist the full board in fulfilling its oversight responsibilities for financial matters.

R565-4. Regent and Trustee Audit Committee Charters

4.1. Purpose

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

4.2. Authority

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

¹ Adopted November 22, 1977, amended June 27, 1978, September 2, 1999, March 18, 2005 and March 9, 2007.

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

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

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

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

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

4.2.2.2. Facilitate full access for external auditors during annual audits.

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

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

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

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

4.3. Composition

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

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

4.4. Meetings

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

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

4.5. Responsibilities

4.5.1. External Audits and Financial Statements

4.5.1.1. Regent Audit Committee

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

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

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

4.5.1.2. Trustee Audit Committee

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

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

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

4.5.2. Internal Control

4.5.2.1. Regent Audit Committee

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

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

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

4.5.2.2. Trustee Audit Committee

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

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

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

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

4.5.3. Compliance

4.5.3.1. Regent Audit Committee

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

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

4.5.3.2. Trustee Audit Committee

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

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

4.5.4. Internal Audit

4.5.4.1. Regent Audit Committee

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

4.5.4.2. Trustee Audit Committee

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

4.5.4.2.2. Review any restrictions and limitations on internal auditing activities.

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

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

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

4.6. Reporting

4.6.1. Regent Audit Committee

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

4.6.2. Trustee Audit Committee

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

4.6.2.2. In connection with regularly scheduled Board of Regents meetings, the Trustee chair and Trustee Audit Committee chair shall meet periodically with the Regent Audit Committee to provide updates on the institutional activities contemplated by this policy. In addition, the Trustee chair and Trustee Audit Committee chair shall prepare an annual report consisting of a cover letter outlining audit programs and plans, a summary of key

committee and related institutional activity (including an assessment of the results of that activity), and meeting agendas/minutes. This report shall be submitted to the Office of the Commissioner by December 31 of each year.

4.7. Audit Notification

4.7.1. A USHE vice president over finance shall give prompt verbal notification to the audit coordinator within the Office of the Commissioner when there is reasonable cause to believe that significant fraud, misconduct, or other event or action has occurred and where any of the following conditions of qualitative materiality are met:

1. The matter is significant and is an act of embezzlement, theft or financial conflict of interest;
2. has the potential to damage an institution's reputation;
3. has the potential to become a public embarrassment through the media;
4. involves the misuse of institutional resources and creates exposure to a liability of at least \$25,000.

4.7.2 Qualitative materiality refers to financial and nonfinancial items that, independent of the amount, may influence the decisions of a user of the financial statements. For example, the political sensitivity to adverse media exposure that often concerns the nature rather than the size of an amount, such as illegal acts, bribery, corruption and related party transactions should be reported.

R565-5. Necessary Actions Not Contemplated by R565-4

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

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

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Purchase of Property in Tremonton, Utah

Issue

Utah State University (USU) has requested authorization to purchase property in Tremonton, Utah. The property is the former Intermountain Health Care Medical Office Building and consists of a building of approximately 5,300 square feet situated on 1.7 acres of land.

Background

This property, located at 420 West 600 North in Tremonton, Utah, will provide excellent space to provide distance education classes for students living in and around that community. The purchase of \$340,000 is the fair market appraised value of the property. (A copy of the appraisal is attached.) An inspection of the property conducted by USU found it to be in good condition with only minimal need for clean-up and life safety improvements.

The proposed funding for acquisition of the property is tuition and fees collected by USU Regional Campuses and Distance Education. Operation and Maintenance costs for the foreseeable future will be funded from the same source of income. Once master planning has been completed for the property and steps taken to implement the plan, the University may request state-appropriated O&M funds as appropriate.

The requested acquisition is scheduled for approval by the USU Board of Trustees during its October 22, 2010 meeting. Officials from USU will be present at the Regents' Board Meeting to provide additional information and respond to questions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve this property purchase.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



7 October 2010

Commissioner William A. Sederburg
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Sederburg:

Utah State University (USU) desires to purchase certain real property located in Tremonton, Utah to better provide distance education classes for the students living in and around that community.

The property is the former IHC (Intermountain Health Corporation) Medical Office Building located at 420 West 600 North, Tremonton, Utah. The property includes the building of approximately 5,300 square feet, situated on land containing 1.70 acres. See the accompanying Exhibit A.

In discussions with the owner, USU has stated that the acquisition price must be based on appraisal and an appraisal report recently obtained by USU stated that the current fair market value is \$340,000 for the building and land. USU conducted its own inspection of the property and found it to be in good condition with minimal need for clean-up and life safety improvements.

Funding for the acquisition will be paid from tuition and fees collected by USU Regional Campuses and Distance Education. Operation and maintenance costs will be funded from the same source for the foreseeable future. Once the master plan for the property is complete and steps are taken to begin implementing it, USU may request approval of state appropriated O&M funding for eligible projects.

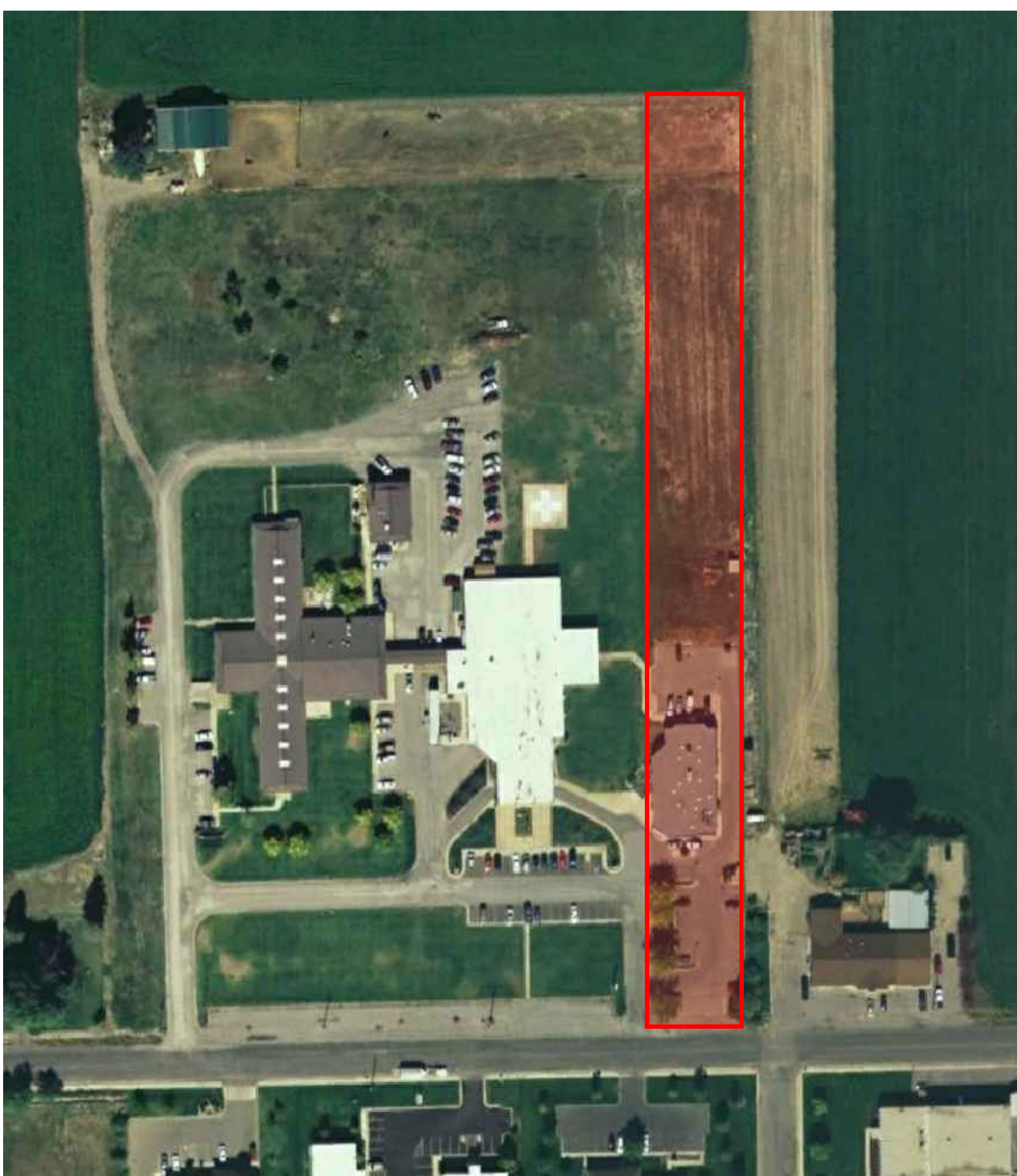
It is understood by the seller that USU must gain approval from its Board of Trustees and the Board of Regents before it can finalize the purchase of the described property.

The University requests that the real property acquisition located in Tremonton, Utah be placed on the consent calendar for the 29 October 2010 Board of Regents meeting. Approval of the real property acquisition is anticipated by the Board of Trustees in its 22 October 2010 meeting.

Sincerely,

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer



PROPERTY FOR SALE

EXHIBIT A



NOT TO SCALE

September 13, 2010

Mr. Dale C. Huffaker
Director Real Property Administration
Utah State University
1445 Old Main Hill
Logan, Utah 84322-1445

RE: IHC Building
420 West 600 North
Tremonton, Utah 84337

Dear Mr. Huffaker:

At your request, I have conducted an appraisal of the above referenced property. The purpose of the appraisal has been to estimate the current market value of the fee-simple estate. The intended use of the report is to assist with acquisition decisions.

The attached report is a summary appraisal report, as defined by USPAP (please make reference to the Scope of Work section). In the body of the report are the data, analyses and opinions that were used to develop all applicable approaches to value. These estimates were reconciled to a final value estimate of \$340,000 (Three Hundred Forty Thousand Dollars) for the subject as of September 9, 2010, the inspection date.

At the request of the client, I have estimated replacement cost for the subject's building via Marshall Valuation Service. A cost of \$465,000 (Four Hundred Sixty Five Thousand Dollars) is estimated for the building, excluding land, site improvements and development profit (see Reconciliation section).

I consider 6 months to be a reasonable marketing period for a property of this type.

Thank you for this assignment. Please contact me if you have any questions or if I can help in any way.

Respectfully submitted,

Kenneth C. McCoy, MAI

Utah State-Certified General Appraiser 5451905-CG00 Expires 8-31-12
--

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Refunding of UUHC Series 2008 Hospital Variable-rate Revenue Bonds

Issue

The University of Utah has requested approval to refinance the \$20.6 million issue of variable-rate Hospital Bonds approved by the Regents in 2008. The University proposes to refinance the current par amount outstanding of \$19,575,000 plus bonding costs. While the resulting overall debt service on the refunded bonds will be higher than the current amount due, this action will eliminate interest rate risk and provide budget certainty on this piece of outstanding debt.

Background

The University has been the recipient of very low rates since the 2008 issuance of these variable rate bonds. The recent economic challenges of the economy, both in the state and the nation, have driven interest rates to historic lows, and the University and its financial advisor are now recommending refunding these bonds to secure long-term fixed rate financing by locking in the current low interest rates.

The 2008 issue is backed by a Wells Fargo letter of credit that must be renewed by December of 2010 with the inherent liquidity costs unless the issue is refinanced at a fixed rate. The University has opted to fix the rate and has issued an RFP for a fixed-rate underwriting. Morgan Stanley and George K Baum have been selected and the preparation of documents is in process. The relevant parameters of the issue are:

- An amount not to exceed \$20,640,000 including all bond issuance costs
- Interest rates not to exceed 5.5% and discount from par not to exceed 2.0%
- Final maturity not to exceed 20 years from date of issuance
- Option Call at not more than 101% of par on or prior to 11 years from the date of issuance

Copies of the University's request (Bond Issue #1), a Financial Summary, and the Approving Resolution are attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request to refinance these bonds.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



Arnold B. Combe
Vice President for Administrative Services

October 5, 2010

Dr. Gregory L. Stauffer
Associate Commissioner for Finance
and Facilities
State Board of Regents of the State of Utah
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

The purpose of this letter is to bring to your attention three transactions that the University will be bringing before the Board of Regents for consideration at its October 29, 2010 meeting on the campus of the University of Utah. Two of these transactions require the adoption of 'Parameters Resolutions' for Legislatively-approved bond issues and the third seeks the Regents' approval for new bonding authorization to be included in the Regents' bond bill for the upcoming 2011 Legislative Session.

Bond Issue #1: Series 2010 Hospital Refunding Revenue Bonds

In 2008, the Regents issued, on behalf of the University, \$20,640,000 of variable-rate Hospital Revenue Bonds. While interest rates on these bonds have been quite favorable, due to interest rate volatility and other market risks associated with variable-rate bonds as well as extremely low current tax-exempt fixed rates, the University has decided to refund these bonds from a variable to a fixed-rate basis. The current par amount outstanding of the Series 2008 Bonds is \$19,575,000. The University will seek Regent approval to issue a like amount of fixed-rate bonds, plus amounts necessary to fund a debt service reserve fund and pay costs of issuance over a not-to-exceed term of 20-years. While overall debt service on the refunding bonds will be higher than amounts being paid on the current bonds, the University's action will eliminate interest rate risk and affirm budget certainty on this piece of its outstanding debt.

Bond Issue #2: Series 2010 Auxiliary and Campus Facilities System Revenue Bonds

During the 2010 session of the Utah State Legislature, bonding authorization was given to the University of Utah for two housing projects. The first was for the expansion of the

University's "Guest House" (in an amount not-to-exceed \$10 million, plus bonding costs), and the second was for the construction of an "Honors Housing Project (in an amount not-to-exceed \$48 million, plus bonding costs). The University will be asking the Regents to approve a parameters resolution for the issuance of a bond in an amount not-to-exceed \$65 million which includes all bonding costs representing both of these projects (Bonding costs include debt service reserve, capitalized interest and traditional costs of issuance).

Both of the above-mentioned bond issues are planned to be sold sometime in November or early December and closed before the end of the calendar year.

University Request for Bonding Authorization

In September of 2009, the University of Utah's Board of Trustees approved a lease for a multi-specialty medical facility in South Jordan, Utah. In April, 2010, the University signed a 20-year lease on the facility which included an early purchase option. In light of favorable market conditions, the University is now recommending exercising the purchase option at this time. If approved, the University will own the land and the building and will recognize significant savings over the lease option. The so-called "South Jordan Health Center" will include an Emergency Department and multi-specialty physician services and is scheduled to open in November 2011.

The University's request to the Regents is to seek bonding authorization from the Legislature during its 2011 Session for the issuance and sale of an amount not-to-exceed \$66 million, plus bonding costs, of Hospital Revenue Bonds.

Please feel free to call me if you have any questions regarding these three transactions.

Sincerely,



Arnold B. Combe
Vice President

Cc: Michael K. Young
William A. Sederburg
Ralph W. Hardy
Gordon L. Crabtree
Kelly A. Murdock
Blake Wade



\$65,000,000*
State Board of Regents of the State of Utah
University of Utah
Auxiliary and Campus Facilities System Revenue Bonds
Series 2010B&C

FINANCING SUMMARY

Purpose:	Proceeds from the sale of the Series 2010B&C Bonds will be used to finance (i) The expansion of the University's "Guest House" and (ii) The construction of an "Honors Housing Project" (iii) fund a deposit to a debt service reserve fund, pay capitalized interest costs, if any, and pay traditional costs of issuance.
Par Amount:	Not-to-exceed \$65,000,000 (includes costs of issuance, the funding of a debt service reserve fund, and capitalized interest, if determined necessary).
Security:	The Series 2010B&C Bonds are payable from and secured by a pledge and assignment of the net revenues of the University of Utah's Auxiliary and Campus Facilities System which includes certain student building fees and auxiliary revenues (Parking, Bookstore and Student Housing, to name a few).
Ratings:	'AA/Aa2' (expected).
Method of Sale:	Negotiated public offering
Underwriters:	Barclays Capital (65%), Royal Bank of Canada Capital Markets (25%), Zions Bank (10%)
Total Discount:	Not-to-exceed 2.00% (including Underwriter's Discount)

Sale Date:	November 15, 2010*
Closing Date:	December 15, 2010*
Interest Payment Dates:	April 1 st and October 1 st , commencing April 1, 2011
Interest Basis:	30/360
Interest Rates:	Not-to-exceed 7.00% (bond issue may include taxable Build America Bonds)
Principal Payment Date:	April 1
Maturity:	Not-to-exceed 21 years from date of issuance.
Redemption:	Not-to-exceed 11 years @ 101% or, Bonds may be non-callable or subject to redemption including make whole type redemption as deemed advantageous at the time of sale.
University of Utah Contacts:	Arnold B. Combe (801-581-6404)
Financial Advisor:	Kelly Murdock, Wells Fargo Securities (801-246-1732)
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Bond Counsel:	Ballard Spahr, LLP
Disclosure Counsel:	TBD

APPROVING RESOLUTION
UNIVERSITY OF UTAH HOSPITAL
REVENUE REFUNDING BONDS SERIES 2010B

Salt Lake City, Utah

October 29, 2010

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on October 29, 2010, commencing at 9:00 a.m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Daniel W. Campbell	Member
Rosanita Cespedes	Member
France A. Davis	Member
Katharine B. Garff	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
William H. Prows*	Member
Marlon O. Snow	Member
David Smith	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the

* Non-voting member from State Board of Education

meeting was the consideration of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2010B.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE REFUNDING BONDS, SERIES 2010B IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$20,640,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued (among others), for and on behalf of the University, its State Board of Regents of the State of Utah, University of Utah Variable Rate Hospital Revenue Refunding Bonds Series 2008 (the “Refunded Bonds”); and;

WHEREAS, in order to benefit the Board and the University by fixing the interest rate, the Board desires to refund all or any portion of the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2010B (or such other title and/or series designation(s) as may be determined by the officers of the Board or University) (the “Series 2010B Bonds”) in an aggregate principal

amount of not to exceed \$20,640,000 pursuant to the General Indenture and a Supplemental Indenture of Trust between the Board and the Trustee (the “Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, the Series 2010B Bonds shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriter for the Series 2010B Bonds (the “Underwriter”) a form of a Preliminary Official Statement relating to the Series 2010B Bonds (the “Preliminary Official Statement”) and a form of the Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the market climate and other factors applicable to the refunding of all or a portion of the Refunded Bonds or the other objectives and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2010B Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.
2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2010B Bonds are hereby ratified, approved and confirmed.
3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2010B Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to

4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010B Bonds, the Board hereby authorizes the issuance of the Series 2010B Bonds in the aggregate principal amount of not to exceed \$20,640,000. The Series 2010B Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2010B Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

6. The form, terms and provisions of the Series 2010B Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2010B Bonds and to deliver the Series 2010B Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2010B Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2010B Bonds in accordance with the provisions of the Indenture.

7. The Series 2010B Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed two percent (2.0%) of the face amount of the Series 2010B Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2010B Bonds within the parameters set forth herein and

with such alterations, changes or additions as may be necessary or as may be authorized by Section 10 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2010B Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Supplemental Indenture.

8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Series 2010B Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

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

11. Upon their issuance, the Series 2010B Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set

forth in the Indenture. No provision of this Resolution, the Series 2010B Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2010B Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

12. In accordance with the provisions of the Act, the Board shall cause the following “Notice of Bonds to be Issued” to be published one (1) time in the Deseret News and The Salt Lake Tribune, newspapers of general circulation in the State of Utah and the county in which the principal administrative office of the University is located and on the www.utahlegals.com website (established by the collective efforts of Utah’s newspapers) and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on October 29, 2010, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's University of Utah Hospital Revenue Refunding Bonds, Series 2010B (or such other or further designation as the officers of the Board may determine) (the "Series 2010B Bonds") in the aggregate principal amount of not to exceed twenty million six hundred and forty thousand dollars (\$20,640,000), to bear interest at a rate or rates of not to exceed five and one half percent (5.50%) per annum, to mature not later than 20 years following the date of issuance, and to be sold at a price or prices not less than ninety-eight percent (98%) of the total principal amount thereof, for the purpose of refunding all or a portion of the Board's outstanding University of Utah Variable Rate Hospital Revenue Refunding Bonds Series 2008, funding any required deposit to a debt service reserve fund, and paying costs of issuance of the Series 2010B Bonds. No deposit is contemplated in connection with the issuance of the Series 2010B Bonds.

The Series 2010B Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5th Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2010B Bonds), or the Series 2010B Bonds, or any provision made for the security and payment of the Series 2010B Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 29th day of October, 2010.

/s/ Joyce Cottrell

Secretary

13. After any of the Series 2010B Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2010B Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 29TH DAY OF OCTOBER, 2010.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on October 29, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 29th day of October, 2010.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the October 29, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on October 20, 2010, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on October 20, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010-2011 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on July 28, 2009, at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on July 28, 2009 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 29th day of October, 2010.

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2010B BONDS

Principal amount not to exceed	\$20,640,000.00
Interest rates not to exceed	5.50%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	20 years from date of issuance
Optional Call at not more than 101% of par on or prior to:	11 years from date of issuance

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA--Approving Resolution, SBR Student Loan Revenue Bonds

Issue

Board of Regents adoption of an approving resolution for the issuance of student loan revenue bonds is necessary to refund certain bonds that remain outstanding to more closely align the Board's borrowing costs with returns on its student loans.

Background

The student loan bonds outstanding, which are the subject of this refunding, are in auction rate modes and bank-held variable rate bonds. These bonds are not marketable in today's financial environment and are not expected to be marketable in the future. The Student Finance Subcommittee will review this proposed bond issue and provide a recommendation at the October 29 Regents meeting. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

Proposed Structure

Based upon the financing team's review and analysis of the program's needs, alternative structures, pricing, and current circumstances, the Board is best served by issuing a mixture of taxable and tax-exempt fixed rate, floating rate, and variable rate demand notes under three new master indentures as follows:

	<u>Expected Rating</u>	<u>Proposed Amount</u>	<u>Interest Rate</u>	<u>Maturity</u>
Series 2010-1	AAA	\$ 426,000,000	Variable	11/01/50(*)
Series 2010-2	AAA	\$ 441,000,000	Fixed & Variable	11/01/50(*)
Series 2010B	AAA	\$ 190,500,000	Variable	11/01/50(*)
Total		<u>\$1,057,500,000</u>		

(*) Estimated actual maturity dates will be significantly shorter.

Proposed Not To Exceed Parameters

	<u>Not To Exceed Parameter</u>	<u>Resolution Reference</u>
• Total Principal Amount	\$1,200,000,000	Section 5
• Interest Rate on Fixed Rate Obligations	6.0%	Section 5
• Interest Rate on Variable Rate Demand Obligations	12.0%	Section 5
• Interest Rate on Indexed Floating Rate Obligations	25.0%	Section 5
• Maximum Maturity Date	11/1/2050	Section 5
• Underwriters Discount	.75%	Section 7

Basic Documents Requiring Approval

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will authorize the execution of the necessary documents and agreements and the issuance of student loan revenue bonds and/or notes pursuant to various Indentures of Trust between the Board of Regents and Wells Fargo Bank, as trustee, in an aggregate principal amount not to exceed \$1.2 billion.

The Approving Resolution delegates authority to the Board's Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the bond documents, consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements (see Resolution Sections 6 through 13).

UHEAA staff, representatives of the Attorney General's Office, the Board's Financial Advisor, Bond Counsel, and Underwriters will be at the Board of Regents meeting on October 29 to answer questions.

Options Considered

The Student Finance Subcommittee, Program Officers, Underwriters and Bond Counsel periodically review and consider a wide range of financing facilities and structures. The possible merits of locking in current low interest rates by issuing the bonds as fixed rate bonds are considered each time. The interest earnings on the Board's student loan portfolio are primarily indexed to thirty-day commercial paper, thus requiring the student loans to be financed with variable rate debt to minimize the interest rate risk to the Board. However, in this proposed bond issue, it is advantageous to the Board to issue a portion of the total bonds issued in a fixed rate mode and enter into an "interest rate swap" in order to convert payments on the fixed rate bonds to a floating rate basis.

Commissioner's Recommendation

The Commissioner recommends, subject to final review and concurrence by the Student Finance Subcommittee, that the Regents approve the attached Approving Resolution authorizing the issuance of the Series 2010 Student Loan Revenue Bonds.

William A. Sederburg
Commissioner of Higher Education

Attachment

WAS/DAF/ROD

Salt Lake City, Utah

October 29, 2010

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on October 29, 2010, commencing at ____ [a.m.] The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Daniel W. Campbell	Member
Rosanita Cespedes	Member
France A. Davis	Member
Katharine B. Garff	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
William H. Prows*	Member
David Smith**	Member
Marlon O. Snow	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance of student loan revenue bonds and notes.

* Non-voting member from State Board of Education
** Student Regent

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING THE ISSUANCE AND SALE OF ITS STUDENT LOAN REVENUE BONDS AND/OR NOTES OF VARIOUS SERIES IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$1,200,000,000; AUTHORIZING THE EXECUTION OF INDENTURES OF TRUST, SUPPLEMENTAL INDENTURES OF TRUST, BOND/NOTE PURCHASE AGREEMENTS, OFFICIAL STATEMENTS, LETTER OF CREDIT AND REIMBURSEMENT AGREEMENTS, INTEREST RATE EXCHANGE AGREEMENTS, AND OTHER DOCUMENTS AS MAY BE REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds and notes pursuant to the provisions of the Act; and

WHEREAS, from time to time the Board has previously issued its bonds and other obligations pursuant to the Act to finance loans under its Student Loan Program and certain of such bonds remain outstanding, including in auction rate modes or as bank-held variable rate bonds (all of the outstanding bonds collectively, the "Outstanding Bonds") and the Board has determined that it is in its best interest to refinance all or a portion of the Outstanding Bonds into one or more long-term financing methods that are more likely to align the Board's borrowing costs with returns on its student loans; and

WHEREAS, in furtherance thereof, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue student loan revenue or asset backed bonds and/or notes of various series and titles (collectively, the "Obligations"), each issued pursuant to various Indentures of Trust which may include Supplemental Indentures of Trust (collectively, the "Indentures"), between the Board and Wells Fargo Bank, National Association, as trustee (the "Trustee"), in an aggregate principal amount of not to exceed \$1,200,000,000; and

WHEREAS, the Board desires to use the proceeds of the Obligations to (i) refund all or a portion of the Outstanding Bonds, (ii) fund the purchase of student loans,

capitalized interest and any required deposit to debt service reserves and (iii) pay costs of issuance of the Obligations; and

WHEREAS, the Board desires to provide liquidity and credit support for all or a portion of the Obligations bearing interest at variable rates by causing Royal Bank of Canada (the “Bank”) to deliver one or more letters of credit pursuant to one or more Letter of Credit and Reimbursement Agreements (the “Reimbursement Agreements”) between the Board and the Bank; and

WHEREAS, the Board has determined that under certain circumstances it could be advantageous to the Board to issue all or a portion of the Obligations as fixed rate bonds and enter into an interest rate contract whereby the fixed rate on the bonds is exchanged for a floating rate, thus reducing spread risk between the Board’s borrowing costs and the return on its student loans by entering into one or more Interest Rate Exchange Agreements, including an ISDA Master Agreement and related Schedule, Credit Support Annex and Confirmation (collectively, the “Interest Rate Exchange Agreements”) with Royal Bank of Canada or another qualified swap counterparty; and

WHEREAS, the Board hereby finds and determines that (i) the Interest Rate Exchange Agreements are designed to reduce spread risk between the Board’s borrowing cost and the return on its student loans and are reasonably expected to result in a lower cost of borrowing and (ii) the Interest Rate Exchange Agreements are entered into for debt management purposes and not for speculation; and

WHEREAS, the Obligations and the Board’s obligations under the Indentures, the Reimbursement Agreements and the Interest Rate Exchange Agreements shall be payable solely from the revenues and other moneys pledged therefore and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, RBC Capital Markets, LLC, on behalf of itself and Merrill Lynch, Pierce, Fenner & Smith Incorporated (collectively, the “Underwriters”), has expressed interest in purchasing the Obligations, and for each proposed series there was before the Board at this meeting a Term Sheet prepared by the Underwriters (the “Term Sheets”), forms of the Bond or Note Purchase Agreements to be entered into between the Board and the Underwriters (collectively, the “Bond Purchase Agreements”), forms of the Indentures, forms of the Preliminary Official Statements or Offering Memoranda for use in marketing the Obligations (collectively, the “Preliminary Official Statements”), a form of a Remarketing Agreement to be entered into for variable rate bonds requiring a remarketing agent (the “Remarketing Agreement”), a form of the Reimbursement Agreements and forms of the Interest Rate Exchange Agreements; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the structures to be used and the final principal amounts for each structure, along with the terms, maturities, interest rates, redemption provisions, and purchase prices at which the Obligations shall

be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this resolution and the terms of any Reimbursement Agreement and Interest Rate Exchange Agreement; provided such terms do not exceed the parameters set forth in this resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the issuance of the Obligations are hereby ratified, approved and confirmed. The execution of a back-up servicing agreement between the Board and the Pennsylvania Higher Education Assistance Agency is hereby ratified and approved.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statements in substantially the forms before the Board at this meeting in connection with the offering and sale of the Obligations. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver on behalf of the Board final Official Statements or Offering Memoranda (collectively, the "Official Statements") in substantially the same form and with substantially the same content as the forms of the Preliminary Official Statements before the Board at this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statements. The preparation, use and distribution of the Official Statements are also hereby authorized.

Section 4. The Indentures, in substantially the forms before the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and deliver the Indentures in the forms and with substantially the same content as those before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof.

Section 5. For the purpose of providing funds to (i) refund all or a portion of the Outstanding Bonds, (ii) fund the purchase of student loans, capitalized interest and any required deposits to debt service reserves and (iii) pay costs of issuance of the Obligations, the Board hereby authorizes the issuance and sale of the Obligations in various series and from time to time in an aggregate principal amount of not to exceed \$1,200,000,000, which shall bear interest as provided in the Indentures and other documents and such rates shall not at any time exceed (a) six percent (6%) per annum in the case of the Obligations bearing fixed rates, (b) twelve percent (12%) per annum in the case of Obligations issued as variable rate demand obligations, and (c) twenty-five percent (25%) per annum in the case of Obligations issued as indexed floating rate

obligations, obligations held as bank bonds pursuant to a Reimbursement Agreement and the Board's indexed floating rate obligations under the Interest Rate Exchange Agreements. The Obligations shall mature on such date or dates, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, on or before 40 years from the date of issuance thereof. The issuance of the Obligations shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah. The Outstanding Bonds may be retired by redemption or purchase of such bonds, as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee.

Section 6. The form, terms and provisions of the Obligations and the provisions for the signatures, authentication, payment, registration, transfer, exchange, tender, remarketing, redemption and number shall be as set forth in the Indentures. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board are hereby authorized to execute and seal by manual or facsimile signature the Obligations and to deliver the Obligations to the Trustee for authentication. The appropriate officials of the Board are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Obligations in accordance with the provisions of the respective Indentures.

Section 7. The Obligations shall be sold to the Underwriters with an Underwriters' discount of not to exceed three-quarters of one percent (0.75%) of the face amount of the Obligations, plus accrued interest, if any. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Bond Purchase Agreements in substantially the forms and with substantially the same content as those before the Board at this meeting for and on behalf of the Board with final terms as may be established for the Obligations and such alterations, changes or additions as may be authorized by Section 12 hereof. Pursuant to Section 53B-13-104(9) of the Act, the Chair, Vice-Chair and/or Chair of the Finance, Facilities and Accountability Committee, are each hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, rate determination methods and purchase prices (including obligations sold at a premium or discount) with respect to the Obligations for and on behalf of the Board by the execution of the Bond Purchase Agreements and the Indentures and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to take all action necessary or reasonably required by the Bond Purchase Agreements and the Indentures to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The Reimbursement Agreements and Remarketing Agreements, in substantially the forms before the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver one or more Reimbursement Agreements and Remarketing Agreements in the form and with substantially the same content as those before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof.

Section 10. The Interest Rate Exchange Agreements, in substantially the forms before the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Interest Rate Exchange Agreements in the forms and with substantially the same content as those before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 12 hereof. The Board also approves a policy for implementation of Interest Rate Exchange Agreements in the form which was before the Board at this meeting.

Section 11. The appropriate officers of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary are hereby authorized to consider the refinancing options approved hereby and to determine the timing and implementation of such options. Execution of a Bond Purchase Agreement and Indenture for a specific Series of Bonds shall signify the final approval thereof for and on behalf of the Board.

Section 12. The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions in the Indentures, the Obligations, the Bond Purchase Agreements, the Preliminary Official Statements, the Official Statements, the Reimbursement Agreements, the Remarketing Agreements, the Interest Rate Exchange Agreements or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States or to the Term Sheets and the final agreement with the Underwriters and other participants, all within the parameters established herein.

Section 13. The appropriate officials of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all

other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 14. Upon their issuance, the Obligations and the obligations of the Board under the Indentures, Reimbursement Agreements, the Remarketing Agreements and Interest Rate Exchange Agreements, will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indentures, such Obligations, the Reimbursement Agreements, Remarketing Agreements and Interest Rate Exchange Agreements. No provision of this Resolution, the Obligations, the Bond Purchase Agreements, the Reimbursement Agreement, the Remarketing Agreements, the Interest Rate Exchange Agreements, the Term Sheets, the Indentures or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 15. After any of the Obligations are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Obligations are deemed to have been fully discharged in accordance with the terms and provisions of the Indentures.

Section 16. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 17. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 18. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 29TH DAY OF OCTOBER, 2010.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on October 29, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 29th day of October, 2010.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the October 29, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Exhibit A, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on October ___, 2010, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided on October ___, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Exhibit B, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah on _____, 2010, (ii) provided on _____, 2010 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Exhibit C). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 29th day of October, 2010.

(SEAL)

Secretary

EXHIBIT A

Notice of Public Meeting

[See Transcript Document No. ____]

EXHIBIT B

Notice of Annual Meeting Schedule

[See Transcript Document No. ____]

EXHIBIT C

Electronic Meeting Policy

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah – Refunding of UUHC Series 2008 Hospital Variable-rate Revenue Bonds

Issue

The University of Utah has requested approval to refinance the \$20.6 million issue of variable-rate Hospital Bonds approved by the Regents in 2008. The University proposes to refinance the current par amount outstanding of \$19,575,000 plus bonding costs. While the resulting overall debt service on the refunded bonds will be higher than the current amount due, this action will eliminate interest rate risk and provide budget certainty on this piece of outstanding debt.

Background

The University has been the recipient of very low rates since the 2008 issuance of these variable rate bonds. The recent economic challenges of the economy, both in the state and the nation, have driven interest rates to historic lows, and the University and its financial advisor are now recommending refunding these bonds to secure long-term fixed rate financing by locking in the current low interest rates.

The 2008 issue is backed by a Wells Fargo letter of credit that must be renewed by December of 2010 with the inherent liquidity costs unless the issue is refinanced at a fixed rate. The University has opted to fix the rate and has issued an RFP for a fixed-rate underwriting. Morgan Stanley and George K Baum have been selected and the preparation of documents is in process. The relevant parameters of the issue are:

- An amount not to exceed \$20,640,000 including all bond issuance costs
- Interest rates not to exceed 5.5% and discount from par not to exceed 2.0%
- Final maturity not to exceed 20 years from date of issuance
- Option Call at not more than 101% of par on or prior to 11 years from the date of issuance

Copies of the University's request (Bond Issue #1), a Financial Summary, and the Approving Resolution are attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request to refinance these bonds.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



Arnold B. Combe
Vice President for Administrative Services

October 5, 2010

Dr. Gregory L. Stauffer
Associate Commissioner for Finance
and Facilities
State Board of Regents of the State of Utah
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

The purpose of this letter is to bring to your attention three transactions that the University will be bringing before the Board of Regents for consideration at its October 29, 2010 meeting on the campus of the University of Utah. Two of these transactions require the adoption of 'Parameters Resolutions' for Legislatively-approved bond issues and the third seeks the Regents' approval for new bonding authorization to be included in the Regents' bond bill for the upcoming 2011 Legislative Session.

Bond Issue #1: Series 2010 Hospital Refunding Revenue Bonds

In 2008, the Regents issued, on behalf of the University, \$20,640,000 of variable-rate Hospital Revenue Bonds. While interest rates on these bonds have been quite favorable, due to interest rate volatility and other market risks associated with variable-rate bonds as well as extremely low current tax-exempt fixed rates, the University has decided to refund these bonds from a variable to a fixed-rate basis. The current par amount outstanding of the Series 2008 Bonds is \$19,575,000. The University will seek Regent approval to issue a like amount of fixed-rate bonds, plus amounts necessary to fund a debt service reserve fund and pay costs of issuance over a not-to-exceed term of 20-years. While overall debt service on the refunding bonds will be higher than amounts being paid on the current bonds, the University's action will eliminate interest rate risk and affirm budget certainty on this piece of its outstanding debt.

Bond Issue #2: Series 2010 Auxiliary and Campus Facilities System Revenue Bonds

During the 2010 session of the Utah State Legislature, bonding authorization was given to the University of Utah for two housing projects. The first was for the expansion of the

University's "Guest House" (in an amount not-to-exceed \$10 million, plus bonding costs), and the second was for the construction of an "Honors Housing Project (in an amount not-to-exceed \$48 million, plus bonding costs). The University will be asking the Regents to approve a parameters resolution for the issuance of a bond in an amount not-to-exceed \$65 million which includes all bonding costs representing both of these projects (Bonding costs include debt service reserve, capitalized interest and traditional costs of issuance).

Both of the above-mentioned bond issues are planned to be sold sometime in November or early December and closed before the end of the calendar year.

University Request for Bonding Authorization

In September of 2009, the University of Utah's Board of Trustees approved a lease for a multi-specialty medical facility in South Jordan, Utah. In April, 2010, the University signed a 20-year lease on the facility which included an early purchase option. In light of favorable market conditions, the University is now recommending exercising the purchase option at this time. If approved, the University will own the land and the building and will recognize significant savings over the lease option. The so-called "South Jordan Health Center" will include an Emergency Department and multi-specialty physician services and is scheduled to open in November 2011.

The University's request to the Regents is to seek bonding authorization from the Legislature during its 2011 Session for the issuance and sale of an amount not-to-exceed \$66 million, plus bonding costs, of Hospital Revenue Bonds.

Please feel free to call me if you have any questions regarding these three transactions.

Sincerely,



Arnold B. Combe
Vice President

Cc: Michael K. Young
William A. Sederburg
Ralph W. Hardy
Gordon L. Crabtree
Kelly A. Murdock
Blake Wade



\$20,640,000*
State Board of Regents of the State of Utah
University of Utah
Hospital Revenue Refunding Bonds
Series 2010B
(Refunding of Series 2008 Variable-Rate Hospital Revenue Bonds)

FINANCING SUMMARY

Purpose:	To receive approval from the Regents to allow the University to refund \$19,575,000 of Variable-Rate Hospital Revenue Bonds, Series 2008, to fixed-rate bonds.
Par Amount:	\$20,640,000 (not-to-exceed)
Security:	The Series 2010B Bonds will be secured by a pledge and assignment of the net revenues of the University of Utah's Hospitals and Clinics.
Ratings:	'AA'/'Aa2' underlying ratings from Standard & Poor's Corporation and Moody's Investors Service, respectively, by virtue of State of Utah moral obligation pledge (expected).
Method of Sale:	Negotiated public offering
Total Discount:	Not-to-exceed 2.00%
Pricing Date:	November 17, 2010*
Closing Date:	December 2, 2010*
Interest Payment Dates:	February 1 and August 1, beginning August 1, 2011
Interest Basis:	30/360

Principal Payment Dates:	August 1
Interest Rates:	Not-to-exceed 5.50%
Maturity:	Not-to-exceed 20-years from date of issuance
Redemption:	Not-to-exceed 11-years at 101%
Underwriters:	Morgan Stanley & George K. Baum
University of Utah Contact:	Gordon Crabtree (801) 581-7164 Arnold B. Combe (801) 581-6404
Financial Advisor:	Kelly Murdock, Wells Fargo Securities (801) 246-1732
Trustee, Paying Agent/Reg.:	Wells Fargo Bank, National Association
Bond/Disclosure Counsel:	Ballard Spahr Andrews & Ingersoll, LLP
Underwriter's Counsel:	Chapman and Cutler

*Preliminary, subject to change

APPROVING RESOLUTION
UNIVERSITY OF UTAH HOSPITAL
REVENUE REFUNDING BONDS SERIES 2010B

Salt Lake City, Utah

October 29, 2010

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah in Salt Lake City, Utah on October 29, 2010, commencing at 9:00 a.m. The following members were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Jerry C. Atkin	Member
Brent L. Brown	Member
Daniel W. Campbell	Member
Rosanita Cespedes	Member
France A. Davis	Member
Katharine B. Garff	Member
Greg W. Haws*	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
William H. Prows*	Member
Marlon O. Snow	Member
David Smith	Member
Teresa L. Theurer	Member
John H. Zenger	Member

Absent:

Also Present:

William A. Sederburg	Commissioner of Higher Education
Joyce Cottrell, CPS	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the

* Non-voting member from State Board of Education

meeting was the consideration of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2010B.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE REFUNDING BONDS, SERIES 2010B IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$20,640,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued (among others), for and on behalf of the University, its State Board of Regents of the State of Utah, University of Utah Variable Rate Hospital Revenue Refunding Bonds Series 2008 (the “Refunded Bonds”); and;

WHEREAS, in order to benefit the Board and the University by fixing the interest rate, the Board desires to refund all or any portion of the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto; and

WHEREAS, to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2010B (or such other title and/or series designation(s) as may be determined by the officers of the Board or University) (the “Series 2010B Bonds”) in an aggregate principal

amount of not to exceed \$20,640,000 pursuant to the General Indenture and a Supplemental Indenture of Trust between the Board and the Trustee (the “Supplemental Indenture” and collectively with the General Indenture, the “Indenture”); and

WHEREAS, the Series 2010B Bonds shall be payable solely from the University’s revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriter for the Series 2010B Bonds (the “Underwriter”) a form of a Preliminary Official Statement relating to the Series 2010B Bonds (the “Preliminary Official Statement”) and a form of the Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the market climate and other factors applicable to the refunding of all or a portion of the Refunded Bonds or the other objectives and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2010B Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2010B Bonds are hereby ratified, approved and confirmed.

3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Series 2010B Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to

4. The Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding any required deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2010B Bonds, the Board hereby authorizes the issuance of the Series 2010B Bonds in the aggregate principal amount of not to exceed \$20,640,000. The Series 2010B Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2010B Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

6. The form, terms and provisions of the Series 2010B Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2010B Bonds and to deliver the Series 2010B Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2010B Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2010B Bonds in accordance with the provisions of the Indenture.

7. The Series 2010B Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed two percent (2.0%) of the face amount of the Series 2010B Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2010B Bonds within the parameters set forth herein and

with such alterations, changes or additions as may be necessary or as may be authorized by Section 10 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by or other objectives of refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2010B Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Supplemental Indenture.

8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and/or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Series 2010B Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

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

11. Upon their issuance, the Series 2010B Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set

forth in the Indenture. No provision of this Resolution, the Series 2010B Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument executed in connection with the issuance of the Series 2010B Bonds, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

12. In accordance with the provisions of the Act, the Board shall cause the following “Notice of Bonds to be Issued” to be published one (1) time in the Deseret News and The Salt Lake Tribune, newspapers of general circulation in the State of Utah and the county in which the principal administrative office of the University is located and on the www.utahlegals.com website (established by the collective efforts of Utah’s newspapers) and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:

NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on October 29, 2010, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's University of Utah Hospital Revenue Refunding Bonds, Series 2010B (or such other or further designation as the officers of the Board may determine) (the "Series 2010B Bonds") in the aggregate principal amount of not to exceed twenty million six hundred and forty thousand dollars (\$20,640,000), to bear interest at a rate or rates of not to exceed five and one half percent (5.50%) per annum, to mature not later than 20 years following the date of issuance, and to be sold at a price or prices not less than ninety-eight percent (98%) of the total principal amount thereof, for the purpose of refunding all or a portion of the Board's outstanding University of Utah Variable Rate Hospital Revenue Refunding Bonds Series 2008, funding any required deposit to a debt service reserve fund, and paying costs of issuance of the Series 2010B Bonds. No deposit is contemplated in connection with the issuance of the Series 2010B Bonds.

The Series 2010B Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5th Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2010B Bonds), or the Series 2010B Bonds, or any provision made for the security and payment of the Series 2010B Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 29th day of October, 2010.

/s/ Joyce Cottrell

Secretary

13. After any of the Series 2010B Bonds are delivered by the Trustee to or for the account of the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2010B Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 29TH DAY OF OCTOBER, 2010.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

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

(SEAL)

Chair

ATTEST:

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on October 29, 2010 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 29th day of October, 2010.

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the October 29, 2010 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on October 20, 2010, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on October 20, 2010, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2010-2011 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on July 28, 2009, at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on July 28, 2009 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 29th day of October, 2010.

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. ____)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. ____)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2010B BONDS

Principal amount not to exceed	\$20,640,000.00
Interest rates not to exceed	5.50%
Discount from par not to exceed	2.0%
Final Maturity not to exceed	20 years from date of issuance
Optional Call at not more than 101% of par on or prior to:	11 years from date of issuance

October 20, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: University of Utah Bonding Authorization for South Jordan Health Center

Issue

The University has requested approval to seek bonding authorization from the Utah State Legislature for issuance of \$66 million of bonds to exercise the lease/purchase option and acquire the South Jordan Health Center.

Background

In September of 2009 the University's Board of Trustees approved a lease for a multi-specialty medical facility in South Jordan, Utah (Daybreak Development). In April of 2010 the University signed a 20-year lease on the facility that included an early-purchase option. The University officials now recommend exercising the option as soon as possible to take advantage of the extremely favorable financial market conditions and to realize significant estimated cash flow savings of \$27 million (net-present-value savings at 3% of \$15 million) over the lease option. (See attached "Facility Purchase Option---Savings Calculation")

In order to exercise this option, the University requests approval to seek bonding authorization from the Legislature during its 2011 session for the issuance and sale of an amount not to exceed \$66 million plus debt service reserves and issuance costs. Subsequent to that authorization, the University will request approval of the Board for the issuance of the bonds.

The facility, now known as the South Jordan Health Center, is currently under construction and is scheduled to open in November of 2011. Members of the University administration will be present to answer questions about the proposal.

Commissioner's Recommendation

The Commissioner recommends the Regents authorize the University to seek bonding authorization for the purchase of the South Jordan Medical Center as requested.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



Arnold B. Combe
Vice President for Administrative Services

October 5, 2010

Dr. Gregory L. Stauffer
Associate Commissioner for Finance
and Facilities
State Board of Regents of the State of Utah
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Dr. Stauffer:

The purpose of this letter is to bring to your attention three transactions that the University will be bringing before the Board of Regents for consideration at its October 29, 2010 meeting on the campus of the University of Utah. Two of these transactions require the adoption of 'Parameters Resolutions' for Legislatively-approved bond issues and the third seeks the Regents' approval for new bonding authorization to be included in the Regents' bond bill for the upcoming 2011 Legislative Session.

Bond Issue #1: Series 2010 Hospital Refunding Revenue Bonds

In 2008, the Regents issued, on behalf of the University, \$20,640,000 of variable-rate Hospital Revenue Bonds. While interest rates on these bonds have been quite favorable, due to interest rate volatility and other market risks associated with variable-rate bonds as well as extremely low current tax-exempt fixed rates, the University has decided to refund these bonds from a variable to a fixed-rate basis. The current par amount outstanding of the Series 2008 Bonds is \$19,575,000. The University will seek Regent approval to issue a like amount of fixed-rate bonds, plus amounts necessary to fund a debt service reserve fund and pay costs of issuance over a not-to-exceed term of 20-years. While overall debt service on the refunding bonds will be higher than amounts being paid on the current bonds, the University's action will eliminate interest rate risk and affirm budget certainty on this piece of its outstanding debt.

Bond Issue #2: Series 2010 Auxiliary and Campus Facilities System Revenue Bonds

During the 2010 session of the Utah State Legislature, bonding authorization was given to the University of Utah for two housing projects. The first was for the expansion of the

University's "Guest House" (in an amount not-to-exceed \$10 million, plus bonding costs), and the second was for the construction of an "Honors Housing Project (in an amount not-to-exceed \$48 million, plus bonding costs). The University will be asking the Regents to approve a parameters resolution for the issuance of a bond in an amount not-to-exceed \$65 million which includes all bonding costs representing both of these projects (Bonding costs include debt service reserve, capitalized interest and traditional costs of issuance).

Both of the above-mentioned bond issues are planned to be sold sometime in November or early December and closed before the end of the calendar year.

University Request for Bonding Authorization

In September of 2009, the University of Utah's Board of Trustees approved a lease for a multi-specialty medical facility in South Jordan, Utah. In April, 2010, the University signed a 20-year lease on the facility which included an early purchase option. In light of favorable market conditions, the University is now recommending exercising the purchase option at this time. If approved, the University will own the land and the building and will recognize significant savings over the lease option. The so-called "South Jordan Health Center" will include an Emergency Department and multi-specialty physician services and is scheduled to open in November 2011.

The University's request to the Regents is to seek bonding authorization from the Legislature during its 2011 Session for the issuance and sale of an amount not-to-exceed \$66 million, plus bonding costs, of Hospital Revenue Bonds.

Please feel free to call me if you have any questions regarding these three transactions.

Sincerely,



Arnold B. Combe
Vice President

Cc: Michael K. Young
William A. Sederburg
Ralph W. Hardy
Gordon L. Crabtree
Kelly A. Murdock
Blake Wade

Facility Purchase Option---Savings Calculation

Current Lease Terms

- 20+ Years Lease Payments
 - Lease Credit (\$ 12.5 M.)
 - Net Cash Flow Out---\$ 129 M
- Property Tax paid by UUHC
 - Estimated Cash Out \$ 13 M
- Market Purchase Price Est.
 - \$ 75 M to \$ 100 M in 20+ years

New Purchase Option

- 20+ Years Debt Serv. Payments
 - Total Cash Flow---\$ 115 M
 - **Cash Flow Savings---+\$ 14 M**
- Property Tax **no** payments by UUHC
 - Cash Out \$0-**Savings +\$ 13 M**
- **Cash Savings**
 - **\$ 27 M total Cash Flow Savings**
 - NPV @ 3 %--**Savings \$ 15 M**



October 20, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Snow College – Sale of Mt. Pleasant Canyon Property

Issue

Snow College has requested authorization to sell an 8.11 acre parcel of land located in Mt. Pleasant Canyon east of Mt. Pleasant, Utah.

Background

This property was purchased approximately seven years ago as recreational space for summer youth groups. After only a few summers of use, it was determined that the distance from campus and the logistics of getting students to and from the property made its continued use impractical. A property in the mouth of Ephraim Canyon just a few miles from campus was secured for the same purpose, resulting in discontinuing the use of the Mt. Pleasant Canyon property. It is now a potential liability due to the lack of use and monitoring by the College.

The College obtained an independent appraisal of the property about eighteen months ago in the amount of \$26,000. They subsequently advertized for bids in September of 2010. The highest bid of \$30,150 exceeds the prior appraised value and was accepted by the College, pending Regents' approval. Additional details are included in the letter from Snow College. The full 2009 appraisal is available in the Commissioner's Office.

Commissioner's Recommendation

The Commissioner recommends the Regents authorize the sale of this property.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Office of the Vice President
Finance & Administrative Services
150 East College Avenue
Ephraim, Utah 84627
(435) 283-7000

October 7, 2010

Ralph Hardy
Special Assistant to the Associate Commissioner
Utah System of Higher Education
State Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101

Dear Ralph,

Snow College is requesting authorization from the Board of Regents to sell property in Mt. Pleasant canyon for \$30,150. The following outlines the history of this property and reasons to sell.

The property in question is an 8.11 acre parcel located in Mt. Pleasant canyon east of Mt. Pleasant, Utah. It was purchased approximately ten years ago by the College's Summer Programs Office as recreational space for summer youth groups. The land was only used for a few summers due to its distance from campus and the logistics of getting students there and back.

This property has not been used by the College since securing a ropes course at the mouth of Ephraim canyon just a few miles from campus. Risk Management has expressed concern about potential liability claims from this property since it includes a small pond and spring, picnic tables, gathering space, and the remnants of a ropes course no longer in use. The College does not regularly monitor the property.

For several years the College has been approached by adjoining land owners wishing to purchase the property. This summer we received four such requests and determined there was sufficient demand for the property that a sale would yield favorable results. An RFP was issued by the Purchasing Department and advertised in local newspapers for two consecutive weeks during September 2010. Four responses were received with offers of \$30,150, \$16,050, \$15,026, and \$3,216. The high bid exceeds the appraised value of \$26,000 established by an independent appraisal eighteen months ago. The highest bid was accepted on condition of approval to sell by the Board of Regents.

Funds from the sale of this land will be deposited into the College scholarship fund for use in awarding annual scholarships.

Regards,

A handwritten signature in black ink, appearing to read "Marvin L. Dodge".

Marvin L. Dodge
Vice President
Finance and Administrative Services

October 20, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Southern Utah University Property Purchase

Issue

Southern Utah University has purchased a residential property located immediately adjacent to the Residence Life Center (student housing), it is within the updated campus master plan approved by the Regents at their August 27, 2010 meeting. The purchase was approved by the SUU Board of Trustees on June 11, 2010.

Background

The property falls within the parameters approved by the Regents to enable institutions to acquire such properties when approved by their Boards of Trustees. It was purchased on September 30, 2010 at the appraised value of \$163,000, which is well below the \$400,000 parameter established for SUU. A copy of the attached letter from the University provides additional information.

Commissioner's Recommendation

This is an information item. No approval is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

October 4, 2010

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

Dear Commissioner Sederburg:

On June 11, 2010 Southern Utah University received approval from their Board of Trustees to purchase a piece of residential property located immediately adjacent to the Residence Life Center (student housing). This property is located in the Campus Master Plan and will be used short-term as office surge space, and long-term for campus housing. The property was purchased for the appraised value of \$163,000, pursuant to Regents Policy R710 4.5.4.1, on September 30, 2010. The source of funds used for this purchase was the Property Acquisition Fund (Unexpended Plant Fund Group).

If there are questions or additional information is needed, please contact me at 435-586-7721, or page@suu.edu.

Sincerely,

Dorian G. Page
Vice President for Finance and Facilities

cc: Dr. Gregory Stauffer, Associate Commissioner
Michael T. Benson, President
Ralph Hardy, Assistant Commissioner

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Report on Leased Space

Issue

The USHE Annual Report of Leased Space, as required by Regent Policy R710, is attached for your information. A summary of this information will be subsequently submitted to DFCM for inclusion in the State Building Board Five-year Building Program document.

Background

USHE institutions have submitted their detailed lists of leased space currently under contract. Those leases, including changes from the prior year, are summarized in the following table:

Institutional Lease Summary									
Institution	2009			2010			Summary of Changes		
	No. of Leases	Square Feet	Rent	No. of Leases	Square Feet	Rent	% Change in Leases	% Change in Square Feet	% Change in Rent
UU	136	1,414,620	\$ 22,324,402	144	1,384,466	\$ 21,863,540	6%	-2%	-2%
USU	19	140,738	890,284	22	145,154	984,222	16%	3%	11%
USU-CEU	8	35,710	34,201	8	1,778,110	34,201	0%	4879%	0%
WSU	2	21,175	117,885	2	21,175	135,638	0%	0%	15%
SUU	34	69,799	431,068	39	84,206	488,103	15%	21%	13%
Snow	0	0	0	0	0	0			
DSC	2	7,000	10,034	3	14,915	33,898	50%	113%	238%
UVU	9	123,145	769,090	8	662,813	632,689	-11%	438%	-18%
SLCC	8	114,590	1,193,916	10	121,666	874,641	25%	6%	-27%
Total	218	1,926,777	\$ 25,770,880	236	4,212,505	\$ 25,046,932	8%	119%	-3%

A summary showing a three-year history; and a more detailed summary showing the source of funding for the leases, is also attached for your information. The detailed listing of all institutional leases is on file in the Office of the Commissioner is also available on-line for your information at <http://www.higheredutah.org/facilities/>

Commissioner's Recommendation

This is an information item only. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

Institutional Lease Summary									
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Total	218	1,926,777	\$ 25,770,880	236	4,212,505	\$ 25,046,932	8%	119%	-3%

Utah System Of Higher Education

Annual Leased Space Report - FY 2010

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
University fo Utah						
Bountiful, Academic Outreach & Continuing Education	1	24,851	\$ 3.26	\$ 80,904	State	Classroom/Office
Murray, Academic Outreach & Continuing Education	1	11,765	12.00	141,180	State	Classroom/Office
Sandy, Academic Outreach & Continuing Education	1	20,000	15.28	305,532	State	Classroom/Office
St. George, Academic Outreach & Continuing Education	1	6,600	14.36	94,764	State	Classroom/Office
Salt Lake City, West Institute	1	22,501	0.00	1	State	Office
Tanner Creative Dance - Ogden, Park City, So. Jordan	3	Varies		Varies	Other	Office
Research Park, Development Office	1	29,228	20.22	590,940	Other	Office
Research Park, Human Resources & Payroll Office	1	29,977	26.68	799,932	Other	Office
Research Park, Office of Technology Commercialization	1	18,786	25.67	482,184	Other	Office
Park City, Investment Management	1	138	78.26	10,800	Other	Office
Washington D.C., Apartments	6	-		171,936	Other	Student Apartments for Interns
Dialysis Centers, Various Locations	15	101,618	17.50	1,778,304	Clinical	Office/Clinical/Teaching & Research
Research Park, Hospital, Clinical, & Research	48	640,394	18.48	11,833,519	Clinical/Other	Office/Clinical/Research/Storage
Other Off-campus Leases, Hospital, Clinical, & Research	58	478,608	11.65	5,573,544	Clinical/Other	Office/Lab/Research/Storage
Land Leases:						
KUED - Mt. Vision (.43 acres)	1	N/A	N/A	39,744	State	Ground
Dugway Proving Grounds - Physics Dept. (988 acres)	1	N/A	N/A	-	Other	Ground
Millard County (near Delta) - Physics Dept. (120 acres)	1	N/A	N/A	990	Other	Ground
Seismograph Stations (BLM Land - 247 stations))	Various	N/A	N/A	-	Other	Ground
Madsen Health Center Parking Lot (.75 acres)	1	N/A	N/A	12,000	Other	Ground
Beta Corner Lease	1	N/A	N/A	-	Other	Ground
Subtotal - UU	144	1,384,466	N/A	21,863,540		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Utah State University						
Brigham City, Life Span Learning Center	3	63,161	\$ 4.32	\$ 272,664	State/Other	Classroom/Office/Storage
Brigham City, Early Intervention	1	2,073	4.89	10,139	Other	Classroom
Logan, Airport	2	21,315	4.72	100,690	Other	Office/Hanger
Castle Dale, SW Early Intervention	1	1,760	2.73	4,800	Other	Classroom/Office
Logan, Jamestown Bldg. - Early Intervention	1	1,255	12.87	16,152	Other	Classroom
Logan, Innovation Campus	1	14,492	9.00	130,428	Other	Research Offices/Labs
Logan, USU Research Foundation	1	3,079	14.94	45,999	Other	Tech. Commercialization Office (Research)
Logan, Cache Valley Center for the Arts	1	980	1.53	1,500	Other	Radio Station/Office
Moab, SW Intervention	1	388	21.15	8,208	Other	Office/Hanger
Price, SW Early Intervention	1	1,200	4.00	4,800	Other	Classroom/Office
Orem, Provo Education Center	1	1,863	15.50	28,877	Other	Classroom/Office
Salt Lake City, Dairy Commission Nutrition & Food Sch.	1	231	12.99	3,000	State	Office
Salt Lake City, Development Office	1	1,601	10.99	17,592	Other	Development Office/Retail
Salt Lake City, Granite School District	1	25,689	8.75	224,808	Other	Classroom/Office
Tremonton	2	1,352	14.09	19,045	Other	Classroom/Office
Washington D.C.	3	4,715	20.26	95,530	Other	Student Apartments for Interns/Advisor
Subtotal - USU	22	145,154	N/A	984,232		

USU-College of Eastern Utah						
Blanding, Armory	1	5,600	0.00	10	State	Classroom/Office
Price, Prehistoric Museum	1	22,500	0.00	1	State	Museum/Office
Carbon County, One-half mile NE of Price	1	N/A	N/A	120	State	Land
Price, Storage	4	4,610	2.70	12,468	State/Other	Storage
Price, Business Technology Assistance Center	1	3,000	7.20	21,602	State	Classroom/Office
Subtotal - USU-CEU	8	35,710	N/A	34,201		

Weber State University						
Kaysville, Davis High School	1	13,650	\$ 1.10	\$ 15,030	State	Classroom
Roy, WSU West	1	7,525	16.03	120,608	State	Classroom/Office/Storage/Student Center
Subtotal WSU		21,175	N/A	\$ 135,638		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Southern Utah University						
Cedar City, Various Storage Locations	17	12328	2.44	30,108	Other	Storage
Cedar City, Business Resource Center	1	3026	16.65	50,383	State/Other	Office
Cedar, Global Engagement	1	4097	3.51	14,400	Other	Office
Head Start, Various Locations	13	33580	9.65	324,092	Other	Classroom/Office/Storage
Cedar City, Parking Services	1	N/A	N/A	13,000	State	Parking
Cedar City, Psychology	1	2495	2.93	7,320	State	Office
Cedar City, Service & Learning	1	2235	3.28	7,320	State	Office
Cedar City, University Housing	1	6300	5.63	35,480	Other	Residential
Enoch, University Housing	1	270	3.33	900	Other	Storage
Cedar City, Utah Center for Rural Health	2	625	8.16	5,100	Other	Residential/Storage
Subtotal SUU	39	64956	N/A	488,103		

Snow College - No Leases

Dixie State College						
St. George, University Plaza	2	9,075	3.73	33,828	State	Classroom/Office
St. George, Airport	1	N/A	N/A	70	State	Hanger
Subtotal - DSC	3	9,075	N/A	33,898		

Utah Valley University						
Orem, Woodbury Art Gallery	1	13,732	1.45	19,883	State	Office/Other
Orem, Canyon Park Building	1	38,603	4.84	186,761	State/Other	Classroom/kitchens/Office/Other
Orem, Murdock Property	1	22,160	9.21	204,077	State	Office/Other
Provo, Airport	2	47,800	3.84	183,501	Other	Classroom/Office/Hanger
Provo,Airport	3	N/A	N/A	38,467	State/Other	Ground
Subtotal - UVU	8	122,295	N/A	632,689		

Location	# of Leases	Gross Sq. Ft.	Average Cost Per Sq. Ft.	Annual Lease Payment	Source of Funding	Type of Space
Salt Lake Community College						
Salt Lake City, Writing Center	1	1,545	7.06	10,905	State	Classroom/Office
Salt Lake City, Library Square	1	21,535	14.28	307,604	State	Classroom/Office
Salt Lake City, Rose Park	1	9,610	10.00	96,100	Other	Classroom/Office
Salt Lake City, Highland Center	1	33,501	5.30	177,706	Other	Classroom/Office
Ogden, Airport Road	1	3,362	12.94	43,500	Other	Classroom/Office
Salt Lake City, Warehouse	3	30,000	3.96	118,800	State	Storage
Salt Lake City, Airport Center	2	22,113	5.43	120,026	State	Classroom/Office/Lab/Hanger
Subtotal - SLCC	10	121,666	N/A	874,641		
TOTAL - USHE Institutions	234	1,904,497		25,046,942		

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Institutional Residences Annual Report

Regent Policy R207 requires that each USHE institution provide an annual report regarding institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences (IR). Beyond the Regent Policy requirement, institutional representatives support the presentation of this information to the Regents to maintain proper institutional internal control, ensure that IR budgets are set and expenditures are monitored, support the IR as a sanctioned institutional offering, and provide public exposure and feedback regarding the facility operation and maintenance.

The attached report summarizes the approved budget and expenditures for each Institutional Residence over the past five years.

Commissioner's Recommendation

This is an information item only. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM
Attachment

Utah System of Higher Education

Institutional Residences Operation and Maintenance Report

	2005-06 Budget	2005-06 Actual	2006-07 Budget	2006-07 Actual	2007-08 Budget	2007-08 Actual	2008-09 Budget	2008-09 Actual	2009-10 Budget	2009-10 Actual	2010-11 Budget	Source of Funds	Square Footage
U of U	\$83,100	\$80,618	\$51,150	\$46,723	\$56,670	\$52,675	\$56,670	\$54,413	\$59,200	\$52,215	\$59,200	Discretionary Funds	11,439
USU	72,000	73,381	74,000	74,000	73,500	48,424	73,200	60,262	73,350	54,092	73,350	E&G	8,479
WSU	19,066	7,199	15,000	12,285	15,000	13,188	14,000	13,376	19,200	20,492	22,600	E&G	3,900
SUU	19,000	15,260	62,350	99,352	26,000	27,562	139,900	243,851	173,500	52,603	62,800	E&G & Discretionary	11,314
SNOW	24,450	21,940	12,000	6,598	9,001	7,168	9,001	6,435	9,001	6,645	4,501	E&G	6,128
DSC	14,700	4,426	0	0	19,950	44,723	19,950	9,607	8,000	19,964	19,950	E&G & Discretionary	5,367
UVU	35,243	16,865	20,940	15,780	20,940	27,581	20,940	98,872	37,940	22,291	31,638	E&G & Discretionary	5,075
SLCC	\$68,600	\$33,621	\$69,600	\$33,915	\$70,700	\$19,418	\$68,700	\$42,893	\$58,700	\$24,155	\$33,700	E&G & Discretionary	8,343

Board Policy R207 provides for institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to our institutional residences. Policy requires annual reports for the previous year's actual expenses and the current year's budget, as summarized in the table above.

October 20, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Student Loan Default Rates – Lowest in UHEAA History

Issue

UHEAA has achieved its lowest student loan default rate in history of 1.9% as determined by the recently released Fiscal Year 2008 Cohort Default Rate (CDR) from the U.S. Department of Education. UHEAA's special default prevention unit produced a decline in UHEAA's default rate for the third consecutive year.

Background

Each September the U.S. Department of Education releases the most recent official cohort default rates. Default rates are calculated for each category of participants in the federal student loan programs which include schools, lenders, and guaranty agencies. In addition, a rate is provided for each state as determined by the volume and rates of borrowers who attended participating schools within the state. UHEAA's fiscal 2008 cohort default rate of 1.9% is the lowest rate in the agency's history and nearly four times lower than the national average of 7.0%.

Despite a recessionary economy, 98% of UHEAA's borrowers who entered repayment in fiscal 2008 are repaying their loans responsibly. This low rate is the direct result of the continued efforts of UHEAA's special default prevention unit which focuses exclusively on helping seriously delinquent borrowers avoid default. These efforts by the staff at UHEAA, who have worked hard to help borrowers avoid default, had a major impact in reducing UHEAA's default rate.

Included with this report are charts showing cohort default rates by guarantor and the trend in rates for selected UHEAA schools from FY 2006 to FY 2008. Additional charts list the default rates of Utah System of Higher Education schools and their comparison groups. Following is an explanation of how default rates are calculated for a given fiscal year.

Cohort Default Rate Calculation

The cohort default rate is determined by selecting a group of borrowers who entered repayment in the same year and by tracking this "cohort" group over a specified interval of time to determine the percentage of these borrowers who default. The current definition of the cohort default rate is the

percentage of borrowers who entered repayment in one fiscal year who subsequently defaulted in that same fiscal year or the next fiscal year, and is referred to as a two-year cohort default period. The formula for determining the fiscal 2008 cohort default rate is as follows:

$$\frac{\text{Borrowers that Entered Repayment in Fiscal 2008} \\ \text{and Defaulted in Fiscal 2008 or 2009 (10/1/2007 to 9/30/2009)}}{\text{Borrowers that Entered Repayment in Fiscal 2008 (10/1/2007 to 9/30/2008)}}$$

Borrowers that Entered Repayment in Fiscal 2008 (10/1/2007 to 9/30/2008)

For example, UHEAA's default rate of 1.9% was determined by dividing the number of borrowers who defaulted during the past two fiscal years by the number who entered repayment in FY 2008:

$$\frac{530}{26,820} = 1.9\%$$

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

Three-Year Cohort Default Rates

The Higher Education Opportunity Act (HEOA) enacted on August 14, 2008, made a number of changes to the student aid programs authorized under Title IV of the Higher Education Act (HEA), including the timeframes for the calculation of FFEL and Direct Loan Cohort Default Rates.

These new provisions will calculate an institution's CDR as the percentage of the borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. This represents a one-year extension of the current cohort default period. The FY 2009 (borrowers who entered repayment between October 1, 2008 and September 30, 2009) will be the first CDR calculation using the new three-year period. Thus, an institution's three-year CDR for FY 2009 will include all borrowers who entered repayment in FY 2009 and subsequently default by September 30, 2011.

Two-year CDRs will continue to be provided by the Department of Education until three sets of three-year rates are published. The last of these two-year rates will be for the FY 2011 cohort which will be released in 2013. The first official three-year rates will be released in 2012. Beginning in 2014, only three-year rates will be published. The effect of tracking borrowers an additional year will raise the CDR for most schools. The Department released trial three-year rates based on the three past fiscal years of 2005, 2006 and 2007. Attachment 15 shows the comparison of the two-year rate and the three-year rate for FY 2007 for selected partner schools. These rates are provided for information only. No benefits or sanctions apply to these trial rates as they are unofficial and serve as preview data only.

Commissioner's Recommendation

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

William A. Sederburg
Commissioner of Higher Education

WAS/DAF

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

Benefits for schools with official low cohort default rates

School	Benefit
A school whose most recent official cohort default rate is less than 5.0 percent and is an eligible home institution that is certifying or originating loans to cover the cost of attendance in a study abroad program.	<p>May deliver or disburse loan proceeds in a single installment to a student studying abroad regardless of the length of the student's loan period.</p> <p>May choose not to delay the delivery or disbursement of the first installment of loan proceeds for first-year first-time borrowers studying abroad.</p>
A school with a cohort default rate of less than 10.0 percent for each of the three most recent fiscal years for which data are available, including eligible home institutions and foreign institutions.	<p>May deliver or disburse, in a single installment, loans that are made for one semester, one trimester, one quarter or a four-month period.</p> <p>May choose not to delay the first disbursement of a loan for 30 days for first-time, first-year undergraduate borrowers.</p>

Sanctions for schools with high official cohort default rates

School	Sanctions
A school's three most recent official cohort default rates are 25.0 percent or greater .	Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.
A school's current official cohort default rate is greater than 40.0 percent .	Except in the event of a successful adjustment or appeal, such a school will lose FFEL and Direct Loan eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

Cohort Default Rates for Fiscal Years 2006-2008

Guaranty Agencies

Ranked by FY 2008 Default Rates

Rank	INSTITUTION	State	FY 06 %	FY 07 %	FY 08 %
1	Montana Guaranteed Student Loan Program	MT	2.3	2.2	1.8
2	Utah Higher Education Assistance Authority	UT	2.8	2.1	1.9
3	North Carolina State Ed. Assistance Authority	NC	1.5	2.9	2.8
4	South Carolina State Ed. Assistance Authority	SC	1.4	2.8	2.9
5	New Hampshire Higher Ed. Assistance Foundation	NH	2.2	3.1	2.9
6	Student Loans of North Dakota	ND	3.1	3.8	3.4
7	Great Lakes Higher Education Corporation (MN, OH)	WI	2.4	2.9	3.7
8	Vermont Student Assistance Corporation	VT	2.2	4.3	4.8
9	Education Assistance Corporation	SD	5.0	5.0	5.3
10	New Mexico Student Loan Guarantee Corp.	NM	2.8	3.7	5.6
11	Pennsylvania Higher Ed. Assistance Authority (DE, WV)	PA	3.4	5.5	5.7
12	American Student Assistance Corp. (DC)	MA	1.4	3.7	5.8
13	Finance Authority of Maine	ME	6.4	7.9	5.9
14	Missouri Department of Higher Education	MO	5.4	7.4	6.6
15	Northwest Education Loan Association (AK, ID)	WA	8.9	7.4	6.8
16	Connecticut Student Loan Foundation	CT	5.1	8.1	7.0
17	Rhode Island Higher Ed. Assistance Authority	RI	5.4	7.3	7.5
18	USA Services (AZ, HI, KS, MD, MS, NV, WY)	IN	4.6	6.8	7.7
19	Michigan Higher Education Assistance Authority	MI	5.5	7.8	7.8
20	Illinois Student Assistant Commission	IL	6.7	9.5	7.8
21	New York State Higher Education Services Corp.	NY	5.6	8.2	7.9
22	Educational Credit Management Corporation (OR)	MN	4.2	4.8	8.2
23	Georgia Higher Education Assistance Corp.	GA	8.4	9.3	8.3
24	New Jersey Higher Ed. Student Assist. Authority	NJ	10.4	9.9	8.5
25	Louisiana Office of Student Financial Assistance	LA	7.1	10.0	8.8
26	Texas Guaranteed Student Loan Corporation	TX	9.1	10.3	8.8
27	Florida Department of Education	FL	9.1	10.9	8.8
28	Iowa College Student Aid Commission	IA	5.6	8.7	8.9
29	Colorado Student Loan Program	CO	2.5	4.0	9.0
30	Oklahoma Guaranteed Student Loan Program	OK	7.7	9.3	9.2
31	Tennessee Student Assistance Corporation	TN	7.1	9.7	9.4
32	National Student Loan Program	NE	8.7	10.3	9.6
33	Student Loan Guarantee Foundation of Arkansas	AR	9.4	11.6	11.3
34	Higher Education Assistance Authority (AL)	KY	9.2	12.3	11.3
35	California Student Aid Commission/EdFund	CA	10.6	11.0	12.0

Cohort Default Rates for Fiscal Years 2006-2008

Guaranty Agencies

Ranked by Three-Year Average Default Rates

Rank	INSTITUTION	State	FY 06 %	FY 07 %	FY 08 %	3 Yr. Avg.
1	Guaranteed Student Loan Program (MT)	MT	2.3	2.2	1.8	2.1
2	<i>Utah Higher Education Assistance Authority</i>	UT	2.8	2.1	1.9	2.3
3	South Carolina State Ed. Assistance Authority	SC	1.4	2.8	2.9	2.4
4	North Carolina State Ed. Assistance Authority	NC	1.5	2.9	2.8	2.4
5	New Hampshire Higher Ed. Assistance Foundation	NH	2.2	3.1	2.9	2.7
6	Great Lakes Higher Education Corporation	WI	2.4	2.9	3.7	3.0
7	Student Loans of North Dakota	ND	3.1	3.8	3.4	3.4
8	American Student Assistance Corp.	MA	1.4	3.7	5.8	3.6
9	Vermont Student Assistance Corporation	VT	2.2	4.3	4.8	3.8
10	New Mexico Student Loan Guarantee Corp.	NM	2.8	3.7	5.6	4.0
11	Pennsylvania Higher Ed. Assistance Authority	PA	3.4	5.5	5.7	4.9
12	Education Assistance Corporation	SD	5.0	5.0	5.3	5.1
13	Colorado Student Loan Program	CO	2.5	4.0	9.0	5.2
14	Educational Credit Management Corporation	MN	4.2	4.8	8.2	5.7
15	USA Services	IN	4.6	6.8	7.7	6.4
16	Coordinating Board for Higher Education	MO	5.4	7.4	6.6	6.5
17	Connecticut Student Loan Foundation	CT	5.1	8.1	7.0	6.7
18	Rhode Island Higher Ed. Assistance Authority	RI	5.4	7.3	7.5	6.7
19	Maine Education Assistance Division	ME	6.4	7.9	5.9	6.7
20	Michigan Higher Education Assistance Authority	MI	5.5	7.8	7.8	7.0
21	New York State Higher Education Services Corp.	NY	5.6	8.2	7.9	7.2
22	Northwest Education Loan Association	WA	8.9	7.4	6.8	7.7
23	Iowa College Student Aid Commission	IA	5.6	8.7	8.9	7.7
24	Illinois Student Assistant Commission	IL	6.7	9.5	7.8	8.0
25	Louisiana Office of Student Financial Assistance	LA	7.1	10.0	8.8	8.6
26	Georgia Higher Education Assistance Corp.	GA	8.4	9.3	8.3	8.7
27	Tennessee Student Assistance Corporation	TN	7.1	9.7	9.4	8.7
28	Oklahoma Guaranteed Student Loan Program	OK	7.7	9.3	9.2	8.7
29	Texas Guaranteed Student Loan Corporation	TX	9.1	10.3	8.8	9.4
30	National Student Loan Program	NE	8.7	10.3	9.6	9.5
31	Florida Department of Education	FL	9.1	10.9	8.8	9.6
32	New Jersey Higher Ed. Student Assist. Authority	NJ	10.4	9.9	8.5	9.6
33	Student Loan Guarantee Foundation of Arkansas	AR	9.4	11.6	11.3	10.8
34	Higher Education Assistance Authority	KY	9.2	12.3	11.3	10.9
35	California Student Aid Commission/EdFund	CA	10.6	11.0	12.0	11.2

FY 2008 Cohort Default Rates for Guarantors of Similar Size

(20,000 to 39,999 borrowers in repayment during cohort reporting period)

Ranked by lowest rate

GUARANTOR NAME	STATE	GA RATES	# DEFAULT	# REPMT	REPMT AMT
<i>Utah Higher Education Assistance Authority</i>	<i>UT</i>	1.9	530	26,820	\$172,785,722
North Carolina State Education Assistance Authority	NC	2.8	759	26,274	\$217,608,695
Education Assistance Corporation	SD	5.3	1,680	31,678	\$232,281,480
Missouri Department of Higher Education	MO	6.6	2,185	32,730	\$258,397,901
Missouri Department of Higher Education	MO	6.6	2,185	32,730	\$258,397,901
Northwest Education Loan Association	WA	6.8	2,481	36,380	\$272,757,331
New Jersey Higher Education Student Assistance Authority	NJ	8.5	2,815	33,036	\$250,692,485
Florida Department of Education	FL	8.8	3,360	38,146	\$301,227,715
Iowa College Student Aid Commission	IA	8.9	2,178	24,450	\$166,281,920
College Assist	CO	9.0	3,094	34,159	\$244,242,194
Oklahoma Guaranteed Student Loan Program	OK	9.2	2,809	30,427	\$256,110,373
Tennessee Student Assistance Corporation	TN	9.4	3,334	35,336	\$284,371,061
Student Loan Guarantee Foundation Of Arkansas	AR	11.3	2,469	21,707	\$207,604,721

Cohort Default Rates for the Federal Family Education Loan Program
Fiscal Years 2006-2008

Participating Utah Schools

Ranked by FY 2008 Default Rates

Rank	INSTITUTION	FY 06 %	FY 07 %	FY 08 %	3 Yr. Avg.
1	Maximum Style Tec School of Cosmetology	0.0	0.0	0.0	0.0
1	Sherman Kendall's Academy of Beauty - SLC	0.0	0.0	0.0	0.0
1	Renaissance School of Therapeutic Massage	0.0	0.0	0.0	0.0
1	Myotherapy College of Utah	6.7	3.5	0.0	3.4
1	Evans Hairstyling College - Cedar City	6.2	4.8	0.0	3.7
6	Brigham Young University	0.4	0.4	0.1	0.3
7	Westminster College	1.4	1.1	0.4	1.0
8	Utah State University	1.1	1.4	0.8	1.1
9	Skinworks School of Advanced Skincare	0.0	0.0	0.9	0.3
10	University of Utah	0.9	1.1	1.1	1.0
11	LDS Business College	0.9	1.8	1.3	1.3
12	Vista College	15.2	9.8	1.4	8.8
13	Weber State University	1.8	1.9	1.7	1.8
14	Utah Valley University	2.7	1.5	2.1	2.1
15	Southern Utah University	3.3	2.1	2.2	2.5
16	AmeriTech College	2.2	2.0	2.5	2.2
17	Salt Lake Community College	5.5	3.6	2.7	3.9
18	Paul Mitchell The School - Murray	2.6	2.0	2.8	2.5
18	Ogden Institute of Massage Therapy	10.0	5.4	2.8	6.1
20	Marinello - Provo (Bon Losee Academy)	4.2	0.0	3.5	2.6
21	Marinello - Layton (Fran Brown)	1.7	1.7	3.7	2.4
22	Cameo College of Essential Beauty	9.6	3.6	3.8	5.7
23	Dixie State College of Utah	6.4	5.9	3.9	5.4
24	Marinello (Stacey's Hands of Champions)	7.3	5.1	4.1	5.5
25	Snow College	4.4	2.9	4.2	3.8
26	Utah Career College	8.9	6.2	4.3	6.5
27	College of Eastern Utah	6.6	5.8	4.5	5.6
28	Provo College	7.9	6.3	4.6	6.3
29	Western Governors University	3.5	4.4	6.0	4.6
30	Eagle Gate College	8.0	5.3	6.3	6.5
30	Echelon Edge Academy of Hair, Skin & Nails	3.5	7.0	6.3	5.6
32	Sherman Kendall's Academy - Midvale	2.0	1.6	7.1	3.6
33	Healing Mountain Massage School	0.0	1.2	7.6	2.9
34	Paul Mitchell The School - Provo	6.7	5.3	8.2	6.7
35	Neumont University	4.7	7.3	8.7	6.9
36	Stevens Henager College	9.7	7.9	10.6	9.4
37	ITT Technical Institute	9.1	10.8	10.8	10.2
38	Utah College of Massage Therapy	13.3	11.6	15.8	13.6
39	Everest College	11.9	17.2	24.7	17.9
<i>Other UHEAA-affiliated schools</i>					
	Brigham Young University - Hawaii	3.5	3.6	2.5	3.2
	Brigham Young University - Idaho	0.6	0.6	0.6	0.6
	University of Phoenix (AZ)	7.2	9.3	12.9	9.8

Cohort Default Rates for the Federal Family Education Loan Program
Fiscal Years 2006-2008

Participating Utah Schools

Ranked by Three-Year Average Default Rates

Rank	INSTITUTION	FY 06 %	FY 07 %	FY 08 %	3 Yr. Avg.
1	Renaissance School of Theraputic Massage	0.0	0.0	0.0	0.0
1	Maximum Style Tec School of Cosmetology	0.0	0.0	0.0	0.0
1	Sherman Kendall's Academy of Beauty - SLC	0.0	0.0	0.0	0.0
4	Brigham Young University	0.4	0.4	0.1	0.3
5	Westminster College	1.4	1.1	0.4	1.0
5	University of Utah	0.9	1.1	1.1	1.0
7	Utah State University	1.1	1.4	0.8	1.1
8	LDS Business College	0.9	1.8	1.3	1.3
9	Utah Valley University	1.8	1.5	2.1	1.8
9	Weber State University	1.8	1.9	1.7	1.8
11	AmeriTech College	2.2	2.0	2.5	2.2
12	Marinello - Layton (Fran Brown)	1.7	1.7	3.7	2.4
13	Paul Mitchell The School - Murray	2.6	2.0	2.8	2.5
13	Southern Utah University	3.3	2.1	2.2	2.5
14	Marinello - Provo (Bon Losee Academy)	4.2	0.0	3.5	2.6
15	Healing Mountain Massage School	0.0	1.2	7.6	2.9
16	Myotherapy College of Utah	6.7	3.5	0.0	3.4
17	Sherman Kendall's Academy of Beauty - Midvale	2.0	1.6	7.1	3.6
18	Evans Hairstyling College - Cedar City	6.2	4.8	0.0	3.7
19	Snow College	4.4	2.9	4.2	3.8
20	Salt Lake Community College	5.5	3.6	2.7	3.9
21	Dixie State College of Utah	6.4	5.9	3.9	5.4
22	Marinello (Stacey's Hands of Champions)	7.3	5.1	4.1	5.5
23	Echelon Edge Academy of Hair, Skin & Nails	3.5	7.0	6.3	5.6
24	Paul Mitchell The School - Provo	6.7	5.3	8.2	6.0
25	Ogden Institute of Massage Therapy	10.0	5.4	2.8	6.1
26	College of Eastern Utah	6.6	5.8	4.5	6.2
27	Provo College	7.9	6.3	4.6	6.3
28	Utah Career College	8.9	6.2	4.3	6.5
29	Eagle Gate College	8.0	5.3	6.3	6.7
30	Neumont University	4.7	7.3	8.7	6.9
31	Stevens Henager College	9.7	7.9	10.6	9.4
32	Utah College of Massage Therapy	13.3	11.6	15.8	13.6
33	Everest College	11.9	17.2	24.7	17.9
<i>Other UHEAA-affiliated schools</i>					
	Brigham Young University - Hawaii	3.5	3.6	2.5	3.2
	Brigham Young University - Idaho	0.6	0.6	0.6	0.6
	University of Phoenix (AZ)	7.2	9.3	12.9	9.8

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs University of Utah and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	University of North Carolina - Chapel Hill	0.2	0.2	0.9	0.7	0.5
2	University of California - Irvine	1.3	1.0	1.4	0.8	1.1
3	University of Utah	1.9	0.9	1.1	1.1	1.3
4	University of Washington - Seattle	1.1	1.6	1.1	1.2	1.3
5	University of Virginia	0.5	0.6	0.7	1.5	0.8
6	University of Illinois - Chicago	1.7	1.7	2.2	1.6	1.8
**	Group Averages	1.8	1.5	1.9	1.9	1.8
7	University of California - San Diego	1.3	1.2	1.6	1.9	1.5
8	University of Iowa	1.7	1.8	2.1	1.9	1.9
9	University of Pittsburgh	1.6	1.4	2.3	2.1	1.9
10	University of New Mexico	5.4	3.0	3.1	3.6	3.8
11	University of Cincinnati	2.7	2.9	3.3	3.7	3.2

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding U of U)

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs Utah State and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	Virginia Polytechnic Institute & University	1.1	0.9	1.2	0.6	1.0
2	Utah State University	1.7	1.1	1.4	0.8	1.3
3	University of California - Davis	1.2	1.2	1.7	1.5	1.4
4	Oregon State University	1.3	1.8	1.7	1.6	1.6
5	North Carolina State University	1.2	0.9	2.2	1.7	1.5
6	Iowa State University	2.1	1.8	2.0	1.8	1.9
7	Colorado State University	1.8	1.9	2.1	2.0	2.0
**	Group Averages	2.0	1.8	2.7	2.7	
8	Texas A & M University	1.8	1.8	2.5	3.0	2.3
9	Penn State University	2.1	2.0	3.5	3.4	2.8
10	Washington State University	2.3	2.0	2.8	3.5	2.7
11	New Mexico State University	5.1	4.1	7.1	7.9	6.1

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding USU)

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs Southern Utah University and Comparison Group*						
	INSTITUTION	FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	SUNY at Geneseo	0.8	1.0	1.6	1.7	1.3
2	Sonoma State University	1.8	1.9	1.4	1.9	1.8
3	Truman State University	0.9	1.1	2.5	2.2	1.7
4	<i>Southern Utah University</i>	2.9	3.3	2.1	2.2	2.6
5	Southern Oregon University	3.6	2.1	3.3	3.0	3.0
6	Christopher Newport University	1.1	0.9	2.5	3.6	2.0
7	Western Carolina Univeristy	3.6	4.1	3.4	3.6	3.7
**	Group Averages	2.8	2.7	3.9	4.0	3.3
8	Georgia College & State University	2.9	1.9	3.1	4.7	3.2
9	Eastern Connecticut State University	2.9	3.2	5.0	5.5	4.2
10	Columbus State University	4.9	5.3	6.0	5.9	5.5
11	Austin Peay State University	5.8	5.4	9.8	7.4	7.1

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding SUU)

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs Weber State College and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	Western Washington University	1.0	1.2	1.3	1.4	1.2
2	Weber State University	3.8	1.8	1.9	1.7	2.3
3	University of Northern Iowa	1.3	1.8	1.9	2.1	1.8
4	University of Wisconsin - Whitewater	2.6	2.4	2.4	3.0	2.6
5	Western Carolina University	3.6	4.1	3.4	3.6	3.7
6	University of North Florida	2.1	3.3	4.2	3.6	3.3
7	California State University - Dominguez Hills	3.1	3.5	4.2	3.8	3.7
8	Clarion University of Pennsylvania	3.5	3.6	5.8	3.8	4.2
**	Group Averages	3.2	3.6	4.1	4.1	3.7
9	Boise State University	5.4	5.4	5.3	4.7	5.2
10	Youngstown State University	4.4	4.8	5.5	6.5	5.3
11	Indiana/Purdue University - Ft Wayne	4.7	5.9	7.4	8.1	6.5

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding WSU)

U.S. Department of Education
Cohort Default Rates for the Federal Family Education and Direct Loan Programs

Dixie State College and Comparison Group*

INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	Central Washington University	2.4	2.2	2.0	2.3	2.2
2	Dixie State College	6.2	6.4	5.9	3.9	5.6
3	Humboldt State University	3.6	3.0	3.2	4.2	3.5
4	SUNY - Farmingdale	5.5	4.6	6.4	5.8	5.6
5	Clayton State University	7.4	4.0	6.3	6.4	6.0
6	Colorado State University - Pueblo	3.7	5.3	7.4	6.4	5.7
**	Group Averages	6.4	5.9	7.5	7.4	6.8
7	Missouri Western State University	4.9	6.0	8.8	7.9	6.9
8	Fort Lewis College	8.0	7.2	9.8	8.9	8.5
9	Mesa State College	9.7	7.4	9.1	9.3	8.9
10	University of Arkansas - Ft. Smith	8.3	9.6	11.2	10.8	10.0
11	Macon State College	10.3	9.4	11.0	12.0	10.7

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding Dixie)

U.S. Department of Education						
Cohort Default Rates for the Federal Family Education and Direct Loan Programs						
College of Eastern Utah, Snow College and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	<i>Snow College</i>	5.4	4.4	2.9	4.2	4.2
2	<i>College of Eastern Utah</i>	8.6	6.6	5.8	4.5	6.4
3	Central Oregon Community College	5.3	5.6	8.0	7.0	6.5
4	Midland College	10.6	5.5	9.5	8.0	8.4
5	College of Southern Idaho	9.0	12.9	10.1	9.5	10.4
6	North Idaho College	8.6	11.6	10.1	10.6	10.2
7	Odessa College	1.2	4.8	10.5	10.6	6.8
**	Group Averages	8.9	9.4	11.6	12.4	10.6
8	San Juan College	7.4	4.6	5.4	12.5	7.5
9	New Mexico Junior College	14.5	11.0	14.8	13.9	13.6
10	Yavapai College	10.8	13.5	11.8	15.8	13.0
11	Arizona Western College	8.4	12.9	20.8	16.1	14.6
12	Cochise College	13.5	11.2	14.7	19.6	14.8

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding CEU and Snow)

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs Utah Valley University and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY07 %	FY 08 %	4 YR AVE %
1	Brigham Young University - Idaho	0.9	0.6	0.6	0.6	0.7
2	Weber State University	3.8	1.8	1.9	1.7	2.3
3	Utah Valley University	3.8	2.7	1.5	2.1	2.5
4	Boise State University	5.4	5.4	5.3	4.7	5.2
5	University of Alaska - Anchorage	5.2	6.4	8.0	5.0	6.2
6	Purdue University - North Central Campus	3.7	3.3	5.9	5.7	4.7
**	Group Averages	5.0	5.6	6.7	6.1	5.9
7	Fairmont State College	7.8	9.9	9.9	7.1	8.7
8	University of Houston - Downtown	3.4	7.5	7.9	8.0	6.7
9	Indiana University-Purdue Univ.- Ft. Wayne	4.7	5.9	7.4	8.1	6.5
10	Mesa State College	9.7	7.4	9.1	9.3	8.9
11	Metro State College of Denver	5.7	8.2	10.9	11.0	9.0

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding UVU)

U.S. Department of Education Cohort Default Rates for the Federal Family Education and Direct Loan Programs Salt Lake Community College and Comparison Group*						
INSTITUTION		FY 05 %	FY 06 %	FY 07 %	FY 08 %	4 YR AVE %
1	<i>Salt Lake Community College</i>	4.3	6.8	5.5	3.6	5.1
2	Central Piedmont Community College ¹	0.0	0.0	0.0	0.0	0.0
3	Central New Mexico Community College	3.6	4.9	3.0	5.2	4.2
4	Macomb Community College	4.7	7.6	7.2	6.7	6.6
5	Austin Community College	4.0	6.0	6.6	8.3	6.2
6	Broward Community College	8.3	6.7	7.0	8.7	7.7
**	Group Averages	7.7	7.5	7.5	9.9	8.1
7	Portland Community College	9.8	7.3	8.7	9.4	8.8
8	Sinclair Community College	8.9	8.1	9.4	10.1	9.1
9	Sacramento City College	6.4	6.8	7.6	13.2	8.5
10	Pima Community College	10.6	9.8	5.7	13.5	9.9
11	College of Southern Nevada	13.2	10.4	11.9	13.7	12.3

* Ranked by FY 2008 Default Rate

** Unweighted Average (Excluding SLCC and Central Piedmont CC)

¹ Central Piedmont Community College did not have borrowers in repayment during the selected cohort periods.

Two-Year Default Rates Compared to Three-Year Rates for Same Cohort						
Based on FY 2007						
School	TWO-YEAR COHORT DEFAULT RATE			TRIAL THREE-YEAR COHORT DEFAULT RATE		
	Number Entered Into Default	Number Entered Into Repayment	2 Year Default Rate %	Number Entered Into Default	Number Entered Into Repayment	3 Year Default Rate %
Brigham Young University	15	3,460	0.4	41	3,459	1.1
College of Eastern Utah	11	187	5.8	19	188	10.1
Dixie State College of Utah	45	759	5.9	80	759	10.5
LDS Business College	4	221	1.8	9	221	4.0
Salt Lake Community College	78	2,155	3.6	173	2,158	8.0
Snow College	14	481	2.9	36	481	7.4
Southern Utah University	23	1,089	2.1	49	1,089	4.4
University of Utah	47	4,209	1.1	113	4,206	2.6
Utah State University	44	3,042	1.4	96	3,042	3.1
Utah Valley University	55	3,457	1.5	151	3,455	4.3
Weber State University	52	2,617	1.9	126	2,617	4.8
Westminster College	6	537	1.1	11	536	2.0

The three-year cohort trial rate for FY 2007 is the percentage of borrowers who entered repayment between October 1 and September 30, 2007 and defaulted on or before September 30, 2009, one year more than the two-year reporting period. This data was released in December 2009 before the FY 2008 rates were released, thus the reason for the FY 2007 e

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The Salt Lake Tribune

Utah's student loan default rate drops as nation's rises

By Brian Maffly
The Salt Lake Tribune
September 14, 2010 10:35AM

While the default rate by student borrowers continues to inch upward nationally, Utah's contribution to the growing default crisis continues to decline, according to data released Monday by the U.S. Department of Education.

Since 2005, Utah's student loan default rate steadily slipped from 4.3 to 1.9 percent, less than one-fourth the national average, the Utah System of Higher Education reported. For students who began repaying loans in 2008, Utah has the lowest default rate in the nation behind Montana, said David Feitz, executive director of the Utah Higher Education Assistance Authority (UHEAA).

Officials credited low student-debt loads and the state's special programs to service student borrowers.

When a Utah borrower becomes delinquent in loan payments, a special UHEAA prevention team member calls to help formulate a plan that will enable the borrower to get and stay current on the loan.

"Credit goes to our students who are responsible for paying their loans back," Feitz said.

Monday's numbers were encouraging for Utah, but federal authorities found little soothing about the national default rate of 7 percent.

In a statement, U.S. Secretary of Education Arne Duncan blamed for-profit schools for some of the increase.

In award year 2008-09, students at for-profit schools represented 26 percent of the borrower population and 43 percent of all defaulters, according to the Education Department data. The median federal student loan debt carried by students earning associate degrees at for-profit institutions was \$14,000.

According to the data, this sector had the highest default rate, rising to 11.6 percent. The annual rate of student-loan defaults climbed from 6.7 percent in the same period a year earlier.

The default rate is a snapshot in time, representing borrowers whose first loan repayments came due between Oct. 1, 2007 and Sept. 30, 2008, and who defaulted before September 30, 2009. The measurement is used to determine which schools will remain eligible to participate in U.S. student aid programs.

Default rates among for-profit college students were almost twice the 6 percent rate found at public nonprofit colleges and almost three times the 4 percent rate at private nonprofits, according to the statement.

"While for-profit schools have profited and prospered thanks to federal dollars, some of their students have not," Duncan said in the statement. "Far too many for-profit schools are saddling students with debt they cannot afford in exchange for degrees and certificates they cannot use."

The Obama administration is toughening its lending standards with greater scrutiny of defaults, and it's proposing to monitor loan repayment rates and incomes among students who have attended for-profit colleges.

The default measures currently in use "fall far short of capturing the full range of defaults or distressed borrowers," said Lauren Asher, president of the Institute for College Access & Success, an advocacy group in Oakland, Calif. "Right now, there's no information that tells us whether career education programs are delivering quality training for jobs."

Bloomberg News contributed to this story.

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Student loan default rates

Public schools nationwide • Increased from 5.9 to 6 percent in 2008

Private schools nationwide • Increased from 3.7 to 4 percent

For-profit schools nationwide • Increased from 11 to 11.6 percent

Utah overall • Decreased from 1.9 from 2.1 percent

Nation overall • Increased from 6.7 to 7 percent

Source • U.S. Department of Education

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October 20, 2010

MEMORANDUM

To: State Board of Regents

From: William A. Sederburg

Subject: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board Meeting held August 26, 2010 at Southern Utah University in Cedar City, Utah
- B. Grant Proposals
1. Utah State University – Naval Research Lab; "Advanced Ground, Air, Space, Systems Integration (AGASSI), Task Order 3"; \$2,371,096. John D. Elwell, Principal Investigator.
 2. Utah State University – University of Illinois; "Head Start's National Center on Cultural and Linguistic Responsiveness"; \$1,014,975. Lillian Duran, Principal Investigator.
 3. Utah State University – National Institutes of Health; "Genetic Factors of Memory and Cognitive Decline in the Elderly"; \$7,081,687. Christopher D. Corcoran, Principal Investigator; Joann T. Tschanz and Ronald G. Munger, Co-Principal Investigators.
 4. Utah State University – U.S. Department of Education; "INSPIRATION: Increasing the Numbers of Skilled Paraprofessionals and Interveners through Resources"; \$1,198,165. Linda Ann Alsop, Principal Investigator.
 5. Utah State University – National Science Foundation; "Diminishing Snowpacks, Nutrient Cycling, and Vegetation Change"; \$1,661,731. John M. Stark, Principal Investigator; Helga Van Miegroet and Peter B. Alder, Co-Principal Investigators.
 6. Utah State University – U.S. Department of Education; "Project High Need: Board Certified Behavior Analysis (BDBA) to serve students with Behavioral Challenges"; \$1,155,557. Sarah Bloom, Principal Investigator; Andrew Samaha and Thomas S. Higbee, Co-Principal Investigators.
 7. Utah State University – National Institute of Food and Agriculture ; "Creating a Carbon Offset Protocol for Conservation Practices in Arid Dry Land Cereal Production";

- \$3,057,156.82. J. Jacob Parnell, Principal Investigator; David Layne Coppock, Earl Creech, Grant E. Cardon, Helga Van Miegroet, Lesley Morris, and Zhao Ma, Co-Principal Investigators.
8. Utah State University – U.S. Department of Education; "Elementary, Secondary Teacher Training Program in Deaf Education"; \$1,193,596. James Carson Blair, Principal Investigator.
 9. Utah State University – U.S. Department of Education; "Effective Online Learning: Development and Evaluation of Online Multimedia Module"; \$1,206,565. Robert L. Morgan, Principal Investigator.
 10. Utah State University – U.S. Department of Education; "Development and Evaluation of a Master's Level, Interdisciplinary Curriculum"; \$1,111,193. Robert L. Morgan, Principal Investigator.
 11. Utah State University – U.S. Department of Education; "Personnel Preparation for Teachers of Birth to Five-year-old Children who are Deaf or Hard of Hearing"; \$1,200,000. Lauri Nelson, Principal Investigator; Deborah B. Golos and Karl R. White, Co-Principal Investigators.
 12. Utah State University – Utah Department of Workforce Services; "Supplemental Nutrition Assistance Program - Education (SNAP-Ed)"; \$1,951,492. Heidi Reese LeBlanc, Principal Investigator; Debra Christofferson and Marie Stosich, Co-Principal Investigators.
 13. Utah State University – U.S. Department of Education; "National Consortium to Broaden Access of Electronically-Mediated Education"; \$1,027,750. Cynthia J. Rowland, Principal Investigator.
 14. Utah State University – Administration for Children and Families; "Utah Family Support and Community Access Project"; \$1,200,000. Judith M. Holt, Principal Investigator; Susan E. Thain Olsen, Co-Principal Investigator.
 15. Utah State University – National Aeronautical and Space Administration ; "IIP"; \$1,824,834. Harri Hatvakoski, Principal Investigator.
 16. Utah State University – U.S. Air Force Space and Missiles Command; "Space and Missile Command Subcontract to Northrop Grumman, August 2010 - March 2011"; \$4,998,396. Patric L. Patterson, Principal Investigator.

17. Utah State University – Biomedical Advanced Research and Development Authority; “Vaccine Biomanufacturing Training Course”; \$2,523,375.13. Kamal Rashid, Principal Investigator; E. Bart Tarbet, Co-Principal Investigator.
18. Utah State University – U.S. Department of Education; “STARS - Strengthening Technology, Tracking, Assessment, and Remediation”; \$2,000,000. Virgil Caldwell, Principal Investigator.
19. Utah State University – U.S. Department of Education; “Pathway to American Dream”; \$1,878,042. Virgil Caldwell, Principal Investigator.
20. Utah State University – U.S. Department of Education; “Utah State University - Center on Knowledge Translation for Employment Research”; \$3,282,500. Michael Millington, Principal Investigator.
21. Utah State University – Metatech Corporation; “Vulnerability VII - Task Order 45”; \$1,499,933. John Patrick Santacroce, Principal Investigator.
22. University of Utah – Salt Lake County, Utah; “Sustainable Communities”; \$1,544,613. Arthur C. Nelson, Principal Investigator.
23. University of Utah – National Science Foundation; “Enhancing Emulab for Clouds”; \$3,850,224. Robert Preston Riekenberg Ricci, Principal Investigator.
24. University of Utah – Northeastern University; “Discourse Programming Systems”; \$1,587,400. Matthew Brendon Might, Principal Investigator.
25. University of Utah – National Institutes of Health; “Smart IVR MIP I”; \$1,564,306. Patrick F. Kiser, Principal Investigator.
26. University of Utah – Raytheon Company; “Advanced Adaptive Applications”; \$1,412,069. John Regehr, Principal Investigator.
27. University of Utah – University of Delaware; “Reliability of Software”; \$1,353,938. Ganesh Gopalakrishnan, Principal Investigator.
28. University of Utah – National Science Foundation; “Dielectric Nanoparticle PV”; \$1,053,482. Michael A. Scarpulla, Principal Investigator.
29. University of Utah – Defense Advanced Research Projects Agency; “Design and Synthesis of Hierar”; \$2,300,000. Ravi Chandran, Principal Investigator.

30. University of Utah – National Science Foundation; “Renewable Energy Storage”; \$2,000,000. Michael Free, Principal Investigator.
31. University of Utah – Army Medical Research Acquisition Activity; “Viral-induced Epilepsy”; \$1,090,139. Karen S. Wilcox, Principal Investigator.
32. University of Utah – National Institutes of Health; “Natural Product Synthesis”; \$1,867,500. Gary Keck, Principal Investigator.
33. University of Utah – U.S. Department of Health and Human Services; “SRPS IRLTFC”; \$9,353,461. Norma J. Harris, Principal Investigator.
34. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Newborn Screening in SMA”; \$7,525,000. Kathryn J. Swobada, Principal Investigator.
35. University of Utah – U.S. Department of Health and Human Services; “CMP Personalized Health Care”; \$3,168,000. Joyce A. Mitchell, Principal Investigator.
36. University of Utah – National Institutes of Health; “Seizures Complement”; \$1,204,000. Robert S. Fujinami, Principal Investigator.
37. University of Utah – Brigham and Women’s Hospital; “Mineralocorticoid Receptor”; \$1,193,600. Paul N. Hopkins, Principal Investigator.
38. University of Utah – National Institutes of Health/National Institute of Biomedical Imaging and Bioengineering; “Angiogenic Inhibitor Delivery”; \$1,868,750. Hamidrezas Ghandehari, Principal Investigator.
39. University of Utah – National Institutes of Health; “Dynamics of Glomerular Coding”; \$1,010,691. Matt Wachowiak, Principal Investigator.
40. University of Utah – Education Institute of Education Sciences; “Community of Caring Curriculum Development”; \$1,783,291. Paula Smith, Principal Investigator.
41. University of Utah – Utah State Office of Education; “Utah Data Alliance”; \$1,582,619. Andrea Rorrer, Principal Investigator.
42. University of Utah – U.S. Department of Energy; “NEMSI Hub for Nuclear Engineering”; \$122,000,000. Tathana Jevremovic, Principal Investigator.

43. University of Utah – National Science Foundation; “University of Utah CEMRI”; \$28,000,000. Anil Virkar, Principal Investigator.
44. University of Utah – U.S. Department of Energy; “DOE Upgrading of Biomass”; \$3,298,017. Eric Eddings, Principal Investigator.
45. University of Utah – University of Wyoming; “Wyoming in Situ”; \$1,321,928. Philip J. Smith, Principal Investigator.
46. University of Utah – National Science Foundation; “Intelligent Traction Control”; \$1,999,910. Mark Andrew Minor, Principal Investigator.
47. University of Utah – National Science Foundation; “High-Order Tetrahedral”; \$1,199,847. Adam Wade Bargteil, Principal Investigator.
48. University of Utah – National Science Foundation; “Meta-Sci”; \$1,090,281. Matthew Brendon Might, Principal Investigator.
49. University of Utah – National Institutes of Health; “Athletic Medicine Unit”; \$1,500,000. Bradley T. Hayes, Principal Investigator.
50. University of Utah – National Institutes of Health; “New Cancer Animal Model”; \$3,737,500. You Han Bae, Principal Investigator.
51. University of Utah – National Science Foundation; “Telescope Array Baseline”; \$4,623,736. Pierre Sokolsky, Principal Investigator.
52. University of Utah – National Science Foundation; “SI Training”; \$3,866,001. James Ehleringer, Principal Investigator.
53. University of Utah – National Science Foundation; “Telescope Array Operations”; \$1,952,431. Pierre Sokolsky, Principal Investigator.
54. University of Utah – National Institutes of Health; “New Inhibitors for Catenin/TCF”; \$1,500,000. Mark Ji, Principal Investigator.
55. University of Utah – National Institutes of Health; “Wolfinger Pioneer DP1 National Institutes of Health”; \$2,500,000. Nicholas H. Wolfinger, Principal Investigator.
56. University of Utah – National Institutes of Health/National Cancer Institute; “Multiple Myeloma Spore”; \$13,272,839. Guido J. Tricot, Principal Investigator.

57. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Cellular Double-stranded RNA”; \$3,737,500. Brenda L. Bass, Principal Investigator.
58. University of Utah – National Institutes of Health; “Multimodal Approach - Obese FMS;” \$3,417,548. Akiko Okifuji Hare, Principal Investigator.
59. University of Utah – National Institutes of Health; “19-F MR Imaging Agent”; \$3,181,955. Eun-Kee Jeong, Principal Investigator.
60. University of Utah – U.S. Department of Defense; “Intelligent Prosthesis”; \$2,656,000. Roy D. Bloebaum, Principal Investigator.
61. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Novel Imaging Biomarkers”; \$2,257,500. Richard Daniel King, Principal Investigator.
62. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; “Pediatric Heart Network”; \$2,242,500. Richard V. Williams, Principal Investigator.
63. University of Utah – University of Illinois at Chicago; “Genetic Risk Markers”; \$2,147,815. Dale Sherman Cannon, Principal Investigator.
64. University of Utah – National Institutes of Health; “Extension of the Sequence”; \$1,924,518. Karen Eilbeck, Principal Investigator.
65. University of Utah – National Institutes of Health; “Cone Opsin and Cone Photorec”; \$1,881,250. Yingbin Fu, Principal Investigator.
66. University of Utah – National Institutes of Health; “Insulin Resistance and Myocard”; \$1,868,760. E Abel, Principal Investigator.
67. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “Mechanism/Regulation Iron Expt”; \$1,868,750. Jerry Kaplan, Principal Investigator.
68. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Atorvastatin Stop Clot Trial”; \$1,515,449. Robert C. Pendleton, Principal Investigator.
69. University of Utah – University of Michigan; “GM/CSF Administration”; \$1,501,761. Robert Paine III, Principal Investigator.

70. University of Utah – National Institutes of Health; “Herpes Susceptibility Genes”; \$1,490,863. Maurine R. Hobbs, Principal Investigator.
71. University of Utah – National Institutes of Health; “Autism Neurons”; \$1,204,000. Robert S. Fujinami, Principal Investigator.
72. University of Utah – National Institutes of Health/National Institute of Mental Health; “RNA-Seq Analysis in Autism”; \$1,120,000. Maurine R. Hobbs, Principal Investigator.
73. University of Utah – Food and Drug Administration; “POC Tests for Tuberculosis”; \$6,000,000. Marc D. Porter, Principal Investigator.
74. University of Utah – National Institutes of Health; “Cancer Marker Detection”; \$2,989,000. Marc D. Porter, Principal Investigator.
75. University of Utah – NOAA Office of National Geodetic Survey; “UELP” \$1,499,999. Madlyn Leair Runburg, Principal Investigator.
77. University of Utah – National Science Foundation; “Automatic Mesh Generation”; \$1,195,525. Valerio Pascucci, Principal Investigator.
78. University of Utah – National Science Foundation; “High Dimensional Functions”; \$1,191,427. Ross Whitaker, Principal Investigator.
79. University of Utah – National Science Foundation; “Practice of Verifying Vis”; \$1,025,024. Claudio T. Silva, Principal Investigator.
80. Utah State University – U.S. Department of Agriculture; “Mountain/Southwest Algae to Fuel Enterprise (MSAFE): Transformation of CO₂, Sunlight, and Water into...”; \$45,000,000. Byard D. Wood, Principal Investigator; John Hansen, Lance C. Seefeldt and Ronald C. Sims, Co-Principal Investigators.
81. Utah State University – Institute of Education Sciences; “Embedding Motivational Support Into Computer-based Scaffolds to Support Middle School Students’ Con”; \$1,104,877. Brian Belland, Principal Investigator.
82. Utah State University – Geometwatch Corporation, “Sounding and Tracking Observatory for Regional Meteorology (STORM)”; \$1,144,595. John D. Elwell, Principal Investigator.
83. Utah State University – Miltec; “Miltec SENSE”; \$1,430,000. Chad Fish, Principal Investigator.

84. Utah State University – National Aeronautical and Space Administration Ames Research Center; "Multiple Asteroid Explorer (MAX)"; \$10,005,014. Alan B. Marchant, Principal Investigator.

C. Awards

1. Utah State University – Utah Department of Transportation; "Federal Funding of a Tier II University Transportation Center"; \$1,093,492. Kevin Womack, Principal Investigator.
2. Utah State University – U.S. Naval Research Laboratory; "Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3"; \$2,256,153. Darin Partridge, Principal Investigator.
3. Utah State University – U.S. Department of Energy; "ARRA: The Snake River Geothermal Drilling Project: Innovative Approaches to Geothermal Exploration"; \$6,444,5498. John Shervais, Principal Investigator.
4. Utah State University – National Institute of Food and Agriculture ; "Implementation of Western Region Sustainable Agriculture Research"; \$3,159,122. Phil Rasmussen, Principal Investigator.
5. Utah State University – National Institute of Food and Agriculture ; "2010 Implementation of WSARE Professional Development Program"; \$1,084,175. Phil Rasmussen, Principal Investigator.
6. Utah State University – National Institutes of Health; "ARRA: Progression of Dementia: A Population Study"; \$1,438,268. Joann Tschanz, Principal Investigator.
7. Utah State University – U.S. Air Force Space and Missiles Command; "Space and Missile Command Subcontract to Northrop Grumman, Aug 2010 - Mar 2011"; \$3,970,173. Pat Patterson, Principal Investigator.
8. University of Utah – National Institutes of Health/National Cancer Institute; "SEER" \$1,681,150. Antoinette MR Stroup, Principal Investigator.
9. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; "Cardiac Genome Analysis"; \$1,576,328. H. Joseph Yost, Principal Investigator.
10. University of Utah – National Institutes of Health/National Library of Medicine; "Development of a Statewide MPI"; \$1,500,701. Scott P. Narus, Principal Investigator.

11. University of Utah – Health Resources and Services Administration; “EMSC CDMCC”; \$1,500,000. J. Michael Dean, Principal Investigator.
12. University of Utah – Center for Disease Control and Prevention; “ERC Training Grant”; \$1,481,474. Kurt Timothy Hegmann, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; “Genomic and Proteomic Network”; \$1,047,020. Michael W. Varner, Principal Investigator.
14. University of Utah – National Science Foundation; “Extending Campus Networks”; \$1,176,470. Steven Corbato, Principal Investigator.
15. University of Utah – U.S. Department of Energy/National Energy Technology Lab; “Site Char Geo Formations CO₂”; \$5,000,000. Brian J. McPherson, Principal Investigator.
16. University of Utah – National Institutes of Health/National Cancer Institute; “Telephone Linked Care”; \$1,286,549. B. Kathleen Mooney, Principal Investigator.
17. University of Utah – National Institutes of Health/National Institute of General Medical Science; “Conus Peptides and Their Receptor Targets”; \$1,778,571. Baldomero M. Olivera, Principal Investigator.
18. University of Utah – National Institutes of Health/National Institute of General Medical Science; “HIV/Host Interactions”; \$3,634,353. Wesley I. Sundquist, Principal Investigator.
19. University of Utah – Health Resources and Services Administration; “CMP Personalized Health Care”; \$1,584,000. Joyce A. Mitchell, Principal Investigator.
20. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Vascular Access”; \$1,114,245. Alfred K. Cheung, Principal Investigator.
21. University of Utah – National Institutes of Health/National Center for Research Resources; “Bioelectric Field Modeling, Simulation and Visualization”; \$1,098,758. Christopher R. Johnson, Principal Investigator.
22. University of Utah – National Park Service; “Assistance for the University of Utah Museum of Natural History”; \$1,000,000. Sarah B. George, Principal Investigator.
23. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; “Safety in Vocalization”; \$1,077,103. Ingo Titze, Principal Investigator.

24. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$1,039,048. Darin Partridge, Principal Investigator.
25. Utah State University – National Institute of Food and Agriculture; “Improved Organic Milk”; \$1,019,411. Jennifer MacAdam, Principal Investigator; Allen Young, Jong-su Eun, and Jennifer Reeve, Co-Principal Investigators.

William A. Sederburg, Commissioner

Attachment

STATE BOARD OF REGENTS
RETREAT AND REGULAR MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
AUGUST 2010

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 2010 Enrollment Projections
 Revisions to Policy R203, *Search Committee Appointment and Function and Regents' Selection of Presidents of Institutions*
 Roles and Authority Task Force Report

Information

 College Access Challenge Grant
 Utah's 2020 Plan for Higher Education
 2010-2011 High School and Junior High School College Preparation Publications

Finance Committee

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Approval

 Southern Utah University – Campus Master Plan
 Utah Valley University – Campus Master Plan
 Utah Valley University – Programming and Design Approval for a Proposed Life and Wellness Building and Parking Structure
 University of Utah – Amendment to the Standby Bond Purchase Amendment (SBPA) for Rice-Eccles Stadium Reconstruction Bonds, Series 1997
 Dixie State College – Peer Institutions List
 UHEAA – Approving Resolution for Student Loan Revenue Bonds Series 1993A Replacement Letter of Credit
 Utah Valley University – Purchase of Geneva Steel Property
 Weber State University – Property Purchase

Information

 Utah State University – Summary of Series 2010 Research Revenue Refunding Bonds
 University of Utah – Sale of Bonds to Refinance the Existing Debt on the

Ambassador Building and the Orthopaedic Center
Utah Valley University – Property Purchase (Business Resource Center)
USHE – Information Technology Strategic Plan 2010-2011

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STATE BOARD OF REGENTS RETREAT
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
AUGUST 26, 2010

Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Daniel W. Campbell
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Greg W. Haws
Nolan E. Karras
Robert S. Marquardt
Carol Murphy
William Prows
Teresa Theurer
Marlon O. Snow
John H. Zenger

Regents Excused

Brent Brown
Meghan Holbrook
Jed H. Pitcher
David E. Smith

Institutional Representatives

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Scott L. Wyatt, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Cynthia A. Bioteau, Salt Lake Community College

Commissioner's Office

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs
Cameron S. Martin, Associate Commissioner for Economic Development and Planning
Greg Stauffer, Associate Commissioner for Finance and Facilities
Jeff Aird, Intern

Vice Chair Beesley welcomed everyone and thanked them for their attendance and participation. She thanked President Benson for allowing the group to meet in his home. She also thanked Commissioner Sederburg and Associate Commissioner Martin for their work in preparing the agenda and materials.

Regent Zenger facilitated the discussion and explained what would be taking place in the retreat. Commissioner Sederburg reviewed the strategic plan and commented briefly on his proposed action plan and its intent. He thanked Associate Commissioner Martin for organizing the agenda for the retreat.

Vice Chair Beesley reported that the Governor's Commission on Educational Excellence had met earlier in the week. One of its subcommittees is the Mission and Vision Committee, chaired by Mark Bouchard. According to the Georgetown University Center on Education and the Workforce, by the year 2018, 66 percent of all jobs in Utah will require postsecondary education. She pointed out there was some uncertainty about the way all of the degrees and/or certificates were being counted. Commissioner Sederburg said the Governor would be meeting with the Mission and Vision Committee the following week. If he is in agreement with the 55 percent goal set by the Lumina Foundation as a national goal, we will continue in this direction. If the Governor wants Utah to meet the 66 percent goal, we will adapt our plan accordingly.

Chair Jordan pointed out the Regents need to know where the increase should take place – in certificates, degrees, two-year or four-year, credit or non-credit, etc. President Bioteau noted the National Association for Manufacturing provides definitions for industry-based certificates. We also need to meet Utah's needs. This must be determined when considering the effective capacity of the system, including "hybrid" models which combine classroom and online instruction. President Nadauld pointed out that accreditation standards limit the number of courses offered online. Ideas were shared regarding the 8/25/2010 draft of the action plan. Commissioner Sederburg noted that much of the discussion would be strengthened by connecting the action plan with the case statement. Dr. Martin 4reported public education was working on a K-16 report; higher education is working closely with public education and the Department of Workforce Services.

Regent Zenger referred to the document in the Regents' and Presidents' folders entitled "Regents/Presidents' Retreat" dated August 26, 2010. He divided the group into five teams to discuss specific sections of the strategies document. The groups were asked to identify a maximum of four items from their section to be included in the final strategic plan document. Then each group was asked to propose the specific actions required, timetable and measurements related to those four items. The groups were also asked to identify other actions which they determined needed serious attention. After the allotted time for discussion, a spokesperson from each group was asked to present the conclusions of the team and the rationale for its recommendations.

Group 1. Pipeline – Regents Cespedes, Haws, Murphy and Smith, President Nadauld, and Associate Commissioner Buhler. Regent Cespedes reported this group recommended the following four strategies:

1. Adopt clear (state) college/university readiness standards and admission policies so students and parents know what is expected and needed to be successful.
2. Develop system-wide standardized general education requirements and encourage greater focus in majors requirements, and focus concurrent enrollment courses on these general education and STEM requirements.
3. Increase the focus on and support, including financial aid, for students who are traditionally under-represented, including lower-income, ethnic minorities, women, first-generation students and non-traditional students.
4. Strengthen and expand the Utah K-16 Alliance, including regional alliances, ensure seamless articulation with UCAT and high schools, electronic transcripts, and provide feedback to school districts on higher education success of their graduates.

Chair Jordan asked if data were available to explain the reasons students don't go from high school graduation to college. Commissioner Sederburg said data were available through the Utah Foundation and United Way. A question was raised about how accountability would fall into this plan. Another point of discussion was concurrent education and the difference between STEM courses and general education requirements.

Group 2. Retention – Regents Davis, Garff, Theurer, Presidents Wyatt and Benson, and Associate Commissioner Hitch. President Benson reported the group had settled on four goals:

1. Support new funding mechanisms that tie increased funding to institutional missions, which include: outcomes in enrollment growth and retention, course and degree completion, and research and economic development.
2. Institutions will uniformly track the post-secondary education experience of Utah students by type of student/peer group through the use of common student identifiers. Each campus will be required to report its retention and completion performance and goals to the Regents annually.
3. Remediation: Using robust specific remediation data, the State Board of Regents and the State Board of Education will establish mutual goals for reducing the number of students requiring remedial education and will report their progress annually.
4. Support new curriculum and individualized advising, provide mentoring and delivering options for remedial education that build practical academic skills.

There was general agreement that a first-year experience was vital to retain students during and following their first semester of college. Non-traditional students may not have a common student identifier, including those who return to the institution for additional training.

Remediation should be better and consistently defined. President Bioteau said 'remediation' referred to fixing something that is broken, whereas 'developmental' indicated students interested in school from a workforce perspective. The following questions arose: Who is responsible for paying the cost of remedial education? Should we discontinue the use of 'remedial education' and use only 'developmental education?' There was general agreement on "delivery options for remedial and developmental education." Do we have sufficient data on the barriers to persistence? If not, can we get it? If we do have that information, it should be included in the plan or the appendix. Cause and effect should also be included in the document, especially for legislators.

Group 3. Expansion - Regents Atkin, Campbell, Prows and Snow, Presidents Millner and Bioteau and Associate Commissioner Stauffer. Dr. Stauffer reported the following recommendations from his discussion group:

1. Greater Efficiencies
 - A. Increased use of technology in high-demand, high-enrollment courses
 - B. Develop new strategies, more efficient time to graduation
 - i. Existing facilities
 - ii. Tuition policies (create financial incentives)
 - iii. Tuition assistance
 - iv. Freshman requirements (help students focus earlier) – www.utahfutures.org

2. Expand the number of students accessing community colleges
 - A. Create a state-wide task force of community college providers
 - B. Create community college centers within regional state universities to ensure state-wide coverage of community college services
 - C. Articulation support with Applied Technology Colleges
 - i. Develop a competency-based strategy (system approach)
 - ii. Provide opportunities for UCAT campuses to become a part of a regional community college
 - iii. Use UCAT or private institutions for housing counselors, community college classes
 - iv. Create centers to offer community college courses through an expansion of community college functions and opportunities. Charge institutions with the development of specific programs.
 - v. Tie funding into the expansion of the community college functions (service districts funding model)
3. Expanded Capacity
 - A. Develop a state initiative to partner throughout the institutions (efficiency through collaboration). This would be a recommendation or endorsement from the Regents and a charge to the institutions.
 - B. Provide incentives and make access really work

Group 4. Transformation – Regents Beesley, Karras, and Zenger, Presidents Albrecht and Holland, Commissioner Sederburg. Vice Chair Beesley reported the group had expressed concern about how to accommodate another 50,000 students. We must recognize a combination of top-down and bottom-up delivery options. The system must identify the degrees and certificates needed, along with the necessary resources. The institutions would have the responsibility for strategies and development, recognition of innovation. The following areas were recommended:

1. Technology
 - A. Develop a virtual university
 - B. Implement hybrid delivery systems
 - C. Determine best use of “bricks and mortar”
2. In-house organization
 - A. Common core/general education (with concurrent and open course ware)
 - B. Maintain community college mission statewide and with multi-campus institutions
 - C. Adopt best practices
 - i. Recognize and reward faculty-led innovations
 - ii. We are in competition with the private institutions and may have to change models
 - iii. “Economic clusters”
 - iv. Think of higher ed as a \$4 billion business
 - v. Stay away from “common core” because it has been standardized

3. Non-USHE players
 - A. WGU – Meet our goals without losing state dollars
 - B. Other private institutions – Dialogue and work together
 - C. Private (for-profit) institutions
 - D. Awareness and outreach

Group 5. Economic Development – Regents Jordan and Marquardt, President Young, Associate Commissioner Martin. The group recommended:

1. Expanding USTAR functions at all of the institutions
 - A. Technical commercialization grants
 - B. Encourage second instrument of funding for bonds
2. Expanding UCAP throughout the state
3. Creating a “Research Corridor” campaign (“Research Triangle” model)
 - A. Encourage and empower greater collaboration between research institutions (including BYU)
 - B. Market a campaign for funding
4. Increase/strengthen student advising of occupational opportunities

Commissioner Sederburg suggested that innovation and entrepreneurship be strengthened and that job training, small business support, custom fit, etc., be included.

Regent Zenger thanked everyone for their suggestions. This will be very helpful for the Planning Committee. He reminded the group that this document was a work in progress. The committee will try to incorporate today's suggestions into the final document. He solicited feedback as to the usefulness of this discussion. There was general agreement that this process was very helpful.

Chair Jordan said this document, in its final form, must be delivered to the Governor in October. It will be a work in progress, at least until then. It is a living document.

Commissioner Sederburg said he, Chair Jordan and Vice Chair Beesley, and sometimes Associate Commissioner Martin, would be going to the various campuses to discuss the plan with presidents, trustees, etc. He requested institutional plans to be incorporated into this document. It was noted that some of the institutions were undergoing reorganizations and strategic changes to meet accreditation standards. The Commissioner's Office will provide the format/template. We will incorporate suggestions received in this meeting into the plan and send it to the presidents, so they can see how their institutional goals fit into the document.

The Regents then met in executive session, which ended at 4:20 p.m.

STATE BOARD OF REGENTS MEETING
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
AUGUST 27, 2010

Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Jerry C. Atkin
Brent Brown
Daniel W. Campbell
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Greg W. Haws
Nolan E. Karras
Robert S. Marquardt
Carol Murphy
Jed H. Pitcher
William Prows
David E. Smith
Marlon O. Snow
Teresa Theurer
John H. Zenger

Regents Excused

Meghan Holbrook

Commissioner's Office

William A. Sederburg, Commissioner of Higher Education
Jeff Aird, Intern
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Travis Clemens, Director of Communications
Joseph Curtin, Director of Institutional Research and Analysis
Richard O. Davis, Deputy Executive Director, UHEAA
David Feitz, Executive Director, UHEAA
Ralph Hardy, Special Assistant to the Associate Commissioner for Finance and Facilities
Stephen Hess, Chief Information Officer
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access
Cameron K. Martin, Associate Commissioner for Economic Development and Planning
Paul C. Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory Stauffer, Associate Commissioner for Finance and Facilities

Joseph Watkins, Executive Director, Utah Student Association
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Presidents

Stan L. Albrecht, Utah State University
Michael T. Benson, Southern Utah University
Cynthia A. Bioteau, Salt Lake Community College
Matthew S. Holland, Utah Valley University
F. Ann Millner, Weber State University
Stephen D. Nadauld, Dixie State College
Scott L. Wyatt, Snow College
Michael K. Young, University of Utah

Others Present

Thomas C. Anderson, Office of the Attorney General
Paul T. Brinkman, Associate Vice President for Budget and Planning, University of Utah
William J. Byrnes, Associate Provost/Dean of Graduate Studies, Southern Utah University
Blair Carruth, Vice President for Instruction, Salt Lake Community College
Arnold B. Combe, Vice President for Administrative Services, University of Utah
Bradley J. Cook, Provost, Southern Utah University
Raymond T. Coward, Provost, Utah State University
Marvin Dodge, Vice President of Finance and Administrative Services, Snow College
Donna Dillingham-Evans, Vice President of Academics, Dixie State College
Michelle B. Larson, Assistant Provost, Utah State University
Frank B. Lojko, Director of Institutional Research, Dixie State College
Ted McAleer, Executive Director, USTAR Governing Authority
David McGuire, Director of Human Resources, Southern Utah University
Dean O'Driscoll, Vice President of University Relations, Southern Utah University
Dorian G. Page, Vice President for Finance and Facilities, Southern Utah University
Michael Perez, Associate Vice President for Facilities, University of Utah
Joe Peterson, Dixie State College-College of Eastern Utah
Stan Plewe, Vice President of College Services, Dixie State College
Spencer Pratt, Office of the Legislative Fiscal Analyst
Gary Smith, Vice President for Academic Affairs, Snow College
Dennis Stowell, Utah State Senate

Following a breakfast meeting with President Benson and the SUU Board of Trustees, Chair Jordan welcomed everyone to the meeting. He thanked President Benson and his staff for their hospitality and their preparation. On behalf of the Board, he thanked President Benson and his staff for providing an opportunity for everyone to enjoy a production of the Utah Shakespearean Festival the previous evening. Regent Jordan briefly reviewed the day's agenda.

Administration of Oath of Office. Chair Jordan administered the oath of office to David E. Smith, the new Student Regent. Chair Jordan explained that the other Regents will look to the Regent Smith as a peer and will value his opinions. Regent Smith said he was a non-traditional student who had graduated from Utah Valley University. He is presently a graduate student at the University of Utah in the field of Economics.

Commissioner's Report. Commissioner Sederburg began his presentation with a humorous look at the world as this year's college freshmen have always known it. He reported enrollment gains in all of the USHE institutions this fall. The Governor's Commission on Educational Excellence and the Charter School Board recently invited Jeb Bush to speak about Florida's education reforms. Those innovations include grading K-12 schools, no social promotion, merit pay for teachers, charter schools, alternative teacher certification, and a virtual high school.

At that meeting, the Vision and Mission subcommittee of the Governor's Commission presented the following suggestions: (1) A goal of 66 percent postsecondary education, (2) a single plan for educational improvement, (3) adoption of Common Core Standards, (4) support of 3rd grade accountability goals, (5) formation of a business support group, (6) teacher education improvements, and (7) focus on diverse student population. Commissioner Sederburg reported Utah is one of a 23-state consortium (Complete College America) committed to raising graduation rates. CCA will hold an academy this fall or next spring, which will include seven education leaders from Utah.

Commissioner Sederburg reported Utah had been awarded a \$1.5 million College Access Challenge Grant for 2010-2011. The money will be used to provide information to students and families; provide information to high school guidance counselors and college admissions, financial aid and outreach staff; and expand the state-wide infrastructure for access and outreach programs. He commended Assistant Commissioner Kincart for submitting the successful application.

The Commissioner reported UHEAA had successfully completed a \$768 million financing transaction, the largest in UHEAA's history, and is moving ahead with restructuring the remaining financing of \$1.3 billion. Under the able direction of Executive Director Dave Feitz, UHEAA is making progress toward becoming a servicer of direct student loans.

USTAR. Commissioner Sederburg recognized and welcomed Ted McAleer, Executive Director of the USTAR Governing Authority. Mr. McAleer gave a brief overview of USTAR's three program areas (USTAR Research Team Funding, Technology Outreach Program, and USTAR Buildings and Infrastructure) and explained how they fit into the Governor's priorities – economic development, education, energy security and infrastructure. USTAR has been successful at recruiting all-star faculty from the top five percent of researchers,

who will generate the most innovation in expanding research infrastructure, commercializing research, enhancing access to capital, and building entrepreneurial capacity.

Commissioner Sederburg asked the presidents to comment. President Young said USTAR had been very powerful for the University of Utah in many ways. The U has seen a dramatic increase in research funding; in fact, it is \$100 million ahead of last year in research funding. ARRA grants are being processed more quickly than the other grants. He noted every million dollars of research money creates 20 jobs (eight within the University and twelve outside the University) at an average salary of \$64,000. At least 400 jobs have been created and much venture capital has been brought into the state, which in turn has created significant tax revenues. The University of Utah has worked hard to keep the students at the center of this entrepreneurship and research. USTAR has been an historic success, from the University's perspective. Not only are star faculty being hired, but a perception is growing around the country that the University is a key player in institutional research.

President Albrecht remarked that USTAR was a business-driven initiative, not a higher education-driven initiative. That partnership ensures its success. He thanked Mr. McAleer for his outstanding vision and leadership. USTAR has been very positive for Utah State University in recruiting top faculty from around the country.

President Millner also thanked Mr. McAleer. USTAR has allowed entrepreneurs and businesses and faculty to work together to take a product and make it ready for a company. USTAR not only supports the research universities, but also the key industries around the state, and leverages their capacity for economic development.

Commissioner Sederburg thanked Mr. McAleer for his leadership and noted he would be available throughout the day to respond to questions.

Committee Assignments. Chair Jordan announced that for this meeting, the same committees would meet as last year. New committee assignments will take effect immediately thereafter. He asked President Benson to explain where the committees would be meeting.

President Benson pointed out the collection of paintings completed by Jim Jones in the last 18 months of his life, which were on display at the back of the room. He recognized Reece Summers, Director/Curator of the Braithwaite Fine Arts Gallery, which will be incorporated into the new Southern Utah Art Museum. President Benson encouraged everyone to take the opportunity to look at the paintings.

Following meetings of the Board committees, the Regents reconvened in Committee of the Whole at 11:20 a.m.

Committee Reports

Planning Committee

Chair Zenger reported the committee had discussed the following action items:

2010 Enrollment Projections (Tab P). The committee concluded that the Commissioner's staff should go back to the institutions to get more realistic projections. The committee did not approve this report.

Revisions to Policy R203, *Search Committee Appointment and Function, and Regents' Selection of Presidents of Institutions* (Tab Q). Chair Zenger said the committee had recommended a slight modification to section 4.7 of the policy, to read: "Deliberations after Interviews: After the Regents have completed their interviews of the finalists, the strengths and weaknesses of each candidate will be fully and openly discussed by the Board and the Commissioner. The Board Chair may invite the Trustee Chair and Vice Chair (or their designees) to participate in the Board's final deliberation. If so invited, the same trustees who participated under 4.6.2 should participate in the deliberation."

Roles and Authority Task Force Report (Tab R). Chair Zenger said the committee had expressed unanimous appreciation to the Commissioner's staff for the preparation of the Roles and Authority booklet. He suggested the Resource and Review teams present this to the institutional trustees and any others the president chooses to invite (cabinet, faculty, etc.). The committee approved the document with one amendment: In the "Structure of USHE, State Board of Regents" section of the booklet, it should read State Board of Education (SBE), not State Office of Education (SOE).

Chair Zenger moved the approval of the revisions to Policy R203 and of the Roles and Authority Task Force Report and booklet. The motion was seconded by Regent Snow and adopted by the Board.

The committee also discussed the following information items, which were not reported in Committee of the Whole:

College Access Challenge Grant Update (Tab S)
Utah's 2020 Plan for Higher Education (Tab T)
2010-2011 High School and Junior High School College Preparation Publications (Tab U)

Finance Committee

Chair Karras reported on the committee's discussions and approval of the following agenda items:

Southern Utah University – Campus Master Plan (Tab D)

Utah Valley University – Campus Master Plan (Tab E). Chair Karras reported that much work is being done so the campus can accommodate its rapid growth in enrollment. President Holland said he appreciated the committee's support of the overall plan. The university is looking at satellite campuses as well as additional accommodations on the main campus.

Utah Valley University – Programming and Design Approval for a Proposed Life and Wellness Building and Parking Structure (Tab F)

University of Utah – Amendment to the Standby Bond Purchase Amendment (SBPA) for Rice Eccles Stadium Reconstruction Bonds (Series 1997) (Tab G)

Peer Institutions List – Dixie State College (Tab H)

Approving Resolution for Student Loan Revenue Bonds Series 1993A Replacement Letter of Credit (Tab I). Chair Karras reported this was a replacement letter of credit, to better position the Regents' loan program for the future.

Utah Valley University – Purchase of Geneva Steel Property (Tab J). Chair Karras reported Anderson/Geneva Development had offered to sell 100 acres of property to Utah Valley University. The property was appraised at \$20 million, of which Anderson/Geneva Development would donate \$10 million in value. Of the remaining \$10 million, \$5 million would be paid by the Vineyard Town Redevelopment Agency, leaving UVU to pay the final \$5 million.

Weber State University – Property Purchase (Tab K)

Chair Karras moved approval of the above agenda items (Tabs D through K), seconded by Regent Davis. The motion was adopted unanimously.

Chair Karras reported the committee had also discussed the following information items:

Utah State University – Summary of Series 2010 Research Revenue Refunding Bonds (Tab L)

University of Utah – Sale of Bonds to Refinance the Existing Debt on the Ambassador Building and the Orthopaedic Center (Tab M)

Utah Valley University – Property Purchase of Business Resource Center (Tab N)

Utah System of Higher Education – Information Technology Strategic Plan 2010-2011 (Tab O). Chair Karras thanked Dr. Hess for his leadership on this program. Commissioner Sederburg said Dr. Hess had agreed to pull together some information technology efficiency experts on September 13, and then to meet with his larger group later in September. Commissioner Sederburg said he hoped to be able to incorporate Dr. Hess's final report into the strategic plan.

Programs Committee

Chair Jordan reported on the following agenda items:

Utah State University-College of Eastern Utah – Associate of Applied Science Degree in Medical Laboratory Technician (Tab A). Chair Jordan said the committee was pleased to see this proposal and looks forward to seeing more programs coming out of the partnership between Utah State University and the College

of Eastern Utah. In response to a question, President Millner explained the difference between "medical technologist" and "medical technician."

University of Utah – New Emphases (3D: Ceramics and Sculpture, Entertainment Arts and Engineering, Exercise and Sports Science (Tab B)

Chair Jordan moved approval of Tabs A and B. Regent Atkin seconded the motion, which was adopted unanimously.

Draft Statement on College and Career Readiness (Tab C). Chair Jordan noted higher education is trying to communicate with parents that there may be a gap between the requirements to get a high school diploma and what is actually required of a student entering college. One idea was to create an interactive web site so a student can enter the name of his/her high school and compare the credits received with the requirements for college readiness. Chair Jordan reported this draft was still in progress. Associate Commissioner Hitch said it was an important part of higher education's commitment to let students know what is expected of a college student.

General Consent Calendar

On motion by Regent Zenger and second by Regent Snow, the Board approved the following items on its General Consent Calendar (Tab V):

- A. Minutes – Minutes of the Regular Board Meeting held June 25, 2010 at Wasatch High School in Heber City, Utah
- B. Grant Proposals (On file in the Commissioner's Office)
- C. Awards
 - 1. Utah State University – Department of Health and Human Services; "National Resource Center for Early Hearing Detection and Intervention Programs"; \$1,735,000. Karl White, Principal Investigator.
 - 2. Utah State University – Utah Office of Education; "EBLS Charger School Fund"; \$1,612,612. Janet Adams, Principal Investigator; Susan McCormick, Co-Principal Investigator.
 - 3. Utah State University – University of Utah/National Institutes of Health; "National Children's Study - Cache Valley Secondary Site (Subcontract with University of Utah Medical Center)"; \$1,650,524. Mark Innocenti, Principal Investigator; Vonda Jump, Co-Principal Investigator.

4. Utah State University – Naval Research Laboratory; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$4,691,035. Darin Partridge, Principal Investigator.
5. Utah State University – Air Force Space and Missiles Command; “Space and Missile Command Subcontract to Northrop Grumman”; \$1,998,396. Pat Patterson, Principal Investigator.
6. Utah State University – Missile Defense Agency; “Precision Tracking and Surveillance System (PTSS) Definition Study”; \$2,122,000. Lorin Zollinger, Principal Investigator.
7. Utah State University – Hill Air Force Base/Missile Defense Agency; “Unmanned Aerial Vehicles (UAV) Flight Test Center - Phase 1”; \$1,420,000. Mike Fisher, Principal Investigator.
8. Utah State University – Air Force Research Laboratory; “Responsive Space Technologies”; \$1,000,000. Chad Fish, Principal Investigator.
9. Utah State University – U.S. Department of Education; “To Operate a Regional Resource Center Region No. 5”; \$1,300,000. John Copenhaver, Principal Investigator.
10. Utah State University – Utah Department of Health; “Up to 3 Early Intervention”; \$1,017,870. Susan Olsen, Principal Investigator; Marla Nef, Co-Principal Investigator.
11. Utah State University – University of California at Santa Cruz; “MODIS Airborne Simulator (MAS) Thermal Ports Background Mitigation (eMAS)”; \$1,348,154. Lorin Zollinger, Principal Investigator.
- 12.. University of Utah – National Institutes of Health/National Cancer Institute; “Enhancing End of Life”; \$1,376,311. B. Kathleen Mooney, Principal Investigator.
13. University of Utah – Southwest Oncology Group; “SWOG”; \$1,545,139. John H. Ward, Principal Investigator.
14. University of Utah – Abraxis Bioscience; “Abraxis Health Collaboration”; \$1,601,200. David Bearss, Principal Investigator.
15. University of Utah – Health Resources and Services Administration (HRSA) Maternal and Child Health Bureau; “National EMSC Data Analysis Resource Center”; \$1,300,000. J. Michael Dean, Principal Investigator.

Commissioner Sederburg referred to Tab W and said there had been much discussion in Council of Presidents regarding the proposed budget. The presidents agreed that funding was necessary for enrollment growth and economic development, with specific programmatic initiatives, and prioritized important issues, beginning with compensation. He invited the presidents to participate in the discussion.

Associate Commissioner Stauffer explained that the attachment to Tab W was a revised conceptual document dealing with institutional initiatives and system and institutional priorities. It has been part of the planning process for the past year. The presidents requested funding categories. Compensation is again our #1 priority, followed by economic development and enrollment growth, which are also high priorities. The additional lines on the attachments reflect a desire to retain the quality of education. The proposed budget is due to the Governor's Office of Planning and Budget (GOPB) in September.

Assistant Commissioner Morris briefly reviewed the budget request. Commissioner Sederburg pointed out this was a very small budget request, in light of the current economic situation. He asked the Regents if they agreed that this was an appropriate course to follow. Another policy issue is prioritization. The presidents agreed that compensation should be the top priority – targeted for merit and retention (not across-the-board increases). An additional priority is funding for enrollment growth/educational development, participation and retention. The presidents felt that the mission-based funding should be shaped further.

The Commissioner noted the budget request was slightly different than the one presented to the Council of Presidents earlier in the month. Chair Jordan asked each of the presidents to comment on or to ask questions about the budget request.

President Millner pointed out that all institutions have taken significant budget cuts, so faculty and staff have been asked to work harder. They have not received a salary increase for the past three years. This needs to be the top priority – above everything else. Enrollment growth is also a priority. Weber could have more students on campus, but it does not have the capacity to do so. Unless the Legislature and the Governor agree that this is the right strategy, it is nearly impossible to make an impact.

The other presidents agreed that compensation should be the Regents' top priority, followed closely by mission-based or enrollment growth funding. It was noted that many legislators are not sympathetic to higher education's needs. We need to find a better way to "sell our story." The Legislature needs to understand that the institutions are growing and need funding to increase salaries. Our institutions compete in a national and international market and must be able to compete with other institutions. President Albrecht noted that Utah's two research institutions were generating approximately \$650 million this year in research. The research university presidents expressed their appreciation for the mission-based funding concept and urged the Regents to ensure there was an appropriate balance in the budget request. They risk losing outstanding faculty and staff if they cannot compete with other universities – nationally and internationally – on salaries and compensation. The presidents also agreed that O&M funding was necessary to maintain their facilities. Many buildings are being erected with private donations, but state funding is needed to help pay the ongoing maintenance costs. A suggestion was made that the Commissioner consult with legislative leaders to discuss the best strategy.

Regent Atkin moved approval of the budget request, seconded by Regent Smith. The budget request was unanimously approved.

State of the University Address

After luncheon was served, President Benson delivered his report on the State of Southern Utah University. He expressed his tremendous appreciation to Dialea Adams and Camaree Staheli for all of their preparation, which included putting together the gift baskets and USF tickets. He noted that ticket sales this year for the Utah Shakespearean Festival exceeded \$4 million. President Benson announced that David Ivers and Brian Vaughn were new artistic directors of the festival. The Utah Summer Games celebrated its 25th anniversary this year. Enrollment was up by 1496 students this fall, and residency halls were 98 percent occupied. President Benson proudly reported that the average GPA of a first-year SUU student was 3.5. He also said he was pleased to announce that 86 percent of SUU employees participated in an employee-giving campaign. SUU's Chemistry Department received accreditation by the American Chemical Society, which was a 20-year process.

President Benson reported the pool demolition and dedication of the Bud Bowman Fields the previous day. He also announced some noted individuals who would be visiting the SUU campus during the year and reported on the progress of various capital projects. He also proudly reported that SUU's gymnastic team had won its 11th national title and that team participants had an average GPA of 3.89. He recognized Crystal Willie, who was the first Navajo from SUU to be admitted to the Creighton University Dental School.

After President Benson's presentation, Commissioner Sederburg asked him to state SUU's greatest challenge. President Benson responded, "Public school prices with a private school experience." He explained that we show our value for our human capital through compensation and remuneration.

Revised Policy R741, *Capital Development Prioritization (CDP)*

Associate Commissioner Stauffer reported that Regents' policy R741 had been reviewed following the Board discussion in July. At the conclusion of this meeting, a subcommittee will be appointed to recommend the Regents' priority points. Following that, a conference call will be scheduled with the entire Board to approve a final prioritization list of capital developments. Dr. Stauffer encouraged the Regents to visit the campuses to see the projects under consideration. We are very proud of our institutions; they are meeting a demand for facilities in extraordinary ways. He offered to respond to questions regarding the revised policy.

Regent Atkin moved approval of Policy R741 as revised. Regent Zenger seconded the motion, which carried unanimously. The revised policy will be posted to the Regents' web site.

USHE – Institutional State-Funded Capital Development Projects for 2011-2012

Commissioner Sederburg commented that higher education did not do enough to celebrate success. Last year the USHE received funding for some major capital projects. He asked the respective presidents to

comment on the progress of those projects. President Albrecht said the new library at USU was moving forward. The university is working closely with its federal partners. President Holland expressed his gratitude to the Regents and the Legislature for funding UVU's new science building. Ground breaking will take place on October 6. The project has an 18-month timeline and is proceeding on schedule. President Nadauld also expressed his gratitude for the funding for the Holland Centennial Commons building. It will become the new face of Dixie State College and will show the progress of the institution. The college will break ground in the next few months. President Bioteau said she remained totally optimistic about the release of funding for SLCC's new administration building on the Redwood Campus. The current Administration Building will need to be demolished in the next couple of months, when college officials will be breaking ground on the new building. A completion date of Fall 2012 is anticipated.

Commissioner Sederburg asked the presidents to briefly report on their priority institutional projects. The projects were listed on the Commissioner's cover letter and attachments to Tab Y.

Utah State University. President Albrecht said Utah State University had requested two projects – one on the Logan campus and another on the CEU campus in Price. He acknowledged Dr. Joe Peterson, the new chancellor of the Utah State University-CEU Campus and reported the merger was going forward with great success. He acknowledged that it would be an enormous challenge to obtain funding for any buildings in the state next year. Utah State University's top priority was the Business Building addition/remodel. The university received a \$25 million gift from Jon M. Huntsman, which resulted in the formation of three focus groups to discuss global vision, entrepreneurship, and ethical leadership. The preliminary cost estimate is \$60 million. Utah State University is requesting \$40 million from the state, with the remaining \$20 million to come from private donations. A second priority on the Logan campus is the addition/remodel of the fine arts complex. This facility was initially built in 1967, with two additions in the 1980s. The renovation would involve the concert hall, Morgan Theatre and music wing. Preliminary cost estimate is \$20,300,000, with state-funded O&M requested of \$679,430.

Utah State University-College of Eastern Utah. Chancellor Peterson reported the need on the Utah State University-CEU campus for a Fine Arts Building. The merger has raised anticipation on campus regarding the way the institution functions as a symbol of community pride, identity and activity. The music building and Geary Theatre, which were constructed in 1965, will be demolished. The anticipated cost is \$22 million.

Snow College. President Wyatt said Snow College's top priority was to upgrade its STEM education. This includes faculty, curriculum, equipment and facilities. The labs must be upgraded to comply with ADA and educational standards. The science building was constructed 36 years ago and has not seen any significant renovation in the last 25 years. The floors, counters and ceilings are asbestos, the fixtures cannot be replaced, and there is no storage space. The electrical system is 36 years old. The cost is estimated to be \$11.8 million.

Southern Utah University. President Benson said the top priority at SUU was to demolish and replace the business building. It would cost \$250/square foot to remodel, but only \$200/square foot to build a new building. This is the most heavily used building on campus. University officials would like to demolish the existing building and convert that space into a new commons area. The new building would be at the northeast corner of campus on University Boulevard. The estimated cost is \$12 million, with \$28,403 requested for O&M.

Weber State University. President Millner noted that Weber's top priority was for a professional building/physical plant at the Davis Campus. A 106-acre land bank was appropriated in 1994. It was intended to be a campus supporting more than 12,000 students – enough space to support the current county growth rate for 30 years. President Millner reminded the Regents not to forget the commitment made to the citizens of Davis County and urged them to make branch campuses a priority. Chair Jordan reminded the Regents that not all space is equal – there is instructional space, research space, labs, etc. President Millner said this would be a \$39 million project. Funding is available for two components of the project, and NUAMES will help. The state request is for \$30 million.

University of Utah. President Young stressed the need for funding for utility distribution infrastructure replacement at the University of Utah. The campus has experienced frequent electrical failures; more than 5000 hours of power have been lost this year alone. In 2009 the University experienced 105 days with no heat; thus far in 2010 there have been 10 days without heat. The electrical equipment is 60 years old, and the pipe in the high-temperature distribution system is more than 35 years old. President Young reminded the Regents that without electrical power, critical research projects can be impaired. Chair Jordan reviewed for the newer Regents that the University of Utah and Utah State University had decided to provide their own utility systems several years ago because of the high volume. However, this is only effective if money is invested every year to upgrade the system, and the state has not upgraded the infrastructure. He suggested that this be discussed with the Legislature. Associate Vice President Perez pointed out that \$125 to \$130 million had been invested just four or five years ago. Commissioner Sederburg pointed out the institution's commitment to solving this problem; University officials haven't just waited around for the state to fix it.

Regent Haws noted that politicians are often heard to campaign on the basis that they run the government like a business. This same concept could apply for all reserves on O&M and replacement. Even with self-insured buildings, when the building is lost, so is the insurance.

Chair Jordan recognized the presence of Senator Dennis Stowell and invited him to speak. Senator Stowell said education had been a very important part of his life. He earned a master's degree in chemical engineering, and all seven of his children went through the public school system and enrolled in higher education institutions. He said he would like to help higher education in the Legislature as much as possible, and help provide good tools to educate our citizens. Chair Jordan thanked Senator Stowell for being a strong supporter of higher education.

Institutional Non-State Funded Capital Development Projects and Land Bank Requests

The presidents were given the opportunity to address their non-state funded projects and land bank purchases (Tab Z). These include projects built with private donations, revenue bonds, federal funds, etc. Associate Commissioner Stauffer said the goal for this meeting was for the Regents to review all of the capital projects and to approve the non-state funded projects, if possible.

Regent Atkin moved approval of all of the non-state funded projects, including the authorization to request bonding from the Legislature. Regent Snow seconded the motion, and the motion was adopted unanimously.

Regent Atkin asked about the land bank items. Dr. Stauffer said those were listed but not ranked against each other. The Regents would like these projects to be funded if money becomes available. Regent Karras said he was uncomfortable with that approach. He suggested that the subcommittee be asked to consider this in their deliberations. Chair Jordan invited the presidents to comment briefly on their land-banking requests.

Report of the Chair

CDP Subcommittee. Chair Jordan asked Regent Karras to chair a subcommittee to evaluate the capital projects and to recommend distribution of the Regents' priority points. He asked Regents Atkin, Holbrook, Pitcher, and Davis to serve on that subcommittee.

2011 Proposed Meeting Schedule. Chair Jordan said it was important for the Regents to let Secretary Cottrell know their availability or unavailability on the proposed dates as soon as possible so a final meeting schedule can be prepared and approved.

Appreciation. Chair Jordan thanked everyone for their participation. He thanked Regent Zenger for facilitating the discussion the previous day and Associate Commissioner Martin and Commissioner Sederburg for their work in putting it together. He remarked that one idea from that meeting had been to facilitate at a system level some collaboration between the campuses on some common Internet-delivered courses so that individual professors at various campuses would not have to "re-invent the wheel." Another important topic was efficiently utilizing resources for program delivery. A task force may be created to look at these issues and determine how best to leverage technology with the most effective use of bricks and mortar. He invited those interested to let the Commissioner know.

Information Technology Task Force. Chair Jordan asked the Regents if they wanted to hear an updated report from Steve Hess at the October Board meeting. The Regents indicated they were interested;; a report on the IT Task Force will be placed on the October agenda.

UCAT. Chair Jordan asked the Regents for suggestions on how to get to where they want to be in terms of planning and discussion with UCAT regarding articulation and competency-based instruction. Commissioner Sederburg said he and Associate Commissioner Martin would be meeting with the UCAT Board of Trustees the following week to walk through tuition issues. Chair Jordan said the Regents do not want the presidents to create their own ideas of articulation; rather, a system approach is needed. Commissioner Sederburg pointed out articulation occurs first in the local institution, not in the system office. If that is not available, the current policy is to determine which school in the state could be certified by accredited faculty. President Millner supported the need for a system approach. Vice Chair Beesley suggested the development of state-wide articulation for competency-based credits, with other competency needs being met by UCAT.

General Comments. Chair Jordan asked what topics the Regents would like to discuss in the next Board meeting. Regent Karras expressed his appreciation for the great work being done by the staff. President Wyatt introduced Snow's new chief academic officer, Dr. Gary Smith. President Benson offered a ten-minute tour of the business building for those who were interested. He also invited everyone to a ribbon cutting at the tennis courts at 4:00 p.m.

Adjournment

On motion by Regent Atkin and a second, the meeting was adjourned at 3:22 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

*State Board of Regents
Meeting Schedule
2011*

Friday, January 21 - Morning

*Salt Lake Community College, Redwood Campus
Legislative Outlook*

Afternoon

Joint meeting with State Board of Education

Friday, March 25

*Dixie State College, Taylor Health Science Center
Review of 2011 Legislative Session
Approve 2011-2012 Tuition*

Friday, May 20

Weber State University

Friday, July 15

Utah State University

Friday, September 16

Snow College

Approve Budget Request

Prioritize Capital Development Projects

Friday, November 18

Utah Valley University

August 27, 2010