

**STATE BOARD OF REGENTS MEETING
REGENTS' OFFICES, SALT LAKE CITY, UTAH
DECEMBER 9, 2010**

Agenda

9:00 a.m. – 12:00 noon

COMMITTEE OF THE WHOLE
Regents' Board Room (Lobby Level)

1. Welcome and Overview of the Agenda
2. Report of the Commissioner
3. 2010 Report of the Higher Ed Utah 2020 Plan Tab A
4. Institutional Technology Reports Tab B

12:15 p.m. – 1:30 p.m.

LUNCH AND MEETINGS OF BOARD COMMITTEES

(Please get your lunch outside the Regents' Board Room and take it to your committee meeting)

PROGRAMS/PLANNING COMMITTEE

Regent John H. Zenger, Chair

Commissioner's Board Room, 5th Floor

ACTION:

1. Utah Valley University – Bachelor of Science Degree in Geomatics Tab C
2. Utah Valley University – Baccalaureate of Social Work (BSW) Degree Tab D
3. Utah State University – Partnership with Washington State University in
Veterinary Medicine (DVM) Degree Tab E

FINANCE/FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Regents' Board Room, Lobby Level

ACTION:

1. USU – Brigham City Land Acquisition Tab F
2. SUU – Office Space Lease (ADB Bank Property) Tab G
3. UU – University Neighborhood Partners Group Property Purchase Tab H
4. SLCC – South City Campus Property Purchase Tab I
5. UVU -- Peer Institution List Tab J
6. UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds Tab K

CONSENT:

7. 2011 Legislative Bonding Authorizations Tab L
8. Operations & Maintenance Funding Request Clarification Tab M

1:30 p.m. – 2:30 p.m.

REGULAR BUSINESS MEETING OF THE BOARD
Regents' Board Room

1. Legislative Priorities Tab N
2. Reports of Board Committees
3. General Consent Calendar Tab O
4. Resolutions (if any)
5. Report of the Chair
6. Other
7. Next Meeting: Friday, January 21, 2011 – SLCC Redwood Campus

2:30 p.m. – 4:00 p.m.

EXECUTIVE SESSION MEETING OF THE BOARD OF REGENTS
Executive Conference Room, 4th Floor

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



December 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2010 Report of the 2020 Higher Education Plan

Background

During the October 29, 2010 meeting of the State Board of Regents, the Board took two actions relative to the Higher Ed Utah 2020 Plan: 1) It requested Commissioner Sederburg and staff to note which of the 52 recommended strategies in the Action Plan section should be priorities for 2011, and 2) it approved the 2010 Report of the Higher Ed Utah 2020 Plan for public engagement and comment through the "HigherEdUtah2020.org" website.

In the enclosed working draft of the plan, suggested 2011 priorities are noted by a "star" next to the recommendation number in the Action Plan section (pages 45-62). The 2011 priorities recommended by the Commissioner and staff were e-mailed to the Board on November 24 for initial input. The feedback received was implemented and is reflected in the enclosed draft.

Since posting the plan online, the HigherEdUtah2020.org website has received over 2,100 visits (668 accessing the Case Statement and 265 accessing the Action Plan) with 86% new visits with an average viewing time of two minutes. Of these, 2,071 visits came from within the United States with the top ten states being: 1) Utah (1,848), 2) California (33), Colorado (28), New York (19), Nevada (17), Texas (16), Idaho (13), Michigan (11), DC (9), and Maryland (6). To date, the number of viewers in Utah by city are: Salt Lake City (543), Orem (250), St. George (186), Cedar City (106), Midvale (104), Logan (88), Sandy (76), West Jordan (64), Ogden (51), and Provo (36).

Media coverage of this unique and transparent approach to planning and public engagement has been extremely positive on both local and national levels. Local media coverage includes: Salt Lake Tribune, Deseret News, Ogden Standard Examiner, Provo Daily Herald, Spectrum, Davis County Clipper, KSL Radio, KCPW Radio, and KNRS Radio. National coverage includes: The Chronicle of Higher Education, National Association of Student Financial Aid Administrators (NASFAA), The Future of Education is Here (blog.futureofed.org), and UMassOnline Blog (umassonlineblog.com). Additional efforts to increase public input included placing banner ads on ksl.com, sltrib.com and desnews.com.

Commissioner Sederburg personally responded to most participants who left suggestions and comments through the HigherEdUtah2020.org website, also acknowledging with a positive response that their suggestions and comments had been reviewed. Constructive suggestions were evaluated and implemented into the plan. Most of the comments received were supportive of the plan's direction to ensure Utah's future prosperity.

Even after this initial period of public input is completed, "HigherEdUtah2020.org" will continue as a tool to engage public in the Utah's higher education planning process. Feedback, suggestions and comments received will help shape the 2011 Report of the 2020 plan, which will be produced for Regents' review and action in the January 2012 board meeting.

A final printed copy of the 2010 Report will be produced by the first week of January. Copies of the report will be given to the Board and key higher education constituent leaders. Letters and e-mails will also be sent to the larger higher education constituent base (e.g., all legislators, educational boards, business groups, faculty, staff, and students, etc.) inviting them to access and review the 2010 Report online through the HigherEdUtah2020.org website. Printed copies will be available upon request for the general public.

To preview the 2010 Report of the Higher Ed Utah 2020 Plan in its final layout, please access the following website: http://www.higheredutah.org/public/case_statements/. Please note that this online copy of the plan is still a work in progress and will not be finalized until after the December 9 Board meeting.

Recommendation

The Commissioner recommends that the Regents approve the 2010 Report of the Higher Ed Utah 2020 Plan.

William A. Sederburg, Commissioner

WAS/CKM /JAC
Attachments

HigherEd Utah2020

2010 Report

DRAFT December 1, 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.



Good planning is a dynamic process. As such, this strategic plan will continue to evolve as the State Board of Regents and the Commissioner of Higher Education persist in collaborating with Utah's education community, political and business leaders and the general public to determine what actions must be pursued to ensure a prosperous future for the state.

This document is the *2010 Report* of the **HigherEdUtah2020** strategic plan. The State Board of Regents and the Commissioner of Higher Education will produce a report each January that will chart the progress Utah has made towards its **big goal**: To have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020. Additionally, the annual reports will account for changes in recommended strategies as technology and teaching pedagogies continue to advance and improve to better shape the learning process and outcomes.

The *2010 Report*, which is the inaugural report of the **HigherEdUtah2020** plan, was developed after much input, feedback, and support from the education community and its stakeholders. Thanks to all those who have taken the time to review and help align the direction of this plan with the demands of 21st century's knowledge-based economy. Utah's prosperity depends upon its citizens meeting these demands by attaining the level of education they desire that is also commensurate with workforce opportunities.

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.

The first 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 second section, the **Action Plan**, offers recommendations about **HOW** Utah may attain its **big goal** through strategic changes to state policy and the higher education infrastructure, practices, and culture.

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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 Utah's. 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 the state and its 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 of 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 **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 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, Utah 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, Utah will need to align education programs with future talent-force needs and establish a climate where partnerships among 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 prosperity and 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 **healthcare** (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.)

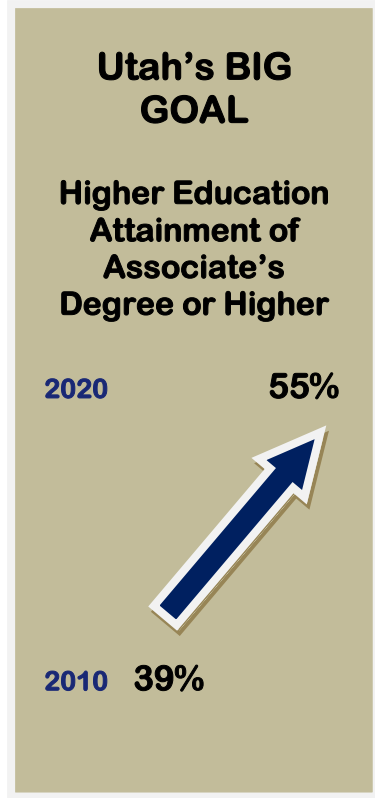
In fact, Utah ranks eighth in the U.S. for the highest proportion of jobs that will require postsecondary education.³ Utah must embrace the opportunity of an economy that demands college preparation and produce a **talent-force** prepared for 21st century.

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's 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 the Lumina Foundation for Education and the Bill and Melinda Gates Foundation,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

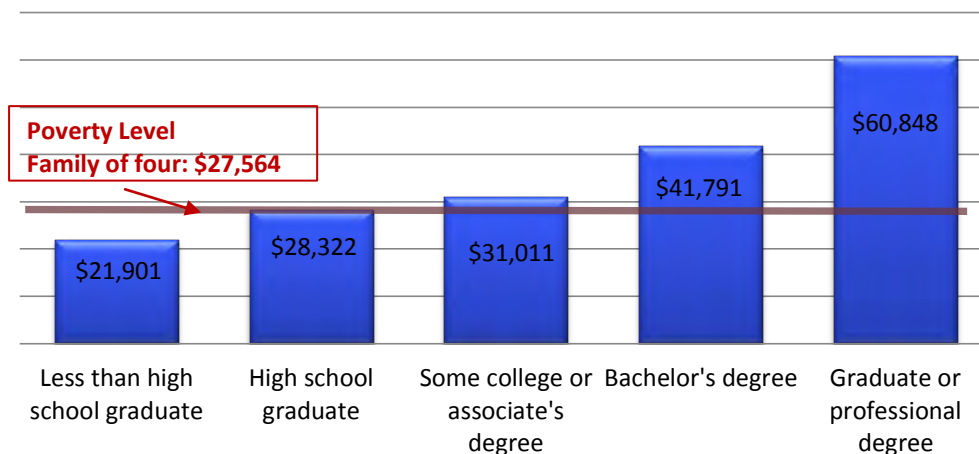
Economic prosperity is directly linked to an individual's level of educational achievement. Higher education has a powerful positive impact on personal earning potential—the greater the level of educational attainment, the more likely a person is to earn a higher wage.⁷ **A high school graduate with 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

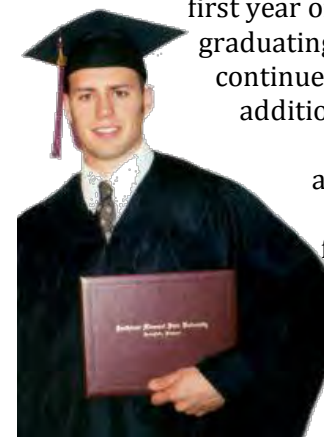
Utah median annual wages by educational level, 2008



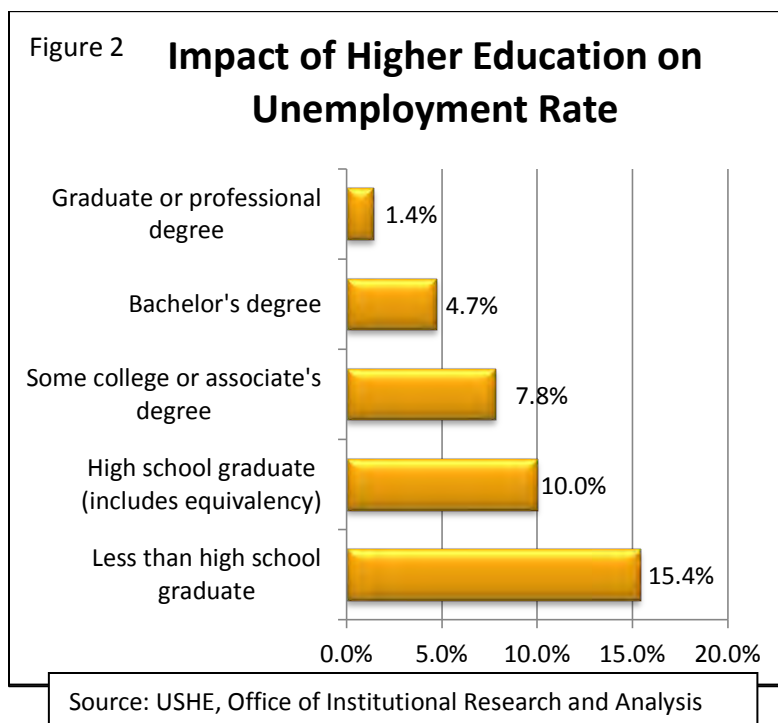
Source: USHE, Office of Institutional Research and Analysis

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 for Education 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 civic and community involvement.
- People with higher levels of education tend to get jobs with better health care 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 and state research organizations predict the same or similar rise in education requirements of the national workforce, including the Lumina Foundation for Education, 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**

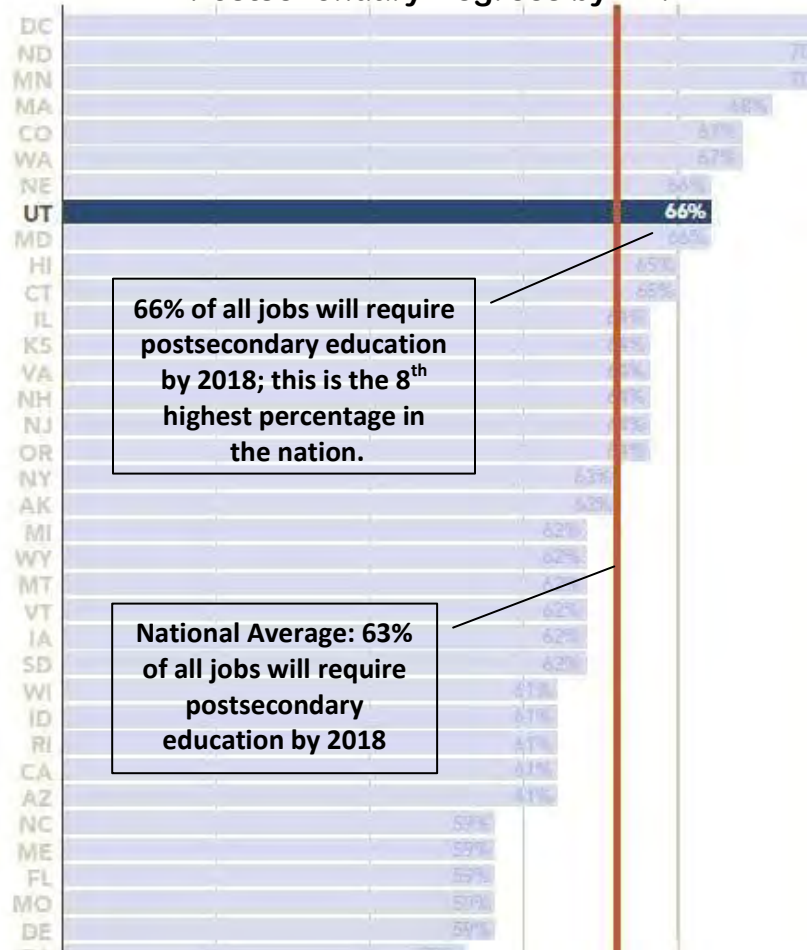
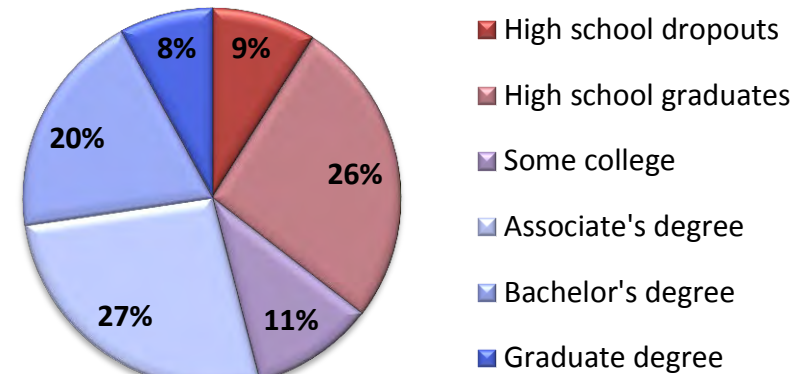


Figure 4 **Two-thirds of New Jobs Will Require Some Postsecondary Education**



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

As Figure 4 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 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

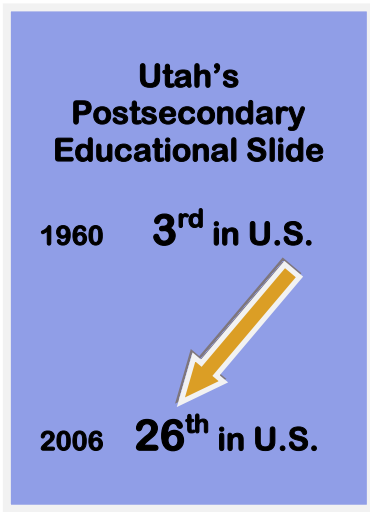
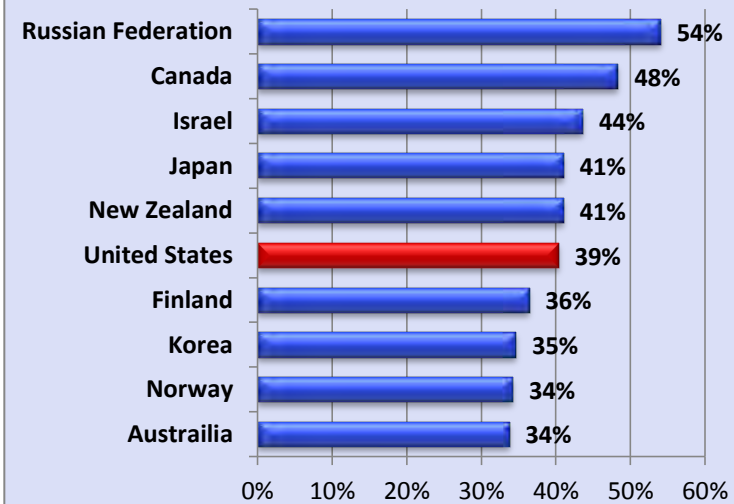


Figure 5 **Percent of 25-to-64-Year Olds with an Associate's Degree or Higher**



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 for Education (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

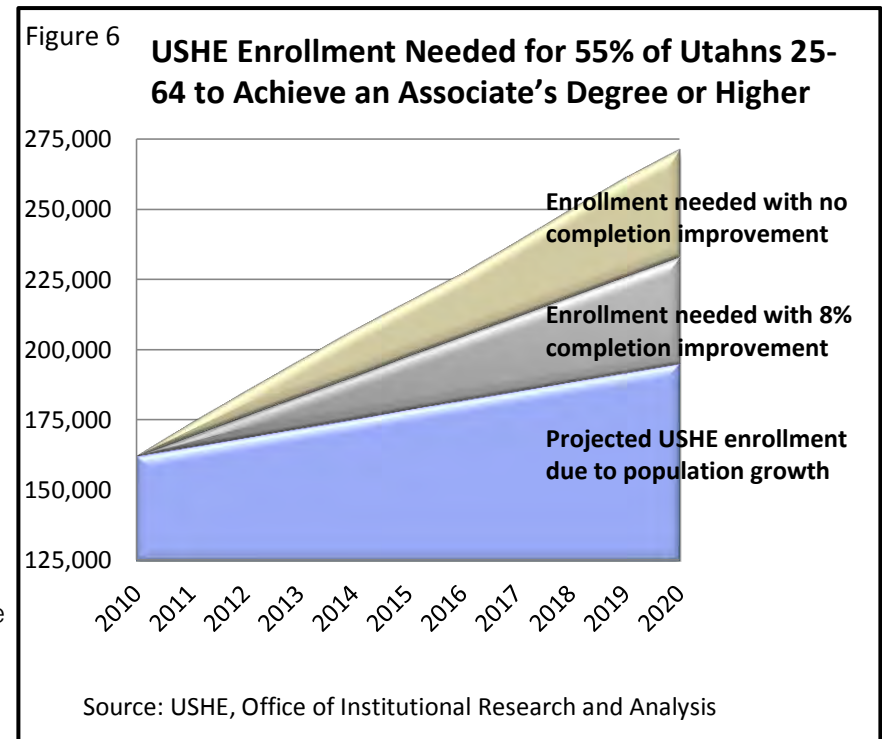
To meet Utah's education and workforce needs, the State Board of Regents and Commissioner of Higher Education have set a **big goal** for Utah: to have 66% of Utahns—men and women age 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah's workforce with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

Goal for 2020:

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

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 to system and institutional priorities. A significant variable that will influence this prioritization process will undoubtedly be the state's growth projections by county.



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 on 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 efficiently, and expanding infrastructure.

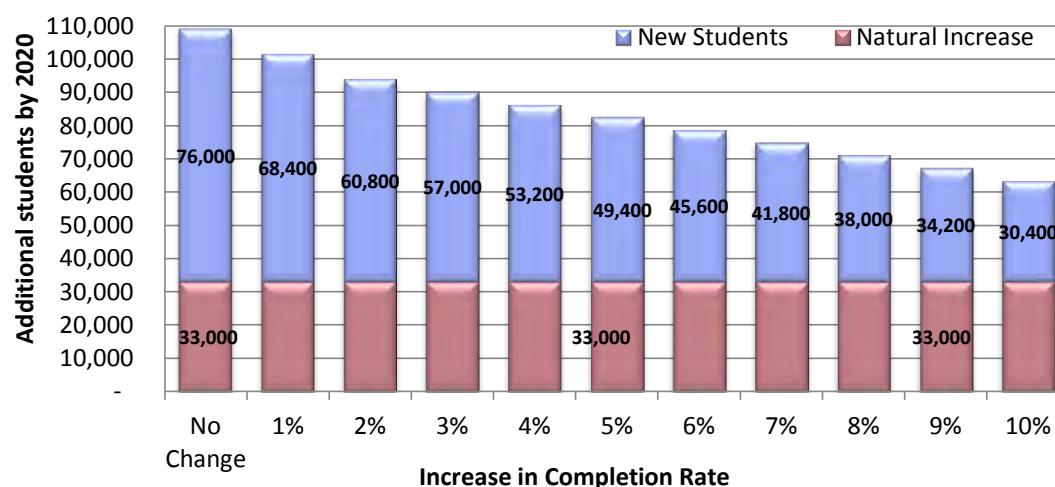
Improving the Student Pipeline. The *student pipeline* refers to the total population of students enrolled at any given time in an institution or system of higher education. Admittedly, not every student who begins college will complete a degree, but, as will be discussed later, many more of our students could than do. As depicted in Figure 7, if we, for example, increase completion rates by only 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 developmental/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 be better leveraged to improve the higher education experience are discussed in the Action Plan section.

Learning no longer has to be a one-size-fits-all experience.



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.

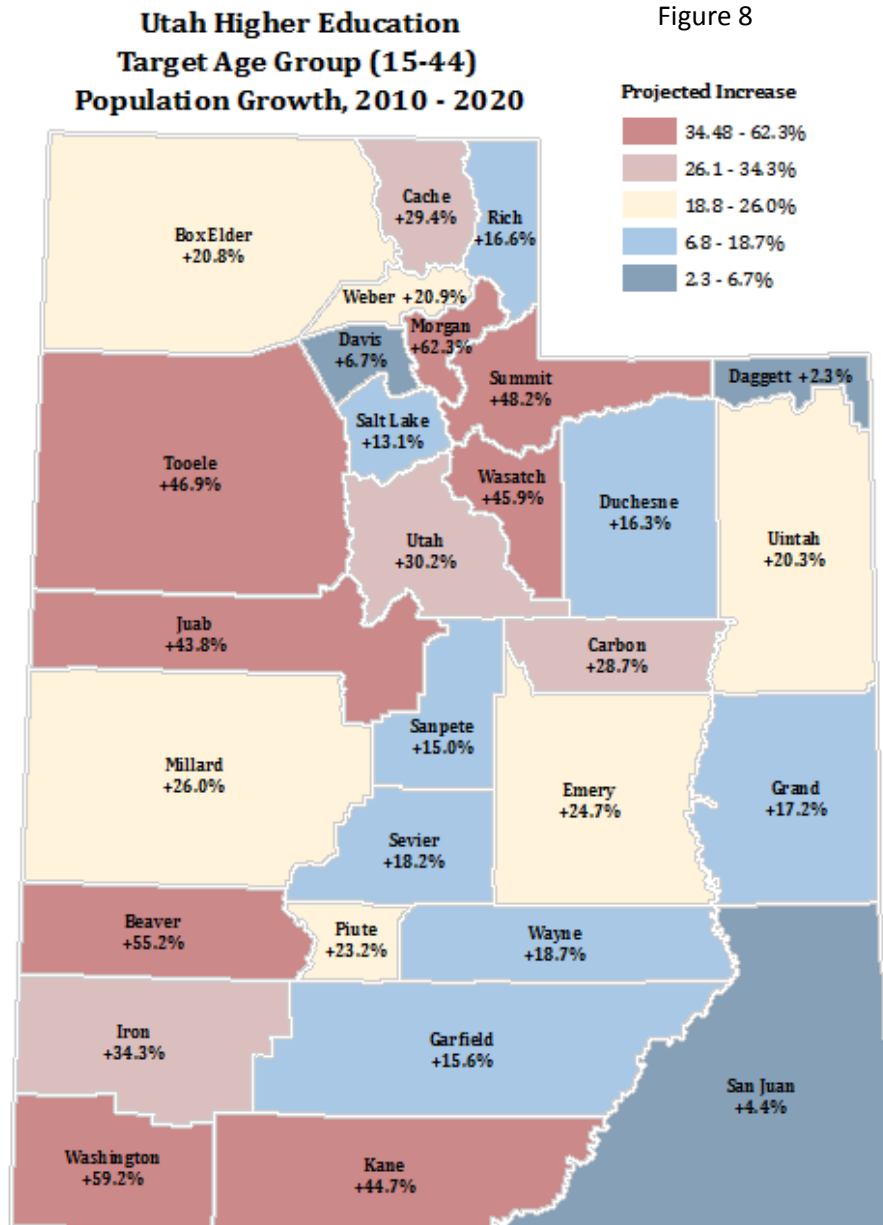
Source: The Future of Higher Education: How Technology Will Shape Learning, The Economist Intelligence Unit, 2008

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, with 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's- 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 master's universities.

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

Table 3 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 old population.

		Percent of Big Goal Attained by the Year 2020										
Participation Rate Increase	10%	103%	109%	114%	120%	125%	131%	136%	141%	147%	152%	158%
	9%	97%	102%	107%	112%	117%	123%	128%	133%	138%	143%	148%
	8%	90%	95%	100%	105%	110%	115%	119%	124%	129%	134%	139%
	7%	84%	88%	93%	97%	102%	106%	111%	115%	120%	124%	129%
	6%	77%	82%	86%	90%	94%	98%	103%	107%	111%	115%	119%
	5%	71%	75%	79%	83%	87%	90%	94%	98%	102%	106%	110%
	4%	64%	68%	72%	75%	79%	82%	86%	90%	93%	97%	100%
	3%	58%	61%	65%	68%	71%	74%	78%	81%	84%	87%	91%
	2%	52%	55%	58%	61%	63%	66%	69%	72%	75%	78%	81%
	1%	45%	48%	51%	53%	56%	58%	61%	64%	66%	69%	71%
	0%	39%	41%	43%	46%	48%	50%	53%	55%	57%	59%	62%
		0%	1%	2%	3%	4%	5%	6%	7%	8%	9%	10%
		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. For example, employers will routinely require employees to complete a short-term certificate or training (certificates or training that require less than 900 hours or one year to complete) according to the requirements of their job function, but will not increase to the employee's wages. Whereas, certificates that require more than 900 hours or one year to earn typically lead to an increase in wages because of the employees' increased level of specialized expertise.

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	

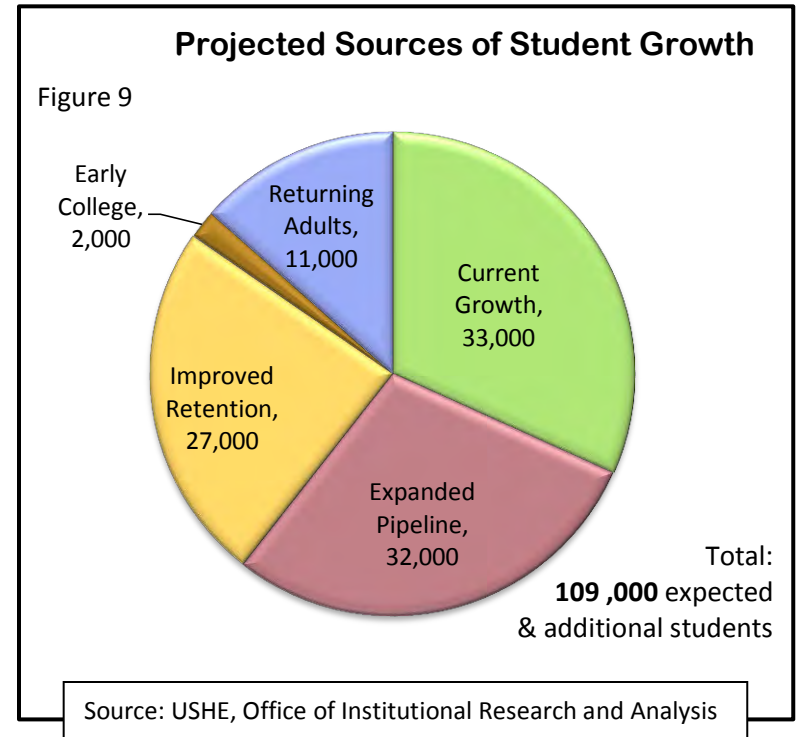
STRATEGIC PRIORITIES

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.

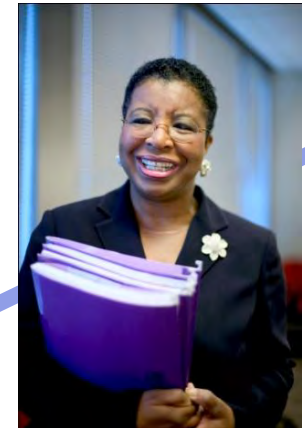
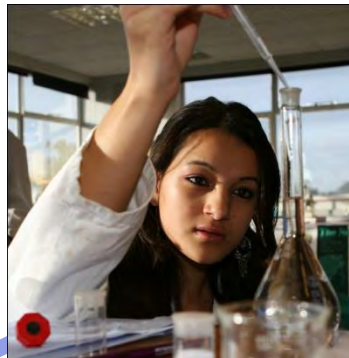


Strategic Priority 1: Increase the Rate of Student Participation

Lifelong Learning: A Necessity

Lifelong 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 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 (typically 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 and 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.

- Of 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).

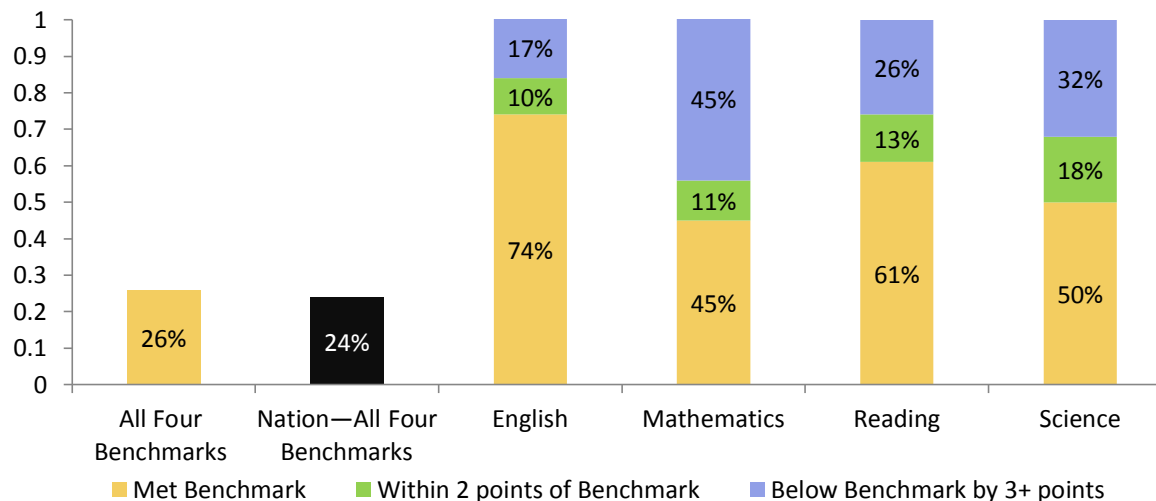
Points of Discussion:

- 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 developmental/ 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 developmental/remedial education, but all institutions are affected (see Table 6 below).

Figure 11 indicates that 53% of students requiring remedial/ developmental courses 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: Developmental/Remedial Course Registration
(from unduplicated individuals)
in USHE Institutions, AY 2008-2009

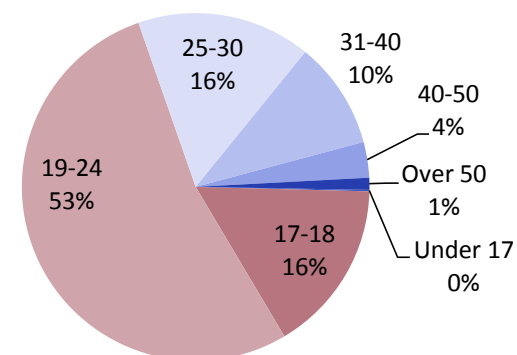
Institution	English	Math	Total
USU		1,479	1,479
WSU	868	2,880	3,748
SUU		306	306
Snow	79	419	498
DSC	665	926	1,591
CEU	118	293	411
UVU	1,497	4,967	6,464
SLCC	3,610	7,055	10,916
Total	7,088	18,325	25,413

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 **Developmental/Remedial Credit Hours by Age Group, AY 2008-09**



Source:
USHE, Office of
Institutional
Research and
Analysis

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 2009 Final Report, *Is Utah Math Ready?*

- 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 paths to college completion by earning college credits while still in high school. These include tests offered by Advanced Placement (AP) and 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 college 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). Some students who chose this pathway are able to graduate from high school with an Associate's degree in General Education.

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 years may find that the effort to take concurrent enrollment courses does not pay off in shortening the path to college graduation.

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 and retaining quality advisors who have current and accurate information on college expectations. We will also need the capacity to train counselors, including those already in the schools, to help 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 McDoughough, "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 state cuts in support of higher education 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 need-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.”

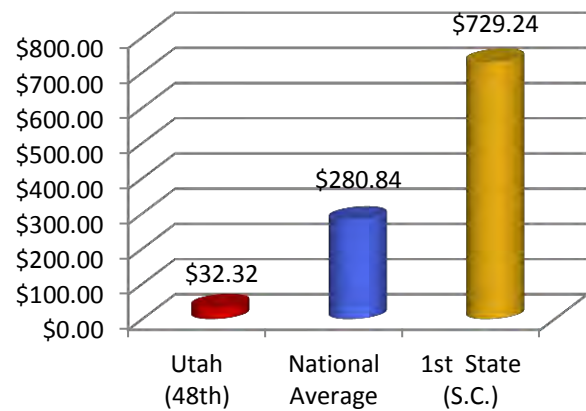
Table 7: Utah State Financial Aid Appropriations, FY 2010-2011

Type	Amount
Student Financial Aid	\$3,390,100
Utah Centennial Opportunity Program for Education Grant (UCOPE)	\$1,418,400
Utah Engineering and Computer Science Scholarship Program (UECSP)	\$39,200
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, p. 22

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.

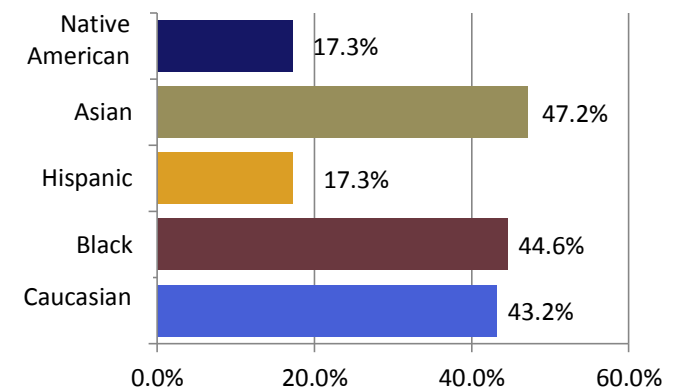
The National Center for Public Policy and Higher Education reports that Utah has a 17% gap between Caucasians and all minorities in the percentage of 18- to 24-year-olds enrolled in college, which is one of the largest gaps in the nation. **The gap between Caucasians and Hispanics is 29%.**⁵¹ The disparity begins much earlier than college. Utah's high school class of 2008 graduated 70% of Hispanic students compared with 91% 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



Source: Lumina Foundation, A Stronger Nation, 2010

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.	

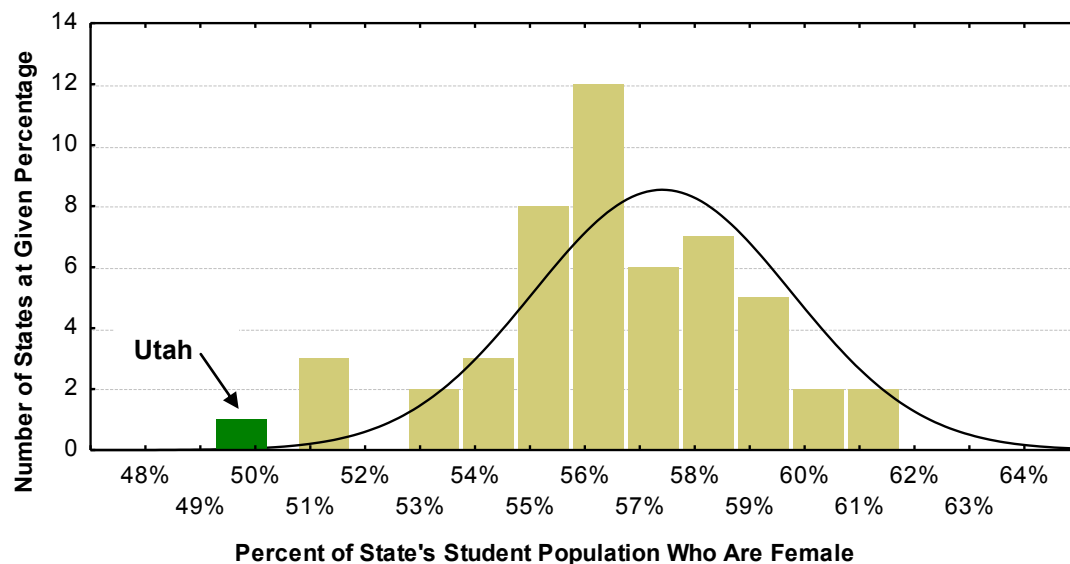
Women in Higher Education. The number of Utah women attending college is well below the national average with only 49% enrolled as compared to 57% nationally.⁵⁵ According to a recent report of the Utah Women and Education Project (UWEP), “Utah has the largest gap between the share of men and women with 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 (53% and 59%).
- 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 public information 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, including financial concerns, family responsibilities, 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 lifetime, 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 layoffs in times of economic downturn. 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. Utah's 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
- Community-based 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 internships 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 6 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. Campuses should offer *managed choices* of course options that lead to degrees in as short a time possible.
- **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 policies should continue to ensure that students 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, with the help of comprehensive academic advising, financial aid, and tuition policies, more can consider 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 among 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.

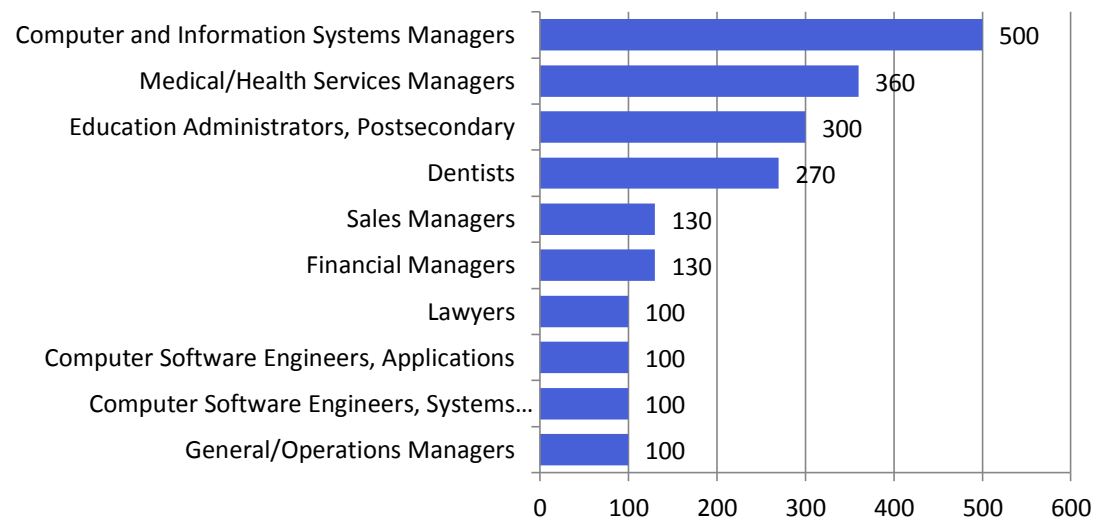
For example, it is expected that by the year 2018, there will be a 44% increase in job openings in computer engineering, a 10% increase in electric/electronic technology jobs, and a 41% increase in registered nursing jobs in Utah.⁶¹ It is incumbent upon the higher education and technical training institutions 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 among 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 tax dollar investment of 674 million.⁶³

Of the nearly 5 billion in revenues generated by public postsecondary institutions in Utah, only 674 million (13%) comes from state tax appropriations. These appropriations support teaching, capital facilities, and state initiatives (state grants). The balance of revenues comes 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

Postsecondary 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 is an asset synonymous with economic development. Investment today in education will yield rewards for Utah with prosperity and a vibrant economy. 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
Grand 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

Action Plan Overview

Utah's model of higher education has served its people well in past years, but current and future workforce and economic demands require the higher education community to build upon these successes to become even more efficient, more dynamic, and more productive than ever before while protecting and enhancing the qualities and strengths of each institution. To do so, we as shareholders need to expand the vision of higher education. Whereas traditional higher education has historically operated as somewhat of a self-contained system of preparing students in a fixed number of years for a lifelong career, we need to accelerate the shift to a more integrated model where educational entities are connected vertically (from pre-school to lifelong learning) and horizontally (across institutions, job providers, and support organizations).

To achieve this integrated approach, there needs to be increased coordination between K-12 education, higher education, and the workforce needs of our dynamic economy. Critically, the pipeline leading from K-12 into higher education needs to prepare and accommodate more students and increase the number of degree or certificate completions. Further, institutions need to develop more innovative, sophisticated approaches and increase student support. Academic training needs to be even more portable than it is now so that students are able to move more freely from one institution (or type of institution) to another, as well as from the workforce into higher education, without losing progress towards their degree or certificate. Students should have a clearer understanding of the purposes of education, and educational outcomes should be more strongly tied to career success.

The Action Plan, presented in this section, includes a list of recommendations to be explored, developed, or implemented to help Utah reach its **big goal**. Some of the recommendations have been noted as priorities for 2011, which include those recommendations already being implemented, those requiring timely attention, or those supported as first steps toward larger recommendations. The Regents expect that each USHE institution will work according to its distinctive mission to implement these recommendations as well as their own strategies to meet

the strategic priorities of increasing levels of participation, completion, and economic innovation. As these institutional strategies are developed or refined they will be added to future annual reports of the **HigherEdUtah2020** plan.

Appreciating that this is a *Utah plan* for higher education, the State Board of Regents and Commissioner of Higher Education invite the other higher education institutions (UCAT and private institutions) to similarly explore, develop, and implement strategies and share their. 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**.

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, the State Board of Regents and the Commissioner of Higher Education recommend actions to be explored, developed or implemented to help Utah attain its **big goal** and align its higher education network with the current and future demands of its workforce. Recommendations concerning funding issues in general follow this discussion. Recommendations that should receive priority in the coming year (2011) are marked with the following symbol:



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

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

High school graduation requirements, college admission standards, and college readiness standards are all different and need to be aligned. Thus, using the newly adopted Common Core Standards, the State Board of Regents should make a clear statement about what the higher education sector of this integrated system expects of entering students.



- **Recommendation 1.** The State Board of Regents should adopt clearly written standards defining college/career readiness and admission policies so parents and students know what is expected to succeed in postsecondary education (this includes, for example, taking math through the senior year).
- **Recommendation 2.** The State Board of Regents should define the specific admission requirements for each higher education institution based on its 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.** The Utah System of Higher Education should employ the Essential Learning Outcomes throughout General Education and the academic majors in order to prepare college graduates with skills identified by business as critical to being successful employees.



- **Recommendation 4.** Each USHE institution is required to submit and present to the State Board of Regents an *Access Inventory Report* by June 2011. This report is an effort to identify policies, programs, services, and resources currently in place 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 identifying gaps in services, determining potential program best practices, and encouraging increased collaboration and resource sharing.

The Utah State Board of Education has adopted the K-12 Common Core State Standards advocated by many national business, civic, and educational groups. The K-12 Common Core State 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 State Standards. Higher Education's task is now to provide a seamless alignment of the new standards with higher education's first-year mathematics and English composition curricula within General Education.

The K-12 Common Core State Standards lead to changes in expectations: students will enter higher education prepared to succeed in college-level mathematics and English composition. The most significant change is to rely on learning outcomes and competencies and to assess student mastery of competencies in new ways, specifically artifacts that demonstrate competence. In addition, the Smarter Balanced Assessment Consortium (of which Utah is a part) has received federal funding to develop new methods of assessment of the Common Core State Standards. The following recommendations provide an agenda for higher education in coming years.

- **Recommendation 5.** Higher education should align mathematics and English composition within General Education with the K-12 Common Core State Standards that focus on student learning outcomes and competencies.



- **Recommendation 6.** Concurrent Enrollment should be changed by (a) aligning the courses available to help students complete one of the pathways to a postsecondary certificate or degree; (b) using online and mixed-delivery classes as much as possible; and (c) increasing access to materials and reducing costs by using open courseware material instead of textbooks whenever these are used by the higher education faculty who approve and give syllabi and assessments to high school teachers.

Moving to learning outcomes and competencies as the assessment measure 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 7.** Assessment programs for higher education admission and placement in Utah should be outcome based and compatible with the K-12 Common Core State Standards assessment as determined by the Smarter Balanced Assessment Consortium. Campuses should use the K-12 Common Core State Standards as the basis for full admission. Colleges of education should prepare new teachers to teach to the Common Core State Standards and provide professional development to practicing teachers.
- **Recommendation 8.** While the national testing program is reconstructed, Higher education should work with K-12 partners to implement the EXPLORE tests in the 8th grade, the PLAN test in the 10th grade, and the ACT test for all students in the 11th grade. The data collected should be used to trigger necessary intervention support as well as to inform students of courses to take—especially in the senior year—to best prepare them academically for their career(s) of interest.

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 State Standards, use of learning outcomes and competencies in General Education, and combining academic and vocational preparation.



- **Recommendation 9.** 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 and 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.

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

A challenge in Utah is the current structure and funding of USHE's community college network. Only one institution, Salt Lake Community College, bears the name *community college*; yet, six of the remaining seven USHE institutions also have an embedded community college mission and function. Public awareness of this structure is confusing to some prospective students who are only interested in a community college experience and who are unaware that the function is offered within the local regional state university.

Funding challenges include a lack of a locally funded property tax to support community colleges that some states have employed to help keep tuition low and education accessible through their community colleges. Additionally, affordability of a community college degree at four USHE institutions is compounded by higher tuition rates consistent with the baccalaureate mission at those institutions.

College recruiters, student affairs officers, and civic leaders alike agree that the rising cost of higher education is a barrier to participation for many students. 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. One reason for this unmet need is that Utah provides very little state-supported need-based aid. Debt levels are also significant (\$13,000 per graduating student). Utah presently provides an average of \$51 per undergraduate FTE (full-time equivalent) student in need-based financial aid, which is among the lowest amounts of all the states. By comparison, the median amount is \$334 and the highest amount is \$1,021 in New Jersey.⁶⁴

The first set of recommendations addresses the financial access issue.



- **Recommendation 10.** 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 *Success Stipends*, providing greater student support through need-based financial aid (including work study).
- **Recommendation 11.** Expand out-reach and marketing of the Utah Educational Savings Plan (UESP) to encourage Utahns to save for higher education.
- **Recommendation 12.** 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.



- **Recommendation 13.** Expand the Utah Council Senior Tour to include regional scholarship and financial aid evenings in the fall. These evenings will consist of training that focus on resources available to financially support postsecondary education. In the spring, Open Houses will be held at each college and university in the state and will provide admission counseling and FAFSA completion activities targeted at high school seniors, with other aspects of the event targeting college-ready activities for sophomores and juniors.



- **Recommendation 14.** The Office of the Commissioner will develop a competitive sub-grant process to assist low-income and underrepresented students in preparing for and succeeding in college. This competitive sub-grant process will be made possible by the federal College Access Challenge Grant, and encourages institutions to partner, establish, strengthen, or expand outreach and access programs. Activities might include FAFSA completion, academic tutoring, mentoring, financial literacy awareness, summer bridge offerings, and professional development for counselors.

Recruiting and retaining non-traditional students (adults) is a critical element of meeting Utah's workforce needs. Over the past year, a robust online system for advising students about career options has been built by a coalition of state groups, led by the Utah Higher Education Assistance Authority (UHEAA). Moving ahead, increased partnering with the Department of Workforce Services (DWS) 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 15.** Strengthen the recruitment, outreach, advising and career planning activities of USHE institutions, targeted at adult students, by integrating UtahFutures.org into their services. Require a graduation plan (tracked through UtahFutures.org) for each student, which is reviewed at least annually by an advisor with the student.
- **Recommendation 16.** Urge USHE colleges and universities to enhance their specialized advisory services to help working adults by offering classes and full programs during evenings and weekends and by creating specific curriculum for non-traditional students that builds practical skills.
- **Recommendation 17.** Increase opportunities for adults to translate life skills and experiences into college credit through CLEP tests, the CAEL process, or other substantiated ways of gaining experiential credit.

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 18.** 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 19.** Strengthen articulation agreements between public and private colleges that meet regional accreditation and industry certification standards.

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

Utah's **big goal** is to improve the education level of its citizens as measured by having 66% of Utahns age 25 to 60 with postsecondary degree or certificate by the year 2020. Our estimates are that it will require approximately 109,000 new students to enroll if the present rate of college retention does not

improve; however, 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 Utah's 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 Governors Association, the Gates Foundation and the Lumina Foundation for Education 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 toward a degree is a special challenge in Utah. The average Utah student attends 1.8 colleges before receiving an associate's degree. At some campuses, nearly 20% of the students leave after one year to fulfill a church mission. How many of them return and what institutions they return to is unclear. Given the general fluidity of student movement, improved tracking of students will be critical in measuring their success rates. Improved means of measuring student success 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 improve retention by aligning funding with completion, improving developmental/remedial education, using better measurement and goal setting, and improving the college experience.

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



- **Recommendation 20.** Support a *mission-based funding* mechanism for USHE institutions that focuses new dollars specifically 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 21.** Create an innovation fund, focusing on collaboration, consisting of state and private money (foundations) to encourage creative ways to retain and complete students. For example, establish a student loan program that incentivizes students to study

in a particular discipline that is aligned with a particular workforce need within the state (e.g., STEM degrees). If the student graduates and becomes employed in the designated field, that loan becomes a grant with no obligation to repay.

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



- **Recommendation 22.** Using data from the Utah Data Alliance, USHE should require each institution to report its retention and completion performance and goals to the Regents annually (with particular focus on prioritized degrees aligned with the areas of greatest economic opportunity in Utah). These reports would then be compiled and distributed to the Regents, Governor, and Legislature by the Commissioner's Office.

C. Transform remedial and developmental education by reducing need and focusing efforts and resources.



- **Recommendation 23.** Institutions should support new curriculum and individualized advising, mentoring, and delivery options (including online tools and courses) for developmental and remedial education that builds practical skills. USHE schools should work with high schools, applied technology centers, and applied technology colleges to provide multiple options for students seeking remediation and developmental assistance.



- **Recommendation 24.** 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 (disaggregated from a system and state level to the institutional, district, and school levels). The report will provide policy makers with more specific remedial 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 25.** Institutions should provide annual reports to K-12 schools as to the level of remediation needed by students enrolling in college within the same year they graduate from high school. The annual report should also show measurable outcomes based upon each institution's remediation plan that includes goals and benchmarks for improved student success per institution.

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



- **Recommendation 26.** Regents should challenge each institution to adopt or enhance 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 online classes, the rate students who persist from one year to the next, the flexibility of schools in changing the time of course offerings, and the adoption of innovative delivery systems, all aimed at improving both student learning and completion.

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.

However, Utah does not have the option of not facilitating an expansion in the higher education system. Its economy will be increasing the demand for highly trained professionals. If we do not deliver the needed *talent-force*, Utah 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. Improve efficiency while maintaining academic quality and operational effectiveness. (see transformation section for technology discussion)



- **Recommendation 27.** Increase use of *mixed delivery* courses (internet combined with face-to-face faculty interaction) to make the best use of limited college and university classroom space.



- **Recommendation 28.** Urge USHE institutions to develop new strategies to encourage more efficient time to graduation with the goal of completing a bachelor's degree in 4 years or less by having more evening, weekend, summer, block scheduling, cohort-based programs, and online classes.
- **Recommendation 29.** The state should provide an option whereby prepared students may choose to use the 12th grade as their first year of college through early college programs funded by the state.

B. Expand capacity while maintaining academic quality and operational effectiveness.

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 30.** The Board of Regents approves a clear statement of the role to be played by each USHE institution in meeting the goal of 66%. A concise statement of how each USHE institution will meet the purpose of this recommendation according to its distinctive mission is in the next section of this document.



- **Recommendation 31.** Seek legislative approval of 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. 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 Utah's future.



- **Recommendation 32.** 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 and public awareness of community college services including:
 - Open access
 - Enhanced advising and student support services
 - More flexible scheduling
 - *Managed choice* scheduling
 - CTE and workforce training certificates and associate's degree offerings
 - Developmental, adult, and continuing education programs
 - Clear articulation of 2 + 2 seamless degree pathways
 - Articulation support with applied technology colleges.

D. Fund Enrollment Growth.

Utah has not been able to fund recent increases in enrollment in higher education. 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 33.** 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 mission of the institution (see Recommendation 20). Funding could be used to incentivize enrollments in degree programs (funding degrees rather than courses) of high workforce need within the state (e.g., STEM degrees) by double counting or double funding per student in such programs.
- **Recommendation 34.** Increase funding for more faculty positions and faculty salaries in order to retain key faculty and expand the number of sections and students served. This will prevent soft or hard enrollment caps and course bottle necks, and will help open admissions to programs that supply Utah workforce needs.

E. Clarify the Utah College of Applied Technology interaction with Utah System of Higher Education and non-credit to credit courses within and among USHE institutions.

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 Career and Technology Education (CTE) in the schools and Applied Technology Education (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 (GOED), and the Department of Workforce Services (DWS) as the state identifies the unmet need for and definition of *certificates* for purposes of federal and state reporting.



- **Recommendation 35.** A state-level system of translating competencies into college credit should be created to enhance articulation efforts between UCAT campuses and USHE institutions, as well as within and among USHE institutions.

- **Recommendation 36.** In the future, an application process should 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's degrees.

4. Transform the way higher education meets the needs of the 21st-century student through effective and efficient use of technology, while sustaining academic quality.

Information technology is radically changing students' learning styles, as well as institutions' ability to deliver education differently, while sustaining academic quality and potentially reducing costs. It is also clear that technology does not replace the essential skills that business is looking for in their future employees.

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 a facilitator of connected learning. Additionally, technology may be the means of reducing the cost of education by using open source instructional materials or reducing demand for more buildings through leveraging its capabilities. We are in the midst 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 37.** USHE institutions, with state funding, should collaborate to expand online course and degree offerings that could be made available from a host institution at a low cost to the students. Partnering with other low-cost providers throughout the state should be considered with the goal of reducing the cost of a college degree. Emphasis should be placed on General Education and STEM-related courses and on employing Essential Learning Outcomes. Emphasis could also be placed on career and technical education pathway courses needed to train students to fill jobs needed in key areas of the economy. Institutions should continue to encourage the use of open courseware assets and eBooks in these classes, as appropriate to the curriculum at the determination of faculty.
- **Recommendation 38.** Utah should explore the possibility of collaborating with private, nonprofit, and for-profit institutions in order to address the needs of the adult population returning for further education.
- **Recommendation 39.** Working with chief academic officers and faculty leaders, in consultation with the faculty, the Board of Regents should develop new faculty workload and RPT (review, promotion, and tenure) policies that reward the development of quality courses that combine the use of teaching assistants (in research universities), technology, and online offerings.



- **Recommendation 40.** The Utah Education Network (UEN) should provide a portal so students and faculty can easily access quality online courses at little or no cost for the course content. We should strive to have all concurrent enrollment classes offered with open access material when learning outcomes can be achieved using those materials. Additionally, we should negotiate state contracts for electronic text books to reduce cost for students.



- **Recommendation 41.** Institutions should achieve better classroom utilization by developing mixed-delivery courses where students come to class fewer times each week.
- **Recommendation 42.** Institutions should build on the course management experiences of other campuses that have been successful in reducing failure rates, particularly in gateway courses. These efforts should be based on data derived from student success or failure rates in achieving learning outcomes.
- **Recommendation 43.** Institutions should expand online student services to help students monitor and plan for degree completion. Use online courses to address bottleneck courses, particularly where classroom availability is an issue.



- **Recommendation 44.** Strategic plans should address how colleges and universities are using technology to improve student outcomes, decrease the cost of instructions, increase the efficiency of campus services and facilitate research and communications. Most administrative and student processes, operations, and services should be moved online with the help of increased technology investment through the Higher Education Technology Initiative.



- **Recommendation 45.** In addition to typical course and grade information, transcripts should include work place certifications and links to portfolios of a student's work, based on demonstrations of mastery of skills. These records would be transportable with students and provide a more complete representation of student accomplishments and achievements in workplace skills and technologies.

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, educational attainment, and economic development are highly correlated in 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 Utah's economic growth and higher education system.

- **Recommendation 46.** 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 47.** 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 expand USTAR throughout the state and to expand entrepreneurial education programs at USHE institutions.



- **Recommendation 48.** The state should expand and replicate the Utah Cluster Acceleration Partnership (UCAP) initiative among all USHE institutions—especially the regional (WSU, UVU, SUU, and DSC) and community college (SLCC and Snow) institutions—and to all major economic clusters as well as those with a significant regional economic impact. *Talent clusters* should also be created among education institutions (i.e. digital media production, performing arts, medical technology, etc.).



- **Recommendation 49.** The state should provide tuition assistance (via block grants) for students enrolled in critical degree/career pathways for the state's economic growth as identified by DWS and GOED. This action would clarify degrees of most importance and align degree production goals with areas of greatest economic opportunity.

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. USHE institutions of higher education estimate that if the coming decade is similar to the previous decade, they 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 online 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 50.** Begin the discussion with legislators toward eventually seeking 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 51.** Seek funding in support of targeted strategies at an institutional and statewide level from foundations and corporations and from state and federal grants.



- **Recommendation 52.** Through the Friends of Utah Higher Education Coalition and other partners in the business community and elsewhere, 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.



Established 1969

Fall 2010 Headcount Enrollment: 173,016
Fall 2010 FTE Enrollment: 118,338

The Utah System of Higher Education (USHE) provides the state with oversight of its public institutions, student loan program, and 529 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 one of USHE's most important tasks 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), both with top national rankings, provide the opportunity 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 to explore loan and other financial aid options for part-time students. We expect UESP to continue to reach out to families and employers to save for college.

In support of the Regents' master-planning role, and to facilitate enrollment growth and statewide access, USHE will move to meet its goals of increasing 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 online 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 serving as an educational, cultural and economic center for its region.

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, greater use of on-line education, and funding 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 embedding associate degree programs within 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 development. 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 sciences 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 wide array of bachelor's degrees, a targeted number of master's degrees, and a broad set of associate's degrees and certificates for a rapidly increasing number of students with diverse interests and needs. Regents expect UVU to be a leader in providing engaged learning opportunities and innovations in preserving a community college function and profile within a quality state university.

Recognizing the current and projected growth of 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 years 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. It will also need additional facilities for its 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 workforce.

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 up to 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 lifelong 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 is an asset synonymous with economic development.

End Notes

- ¹ The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018, June 2010*, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl, <http://cew.georgetown.edu/jobs2018/>
- ² The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018, June 2010, State-level Analysis – Utah*, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl, <http://cew.georgetown.edu/jobs2018/>
- ³ The Georgetown University Center on Education and the Workforce, *Help Wanted, State-level Analysis – Utah*
- ⁴ Utah Governor Gary R. Herbert, Inaugural Address, Unprecedented Partnerships, Unlimited Possibilities: Working Together Toward Economic Recovery, Educational Excellence and Energy Security, August 11, 2009, http://www.utah.gov/governor/news_media/article.html?article=2654
- ⁵ The White House, Higher Education, *The American Graduation Initiative*, <http://www.whitehouse.gov/issues/education/higher-education>
- ⁶ Lumina Foundation for Education, *Lumina's Big Goal*, <http://www.luminafoundation.org> ; Bill and Melinda Gates Foundation, *United States Program Educational Strategy*, <http://www.gatesfoundation.org/united-states/Pages/united-states-education-strategy.aspx>
- ⁷ College Board, *Education Pays: The Benefits of Higher Education for Individuals and Society, 2010*, http://trends.collegeboard.org/files/Education_Pays_2010.pdf; Lumina Foundation for Education
- ⁸ Utah's annual poverty level for a family of four is \$27,564 based on Utah DWS Food stamp qualification. Utah Department of Workforce Services, <http://jobs.utah.gov/customereducation/services/foodstamps/qualify.html> (downloaded 6/9/2010)
- ⁹⁹ USHE, Office of Institutional Research and Analysis: US Communities Survey, 2008 – Utah . This source groups together all those with some college education, including those with associate's degrees, those with certificates, and those who dropped out of higher education. The gap between this group and those with only a high school education is likely small because the data set is so broad.
- ¹⁰ USHE, Office of Institutional Research and Analysis: US Communities Survey, 2008 – Utah

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- ¹¹ USHE, Office of Institutional Research and Analysis: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics, 2008
- ¹² USHE, Office of Institutional Research and Analysis
- ¹³ College Board, *Education Pays: The Benefits of Higher Education for Individuals and Society, 2010*, p. 4
- ¹⁴ Lumina Foundation for Education, *A Stronger Nation through Higher Education*, Report September 2010, http://www.luminafoundation.org/state_data/
- ¹⁵ The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018, June 2010*, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl, <http://cew.georgetown.edu/jobs2018/>
- ¹⁶ Lumina Foundation for Education, *A Stronger Nation through Higher Education*
- ¹⁷ College Board, Advocacy and Policy Center, *The College Completion Agenda, 2010*, http://completionagenda.collegeboard.org/sites/default/files/reports_pdf/Progress_Report_2010.pdf (downloaded 8/2010); National Center for Educational Statistics, *Comparative Indicators of Education in the United States and Other G-8 Countries: 2009*, <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009039>
- ¹⁸ College Board, Advocacy and Policy Center, *The College Completion Agenda, 2010*
- ¹⁹ Mark Valenti, President & CEO, The Sextant Group, Inc., Society of College and University Planning, SCUP 45th Annual, International Conference and Idea Marketplace, Minneapolis, MN, July 10-14, 2010.
- ²⁰ Utah Foundation, *Research Brief, Trends in Educational Attainment: U.S. Catching Up to Utah*, June 21, 2006; Downloaded 7/16/2010 http://www.utahfoundation.org/reports/?page_id=307
- ²¹ U.S. Census Bureau, 2006 American Community Survey (ACS)
- ²² American Community Survey, Census Bureau, 2008, http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&_state=04000US49&_lang=en&_sse=on
- ²³ National Governors' Association, *Complete to Compete*, <http://www.subnet.nga.org/ci/1011/>
- ²⁴ Bill and Melinda Gates Foundation, Postsecondary Education, <http://www.gatesfoundation.org/postsecondaryeducation/Pages/default.aspx>
- ²⁵ Lumina Foundation for Education, <http://www.luminafoundation.org>. The mission of Lumina Foundation for Education is to expand access and success in education beyond high school, particularly among adults, first-generation college going students, low-income students and students of color. Lumina defines "high-quality

degrees and credentials” as “degrees and certificates that have well-defined and transparent learning outcomes which provide clear pathways to further education and employment.”

- ²⁶ A higher education certificate is defined as any quality certificate that requires at least one year of postsecondary education (900 cumulative membership hours)
- ²⁷ Utah System of Higher Education (USHE), Office of Institutional Research and Analysis, Fall Headcount 2009
- ²⁸ USHE, Office of Institutional Research and Analysis: Integrated Postsecondary Education Data System (IPEDS)
- ²⁹ USHE, Office of Institutional Research and Analysis, Enrollment Projections August 2009: Governor’s Office of Planning and Budget, Utah Population Estimates; Lumina Foundation for Education; US Communities Survey, 2008 – Utah Educational Attainment –Utah
- ³⁰ U.S. Department of Education, Office of Technology Education, National Educational Technology Plan 2010, *Transforming American Education: Learning Powered by Technology*, p. v , <http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf>
- ³¹ U.S. Department of Education, Office of Technology Education, National Educational Technology Plan 2010, *Transforming American Education: Learning Powered by Technology*, <http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf>
- ³² USHE, Office of Institutional Research and Analysis: Integrated Postsecondary Education Data System (IPEDS), Lumina Foundation for Education, and Utah’s Governor’s Office of Planning and Budget (GOPB)
- ³³ USHE, Office of Institutional Research and Analysis, Utah Population Estimates: Governor’s Office of Planning and Budget; Lumina Foundation for Education; US Communities Survey, 2008 – Utah Educational Attainment – Utah; NCES/IPEDS Completions Survey 2009 – Utah
- ³⁴ Utah State Office of Education, Data & Statistics, *Graduation and Dropout Rates*, 2009, <http://www.schools.utah.gov/main/DATA-STATISTICS/Educational-Data/Graduation-Dropout-Rates.aspx>. Note that Utah’s statewide cohort graduation rate has remained constant at 88% for 2007, 2008 and 2009. USOE’ calculation of the graduation rate differs somewhat from that of some other national research organizations, but the relative standings of the states remain similar.
- ³⁵ National Center for Public Policy and Higher Education, 2008 *Measuring Up*, <http://measuringup2008.highereducation.org/>
- ³⁶ USHE, Office of Institutional Research and Analysis (more research may be needed in this area)

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- ³⁷ National Center for Public Policy and Higher Education, 2008 *Measuring Up*,
- ³⁸ ACT, Resources for Education and Workplace Success, QualityCore, <http://www.act.org/qualitycore/>
- ³⁹ Utah State Office of Education, Mathematics Steering Committee, *Is Utah Math Ready?* Nov. 2009, <http://www.schools.utah.gov/curr/Math/Sec/documents/IsUtahMathReady.pdf>
- ⁴⁰ College Board, *The College Completion Agenda*, p. 28
- ⁴¹ National Association of State Student Grant and Aid Programs 40th Annual Survey Report, 2008-2009, <http://www.nassgap.org/viewrepository.aspx?categoryID=3>
- ⁴² *Postsecondary Education Opportunity #188*, February 2008
- ⁴³ National Center for Public Policy and Higher Education, 2008 Measuring Up
- ⁴⁴ Stokes, Peter J. Hidden in Plain Sight: Adult Learners Forge a New Tradition in Higher Education, <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/stokes.pdf>
- ⁴⁵ USHE 2010 Data Book, <http://www.higheredutah.org/about/research-data/>
- ⁴⁶ Governor's Office of Planning and Budget, Population Estimates
- ⁴⁷ Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022*, <http://www.wiche.edu/knocking>
- ⁴⁸ Utah Department of Workforce Services, *Utah's Employment Summary*, May 2010, <http://jobs.utah.gov/wi/press/2001press/ratemay10.pdf>
- ⁴⁹ Pamela S. Perlich, PhD; Governor's Education Excellence Commissioner, April 21, 2010; Utah's Demographic Transformation: A View into the Future.
- ⁵⁰ USHE 2010 Data Book; U.S. Census Quick Facts (2009 estimates) <http://quickfacts.census.gov/qfd/states/49000.html>
- ⁵¹ National Center for Public Policy and Higher Education, 2008 Measuring Up, http://measuringup2008.highereducation.org/print/state_reports/long/UT.pdf
- ⁵² Utah State Office of Education, Taskforce Report, 2010
- ⁵³ USHE 2010 Data Book and U.S. Census Bureau
- ⁵⁴ Lumina Foundation for Education, A Stronger Nation through Higher Education, Report September 2010, http://www.luminafoundation.org/state_data/

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- ⁵⁵ Utah Women and Education Project, Utah Valley University, *Taskforce Report, 2010*
- ⁵⁶ College Board, *The College Completion Agenda, 2010 Progress Report*, <http://completionagenda.collegeboard.org/>
- ⁵⁷ Noel, L., Levitz, R., & Saluri, D. (Eds.) (1985), *Increasing Student Retention: New Challenges and Potential*. San Francisco: Jossey-Bass, <http://www.ohio.edu/fye/upload/retention-fiscal-benefits.pdf>
- ⁵⁸ College Board, *Education Pays, 2010*
- ⁵⁹ Complete College America, *Essential Steps for States*, http://www.completecollege.org/path_forward/essential_steps_for_states/
- ⁶⁰ The Georgetown University Center on Education and the Workforce, *Help Wanted*
- ⁶¹ Occupational Supply and Demand System (OSDS), Georgia Career Information Center, Georgia State University for the U. S. Department of Labor, 2010, <http://www.occsupplydemand.org/>
- ⁶² NCHEMS, Higher Education and the Future of Utah, January 28, 2010 (presentation by Dennis Jones, President of NCHMES)
- ⁶³ Utah Office of the Governor, Governor Jon M. Huntsman, Jr., Budget Summary, Fiscal year 2010, http://governor.utah.gov/budget/Budget/Agency%20Summaries/FY2010/FY2010_SumBk.pdf; p. 130
- ⁶⁴ National Association of State Student Grant and Aid Programs 40th Annual Survey Report, 2008-2009, p. 23, <http://www.nassgap.org/viewrepository.aspx?categoryID=3>
- ⁶⁵ American Institute for Research, <http://www.collegemeasures.org/> downloaded Oct. 19, 2009

Special thanks to Commissioner William A. Sederburg and his staff for their efforts in producing this report and its online presentation.

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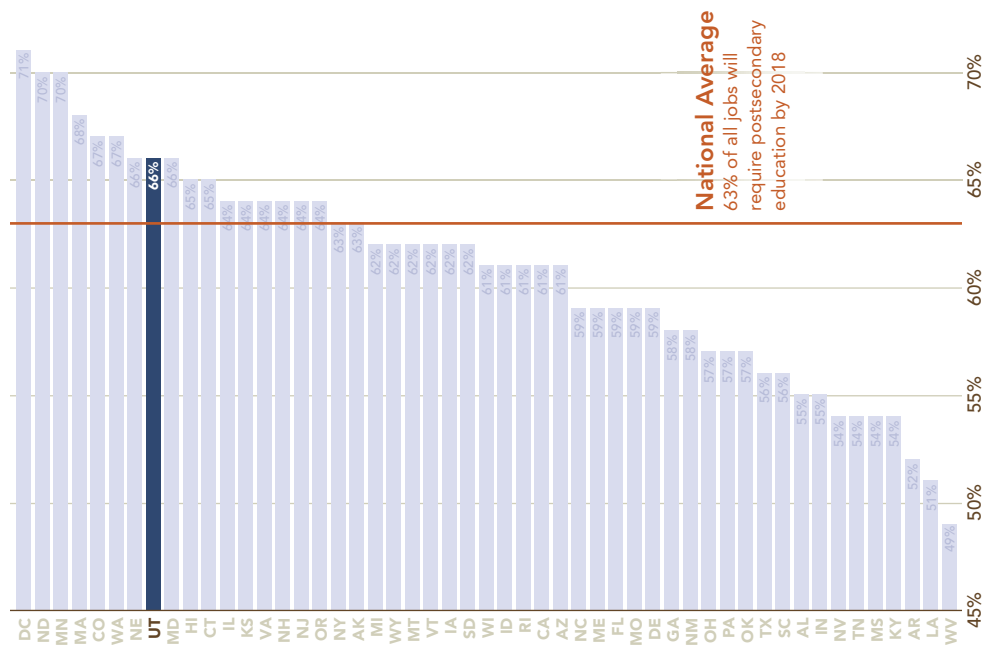
Utah

- 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.



National Average
63% of all jobs will require postsecondary education by 2018

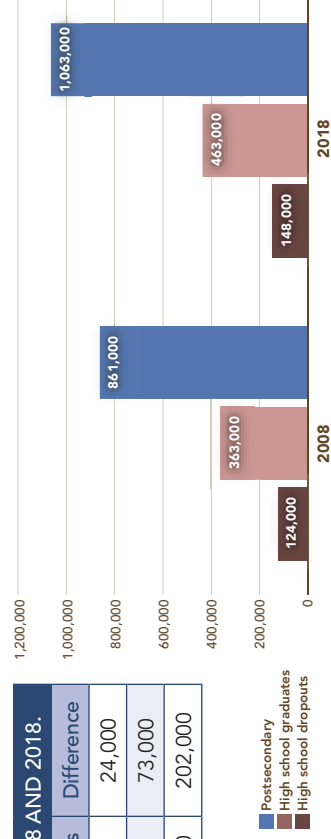
By 2018, **66%** of jobs in Utah will require postsecondary education.

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

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

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	436,000	73,000
Postsecondary	861,000	1,063,000	202,000



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.



State of Utah

GARY R. HERBERT
Governor

GREG BELL
Lieutenant Governor

Department of Workforce Services

KRISTEN COX
Executive Director

GREGORY B. GARDNER
Deputy Director

JON S. PIERPONT
Deputy Director

November 22, 2010

Dear Reader:

The Utah Department of Workforce Services (DWS) strongly supports both the conclusions and action plan delineated in the *2010 Report of the Higher Ed Utah 2020* plan as prepared by the Utah System of Higher Education (USHE).

As an ongoing partner in the state's efforts to develop the workforce of tomorrow, the *Higher Ed Utah 2020* plan addresses existing workforce needs through educational delivery enhancements which align seamlessly with our department's demand driven and employer approach to workforce development. DWS has confidence in the research and analysis used to draw the current and projected picture of Utah's educational attainment levels and workforce demands.

We look forward to participating in collaborative efforts with USHE in meeting the goal of increasing the number of Utah citizens holding post-secondary education credentials in order to match the needs of Utah employers and the economic environment of 2020. We believe that this innovative plan will not only enhance the knowledge, skills, and abilities of the state's workforce, but will also ensure the future prosperity of Utah's growing economy.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristen Cox".

Kristen Cox
Executive Director

December 2, 2010

MEMORANDUM

To: State Board of Regents
From: William A. Sederburg
Subject: Institutional Technology Reports

As a follow up to CIO Steve Hess' report in the October 29 meeting on the Impact of Technology on Higher Education, each of the presidents or their designee will give a brief report on the current use of technology in the teaching and learning process on their campus. They will also discuss their future plans.

This will provide a base line of information for technology future planning outlined in the USHE 2020 Strategic Plan.

Commissioner's Recommendation

This information is for the Regents' information and planning purposes only; no action is requested.

William A. Sederburg, Commissioner

WAS:jc

MEMORANDUM

December 1, 2010

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University-- Bachelor of Science Degree in Geomatics – Action Item

Issue

Utah Valley University requests approval to offer a Bachelor of Science Degree in Geomatics, effective Fall, 2011. This action was approved by the UVU Board of Trustees on September 9, 2010. The Program Review Committee reviewed the proposal on November 15, 2010 and recommended it be moved to the full board for approval.

Background

Geomatics is a subset of Geospatial Science, which is a subset of Earth Science, and is an application area of Geodesy/Geodetic sciences. Geomatics is the study of geospatial measurement and representation including such disciplines as land surveying, photogrammetry, remote sensing (satellite imaging and laser scanning), geographic information systems (GIS), cartography, global positioning systems (GPS), and some parts of geography and civil engineering.

Geomatics was formerly known as surveying or land surveying but has now grown to encompass a discipline, which integrates acquisition, modeling, analysis, and management of geo-spatial reference data. Based on the scientific framework of geodesy, it uses terrestrial, marine, airborne, satellite-based sensors, and measurement systems and technologies to acquire spatial and other data.

The purpose of the Geomatics Program at UVU is to prepare students for a profession in Geomatics on a state, regional, national, and international level. To understand the context of the program, it is critical to have a clear understanding of Geomatics, which consists of two primary areas: measurement and professional surveying.

According to the Bureau of Labor Statistics (BLS), the occupational outlook for Land Surveyors shows a better than average growth over the next 5 years. Additionally, Utah is receiving stimulus money, which is having a direct positive effect on the surveying profession. Infrastructure-related projects, such as bridges and highway construction and reconstruction, will become a priority throughout the state, requiring engineering and surveying professionals.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, given input, and are supportive of Utah Valley University's offering this degree.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah Valley University request to offer a Bachelor's Degree in Geomatics, effective Fall Semester, 2011.

A handwritten signature in dark ink, appearing to read 'W. A. Sederburg', is written over a horizontal line.

William A. Sederburg, Commissioner

WAS/GW
Attachment

Academic, Career and Technical Education and Student Success Committee
Action Item

Bachelor's of Science Degree in Geomatics

Utah Valley University

Prepared for
William A. Sederburg
By
Gary Wixom

December 1, 2010

SECTION I: The Request

Utah Valley University requests the approval to offer a Bachelor of Science degree in Geomatics effective Fall Semester 2011. This action was approved by the UVU Board of Trustees on September 9, 2010.

SECTION II: Program Description

Complete Program Description

Geomatics is a subset of Geospatial Science, which is a subset of Earth Science, and is an applications area of Geodesy/Geodetic sciences. Geomatics is the study of geospatial measurement and representation including such disciplines as land surveying, photogrammetry, remote sensing (satellite imaging and laser scanning), geographic information systems (GIS), cartography, global positioning systems (GPS), and some parts of geography and civil engineering.

Geomatics was formerly known as surveying or land surveying but has now grown to encompass a discipline, which integrates acquisition, modeling, analysis, and management of geo-spatial reference data. Based on the scientific framework of geodesy, it uses terrestrial, marine, airborne, satellite-based sensors, and measurement systems and technologies to acquire spatial and other data. Geomatics includes the process of transforming spatially referenced data from different sources into common information systems, which have well-defined accuracy characteristics. Geomatics includes investigation, analysis, and application of boundary/property laws and legal principles pertaining to specific public and private properties. A licensed surveyor has the obligation to protect the public and private interests in these matters.

Purpose of Degree

The purpose of the Geomatics Program at UVU is to prepare students for a profession in Geomatics on a state, regional, national, and international level. To understand the context of the program it is critical to have a clear understanding of Geomatics, which consists of two primary areas: measurement and professional surveying.

Measurement: The art, science, and technology of gathering and analyzing measurement data related to the land and other land related surfaces and spaces. This includes designing and devising the measurement specifications and standards, including error control and adjustment needed to accomplish any particular set of measurement with appropriate precision and accuracy. Work includes the use of all instrumentation applicable to such measurements, with measurements typically being, but not limited to distances, heights, angles, directions, positions, areas, volumes, and other measurements associated with these quantities in a geo-spatial context.

Professional Surveying: The application of knowledge of the science of surveying measurement, the legal principles of boundary location, the law related to boundaries and land use, the applicable mathematical and computational theories and principles, and the natural and other forces which affect positional accuracy. Also, includes the land planning and development concepts pertinent to the subdivision of land and property surveys, land record and land tenure concepts, geodetic and other earth-related sciences to the analyses, design, and execution of surveying and mapping projects and the design of land mapping and information systems.

Scope of Professional Surveyors

- Original Surveys for Establishing Property Boundaries (subdivisions, lot splits, etc.)
- Retracement of Property Boundaries, both public and private
- Establishment or reestablishment of boundary monuments
- Boundary Dispute Resolution and Expert Witness in Court
- Field Surveys for Topographic and other Maps
- Photogrammetric Surveys for Topographic and other Maps
- Construction of Maps and other Graphics for Design and Planning
- Layout and Staking to Guide Construction
- Measuring and Plotting the Position of Constructed Works
- Geodetic, Geodesic, Satellite Geodesy, and Precise Control Surveys
- Surveys for Mining and other Subsurface Operations
- Hydrographic and Underwater Surveys
- Making Surveys and Maps for Land Information Systems
- Design of Measurement Specifications for Various Surveys
- Development of Measurement Standards for Various Surveys
- Application, Use, and Adjustment of Measurement Instruments
- Development of Relative Geometric Position and other Accuracy Needs for Land Information Systems.
- Assisting Engineers, Lawyers, Planners, the Public, and Government Officials with the solution to Problems Where Surveying Expertise is needed.

The objectives and expected outcomes for a BS program in Geomatics at UVU are as follows:

- 1) Provide the graduate with a sufficient knowledge and understanding of Geomatics to pass successfully the National Council of Examiners for Engineering and Surveying (NCEES) Fundamentals of Surveying (FS) exam.
- 2) Provide currently employed land surveyors with additional knowledge and understanding in preparation for the NCEES Principles and Practice of Surveying (PS) exam required for licensure, which can be taken after an individual, has worked under the direct supervision of a professional licensed land surveyor for a period of at least 4 years.
- 3) Provide current professional licensed land surveyors with advanced and specific course work with the intention of completing a bachelor's degree, which will assist them in performing their duties and responsibilities at a higher level of expertise and professionalism.
- 4) Provide an Associate of Science Pre-Major degree in Geomatics, which will provide the graduate with the opportunity for full-time entry-level employment in the field of Geomatics while simultaneously providing a structure, which will encourage them to continue pursuit of a bachelor's degree in Geomatics.
- 5) Develop a program of sufficient rigor and substance to prepare the undergraduate student for various graduate programs (Geodesy, GIS, JD, Geomatics, and/or Geosciences) offered at both national and international universities by becoming ABET/ASAC accredited within 7 years of program commencement.

To these ends, the student will study the fundamentals of physical science, mathematics, legal principles, technical communications, history, and Geomatics. The core department surveying courses will include such subjects as Land Development, CAD, Boundary Law, U.S. Public Land Systems, Public Records,

Photogrammetry, and GIS. The student will then be prepared to learn advanced principles and practices for professional problem solving and decision-making, Geodetic and Geodesic Survey Methods, Geodesy, Cadastral Surveying, and advanced Legal Principles and Surveys, Measurement and error theories, business strategies and professional ethics.

Brief History of Surveying

Prior to World War II the Surveying profession consisted of highly educated individuals who were well thought of in communities because of their impact on property and its location, size, etc. After the Second World War, the United States experienced unprecedented economic growth, resulting in booming markets (which of course included housing). The demand for new developments (subdividing land and creating boundaries), increased real estate conveyances (retracement of existing boundaries) as well as the number of improvement and other infrastructure type projects (construction and control surveys) primarily being sponsored/funded by national and state/local governments. Unfortunately, there were not enough surveyors to meet this increasing demand. As a result, many states legislated a reduction in the educational requirements for licensure. A person simply needed to go to work for a licensed surveyor and learn on-the-job (at the time 8-12 years of experience was required by most states for licensure). Some states even allowed civil engineers to become surveyors by applying with no specialized surveying education required. This solution helped alleviate much of the immediate shortage of surveyors but soon created measurement and professional judgment errors in property boundaries, construction, and other survey-related problems. Adding to these problems were technological breakthroughs (laser devices, GPS, etc.) which occurred during the 80's and 90's. These breakthroughs helped surveyors do their job much more efficiently, but the technology forever altered the complexity of measurement as well as the many survey methods and applications for surveying-related services.

The advent of technology, along with the other problems discussed herein, caused an increase in the demand for qualified and knowledgeable surveyors with expertise in the proper application of technology, legal principles, physical sciences, and mathematics. This demand is not being met, resulting in a significant shortage of surveyors and cartographers worldwide. To face the technology challenges and to improve the expertise and knowledge of surveyors, the current trend being adopted by many states is to create legislation requiring a four-year degree in Geomatics along with 4 years of surveying work experience. To add more focus on higher education, the superior and appellate courts of some states have ruled that in order for a surveyor to be considered a "professional" the individual must possess at least a bachelor degree in Surveying.

Institutional Readiness

The Geomatics (SURV) program will be located administratively in the Engineering Graphics and Design Technology (EGDT) Department. This department currently administers 2-year programs in Drafting Technology. Several of the core courses are currently offered in this department and other departments at UVU, including legal studies, history, and geography. The practical and field coursework including Surveying, Surveying Applications, Computer Aided Drafting, Land Development 1, and Special Problems Civil Drafting have been offered by the EGDT department for over 25 years, including in-place functioning laboratories. These laboratory facilities will continue to function in support of the BS/AS Pre-Major degrees in Geomatics when needed. Additional surveying instrumentation and software will be required to provide a broader and a more in-depth practicum for the surveying students. More labs/classrooms, beyond those currently utilized by the department, will be required in order to offer the full complement of classes required for the Geomatics degree. Based on the fact that the majority of the current courses using the laboratory facilities assigned to the EGDT department are held in the morning and that most working

surveyor/students seeking either a BS or AS Pre-Major degree are employed during the morning, many of the surveying classes will be offered during the afternoon hours, making full use of not only the labs but also other classrooms on campus. Since some of the courses will also be offered during evenings, on weekends or online, it will be advantageous to use the successful experience of UVU extended studies.

Faculty

Surveying specific courses will require new full-time tenure track faculty who possess a Professional Land Surveyor (PLS) license and who also have at least a master degree, preferably in Surveying or related fields, and at least 10 years of field/office experience. This will require a national search since no other 4-year institution in the State of Utah offer surveying courses beyond basic surveying.

Faculty Required for Geomatics	Tenure	Contract	Adjunct
Number of Faculty with Doctoral degrees:			2
Number of Faculty with Master's degrees:	2		2
Number of Faculty with Bachelor's degrees:			2
Other Faculty			
Current Faculty in EGDT—SUPPORT (see Appendix)	Tenure	Contract	Adjunct
Number of Faculty with Doctoral degrees:			
Number of Faculty with Master's degrees:	4		
Number of Faculty with Bachelor's degrees:			

EGDT has qualified faculty to assist in teaching some courses required in the Geomatics program. However, new faculty will be required for Geomatics specific courses.

Staff

The existing staff of the College of Technology and Computing and the EGDT department will be able to handle the needs of the new Geomatics program.

Library and Information Resources

Library resources are adequate for the support of the proposed Geomatics program. The new library provides access to research and resource materials, special collections including digital media, along with academic services and materials available to Geomatics students and faculty. The Utah Council of Land Surveyors has agreed store to digitally all their historical documents and records with the Mountain West Digital Library, which is a part of the UVU Library and is open to faculty, students, and the general surveying public.

Admission Requirements

There are no special admission requirements beyond standard admission to the University for either the AS Pre-Major or BS degrees. New and transfer students will be advised to complete any deficiency in Math so they will experience minimal delay in course scheduling due to Math prerequisite courses.

Student Advisement

Students are required to visit with an advisor prior to enrolling in any Geomatics coursework. Student advisement will be taken care of by the current EGDT department advisor, Jessie Stewart, from the College of Technology and Computing advisement center. In the first 5 years of the program there should be no need for an additional advisor in the advisement center specifically for Geomatics.

Justification for Graduation Standards and Number of Credits

- Completion of a minimum of 125 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.
- Completion of a minimum of 62 semester credits required in the AS Pre-Major degree.
- Overall grade point average of 2.5 or above with a minimum of 3.0 GPA in all Geomatics courses. No grades lower than a "C+" in core discipline courses.
- Residency hours: Minimum of 30 credit hours of Geomatics courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.
- Students completing a bachelor degree following the 2008 or later catalog must complete the SURV455G course that meets the Global/Intercultural Requirement.

External Review and Accreditation:

The Geomatics program has been designed to meet the current accreditation requirements of the Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET). The Geomatics program was designed by Danial L. Perry, a faculty member and Assistant Professor in the EGDT department, who holds an MBA and has over fifteen years of experience working in the field of Geomatics. Professor Perry is a current member of the Utah Council of Land Surveyors (UCLS), a non-profit professional organization which includes a council representative to the Utah Division of Occupational & Professional Licensing (DOPL) which is the Utah licensing board for Geomatics. Professor Perry is a member of the Surveying and Geomatics Educators Society (SAGES) international organization designed to provide a forum for collaboration of Geomatics educational programs. In July 2009 Professor Perry presented a peer reviewed paper titled "The Shaping of a Surveying Program at Utah Valley University", which was received with enthusiastic support by the other Surveying and Geomatics professors the recent SAGES bi-annual conference. Over the past three years, primary and secondary research has been conducted by Professor Perry regarding other four-year programs offered in the 11 western states (those states of biggest concern to Utah surveyors relative to licensure by comity or reciprocity) as well as four-year Surveying/Geomatics programs offered at other well respected institutions in the United States. There are less than 25 institutions nationwide and only two that offer related graduate level work in Geomatics and/or Geodesy.

Upon approval of the UVU Geomatics BS and AS Pre-Major degrees, it is the department's intention to apply for an accreditation review from the Applied Science Accreditation Commission of ABET in the 2015 ABET accreditation year.

Projected Enrollment

Although a BS in Geomatics is new to Utah, the AAS degree in Surveying Technology offered by Salt Lake Community College has been in existence for nearly fifteen years and currently supports an enrollment of over 120 students from across the State of Utah.

Year	Student Headcount	Number of Faculty	Student-to-Faculty Ratio
1	15	0.5	8.75
2	35	1.0	10.00
3	62	3.4	12.28
4	85	3.4	16.33
5	85	3.4	15.74

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program.

SECTION III: Need

Program Need

On behalf of the UCLS Education Committee and in an effort to understand the level and type of surveying education needed or wanted in Utah, an "Education Survey" (questionnaire) was developed and conducted by Professor Perry, via the convention program packet, for each member of the UCLS attending the 2007 annual convention. A synopsis of the results is as follows (for a complete report see "*UCLS Education Survey Report*", Danial L. Perry MBA, January 24, 2008):

There were 671 Licensed Surveyors in the State of Utah in 2007 and approximately 400 (60% of licensed surveyors) were members of the UCLS and attended the convention in 2007. Of the convention attendees, 185 (46% of UCLS members) responded to the Education Survey. Seventy seven percent (142) of respondents were licensed Professional Land Surveyors (PLS). Forty eight percent (89) of licensed members agree that a person seeking a Professional Land Surveyors license from the State of Utah should be required to complete a Bachelor of Science (BS) degree in Surveying or Geomatics; 38% (70) of respondents with a PLS wanted to earn a BS degree in Geomatics; 46% (85) of non-licensed surveyors wanted to earn a BS degree in Geomatics; 10% (19) of UCLS members were enrolled in college for surveying; and Twenty-one percent (39) of those were attending Southern Utah University (a non-existent program today) and seventy-nine percent (146) were attending Salt Lake Community College.

A brief analysis indicates that although it may be of some use to take into consideration the opinion of the non-licensed surveyors, this survey reflected the opinion of the licensed professional surveyor (PLS) and was considered to be more significant. Therefore, it was weighted more heavily because these individuals have actually completed all the requirements necessary to become licensed in the State of Utah and over 60% of them have over 13 years of experience practicing Geomatics. The sample size of 142 licensed respondents to this survey seems reasonable based on the proportion of licensed respondents to non-licensed respondents (37%). The questions asked in the survey properly qualified the responses so as to provide reliability within acceptable confidence levels per commonly accepted statistical practices.

The section of the survey where the respondent was asked to select those "courses they would be most interested in taking, either towards a BS in Surveying or for Professional Development" indicate a very high percentage of licensed surveyors being interested in and are in concurrence with the courses shown in the education survey and which are also offered by the Oregon Institute of Technology (OIT) and Idaho State

University (ISU). The quantity and nature of potential course offerings as indicated by this survey, as well as the fact that nearly half of the licensed surveyors agree that a BS degree in surveying should be required for a license, seems to be sufficient evidence for an educational institution to pursue such a degree.

Labor Market Demand

A key factor affecting market demand for Surveyors in the State of Utah is the state statute (Utah Administrative Code R156-22), wherein the educational component stipulates the need for an AAS degree in Surveying Technology or a BS degree and 30 credit hours of surveying specific course work. Today, Salt Lake Community College (SLCC) offers the only Surveying Technology program in the state, with a surveying enrollment of 120-150 students. Since the UVU-EGDT department is currently experiencing a very high level of support from the Utah Council of Land Surveyors (UCLS), with the possibility of offering a 4-year bachelor's degree program in Geomatics, there will likely be strong support for changing the state statute to require a 4-year degree for licensure. This would better address the license reciprocity issue since 9 of the 11 western states require a 4 year degree for licensure.

According to the Bureau of Labor Statistics (BLS), the occupational outlook for Land Surveyors shows a better than average growth over the next 5 years. Additionally, Utah is receiving stimulus money, which is having a direct positive effect on the surveying profession. Infrastructure related projects such as bridges and highway construction and reconstruction will become a priority throughout the state requiring engineering and surveying professionals.

Student Demand

As indicated in the Program Needs section of this document, many UCLS members are expected to participate in a 4-year degree immediately upon implementation of a surveying program at UVU. At the most recent UCLS annual convention, Professor Perry received 35 written requests to enroll in the Geomatics BS degree as soon as it is approved by the Board of Regents. The current UVU student and high school student demand is expected to increase as knowledge of the field of Geomatics increases and individuals come to recognize the rewards and fulfillment involved in a career as a Surveyor. Several regional and national professional organizations and associations as well as state associations are spending time, money, and voluntary efforts promoting the benefits of Geomatics as a career. This promotional trend is expected to continue throughout the United States for the foreseeable future. An initial class of 15 students growing to an annual new enrollment of 10 students per year over the first five years is expected. Since it is one of the goals of the EGDT department to be regionally and eventually nationally known and ranked, student enrollment is expected to increase accordingly.

Similar Programs

The University of Utah (U of U), Utah State University (USU), and Brigham Young University (BYU) all have strong engineering programs, including Civil Engineering. However, none of these institutions offer anything more than one basic class in Surveying. Specifically, USU offers CEE 2240 Engineering Surveying, U of U offers MG EN 2400 Surveying, and BYU offers CE EN 113 Engineering Measurements. Salt Lake Community College is the only institution that offers a two-year Associate of Applied Science (AAS) degree in Surveying Technology.

Collaboration with and Impact on Other USHE Institutions

On numerous occasions, Professor Perry has met with Walter Cunningham, Director of Surveying Technology at Salt Lake Community College (SLCC) and has coordinated all academic details of this

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proposed Geomatics program. SLCC currently offers a two-year degree (AAS) in Surveying Technology and is the only other institution in the state to offer any degree in Geomatics or Surveying. Professor Perry has secured the full support of Mr. Cunningham. This support extends to the Division Chair and Dean level at SLCC. Mr. Cunningham offered, on several occasions, to provide a letter stating such support from SLCC. Their opinion is that more surveying education is better for the state. Additionally, there is a current long standing academic agreement for acceptance and transfer of courses in surveying and drafting to and from SLCC and UVU. Mr. Cunningham perceives the UVU BS degree to be an expansion of the current relationship. The credits and specific courses in the Surveying Technology AAS program at SLCC will be able to transfer to either the AS Pre-Major or BS Geomatics degree.

Benefits

The graduates of the BS and AS Pre-Major in Geomatics degree programs are needed by local, state, and federal surveying firms, agencies, and organizations that employ surveying professionals. The national trend of states adopting a four-year degree educational requirement for licensure is putting pressure on the Utah DOPL and the UCLS to move forward with legislation in the State of Utah. In the supreme courts of some states, including the State of Florida, recent decisions have been rendered which have stated that they would not consider the surveyor liable unless they held a four-year degree in Surveying. According to the courts, an individual who holds such a degree is responsible regarding the public interest. They would possess a sufficient knowledge of surveying principles, standards, and practices to make them a "professional decision-maker" regarding property boundaries. Being the only four-year Geomatics degree in the state, UVU would be in a unique position to raise the professional level of surveyors throughout the State of Utah.

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Consistency with Institutional Mission

Utah Valley University is a Type II university according to the Utah System of Higher Education R312 document. Section R312-5 of this document states:

The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs. ... The institution contributes to the quality of life and economic development at the local and state levels ... [and] offers certificates, diplomas, ... associate degrees and awards in applied technology education, [and] baccalaureate degree programs.

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A bachelor degree in Geomatics is an applied technological education preparing the graduating student for successful passing of the NEECS Fundamentals of Surveying exam eventually leading to subsequent licensure as a professional. The associate of science pre-major degree will prepare the graduate for entry-level employment in the field of Geomatics. The Geomatics program will also prepare the graduating student for further higher education including graduate programs. These outcomes fit well with the role and mission of the Utah System of Higher Education for Type II institutions.

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SECTION IV: Program and Student Assessment

Program Assessment

The BS program in Geomatics that is presented in this document is designed to meet the anticipated accreditation requirements for the Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET). The pertinent General Criteria for ASAC Programs 2009-2010 Accreditation Cycle which must be met by all Applied Science programs is listed below.

GENERAL (ABET-ASAC) PROGRAM OUTCOMES

A. Baccalaureate degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, science, and applied sciences
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to formulate or design a system, process, or program to meet desired needs of the 2009-2010 Criteria for Accrediting Applied Science Programs
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify and solve applied science problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of solutions in a global and societal context
- (i) a recognition of the need for and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.

B. Associate Pre-Major degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, sciences, and other related disciplines
- (b) an ability to conduct experiments, as well as to analyze and interpret data
- (c) an ability to identify, formulate, and solve applied science problems
- (d) an ability to function on teams
- (e) an understanding of professional and ethical responsibility
- (f) an ability to communicate effectively
- (g) a recognition of the need for and an ability to engage in life-long learning
- (h) a knowledge of contemporary issues
- (i) an ability to use the techniques, skills, and modern applied science tools necessary for professional practice

SPECIFIC (ABET-ASAC) PROGRAM OUTCOMES

A. Curriculum

The program must demonstrate that graduates have proficiency in one or more of the following areas: boundary and/or land surveying, geographic and/or land information systems, photogrammetry, mapping and geodesy, remote sensing, and other related areas.

Each of these areas of proficiency will be taught by the following courses either as an entire course or a portion thereof. For example, Remote Sensing is taught in SURV 4450, EGDT 2400, and SURV 2210:

COURSE NO	COURSE TITLE	CR HRS
SURV 2030	Geodesy (EGDT2400, MATH1060, MATH1100, SURV1020)	4
EGDT 1400	Surveying (Field)	3
EGDT 2400	Surveying Applications (EGDT1400, SURV3450)- (Field)	3
EGDT 2730	Special Problems Civil Drafting (EGDT1040, EGDT1400, MATH1050)	2
GEOG 3630	Introduction to Geographic Information Systems	4
GIS 2640	Advanced Technical Geographic Information Systems(EGDT2400,GEOG 3630)	3
SURV 2210	Photogrammetry and Remote Sensing (EGDT2400, MATH 1050, SURV2020, SURV2030)	3
SURV 4250	Measurement Analysis and Adjustments I (EGDT2400, SURV4450, MATH2040)	3
SURV 2310	Surveying US Public Lands (EGDT2400, MATH1060, SURV2010)	3
SURV 2320	Property Descriptions (ENGL2310, EGDT2400 or LEGL 3140)	2
SURV 3330	Boundary Law (SURV2310, SURV2320)	2
SURV 3360	Public Land Records (SURV2310, SURV2320)	2

B. Faculty Qualifications

The program faculty must have responsibility and sufficient authority to define, revise, implement, and achieve program objectives. The program must demonstrate that faculty members are qualified to teach the subject matter by virtue of professional licensure or by education and/or professional experience.

The Geomatics faculty will be under the direction of a new Program Coordinator position, which will have authority to define, revise, implement, and achieve program objectives. The Program Coordinator will be a part-time position working under the direction of the chair of the Engineering Graphics and Design Technology Department. Each faculty member including adjunct faculty will be required to have a professional license and will have equivalent qualifications with a graduate degree and professional experience of at least 10 years in the specific discipline they will teach.

Student Assessment:

Since Geomatics is a performance oriented discipline, laboratory experience is an integral part of the educational process. Students will be given problems that will require analysis and design to craft a solution to the given problem. Students will be evaluated on their analytical processes as well as their design and development of the solution to the assigned problems. Written and verbal reports will be an integral part of the evaluation process. Students will also be tested on their mastery of the concepts of a particular area by using short essay, expository, problem solving questions, and skills demonstration in a formal exam setting. Students will be required to work in teams (crews) on many projects and will receive peer evaluations from their team members. The grading process will be competency-based using a set of established and certified standards drawn from professional societies and an educated and informed faculty.

Expected Standards of Performance

The graduating student should be prepared to pass the National Council of Examiners for Engineering and Surveying (NCEES) Fundamentals of Surveying exam. This means that each student will first obtain a fundamental understanding of science, mathematics, history, and business. With these fundamentals assimilated, the student will then embark on an in-depth theoretical and practical study of the science and

practice of geo-spatial measurement; geodesy; error propagation, analysis, and adjustment; legal principles and practices related to land and land boundaries; and the professional practice of Surveying and Geomatics.

The Geomatics program at UVU will use the following program assessment mechanisms:

- Conventional assignments and exams in individual courses
- Student Evaluation of Teaching in individual sections of courses
- Exit Survey of student results
- Survey of students 3 years after graduation
- Annual Faculty curriculum committee evaluation of courses in the curriculum
- Utah Valley University program assessment instruments
- Board of Trustees 5-year program review
- School directed Academic Audits of selected departments
- Northwest Accreditation self-study and review
- Nationally normalized major field achievement test (NCEES)
- ABET Accreditation self-study and review

Continued Quality Improvement:

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

SECTION V: Finance

Budget

Financial Analysis Form for All R401 Documents					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	4.50	12.17	40.13	54.37	51.77
Cost Per FTE	\$2,903	\$7,421	\$6,270	\$4,967	\$4,612
Student/Faculty Ratio	8.65	11.59	12.54	16.99	16.18
Projected Headcount	15	35	62	85	85
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Gross Tuition	\$16,524	\$44,676	\$147,370	\$199,634	\$190,087
Tuition Allocated to the Program	See Note	See Note	See Note	See Note	See Note
Five Year Budget Projection					
Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	\$9,100	\$43,758	\$146,016	\$151,857	\$157,931
Benefits	\$965	\$18,527	\$63,626	\$66,171	\$68,818
Subtotal Personnel Costs	\$10,065	\$62,285	\$209,642	\$218,028	\$226,749
Current	\$3,000	\$7,000	\$10,000	\$10,000	\$10,000
Travel	\$0	\$1,000	\$2,000	\$2,000	\$2,000
Capital	\$0	\$20,000	\$30,000	\$40,000	\$0
Library	\$0	\$0	\$0	\$0	\$0
TOTAL	\$13,065	\$90,285	\$251,642	\$270,028	\$238,749
Tuition Per FTE	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672
Total Tuition Revenue	\$16,524	\$44,676	\$147,370	\$199,634	\$190,087
Difference Tuit. Rev. to Exp.	(\$3,459)	(\$45,609)	(\$104,272)	(\$70,394)	(\$48,662)
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation*	\$0	\$0	\$0	\$0	\$0
Grants					
Reallocated Funds					
Tuition Generated by the Program	\$16,524	\$44,676	\$147,370	\$199,634	\$190,087
Other (Tuition from other UVU growth)		\$45,609	\$104,272	\$70,394	\$48,662
Total Revenue Allocated to Program	\$16,524	\$90,285	\$251,642	\$270,028	\$238,749
Difference	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue-Expense	\$3,459	\$0	\$0	\$0	\$0
Comments:					
UVU does not allocate tuition revenues directly to any program. The projected gross tuition revenue is only available because UVU's enrollments are increasing. Expenses beyond calculated tuition from the growth of this program will be covered by allocation of new resources (including tuition revenue from growth in this program and tuition revenue from other growth across the university) through UVU's Planning, Budgeting & Assessment process.					

Funding Sources

UVU does not allocate tuition revenues directly to any program. All new resources are allocated through UVU's Planning, Budgeting, and Assessment process. Tuition revenue from enrollment growth both in this program and across the university will be allocated through UVU's Planning, Budgeting & Assessment process to support this new program. While this program's anticipated costs per student exceed anticipated tuition revenue per student, other lower cost programs and courses across UVU continue to grow providing additional general tuition revenue.

Impact on Existing Budgets

The new program will be administratively assigned to the existing Engineering Graphics and Design Technology (EGDT) department. The courses for the first three or four years will be taught by faculty from the existing EGDT faculty, two new tenure track faculty, and a new adjunct. The impact on existing budgets will be minimal.

Appendix A: Program Curriculum

All Program Courses

AS Pre-Major in Geomatics 62 Credits

General Education Requirements:	36 Credits
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- | | | | |
|-------------------------|-----------|--|-----|
| ▪ | ENGL 1010 | Introduction to Writing | 3.0 |
| ▪ | ENGL 2010 | Intermediate Writing--Humanities/Social Sciences (3.0) | |
| or | ENGL 2020 | Intermediate Writing--Science and Technology | 3.0 |
| Complete the following: | | | 4.0 |

- | | | | |
|--------------------------------|-----------|--------------------------------|-----|
| ▪ | MATH 1100 | Introduction to Calculus (4.0) | |
| Complete one of the following: | | | 3.0 |

- | | | | |
|-----|-----------|------------------------------------|--|
| ▪ | HIST 1700 | American Civilization (3.0) | |
| ▪ | HIST 2700 | US History to 1877 (3.0) | |
| and | HIST 2710 | US History since 1877 (3.0) | |
| ▪ | HIST 1740 | US Economic History (3.0) | |
| ▪ | POLS 1000 | American Heritage (3.0) | |
| ▪ | POLS 1100 | American National Government (3.0) | |

- | | | | |
|----|-----------|------------------------------------|-----|
| ▪ | PHIL 2050 | Ethics and Values | 3.0 |
| ▪ | HLTH 1100 | Personal Health and Wellness (2.0) | |
| or | PES 1097 | Fitness for Life | 2.0 |

- Distribution Courses:
- | | | | |
|---|--|--|-----|
| ▪ | Biology | | 3.0 |
| ▪ | Physical Science | | 3.0 |
| ▪ | Additional Biology or Physical Science | | 3.0 |
| ▪ | Humanities | | 3.0 |
| ▪ | Fine Arts | | 3.0 |
| ▪ | Social/Behavioral | | 3.0 |

Discipline Core Requirements:	23 Credits
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- | | | | |
|---|--------------------------------------|----------------------------------|-----|
| ▪ | Business Computer Proficiency Exam * | | |
| ▪ | MATH 1060 | Trigonometry | 3.0 |
| ▪ | EGDT 1040 | Computer Aided Drafting--AutoCAD | 3.0 |
| ▪ | EGDT 1400 | Surveying | 4.0 |
| ▪ | EGDT 2400 | Surveying Applications | 4.0 |
| ▪ | SURV 1020 | Introduction to Geomatics | 1.0 |
| ▪ | SURV 2010 | Land and Survey History | 3.0 |
| ▪ | SURV 2030 | Geodesy | 3.0 |
| ▪ | SURV 2360 | Public Land Records | 2.0 |

Elective Requirements:	3 Credits
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- | | | | |
|--------------------------------------|-----------|--|--|
| Choose 3 credits from the following: | | 3.0 | |
| ▪ | EGDT 1060 | MicroStation (2.0) | |
| ▪ | EGDT 2730 | Special Problems--Civil Drafting (2.0) | |
| ▪ | GEOG 3630 | Introduction to Geographic Information Systems (4.0) | |
| ▪ | SURV 2210 | Photogrammetry and Remote Sensing (3.0) | |
| ▪ | SURV 2310 | Surveying US Public Lands (3.0) | |

- SURV 3010 Measurement Analysis and Adjustments (3.0)
- SURV 3030 Land Development Planning and Platting (3.0)
- SURV 3220 Control Surveys (3.0)
- SURV 3230 Construction and Route Surveys (3.0)

Graduation Requirements:

- 1 Completion of a minimum of 62 or more semester credits.
- 2 Overall grade point average of 2.0 (C) or above (departments may require a higher GPA).
- 3 Residency hours: minimum of 20 credit hours through course attendance at UVU.
- 4 Completion of GE and specified departmental requirements.

Footnotes:

- | | |
|---|---|
| * | Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the DGM 2010 course with a score of 80 percent or higher. |
|---|---|

BS in Geomatics

125 Credits

General Education Requirements:

36 Credits

- | | | |
|--------------------------------|--|-----|
| ▪ | ENGL 1010 Introduction to Writing | 3.0 |
| ▪ | ENGL 2010 Intermediate Writing--Humanities/Social Sciences (3.0) | |
| or | ENGL 2020 Intermediate Writing--Science and Technology | 3.0 |
| Complete the following: | | 4.0 |
| ▪ | MATH 1100 Introduction to Calculus (4.0) | |
| Complete one of the following: | | 3.0 |
| ▪ | HIST 1700 American Civilization (3.0) | |
| ▪ | HIST 2700 US History to 1877 (3.0) | |
| and | HIST 2710 US History since 1877 (3.0) | |
| ▪ | HIST 1740 US Economic History (3.0) | |
| ▪ | POLS 1000 American Heritage (3.0) | |
| ▪ | POLS 1100 American National Government (3.0) | |
| Complete the following: | | |
| ▪ | PHIL 2050 Ethics and Values | 3.0 |
| ▪ | HLTH 1100 Personal Health and Wellness (2.0) | |
| or | PES 1097 Fitness for Life | 2.0 |
| Distribution Courses: | | |
| ▪ | Biology | 3.0 |
| ▪ | Physical Science | 3.0 |
| ▪ | Additional Biology or Physical Science | 3.0 |
| ▪ | Humanities | 3.0 |
| ▪ | Fine Arts | 3.0 |
| ▪ | Social/Behavioral Science | 3.0 |

Discipline Core Requirements:

83 Credits

GEOMATICS DISCIPLINE CORE

- | | | |
|---|--------------------------------------|-----|
| ▪ | Business Computer Proficiency Exam * | |
| ▪ | MATH 1060 Trigonometry | 3.0 |

▪ MATH 2040	Principles of Statistics	4.0
▪ ENGL 2310	Technical Communication	3.0
▪ EGD 1040	Computer Aided Drafting--AutoCAD	3.0
▪ EGD 1400	Surveying	4.0
▪ EGD 2730	Special Problems--Civil Drafting	2.0
▪ SURV 1020	Introduction to Geomatics	1.0
▪ SURV 2010	Land and Survey History	3.0
▪ SURV 2030	Geodesy	3.0
▪ SURV 3010	Measurement Analysis and Adjustments	3.0
▪ SURV 3030	Land Development Planning and Platting	3.0
▪ GEOG 3630	Introduction to Geographic Information Systems	4.0
▪ GIS 2640	Geographic Information Systems and Surveying	2.0
MEASUREMENT CORE		
▪ EGD 2400	Surveying Applications	4.0
▪ SURV 2210	Photogrammetry and Remote Sensing	3.0
▪ SURV 3220	Control Surveys	3.0
▪ SURV 3230	Construction and Route Surveys	3.0
LEGAL CORE		
▪ SURV 2310	Surveying US Public Lands	3.0
▪ SURV 2320	Property Descriptions	2.0
▪ SURV 2360	Public Land Records	2.0
▪ SURV 3330	Boundary Law	3.0
▪ SURV 4340	Surveying Legal Principles	3.0
SURVEYING PRACTICE		
▪ LEGL 3000	Business Law	3.0
▪ ACC 3000	Financial Managerial and Cost Accounting Concepts	4.0
or ACC 2030	Principles of Accounting (6.0)	
▪ SURV 4500	Surveying Practice	4.0
▪ SURV 451R	Geomatics Lecture Series (0.5)	1.0
▪ SURV 455G	Global Professional Ethics and Liabilities	3.0
▪ SURV 4920	Senior Geomatics Project	4.0
Elective Requirements:		6 Credits

Complete 6 credits from the following list or any other courses with department chair approval. 6.0

- GIS 3640 Thematic Mapping Environmental Impacts (3.0)
- GIS 3650 Thematic Mapping Culture and Societies (3.0)
- SURV 481R Geomatics Internship (1.0)
- SURV 490R Professional Topics in Geomatics (2.0)
- LEGL 4160 Contract Law (3.0)
- EGD 1060 MicroStation (2.0)
- PHYS 2010 College Physics I (4.0)
- PHYS 2020 College Physics II (4.0)
- MATH 1210 Calculus I (5.0)
- MATH 1220 Calculus II (5.0)
- CHEM 1010 Introduction to Chemistry (3.0)
- BOT 2050 Field Botany (3.0)

- BOT 2100 Flora of Utah **(3.0)**
- LEGL 3140 Real Estate Law **(3.0)**
- LEGL 3150 Survey of Dispute Resolution **(3.0)**
- LEGL 3410 Fundamentals of Mediation and Negotiation **(3.0)**

Graduation Requirements:

- 1 Completion of a minimum of 125 semester credits required for a BS degree; at least 40 credit hours must be upper-division courses.
Overall grade point average 2.5 or above with a minimum of 3.0 GPA in all
- 2 Geomatics courses. No grade lower than a "C" in core discipline courses including: (Geomatics, Measurement, Legal, and Surveying Practice core)
- 3 Residency hours: Minimum of 30 credit hours of Geomatics courses through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- 4 Completion of GE and specified departmental requirements. Students are responsible for completing all prerequisite courses.

Footnotes:

*	Students will be required to complete the Business Computer Proficiency exam with a score of 80 percent or higher or complete the DGM 2010 course with a score of 80 percent or higher.
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New Courses to Be Added in the Next 5 Years

Prefix & Number	Title	Credit Hours
SURV 1020	Introduction to Geomatics	1
SURV 2010	Land and Survey History (American Institute GE course)	3
SURV 2020	Measurement Analysis and Adjustments (EGDT2400, MATH1060, MATH1100, MATH2040, SURV1020)	3
SURV 2030	Geodesy (EGDT2400, MATH1060, MATH1100, SURV1020)	3
SURV 2210	Photogrammetry and Remote Sensing (EGDT2400, MATH 1050, SURV2020, SURV2030)	3
SURV 2310	Surveying US Public Lands (EGDT2400, MATH1060, SURV2010)	3
SURV 2320	Property Descriptions (ENGL2310, EGDT2400 or LEGL 3140)	2
SURV 3030	Land Development Planning and Platting (EGDT 2500, EGDT2730)	3
SURV 3220	Control Surveys (EGDT2400, SURV2020, SURV2030)	3
SURV 3230	Construction and Route Surveys (EGDT3220)	3
SURV 3330	Boundary Law (SURV2310, SURV2320)	3
SURV 3360	Public Land Records (SURV2310, SURV2320)	2
SURV 4340	Surveying Legal Principles (SURV3330, SURV3360)	3
SURV 4500	Surveying Practice (Sr Stand, ENGL2310, ACC3000 or ACC2030 or ACC2010 & 2020, LEGL3000, LEGL4160, EGDT2400, SURV4340, SURV455G)	4
SURV 451R	Geomatics Lecture Series (Jr or Sr Standing)-taken 2 sem@0.5 cr ea	1
SURV 455G	Global Professional Ethics and Liabilities (Sr Standing)	3
SURV 481R	Geomatics Internship (Junior or Senior Standing)	1-5
SURV 490R	Professional Geomatics Topics (SURV4500)	2
SURV 4920	Senior Geomatics Project (SURV4500, SURV455G, and Sr Standing)	4
GIS 2640	Advanced Technical Geographic Information Systems(EGDT2400,GEOG 3630)	2
GIS 3640	Thematic Mapping: Environmental Impacts (GIS2640)	3
GIS 3650	Thematic Mapping: Culture and Societies (GIS2640)	3
	TOTAL CREDITS	62
	TOTAL NUMBER OF COURSES	22

LEGAL CORE

SURV 2310 Surveying U.S. Public Lands 3:3:0

Studies U.S. Public Land Survey System (PLSS) as described in the current official Department of the Interior-Bureau of Land Management (BLM) Manual of Instructions for Surveying Public Lands with emphasis on federal, state, and other applicable laws, evidence, resurveys, and subdivision of sections. Covers a detailed study of general and special instructions, irregularities in subdivisions, lost and obliterated corners, single and double proportion methods, monumentation, riparian boundary laws and rights, hiatuses, mineral surveys, and official survey documents. Introduces Spanish and Mexican land grants, as well as state and national boundaries.

Prerequisite(s): EGDT 2400, SURV 2010, MATH 1060, SURV 2310

SURV 2320 Property Descriptions 2:2:0

Involves analysis, interpretation, and writing of legal descriptions with proper form, controlling elements, metes-and-bounds, sectionalized land descriptions, easements, and right-of-ways. Discusses different types of descriptions, junior-senior rights in descriptions, latent & patent ambiguities, basis of bearing and interpretation, easements, and reversions. Applies practical exercises and case studies.

Prerequisite(s): ENGL 2310, EGDT 2400 or LEGL 3140

SURV 3330 Boundary Law 2:2:0

Studies the responsibilities of the land boundary surveyor in protecting rights, title, and interest of the land; riparian and littoral rights, bona-fide rights, boundary easements and reversions, conveyances; sequential and simultaneous. Presents principles and rules of evidence. Includes monuments and monumentation, boundary locations, and procedures used to establish new boundaries and locating an existing boundaries.

Prerequisite(s): SURV 2310, SURV 2320

SURV 3360 Public Land Records 2:2:0

Studies the responsibilities of the professional land surveyor regarding due diligence in searching public land records and performing applicable legal research. Examines public records and recording laws. Emphasizes title search to patent and includes zoning laws relating to land. Involves tour(s) of local record systems and/or public offices.

Prerequisite(s): SURV 2310, SURV 2320

SURV 4340 Surveying Legal Principles 3:3:0

Focuses on researching the total body of law as it applies to the practice of surveying. Covers common law associated with the Statute of Frauds, Constructive Notice, and Surveyor/Attorney interaction and roles. Discusses principles and concepts of dispute and conflict resolution. Reviews research techniques and sources including county surveyor's offices and other governmental agencies. Completers will work on case studies and prepare a final legal research paper. Involves tour(s) of a law library.

Prerequisite(s): SURV 3330, SURV 3360

SURVEYING PRACTICE

LEGL 3000 Business Law 3:3:0 (existing UVU course)

LEGL 4160 Contract Law 3:3:0 (existing UVU course)

ACC 3000 Financial Managerial and Cost Accounting Concepts 3:3:0 (existing UVU course)

or

ACC 2030 Principles of Accounting 6:6:0 (new existing UVU course)

SURV 4500 Surveying Practice 4:4:0

Examines the planning, organizing, and application of field and office practices, and develops a practical business plan including policies and procedures associated with a typical professional surveying firm providing surveying services to the public and private sector. Reviews and applies a myriad management principles and functions including: operations, financial, marketing, human resource, project, and risk management. Exposes the student to the functions of typical financial software. Explores business concepts specific to surveying; pricing, fees, bidding, proposals, contracts, and professional liabilities. Completers should be able to develop a business plan for their own professional surveying firm.

Prerequisite(s): Senior Standing, ENGL 2310, ACC 3000 or ACC 2030 or ACC 2010 and ACC 2020, LEGL 3000, LEGL 4160, EGDT 2400, SURV 4340, SURV 455G

SURV 451R Geomatics Lecture Series .5 to 2:.5 to 2:0

Consists of lectures presented by guest speakers or faculty on various topics in Geomatics including but not limited to: land surveying, mapping, remote sensing, geodesy, legal issues, photogrammetry, and various new and emerging technologies. Course should be taken each semester during the junior and senior year. May apply a maximum of two credits toward graduation. (*This course to be taken 4 times during the Junior and Senior year, once each semester.*)

Prerequisite(s): Department Chair Approval

SURV 455G Global Professional Ethics and Liabilities 3:3:0

Teaches the code of ethics adopted by the Utah Council of Land Surveyors (UCLS). Explains meaning and attributes of professionalism along with the ethical, moral, and social responsibilities of surveyors. Integrates laws for practicing surveying with professional ethics as well as the roles of multi-culturalism and globalization. Includes model standards (international, national, and state), professional survey liability cases, safety, risks, professional client relationships, bribery, global engagement, contracts, and intellectual property. Involves lecture, readings, case studies, and other media. *This course meets General Education requirements for Global Engagement*

Prerequisite(s): Senior Standing

Co-requisite(s): SURV 4500 (*intended to be taken simultaneously*)

SURV 4920 Senior Geomatics Project 4:4:0

Provides an opportunity for a senior Geomatics student to participate in a significant and current research project which will advance the field of Geomatics. Includes independent study and laboratory/field work as necessary and must be approved and supervised by an assigned faculty mentor. Culminates in the preparation of a written paper and oral presentation describing the results of the research and/or completed project to project stakeholders, interested faculty and administration, and the professional Geomatics community.

Prerequisite(s): Senior Standing

Co-requisite(s): SURV 4500, SURV 455G

ELECTIVES

GIS 3640 Thematic Mapping: Environmental Impacts 3:3:0

Analyzes ways to geographically visualize the impact of natural disasters, energy processes, human impacts, and other impacts on the environment. Reviews the regional and global interrelationships of land, water, and atmosphere to the environment. Completers should be able to produce thematic global and regional mapping project(s) considering the environmental impacts or potential impacts as presented in this course.

Prerequisite(s): GIS 2640

GIS 3650 Thematic Mapping: Culture and Societies 3:3:0

Focuses on thematic maps of human activity covering the major cultural regions of the world considering cultural, political, and economic environments. Presents various ways to cartographically depict sociological data such as; population, religion, language, migration, and industries, etc.. Completers should be able to produce thematic global and regional mapping project(s) as presented in this course.

Prerequisite(s): GIS 2640

SURV 481R Geomatics Internship 1 to 8:0:5 to 40

Provides opportunities to apply classroom theory and principles to actual on-the-job work experience, on a paid or non-paid basis, in the field of Geomatics. Emphasizes the establishment of goals, learning objectives, and expected outcomes with their Faculty Sponsor at the beginning of the internship and/or semester. Involves the submittal of a comprehensive written report at the end of the semester consisting of an evaluation of original goals and objectives and reflects on the achieved outcomes gained from the work experience. May be taken more than once for a maximum of eight credits toward graduation.

Prerequisite(s): Junior or Senior Standing and departmental written approval

SURV 490R Professional Topics in Geomatics 2 to 3:2 to 3:0

Studies a chosen topic in Geomatics. The topic may vary depending on demand. Course may be taken more than once for different topics and for a maximum of six credit hours toward graduation.

Prerequisite(s): Department Chair Approval

Appendix B: Program Schedule

SEMESTER 1		
NO	COURSE DESCRIPTION	CR
MATH 1060	Trigonometry (MATH 1050)	3
EGDT 1040	Computer-Aided Drafting (EGDT 1000)	3
EGDT 1400	Surveying	4
SURV 1020	Introduction to Geomatics	1
ENGL 1010	Introduction to Writing	3
HIST 1700*	American Civilizations	3
Semester Total		17

SEMESTER 2

NO	COURSE DESCRIPTION	CR
MATH 1100	Intro to Calculus (MATH 1050)	4
SURV 2010	Land and Survey History (HIST 1700 or 2700 or 2710 or Dept Apprv)	3
ENGL 2310	Technical Communication (ENGL1010)	3
ENGL 2010*	Intermediate Writing	3
GE Dist	Biology*	3
Semester Total		16

SEMESTER 3

NO	COURSE DESCRIPTION	CR
EGDT 2400	Surveying Applications (EGDT1400, MATH1060 or EGDT1600)	4
MATH 2040	Principles of Statistics (MATH1050)	4
SURV 2360	Public Land Records (EGDT1400; ENGL 2010 or 2020)	2
SURV 2320	Property Descriptions (ENGL2010/20, EGDT1400)	2
GE Dist	Physical Science*	3
Semester Total		15

SEMESTER 4

SURV 2030	Geodesy (EGDT2400, MATH1060, MATH1100, SURV1020)	3
EGDT 2730	Special Problems Civil Drafting (EGDT1040, EGDT1400)	2
SURV 2310	Surveying US Public Lands (EGDT2400, MATH1060)	3
GE Dist	Biology or Physical Science	3
GE Dist	Humanities	3
HLTH 1100*	Personal Health and Wellness	2
Semester Total		16

SEMESTER 5

NO	COURSE DESCRIPTION	CR
GEOG 3630	Introduction to Geographic Information Systems (GIS)	4
ACC 3000	Financial Managerial and Cost Accounting Concepts(ENGL2020 or 2010)	4
SURV 2210	Photogrammetry and Remote Sensing (EGDT2400, MATH 1050, SURV2030)	3
SURV 3010	Measurement Analysis and Adjustments (EGDT2400, MATH1060, MATH1100, MATH2040, SURV1020)	3
GE Dist	Fine Arts*	3
Semester Total		17

SEMESTER 6

SURV 3220	Control Surveys (EGDT2400, SURV2030, SURV3010)	3
SURV 3330	Boundary Law (SURV2310, SURV2320)	3
GIS 2640	Geographic Information Systems and Surveying (EGDT2400,GEOG 3630)	2
PHIL 2050	Ethics and Values	3
GE Dist	Social/Behavioral Science*	3
Semester Total		14

SEMESTER 7

NO	COURSE DESCRIPTION	CR
LEGL 3000	Business Law (ENGL1010)	3
SURV 3030	Land Development Planning and Platting (EGDT1040, EGDT1400)	3
SURV 3230	Construction and Route Surveys (SURV3220)	3
SURV 4340	Surveying Legal Principles (SURV3330, SURV2360)	3
SURV 451R	Geomatics Lecture Series (Dept Apprv) (taken 2 sem@0.5 cr ea)	0.5
	Electives	3
Semester Total		15.5

SEMESTER 8

NO	COURSE DESCRIPTION	CR
SURV 451R	Geomatics Lecture Series (Dept Apprv) (taken 2 sem@0.5 cr ea)	0.5
SURV 455G	Global Professional Ethics and Liabilities (Sr Stand)	3
SURV 4500	Surveying Practice (Sr Stand, ACC 3000, LEGL 3000, SURV 4340)	4
SURV 4920	Senior Geomatics Project (Sr Standing and Dept apvl)	4
	Electives	3
Semester Total		14.5
Total All Semesters		125

Note: Courses shown with parenthesis in the description are indicating prerequisite courses

* indicates multiple course options

Appendix C: Faculty

In addition to the two new tenure track faculty and qualified adjunct faculty, the following existing faculty could help support the program.

Danial L. Perry, MBA, Assistant Professor

AAS Drafting and Design Technology, BS Management, Master of Business Administration (MBA)
Tenure track faculty since 2005 teaching in the Engineering Graphics and Design Technology Department.
Twenty five years of industry experience in Civil Design, Surveying, Mechanical/ Industrial Design, Sales, and Marketing. He has over fifteen years of experience owning and operating engineering and surveying firms in Oregon, Idaho, and Utah and is the current owner of GeoSymMetrics Corporation, a design, measurement, and consulting firm in Provo, Utah.

Darin Taylor, Professor

AAS Drafting and Design Technology, BS Technology Management, MS Instructional Technology
Seventeen years as a faculty member teaching in the Engineering Graphics and Design Technology Department.

Worked as a surveyor for 12 years with RB & G Engineering, performing various responsibilities including surveying manager, crew chief, and instrument person.

David Manning, Professor

AAS Drafting and Design Technology, BS Technology Management, MS Instructional Technology
Seventeen years as a faculty member teaching in the Engineering Graphics and Design Technology Department.

Worked for 4 years as a drafter/CAD operator for Valtek International, performing mechanical design and drafting functions. Prior to Valtek, Professor Manning worked for Perkins-Thurgood Engineering as a surveyor and civil designer.

Jim Cox, PLS, Assistant Professor

AS Physics, BS Engineering Science-Civil Engineering, MS Transportation Engineering
Tenure track faculty since January 2009 teaching in the Construction Management department.
Eighteen years of experience with the Utah Department of Transportation (UDOT) as a construction and operations engineer fulfilling various construction and operations management responsibilities, including surveying, engineering, financial budgets and project management. Prior to UDOT, Professor Cox owned and operated Sunrise Engineering and performed typical activities of ownership and operations as a licensed Land Surveyor. He has a total of 27 years of experience as a surveyor.

MEMORANDUM

December 1, 2010

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Social Work – Action Item

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Social Work degree, effective Fall 2011. This action was approved by the UVU Board of Trustees on September 9, 2010. If the proposed program is approved, Utah Valley University will discontinue the Social Work Emphasis within its Behavioral Science degree.

Background

The Behavioral Science Department has had a Behavioral Science degree with Social Work emphasis since 2002. This emphasis was intended to serve as a stepping stone to a BSW program.

The Bachelor of Social Work (BSW) will prepare students to perform entry-level generalist social work in human service agencies. It will also provide students with a foundation for graduate studies in social work and related fields. Consistent with the accreditation requirements of the Council on Social Work Education, curriculum is geared to assisting students to develop mastery in ten competency areas: (1) Identification as professional social workers; (2) social work ethics; (3) critical thinking; (4) diversity and at-risk population issues in practice; (5) human rights, social, and economic justice; (6) research-informed practice and practice-informed research; (7) human behavior and the social environment; (8) policy practice/advocacy; (9) organization, community, and societal contexts; and (10) practice with individuals, families, groups, organizations, and communities. Students will also complete a 450-hour field practicum in an agency during their second year in the BSW program, which will facilitate their integration of social work values, knowledge, and skills.

There are currently 609 BSW programs in the United States. The Social Work emphasis is the second largest of the five emphases in the UVU Behavioral Science Department with 376 students. Students in this emphasis frequently ask social work faculty why UVU does not have a BSW program; students are aware of and want the advantages that an accredited BSW program would afford them, including greater ease in securing a state social service worker license and a shortened MSW program.

The U.S. Department of Labor projects that social work positions will increase 16% by 2018 due to a variety of factors, including the need to replace retiring social workers, the growing number of senior citizens who

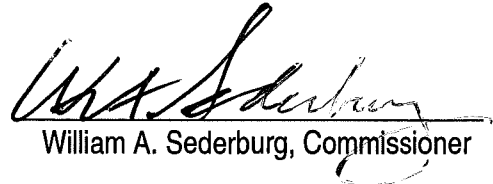
need social work services, a trend to provide treatment to substance abusers rather than imprisonment, and an increase in broken homes and the social problems that ensue. This increase does not take into account future population growth.

Policy Issues

All questions regarding program funding were answered. Thus, there are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents review the proposal, raise questions, and, if satisfied, approve the Bachelor of Social Work proposed by Utah Valley University.



William A. Sederburg, Commissioner

WAS/PCS
Attachment

Academic, Career and Technical Education, and Student Success Committee

Action Item

Request to offer the Bachelor of Social Work
Utah Valley University

Prepared for:

William A. Sederburg

by

Phyllis C. Safman

December 1, 2010

Section I: The Request

Utah Valley University requests approval to offer a Bachelor of Social Work degree effective Fall 2011. This action was approved by the UVU Board of Trustees on September 9, 2010. If the proposed program is approved, Utah Valley University will discontinue the Social Work Emphasis within its Behavioral Science degree. If the proposed program is approved, Utah Valley University will discontinue the Social Work Emphasis within its Behavioral Science degree.

Section II: Program Description

Description

The proposed Bachelor of Social Work (BSW) degree will provide students with the knowledge and skills they will need to perform entry level social work in human service agencies upon graduation. It also will provide students with a strong foundation for graduate studies in social work and related fields. UVU's BSW program will be developed and administered in accordance with the Educational Policy and Accreditation Standards (EPAS) set forth by the Council on Social Work Education (CSWE), which is the accreditation organization for social work programs. EPAS was created in an effort to ensure continuity across BSW programs and requires that the curriculum prepare graduates for generalist practice through the mastery of ten core competencies. These competencies include: (1) Identification as professional social workers; (2) social work ethics; (3) critical thinking; (4) diversity and at-risk population issues in practice; (5) human rights, social, and economic justice; (6) research-informed practice and practice-informed research; (7) human behavior and the social environment; (8) policy practice/advocacy work; (9) organizational, community, and societal contexts; (10) practice with individuals, families, groups, organizations, and communities. Information regarding EPAS was retrieved from: <http://www.cswe.org/File.aspx?id=13780> and is hereafter cited in-text as EPAS 2008.

CSWE also requires BSW programs to provide students with a 400-500 hour field practicum experience in an agency. The field practicum provides students with the opportunity to apply what they are learning in coursework and to build social work skills under the supervision of an experienced social worker in an agency setting. Students will be assigned field practicum placements in local, regional, and international agencies.

Purpose of Degree

Utah Valley University's purposes in offering a BSW degree are as follows: (1) to prepare students to replace retiring social workers; (2) to prepare students to occupy new social work positions that will be created in the future; (3) to better serve UVU students by providing them with a degree program that will prepare them and make them more competitive for entry level positions in human service agencies and other settings that utilize social workers; (4) to ensure that UVU social work students qualify for entrance into one-year advanced standing Masters of Social Work (MSW) programs rather than having to complete two-years of graduate work in social work (required of students who do not graduate from an accredited BSW program); and (5) to fill the social work academic and community agency internship gap created when Brigham Young University chose to eliminate their BSW program in order to focus on their graduate program.

Institutional Readiness

In 2008, Utah Valley State College became a university and completed construction of a new state of the art library. Shortly thereafter, the University was recognized by the Carnegie Foundation for the Advancement of Teaching as one of the nation's premier "engaged universities." Engaged universities enhance the learning experience of students by linking curriculum to the needs of the community. Engaged learning, a key mission of UVU, focuses on helping students become people of integrity, responsible stewards in their areas of influence, and competent professionals. Social work educational programs are specifically geared to build professionals of character who can work in conjunction with community members to assess community needs, determine how these needs can best be met, and assist in implementing the resulting intervention plans. Formal relationships with key community members (e.g., agency directors) are developed by social work faculty to create opportunities for students to learn while contributing to the welfare of the community.

The BSW program will be housed in the interdisciplinary Behavioral Science Department at Utah Valley University. CSWE accreditation standards mandate that all BSW programs have two administrators (both of whom also serve as faculty in the program) — a program director who oversees the BSW program and a field director who manages every aspect of the field practicum component of the BSW program. The field director contracts with agencies to provide field practicum experiences for students, educates agency personnel about the BSW program and agency responsibilities to students, and ensures that students have a quality experience that includes on-site supervision. The program director must be a full-time, Ph.D.-level faculty member with a master's or doctoral degree in social work. In addition, this individual must have reassigned time from one class to devote sufficient time to administrative duties. The field practicum director must have at least two years of social work experience, hold a Licensed Clinical Social Worker (LCSW) credential, and have had at least two years of social work experience since licensure. This individual must have release time from one class to be able to perform administrative responsibilities.

CSWE accreditation standards also require BSW programs to manage their own budgets (EPAS, 2008). While the BSW program is young, existing Behavioral Science Department's secretarial staff will be adequate in providing needed support services. BSW coursework will need to be taught primarily by full-time and adjunct social work faculty. Some core courses (e.g., research methods) can be taught by faculty in other disciplines. Currently, the Behavioral Science Department has three full-time social work faculty members and eight adjunct social work faculty. The BSW program will not have an immediate need for additional learning resources/instructional technology; it will use resources and technologies formerly used by the social work emphasis degree it will be replacing.

Faculty

CSWE accreditation standards mandate a faculty to student ratio of no less than 1 to 25 in all BSW programs and a minimum of two full-time social work faculty members (EPAS, 2008). Currently, the Behavioral Science Department has three full-time social work faculty, and eight adjunct social work faculty who teach, in combination, twelve courses to serve the approximately 375 students who have a declared emphasis in social work. The current faculty to student ratio (using FTEs) is approximately 1 to 62. The CSWE accreditation standards for faculty-student ratio (i.e. 1:25) can be achieved by limiting the number of students admitted into the BSW program during the first two years to 75, and by utilizing both full-time and highly qualified adjunct social work, psychology, and sociology faculty. UVU's full-time social work faculty are well-qualified to administer and teach in the BSW program. In addition, Utah County human service agencies employ a large number of experienced and knowledgeable social workers who are well qualified

to serve as adjunct social work faculty. Over the next five years, to keep pace with the projected increase in student applicants, the program will need an additional one to two full-time social work faculty.

Social work faculty will receive the same faculty development support that faculty in the other emphases receive from the Behavioral Science Department. Comparable opportunities will be made available to these faculty to help them advance professionally, including departmental support to attend and present at professional conferences and workshops.

Staff

The BSW program will be administered by a program director who is also a full-time, doctoral-level social work faculty member of the Behavioral Science Department. The field practicum component of the program will be directed by a full-time, master's level social work faculty member of the department. Each of these individuals will be given reassigned time from one class, as mandated by CSWE accreditation standards, to carry out their administrative responsibilities (EPAS, 2008). The BSW program director and field practicum director will report to the Behavioral Science Department chair. Support services for the BSW program will be provided by Behavioral Science Department secretaries, advisors, and work study students. Increases in enrollment may necessitate, at some future time, for the department to hire an administrative assistant for the BSW program exclusively.

Library and Information Resources

UVU recently completed construction of a new, state of the art library. The current UVU catalog reports that the library houses over 225,000 books, 16,000 videos, and more than 30,000 periodicals in print and electronic format. The library network provides electronic access to 130 indexes and databases, six full-text newspaper databases, and library catalogs throughout the state, country, and around the world. Through the Utah Academic Library Consortium, UVU student cards can be used not only at UVU but at all public and private academic libraries in Utah. Web-based Interlibrary Loan allows students and faculty to quickly obtain materials from other consortium members. The new library hosts four classrooms, four seminar rooms, three computer classrooms, the information commons, a writing center, visual arts lab, specialized hardware and software for students with disabilities, a deaf studies lab, the Center for Teaching Excellence and study rooms, including family study rooms for students with small children that are equipped with comfortable furniture and toys.

Admission Requirements

Students seeking admission to the BSW program will be required to meet the following admissions requirements: (1) completion of the sophomore year; (2) satisfactory completion of SW 1010–Introduction to Social Work with a grade of C or higher; (3) completion of ENG 1010 with a grade of C+ or higher; (4) an overall college GPA of at least 2.5; completion of an admissions application; and (5) approval of the BSW Admissions Committee (to be composed of social work full-time faculty and a Behavioral Science Department advisor).

Student Advisement

Students interested in being admitted to the BSW program will meet with their Behavioral Science Department advisor to ensure that they meet admission requirements and to review program requirements. Students who meet admission requirements will submit the admission application to the BSW Selection Committee. Those who are selected for inclusion in the program will be notified by mail. They will subsequently be provided with a BSW Student Reference Manual containing useful information on the program, such as the program's mission and goals, a description of the BSW faculty, core curriculum, class

sequencing, and electives, extracurricular opportunities, and graduation requirements. BSW students will be encouraged to meet with their advisors a minimum of once a year to ensure that they are progressing satisfactorily.

Justification for Graduation Standards and Number of Credits

Utah Valley University requires students to complete 120 credit hours in order to graduate. Forty of the 120 credit hours must be 3000 level classes or above. BSW students will have completed SW 1010, Introduction to Social Work and Social Welfare (3 CR), prior to admission into the program; 35 credit hours of general education courses; 23 credit hours of general electives; 47 hours of BSW core courses; and 12 hours of approved electives. Upon completion of the BSW program, students will have completed 59 upper division credit hours.

External Review and Accreditation

The BSW program has been planned for several years. In 2002, a social work emphasis was developed in the Behavioral Science Department. From the onset, it was intended that this emphasis would ultimately be transformed into a CSWE-accredited BSW program. Dr. Grafton Hull, one of the foremost experts on BSW programs, will assist in the transitioning of the social work emphasis into a fully accredited BSW program. Upon receipt of approval for a BSW program by the Board of Regents, a program advisory committee will be formed that will be comprised of representatives from human service agencies in the area that hire UVU graduates, other key community members, and a student representative from the BSW Student Association. Feedback from this committee will be an important factor in shaping a BSW program that meets the needs of students and employing agencies.

The accreditation organization for BSW programs is the Council on Social Work Education (CSWE). CSWE accreditation requirements are as follows: (A) BSW program's mission and goals reflect the social work profession's purposes, values, and the program's context; (B) BSW program curriculum prepares its graduates for generalist practice through mastery of ten core competencies: (1) identification as a professional social worker and conduct consistent with this identification ; (2) knowledge of and ability to apply social work ethical principles in professional practice; (3) knowledge of and ability to apply critical thinking skills to inform and communicate professional judgments; (4) understanding and engagement of diversity and difference in practice; (5) ability to advance human rights and social and economic justice in practice; (6) knowledge of and ability to engage in research-informed practice and practice-informed research; (7) knowledge of and ability to apply theories of human behavior and the social environment; (8) ability to engage in policy practice to advance social and economic well-being and to deliver effective social work services; (9) knowledge of and ability to practice in a manner responsive to organizations, communities, and social contexts; (10) requisite knowledge and skill base to effectively engage, assess, intervene with, and assess individuals, families, groups, organizations, and communities; (C) a minimum of two full-time faculty assigned to the BSW program, with full-time appointment in social work, and whose principal assignment is to the BSW program; (D) the majority and no fewer than two of the full-time faculty has an earned master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work; (E) program has a director who has an earned master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work; a full-time appointment to the social work program; and a minimum of 25% reassigned time to carry out administrative functions of the program; (F) program has a designated field director who has an earned master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate or postmaster's

social work degree practice experience; and a minimum of 25% reassigned time to carry out field administrative functions; (G) program has adequate resources to achieve its mission and goals; and (H) program has an identified system of assessment to evaluate the achievement of competencies (EPAS, 2008).

CSWE accreditation consists of three stages: pre-candidacy, candidacy, and initial accreditation. In the pre-candidacy stage, the program submits a Candidacy Eligibility Application, an application fee of \$6900, and a Letter of Institutional Intent and Commitment. The application is reviewed by the educational specialist of CSWE's Division of Standards and Accreditation. When approved, program faculty of the applying university submit a document demonstrating that it is in compliance with the CSWE accreditation requirements. The CSWE educational specialist assigned to the program application then reviews the document to determine the institution's readiness for a CSWE commissioner visit. If the specialist determines that the university has met accreditation requirements, a commission made up of two social work faculty from different universities is formed and assigned to make an on-site visit. Following the commission's fact-finding visit to the university, the commission prepares a report of their findings that is sent to the university. Program faculty at the university subsequently prepare a written response to the commission's report and sends it back to CSWE. These materials are then reviewed by the commission to determine whether the program should be granted candidacy status (EPAS, 2008).

The length of time a program stays in the candidacy stage depends on the program's rate of development. Each year in candidacy, a program is expected to achieve a particular level of compliance with CSWE's Educational Policy and Accreditation Standards, pay a fee, and have a commissioner site visit. At the end of the second year of candidacy, the program prepares a written self-study which is reviewed by the commission to determine the program's readiness for a third site visit. If the program is deemed ready, a two-member site team visits the program and then submits a written report of their assessment of the program. This report, along with the program's response to the site team's report, is subsequently submitted to the commission for initial accreditation review. Initial accreditation is granted for a four-year period. Subsequent re-accreditations take place every eight years thereafter (EPAS, 2008).

Projected Enrollment.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd. Ratio
1	75	3 FTE	1:25	1:25
2	150	6 FTE	1:25	1:25
3	175	7 FTE	1:25	1:25
4	200	8 FTE	1:25	1:25
5	200	8 FTE	1:25	1:25

Expansion of Existing Program

The proposed program does not involve the expansion of an existing program but rather the transformation of the existing social work emphasis in the Behavioral Science Department, into a fully accredited Bachelor of Social Work program. To meet accreditation standards and to provide students with the best educational experience possible, admissions to the BSW program will be limited. The first year, 75 students will be admitted; the second year, 75; the third, fourth, and fifth year will accept 100 students each year. Current faculty, full-time and adjunct combined (6 FTE), will be adequate for the first year of the program and will

also service students who are currently in the process of completing the bachelor's degree in Behavioral Science – Social Work emphasis. After the first year of the BSW program, additional social work faculty, full-time and adjunct, will be required to service students completing the social work emphasis and students in the BSW program.

It is anticipated there will be a sufficient number of qualified students applying to the BSW from UVU alone. The following table shows the BS Behavioral Science social work emphasis enrollment trends which demonstrate the strong interest in social work that has developed over the past five years.

BS Behavioral Science – Social Work emphasis Enrollment Trends 2005 to 2009

Academic Year	2005	2006	2007	2008	2009
FTE	158.4	161.4	229	290.4	347.6

Section III: Need

Program Need

The Behavioral Science Department has had a Behavioral Science social work emphasis degree since 2002. This emphasis was intended to serve as a stepping stone to a CSWE-accredited BSW program.

Three Utah institutions of higher education currently have BSW programs – the University of Utah, Weber State University, and Utah State University. Currently, there are 376 students in the Behavioral Science Department at Utah Valley University who are pursuing an emphasis in social work. The small size of the proposed BSW program would allow UVU to accept the most qualified students and provide local agencies with interns and graduates who are well-prepared for the rigor of the profession.

At Utah Valley University, students pursuing the bachelor's degree in Behavioral Science social work emphasis are at a disadvantage in comparison with those who are enrolled in BSW programs. Upon graduation, the latter are eligible for admission into one-year advanced standing MSW programs. These programs are both time and cost efficient. By contrast, students who earn a bachelor's degree in Behavioral Science social work emphasis must complete a traditional two year MSW program. Students are increasingly considering the advantages of transferring from UVU to an institution which offers a BSW program for this reason. Some of the strongest social work emphasis students have transferred from UVU to other institutions which offer a BSW program for this reason. However, a BSW program at UVU would allow the University to retain these students.

Another advantage graduates from BSW programs experience is that they only need to pass a national licensing exam to obtain their Social Services License, which many human services agencies require for entry level personnel. Students who graduate with a bachelor's degree and social work emphasis from UVU must complete 2000 hours of supervised practice in addition to passing the national licensing exam.

Labor Market Demand

There is evidence that there will be an increasing need for graduates of social work programs over the next few years. The U.S. Department of Labor is projecting that social work positions will increase by 16% by

2018 due to a variety of factors, including the need to replace retiring social workers, the growing number of senior citizens who need social work services, a trend to provide treatment to substance abusers rather than imprison them, and an increase in broken homes and the social problems that ensue (Department of Labor Occupational Outlook Report, 2010, retrieved from <http://www.bls.gov/oco/pdf/ocos060.pdf>). This increase does not take into account population growth.

Currently, students who graduate from Utah Valley University with a bachelor's degree in Behavioral Science with a social work emphasis and graduates from similar programs readily obtain employment in a variety of public and private human service agencies including, but not limited to, child welfare agencies, community mental health centers, adoption agencies, juvenile and adult correctional facilities, assisted living centers and nursing homes, centers for individuals with disabilities, and substance abuse treatment centers.

Student Demand

Students state that they would like the advantages that a BSW program would afford them. The social work emphasis is the second largest of the five emphases offered in the Behavioral Science Department, totaling 376 students. Approximately one year ago, the Department circulated a petition in classes in an effort to assess interest in a BSW program. Although only a handful of Behavioral Science faculty circulated the petition, approximately 150 signatures were obtained.

Similar Programs

BSW programs are currently offered at three universities in the northern region of the State: the University of Utah, Weber State University, and Utah State University. Students who reside and work in Utah County prefer not to commute to one of these universities because of congested freeways, time constraints, and the high cost of gasoline. In addition, the existing BSW programs are not able to serve the large number of students interested in earning a BSW.

The UVU BSW program will differ from other BSW programs in the state in several ways. First, it will educate students in partnership with Utah County Human Service agencies to ensure students get an in-depth, relevant and engaged educational experience that will prepare them to meet needs in the local and regional community. Second, the program will be geared toward preparing students to work specifically in these agencies, thus reducing the resources agencies have to devote to training new employees (a long-time request of agency personnel). Lastly, the BSW will serve a large and growing sector of the Utah population south of the Salt Lake Valley.

Collaboration with and Impact on Other USHE Institutions

Directors of USHE BSW programs have expressed their support of a UVU BSW program. Because the latter will involve transforming the current social work emphasis into a BSW program, it is unlikely that the development of a UVU BSW program will have an adverse effect on existing BSW programs in the State. It could, however, impact MSW programs by providing BSW graduates interested in pursuing an MSW. This could result in a small decrease in enrollment in traditional two-year MSW programs and an increase in enrollment in one-year advanced standing MSW programs in universities in Utah.

There will be ample opportunity for the UVU BSW program to collaborate with the BSW programs of other universities in the state in a wide range of areas, including field practicum placements, grants, research, special trainings and conferences.

Benefits

The proposed BSW program would benefit Utah Valley University social work students in a number of ways. First, it would decrease by approximately one year, the time it takes social work students to obtain licensure upon graduation; second, it would decrease the length of time students would be required to spend in an MSW program; and third, it would strengthen the tie between the university and the larger community through the formal relationships that would be forged with community agencies in the context of advisory committees and field practica.

Consistency with Institutional Mission

The proposed BSW program is appropriate to the University's mission, roles, and goals. UVU exists, according to its mission statement, to provide opportunity, promote student success, and meet regional educational needs. The need for a BSW program in Utah Valley has been repeatedly identified by human service agency administrators. Directors of a large number of these agencies have written letters to the university's personnel expressing the region's need for a local BSW program to provide interns for their agencies and future employees whom they can hire for staff positions. This need has been intensified by the recent termination of Brigham Young University's BSW program.

The University is committed to foster engaged learning. An important feature of social work education is that it involves a cooperative effort between students, social work faculty, faculty in related disciplines, and key players in the community. Social work education is engaged learning.

A key value of social work is integrity. Social work educational programs put a high premium on preparing people of integrity to make a difference in the world. This is in harmony with the university's commitment of developing competent professionals who are people of integrity and who can serve as stewards of a globally interdependent community.

UVU is also committed to making higher education more available to individuals and in assisting them to develop the skills and abilities they will need to make meaningful contributions in the world. Social workers make meaningful contributions in the work they do with diverse populations and problems in diverse settings including, but not limited to, corrections, mental health, medical, and child welfare.

SECTION IV: Program and Student Assessment

Program Assessment

The proposed UVU BSW program will use multiple assessment measures to evaluate progress towards each program goal. Assessment measures that will be used include the Advisory Board Program Assessment Instrument, the Senior Field Practicum Supervisor's Program Assessment Instrument, a comparison with CSWE liberal arts foundation guidelines, the Alumni Program Assessment Instrument, the Student Program Assessment Instrument, and the Senior Field Practicum Instructor Instrument. The goals for the proposed BSW program and the measures that will be used to assess goal attainment are as follows:

- (1) To ensure that the program's curriculum reflects current best practices and the knowledge base of social work and related disciplines.

Assessment measure: Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Program Assessment Instrument

Alumni Program Assessment Instrument

- (2) To provide a strong liberal-arts foundation upon which social work content can be built with attention to developing students' critical thinking and communication skills.

Assessment measure: Comparison with CSWE liberal arts foundation guidelines
Advisory Board Program Assessment Instrument
Student Program Assessment Instrument
Alumni Program Assessment Instrument
UVU General Education Assessment

- (3) To provide opportunities for students to develop inquisitive, open-minded, and critical thinking approaches to gaining knowledge and understanding.

Assessment measure: Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Assessment Instrument
Alumni Program Assessment Instrument
UVU General Education Assessment

- (4) To prepare students to provide entry-level, culturally competent generalist practice with individuals, groups, and agencies to promote well-being and healthy social functioning and to alleviate poverty, oppression, and other forms of social and economic injustice.

Assessment measure: Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Assessment Instrument
Alumni Program Assessment Instrument
UVU Global/Intercultural Assessment

- (5) To help students gain an understanding of and a commitment to adhere to the NASW Code of Ethics.

Assessment measure: Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Assessment Instrument
Alumni Program Assessment Instrument

- (6) To help students identify and adopt a procedure for dealing with ethical dilemmas.

Assessment measure: Advisory Board Program Assessment Instrument
Alumni Program Assessment Instrument

- (7) To provide students with quality field practicum experiences that benefit them and the agencies for which they work.

Assessment measure: Alumni Program Assessment Instrument
Senior Field Practicum Instructor's Assessment Instrument
Student Assessment of Field Practicum Instrument

- (8) To develop and maintain strong reciprocal working relationships with social work and other human service practitioners, social welfare agencies, organizations, and communities.

Assessment measure: Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Assessment Instrument
Alumni Program Assessment Instrument
Senior Field Practicum Instructor's Assessment Instrument

- (9) To work collaboratively with students and community entities to develop and disseminate social work knowledge.

Assessment measure: Alumni Program Assessment Instrument
Student Assessment of Field Practicum Instrument
Senior Field Practicum Supervisor's Assessment Instrument
Senior Field Practicum Instructor's Assessment Instrument

- (10) To advance the mission and vision of the Behavioral Science Department and Utah Valley University

Assessment measure: Alumni Program Assessment Instrument
Advisory Board Program Assessment Instrument
Senior Field Practicum Supervisor's Assessment Instrument

Expected Standards of Performance

CSWE has established a set of ten standards or competencies for students in BSW programs which will be used in the proposed BSW program as a basis for determining student outcomes. Assessment measures that will be used include specific course assignments, course exams, the Social Work Values Inventory Pre-Post Test, Alumni Survey, Post-graduation Employer Evaluation, and the Field Practice Supervisor Evaluation Instrument. Some standards will be assessed in specific classes each semester, and all ten will be evaluated by the agency supervisors and practicum instructors twice during the field practicum. Others will be assessed at various points during the semester, and others after graduation. The Senior Field Practicum provides social work faculty with the opportunity to assess the majority of these standards. These standards/competencies, along with the assessment measures that will be used to evaluate each, are as follows:

- Standard #1: Identifies as a professional social worker and conducts oneself accordingly.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument (mid-year/end of year)
- Social Work Values Inventory (beginning/end of program)
- Alumni Inventory (one year post graduation)
- Post-graduate Employer Evaluation (one year post graduation)

- Standard #2: Applies social work ethical principles to guide professional practice.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument

- Ethics class papers and tests
- Practice classes papers and tests
- Social Work Values Inventory
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #3: Applies critical thinking to inform and communicate professional judgments.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation and course assignments
- Practice classes papers and tests
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #4: Engages diversity and difference in practice.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation and course assignments
- Practice classes papers and tests
- Diversity class papers and tests
- Social Work Values Inventory
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #5: Advances human rights and social and economic justice.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Social Welfare Policies and Services class project
- Social Work Values Inventory
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #6: Engages in research-informed practice and practice-informed research.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation and course assignments
- Research class projects
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #7: Applies knowledge of human behavior and the social environment.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation Instrument
- HBSE I and HBSE II class tests and papers

- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #8: Engages in policy practice to advance social and economic well-being and to deliver effective social work services.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation Instrument
- Social Welfare Policies and Services class project
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Standard #9: Responds to contexts that shape practice.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation Instrument
- Post-graduate Employer Evaluation Instrument

Standard #10: Engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities.

Assessment Measures:

- Senior Field Practicum Supervisor Evaluation Instrument
- Senior Field Practicum Instructor Evaluation Instrument
- Practice classes tests and papers
- Alumni Inventory
- Post-graduate Employer Evaluation Instrument

Section V: Finance

Financial Analysis Form					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	48.75	103.75	124.17	138.33	138.33
Cost Per FTE	\$3,145	\$3,457	\$3,351	\$3,555	\$3,691
Student/Faculty Ratio	19.50	16.60	17.74	17.29	17.29
Projected Headcount	75	150	175	200	200
Projected Tuition					
Gross Tuition	\$168,870	\$377,360	\$473,125	\$551,065	\$575,024
Tuition to Program	See "budget comments"	See "budget comments"	See "budget comments"	See "budget comments"	See "budget comments"
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	\$103,000	\$247,260	\$290,027	\$343,209	\$356,618
Benefits	\$ 44,305	\$101,442	\$115,003	\$136,529	\$141,956
Total Personnel	\$147,305	\$348,702	\$405,030	\$479,739	\$498,574
Current Expense	\$ 5,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Travel	\$ 1,000	\$ 1,000	\$ 2,000	\$ 3,000	\$ 3,000
Capital	0	0	0	0	0
Library Expense	0	0	0	0	0
Total Expense	\$153,305	\$358,702	\$416,030	\$491,739	\$510,574
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	0	0	0	0	0
Grants & Contracts					
Donations					

Reallocation					
Tuition to Program	\$168,870	\$377,360	\$473,125	\$551,065	\$575,024
Fees	0	0	0	0	0
Total Revenue	\$168,870	\$377,360	\$473,125	\$551,065	\$575,024
Difference					
Revenue-Expense	\$ 15,565	\$ 18,658	\$ 57,095	\$59,326	\$64,450

Budget Comments

UVU does not allocate tuition revenues directly to any program. The projected gross tuition is only available because UVU's enrollments are increasing. Expenses beyond revenue are likely to be covered by allocation of new resources through UVU's Planning, Budgeting & Accountability process.

Funding Sources

The primary sources of funding for the BSW program will be student tuition and other departmental monies. Monies from the department will be shifted from the bachelor's degree in Behavioral Science social work emphasis to the new BSW program.

Reallocation

The proposed program does not involve the reallocation of funds.

Impact on Existing Budgets

No other program budgets will be impacted by this program.

Appendix A: Program Curriculum

All Program Courses

Course Prefix & Number	Title	Credit Hours
SW 1010	<i>Introduction to Social Work and Social Welfare</i>	3.0
	<i>General Education Courses</i>	35.0
	<i>General Electives</i>	22.0
	Sub-Total	60.0
Social Work Core Courses (48 CR)		
BESC 3010	Statistics for the Behavioral Sciences	4.0
BESC 3020	Research Methods	3.0
BESC 3100	Career Preparation for Behavioral Science Majors	3.0
SW 3000	Social Work Practice I: Individuals	3.0
SW 3100	Social Work Practice II: Groups and Families	3.0
SW 3200	Social Work Practice III: Organizations and Communities	3.0
SW 3300	Human Behavior and the Social Environment I	3.0
SW 3400	Human Behavior and the Social Environment II	3.0
SW 3500	Social Welfare Policies and Services	3.0
SW 3600	Ethics and Values in Social Work Practice	3.0
SW 371G	Human Diversity and Social Work Practice	3.0
BESC 3800	Interviewing Skills	4.0
SW 4800	Integrative Seminar I	2.0
SW 4850	Integrative Seminar II	2.0
SW 481R	Field Practicum I	3.0
SW 481R	Field Practicum II	3.0
	Sub-Total	48.0
Elective Courses (12 CR)		
BESC 3410	Fundamentals of Mediation and Negotiation	3.0
PSY 3400	Abnormal Psychology	3.0
SW 3510	International Social Work	3.0
SW 3750	Child Abuse/Neglect and Domestic Violence	3.0
SOC 4020	Survey Research Design	3.0
BESC 4050	Clinical Research	3.0
SW 4500	Crisis Intervention	3.0
PSY/SOC 4660	Family Finance Management	3.0
SW 4700	Case Management Skills	3.0
SW 475R	Current Topics in Social Work	3.0
SW 490R	Independent Studies	1.0 - 3.0
	Sub-Total (Required elective credits)	12.0

New Courses to be Added in the Next Five Years

SW 3000 Social Work Practice I: Individuals 3.0

This is the first in the sequence of practice courses. This course uses theory and research findings to illuminate and assess the functioning of individuals in the context of their social environments. The impact of various social forces on individuals is explored through a social systems lens. Practice issues with diverse individuals are examined.

SW 3100 Social Work Practice II: Families and Groups 3.0

This is the second in the practice courses sequence. The focus of this course is generalist social work practice with families and small groups. Practice-related knowledge, skills, and values established in Social Work Practice I are further developed in relation to families and small groups.

SW 3200 Social Work Practice III: Organizations and Communities 3.0

This course focuses on generalist social work practice in organizational and community settings with an emphasis on the role of social workers in the empowerment of diverse populations, the advancement of social and economic justice, and the elimination of institutional oppression.

SW 3300 Human Behavior and the Social Environment I 3.0

This is the first of two courses in the Human Behavior and the Social Environment sequence. This course uses social systems theories, psychosocial theories, and developmental theories to examine why people behave as they do and to apply this knowledge to generalist social work practice. The focus of this class is on the first half of the life cycle (i.e., prenatal period through adolescence). Explores the impact of sociocultural, sociohistorical, sociopolitical, and economic forces on individuals and social systems. Utilizes a diversity perspective to evaluate the effects of culture, social class, race, ethnicity, gender, and sexual orientation.

SW 3400 Human Behavior and the Social Environment II 3.0

This is the second course in the Human Behavior and the Social Environment sequence. It uses social systems theories, psychosocial theories, and developmental theories to consider behavior and development in the second half of the life cycle (i.e., young adulthood through older age). Explores the impact of sociocultural, sociohistorical, sociopolitical, and economic forces on individuals and social systems. Utilizes a diversity perspective to evaluate the effects of culture, social class, race, ethnicity, gender, and sexual orientation.

SW 3510 International Social Work 3.0

This course addresses social work issues, processes, and institutions in second and third world countries. Critical social issues faced by developing countries will be explored along with efforts to date to address these issues.

SW 3600 Ethics and Values in Social Work Practice 3.0

This course is designed to acquaint students with the values of the field of social work and the Code of Ethics of the National Association of Social Workers and to help them begin to develop the ability to effectively deal with the ethical issues they will be confronted with in professional practice. The course will deepen students' awareness of new and emerging ethical issues and provide tools and methodologies for ethical decision-making.

SW 3710 Diversity Issues in Social Work Practice 3.0

This course addresses practice issues associated with work with diverse groups, including individuals with physical, emotional, and mental disabilities, ethnic and racial minority groups, women, children, senior citizens, gay, lesbian, bisexual, transgendered, and the poor.

SW 4500 Crisis Intervention 3.0

Introduces the student to the philosophy, knowledge, techniques, and skills of crisis intervention. Provides opportunities through projects, written assignments, role playing, and first-hand interaction with professional crisis workers by which the students may deepen their understanding of this demanding method of social work practice.

Appendix B: Program Schedule

Social Work Classes that Must be Taken Prior to Admission to BSW Program

SW 1010	Introduction to Social Work and Social Welfare (a requirement for admission into the BSW program)	3.0
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Semester 1

BESC 3100	Career and Graduate School Preparation for Behavioral Science Majors	3.0
BESC 3800	Interviewing Skills	4.0
BESC 3010	Statistics for Behavioral Sciences	4.0
SW 3000	Social Work Practice I: Individuals and Families	3.0
SW 3300	Human Behavior and the Social Environment I	3.0
Total Credit Hours for Semester 1		17.0

Semester 2

SW 3100	Social Work Practice II: Families and Groups	3.0
SW 3400	Human Behavior and the Social Environment II	3.0
SW 3500	Social Welfare Policies and Services	3.0
BESC 3020	Research Methods	3.0
	Elective	3.0
Total Credit Hours		15.0

Semester 3

SW 3200	Social Work Practice III: Organizations and Communities	3.0
SW 3600	Ethics and Values in Social Work Practice	3.0
SW 4800	Integrative Seminar I	2.0
SW 481R	Field Practicum I	3.0

	Elective	3.0	
	Total Credit Hours for Semester 3	14.0	
Semester 4			
SW 371G	Human Diversity and Social Work Practice	3.0	
SW 4850	Integrative Seminar II	2.0	
SW 481R	Field Practicum II	3.0	
	Electives (2)	6.0	
	Total Credit Hours for Semester 4	14.0	
	Total Credit Hours for Social Work Core and Electives		60.0

Appendix C: Faculty

Kris Doty is a graduate of Utah Valley University having received her bachelor's degree in Behavioral Science. She earned a Master's of Social Work degree from BYU and a Doctorate in social work from the University of Utah. Her research interests include welfare reform, adults with learning disabilities, and program evaluation. Kris is a licensed clinical social worker with a specialty in crisis intervention. Her practice experience includes performing crisis counseling in a hospital emergency room and conducting individual and group therapy at a residential treatment facility. Kris is currently a disaster mental health volunteer with the American Red Cross. She serves on the executive board of the Utah Chapter of the National Association of Social Workers, and on advisory boards for ScenicView Academy, and the Belle Spafford Endowed Chair at the University of Utah. Kris currently teaches social work and psychology courses at Utah Valley University full-time.

Lars Eggertsen has a bachelor's degree in Family Science from Brigham Young University, a Master's in Social Work from Loma Linda University, and a Doctorate from the University of Utah. He has worked with a variety of populations in various aspects of social work practice. His primary areas of emphasis are social policy, child welfare, and international social work. Currently, Lars teaches Interpersonal Violence and Social Policy at Utah Valley University.

Susan Middleton has a Master's degree in Marriage and Family Therapy and Social Work, and a Doctorate in Family Studies. Susan has worked in a variety of agencies over the years, including LDS Family Services, the Intermountain Sexual Abuse Treatment Center, Horizon Home Health, and Vista Hospice. Prior to joining the faculty of Utah Valley University, she was a faculty member with the Department of Social Work at Brigham Young University - Hawaii and the College of Social Work at the University of Utah. Susan also maintains a small private clinical practice. She served as President of the Utah Chapter of the National Association of Social Workers from 2002-2004 and was the Utah Social Worker of the Year in 2005.

MEMORANDUM

December 1, 2010

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Doctor of Veterinary Medicine in Partnership with Washington State University – Action Item

Issue

Utah State University (USU) requests approval to offer, in partnership with Washington State University (WSU) College of Veterinary Medicine, a Doctor of Veterinary Medicine (DVM) degree, effective Summer Semester, 2012. The first two years of the program will be taught at USU, with the remaining two years completed at Washington State University, where WSU will confer the DVM to successful graduates. This partnership program was approved by the Utah State University Board of Trustees on October 22, 2010. The Regents' Program Review Committee reviewed and recommended support for the proposal on November 15, 2010, and is forwarding it to the full board for consideration.

Background

Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS), in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman, WA, propose to offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years one and two will be taught at USU in Logan and years three and four will be completed at WSU. (See appendix E for draft memorandum of understanding with CVM-WSU.) The program is officially referred to as the "Washington-Utah Cooperative Veterinary Education Program" (WU 2+2 Program). This will be similar to the recently started Nebraska-Iowa cooperative veterinary program, and the program that WSU had with Oregon State University from 1979 to 2005. The proposed WU 2+2 Program will create the first professional veterinary medicine educational program in Utah.

Studies reviewed and cited indicate an increased market demand for veterinarians in the near future. The Utah Department of Workforce Services projects a demand of 30 veterinarians per year (20 in the metro area) from 2006-2016.

At the present time, Utah participates in the Western Interstate Commission for Higher Education (WICHE) for veterinary medical education. The legislature appropriates dollars to WICHE programs each year and is presently providing, through WICHE, financial support for approximately 20 veterinary students (on

average five students each for years one through four of veterinary school), and 10 students at-large over the four years.

No colleges of veterinary medicine exist in the Intermountain area. The closest veterinary schools to Utah are Colorado State University (Fort Collins, CO), Oregon State University (Corvallis, OR), Washington State University (Pullman, WA) and the University of California at Davis (Davis, CA).

Policy Issues

This proposal was posted for review by CAOs with either no comment or support received from the institutions. Faculty advisors for pre-vet students at one public institution and one private Utah institution provided detailed feedback on the proposal. No other Utah institution has a DVM program, although many offer pre-veterinary medicine advising. Students can access a limited number of funded or partially funded slots in out-of-state institutions through the WICHE.

The Office of the Commissioner and the Board of Regents also received a substantial amount of input (unsolicited) on this proposal from students and potential students, parents of students, practicing veterinarians, faculty, college/university deans, WICHE staff, and others. USU's proposal includes support letters from a variety of sources, including the Utah Association of Veterinary Medicine (UAVMA), the Farm Bureau, and others. Input submitted from all sources was provided in the original and summarized form and was carefully considered by staff and the Program Review Committee members.

Review of the proposal, according to criteria contained in Regents' Policy R401, reveals the proposed program is consistent with the role and mission of Utah State University as the state's land grant institution. USU has provided a detailed plan for achieving a quality program that builds upon an existing strong faculty and will, with sufficient appropriated funding, increase access to a DVM degree for more Utah students wishing to pursue a career as a veterinarian. Workforce demand data are mixed, depending upon the source. The Utah Department of Workforce Services, the state agency responsible for workforce projections, currently projects Utah's annual need from 2006-2016 at 30 veterinarians/year (20 metro; 10 rural). Approximately 200 Utah students per year declare an interest in pursuing a veterinary medicine degree, but program applications for the limited number of slots through WICHE were at approximately 30 last year. The number of Utah students submitting application to out-of-state institutions (not through WICHE) cannot be ascertained.

This program cannot be launched and admit students without additional appropriated funding: \$1.7M base support for program operation – needed for Years one and two; \$1.3M base funding needed to pay the differential between USU in-state and WSU out-of-state tuition – needed for Years three and four; \$450,000 one-time funding for renovation of the animal anatomy lab. The request for funds is contained in the Regent-approved Higher Education 2011-12 Budget Request under USU's Economic Development Funding (Mission-Based Funding).

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Utah State University request to offer the first two years of a Doctor of Veterinary Medicine in partnership with Washington State University, contingent upon sufficient funding from the Legislature, and:

- a) that before implementing the program, the following tax funds identified in the proposal be appropriated by the Legislature:
1. \$1.7 million in base funding for program costs (beginning years one and two)
 2. A commitment of \$1.3 million in base funding for out-of-state tuition differential (phased in years 3 & 4)
 3. \$450,000 in one-time costs for renovation of existing animal anatomy lab
- b) that the Regents recognize this request reaffirms the priorities of the Higher Education 2011-12 Budget Request approved by the Board of Regents on August 27, 2010, and clarify the funding request for this program is contained within USU's Economic Development Funding (Mission Based Funding) as contained therein.

William A. Sederburg, Commissioner

WAS/GW
Attachment

| Academic, Career and Technical Education and Student Success Committee
Program Review Subcommittee
Action Item

Washington State University/Utah State University
Partnership Doctor of Veterinary Medicine

Utah State University

Prepared for
William A. Sederburg
By
Gary Wixom

December 1, 2010

SECTION I: The Request

Section II: Program Description

Utah State University requests approval to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree effective Summer Semester 2012. This proposal was approved by the Utah State University Board of Trustees on October 22, 2010.

Complete Program Description

Utah State University (USU), College of Agriculture, Department of Animal, Dairy, and Veterinary Sciences (ADVS) in cooperation with the College of Veterinary Medicine (CVM), Washington State University (WSU), Pullman, propose to offer a veterinary medical education program leading to the degree of Doctor of Veterinary Medicine (DVM). Years 1 and 2 will be taught at USU, Logan, and years 3 and 4 will be completed at WSU (see appendix E for draft memorandum of understanding with CVM-WSU). The program is officially referred to as the "Washington-Utah Cooperative Veterinary Education Program" (WU 2+2 Program). This will be similar to the recently started Nebraska-Iowa cooperative veterinary program, and the program that WSU had with Oregon State University from 1979 to 2005. The proposed WU 2+2 Program will create the first professional veterinary medicine education program in Utah.

Purpose of Degree

Utah, the Intermountain West and the nation currently have, and are predicted to continue to have, a shortage of veterinarians, especially veterinarians that emphasize food animal medicine (Utah Department of Workforce Services Occupational Projections 2008-2018, Brown and Silverman, 1999). In Utah, several counties lack veterinarians that practice food animal medicine (Rood 2008). In these counties, livestock owners ineffectively attempt to manage health-related challenges long distance. Moreover, absence of veterinary services increases the probability that a serious contagious disease will go unrecognized and spread, threatening Utah's and the region's food supply. Utah's citizenry are unable currently to respond effectively to the increased demand for veterinarians because the rising generation has limited access to veterinary medical education.

As noted in detail below, Utah students have 2.5 times less access to seats in colleges of veterinary medicine than Idaho students, and 6 times less than those in Kansas. Simply put: Utah students cannot acquire the education necessary to fill the demand – and this in a state with a large animal agricultural base. The above needs are very real and can be met by the creation of the Washington – Utah Cooperative Veterinary Education Program. The proposed professional educational program will provide the needed veterinary medical educational opportunities for Utah's pre-veterinary students and will provide its citizens quality veterinary professional services.

Institutional Readiness

Much of what is needed to administer and operate the WU 2+2 Program is already in place in ADVS and at USU. In 2009, a steering committee composed of seven USU-ADVS and 5 WSU faculty members was created and charged to determine whether a joint veterinary program was feasible, and was in the best interests of USU, the state of Utah and WSU. If so, committee members were to determine what infrastructure (e.g., faculty and facilities) would be required to deliver the joint program. The committee determined that 14 on-campus faculty members would be needed at USU to teach courses required for years 1 and 2, and that 10 of these faculty members are employed already in ADVS. All 10 ADVS faculty members have the requisite degrees (DVM, DVM/PhD, and PhD degrees) and board specialty certifications to teach the required courses: each of these 10 would have a significant portion of their effort re-directed toward this

new program, and their present efforts would be replaced by other new faculty hired with the funds freed up by the faculty effort realignment. Four new faculty members will be hired to teach classes in areas where current expertise is lacking. The committee determined, with few exceptions, that required teaching facilities are in place already. A critical deficiency is an anatomy laboratory with a capacity to maintain sheep, goat, and pony cadavers for dissection. Plans are in place to remodel an existing anatomy laboratory at USU to correct this deficiency. With this exception, adequate teaching stations/class rooms are available at the Veterinary Science Building and at the Matthew Hillyard Teaching and Research Center. A current ADVS faculty member will be appointed as a coordinator to oversee administration of the USU component of the program and serve on an oversight committee at WSU. This position will require a 50% time allotment to manage and coordinate the USU part of the 4-year veterinary program. Time allocations of ADVS faculty will be adjusted to meet the demands for teaching WU 2+2 Program courses. The Committee does not foresee the WU 2+2 Program having a significant impact on the ADVS undergraduate BS degree program. If anything, the WU 2+2 Program will provide additional hands-on and research opportunities for undergraduate students. All courses taught in the WU 2+2 Program are at the graduate level and will enrich course opportunities for graduate students pursuing MS and PhD degrees, particularly in the biological sciences. The Utah Veterinary Medical Association, the Rural Utah Caucus, the Utah Farm Bureau, the Utah Cattleman's Association, and the Utah Department of Agriculture and Food have endorsed the WU 2+2 Program.

Faculty

Fourteen courses will be taught in year 1 and 13 in year two. The teaching load will require 14 on-campus ADVS faculty members (10 in place already; 4 new hires). Three of the ten ADVS faculty members in place have major research assignments and are non-tenured. The other seven are tenured or on tenure-track. The four new faculty members will be on tenure-track once hired. Two courses will be distance-learning classes originating from WSU and taught by WSU faculty members. Part-time faculty members with adjunct appointments will teach anesthesiology and dermatology, and radiology. Whenever possible, adjunct appointments will come from veterinarians practicing in Utah. The number of faculty members required for years 1 and 2 of the curriculum is not expected to change in the next five years. The joint faculty of WSU and USU will continually examine and assess curriculum, and minor changes are likely – but major curricular revision is not.

Staff

A full-time administrative assistant will be hired to assist the program coordinator and WU 2+2 Program faculty. The administrative assistant will help with admissions, student registration, answering telephone and written enquiries, scheduling classes and other activities, recording student grades, and preparing faculty committee reports. Laboratory support staff will be hired to help prepare samples for the anatomy, physiology, bacteriology, surgery and anesthesiology laboratories. Graduate student teaching assistants will be assigned to help with microscopic anatomy, bacteriology and other courses. A resident hired by the Utah Veterinary Diagnostic Laboratory will assist with the pathology courses.

Library and Information Resources

USU has Science Direct Agricultural and Biological back-files and the Elsevier Freedom Collection, which is actually more complete than the WSU/UW package. USU does not have the Veterinary Clinics of North America (VCNA). USU has a fairly good electronic version of recent holdings (post-1995), but the print collection is spotty in the clinical journals (See Appendix F for the basic list of Veterinary Journals for Academic Libraries). The VCNA's, the Compendium, and equine journals are lacking in both print and electronic formats. However, interlibrary loan (RAPID and Illiad) could provide a fast and efficient method to acquire scanned copies of articles from print and e-journals. E-books are just now coming online and will need to be a consideration at future time. If the *Greater Western Library Alliance* (GWLA) gets involved in e-books, then this would help to rectify possible deficiencies at USU. USU will have an agreement with WSU

that USU students will have online access to any library deficiencies that would place them at handicap with WSU veterinary students. Furthermore, a resource collection of current veterinary textbooks will be purchased and placed on reserve in the Merrill-Cazier Library.

Admission Requirements

Typically, a minimum of three years of undergraduate education is completed prior to entry into a professional DVM education program, and most students complete a bachelor degree. Applicants will need to complete the prerequisite courses required for admission to the College of Veterinary Medicine at WSU. Prerequisite requirements currently include: biology with laboratory (8 credits); inorganic chemistry (8 credits); organic chemistry (4 credits); genetics (4 credits); biochemistry (3 credits); physics with laboratory (4 credits); statistics (3 credits); math (pre-calculus or higher; 3 credits); English composition (3 credits); arts, humanities and social science electives (9 credits); communication (written and verbal; 3 credits); and world civilization or intercultural studies (12 credits). Applicants are also encouraged to take additional upper division science courses such as anatomy, physiology, embryology, microbiology, immunology, cell biology, animal reproduction, or nutrition.

Student Advisement

Veterinary education is extremely demanding and can be very stressful. Students will be assigned to support groups consisting of six students and one faculty member. Support groups will meet 2-3 times per semester over lunch to discuss matters of mutual concern. In addition, the faculty member will serve as the faculty advisor for the students in his or her support group. It is fairly common for veterinary students to need professional counseling to help them deal with academic or personal problems. Professional counseling on the USU campus will be provided by the center for Counseling and Psychological Services. The WSU College of Veterinary Medicine has its own Counseling and Wellness Services, which will be available to students while they are at WSU. The WU 2+2 Program Director will consult with the WSU Counseling and Wellness Services staff and the Associate Dean for Academic and Student Affairs when situations arise where their input would be helpful. In special situations, it may be possible for USU Veterinary Students to consult with a WSU Counseling and Wellness Services psychologist using video conferencing. The WSU College of Veterinary Medicine has established a Student Progress Committee that reviews academic deficiencies and recommends a remediation plan or dismissal from the program. Academic deficiencies of students in the WU 2+2 Program will be reviewed by this Student Progress Committee, which will include members from the USU faculty, to determine an appropriate course of action.

Justification for Graduation Standards and Number of Credits

The WU 2+2 Program will be a joint program between the ADVS Department at USU and the College of Veterinary Medicine at WSU. Consequently, graduation standards and course requirements for students that attend USU for the first two years of their veterinary medical education will be identical to the requirements for students who spend all four years at WSU. Standards for veterinary medical education programs are evaluated and approved by the American Veterinary Medical Association (AVMA) Council on Education (COE), which establishes the accreditation standards for veterinary colleges and schools and reviews their accreditation status through self study and a site visit every 7 years (for more information see http://www.avma.org/education/cvea/coe_devel_standards.asp).

External Review and Accreditation

The plan for the WU 2+2 Program was developed by a joint USU-ADVS/WSU-CVM steering committee. This committee did a comprehensive feasibility study and developed recommendations for what would be needed to implement the program. The AVMA Council on Education accredits colleges and schools of veterinary medicine. The CVM at WSU is fully accredited by the AVMA and accreditation of the WU 2+2 Program will be part of WSU's AVMA accreditation. Accreditation of the WU 2+2 Program will be sought as soon as the Utah

State Legislature approves funding for the program. It is expected that accreditation will be in place before students start in the program.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	30	9	3.33.1	None required
2	60	9	6.67.1	
3	60	9	6.67.1	
4	60	9	6.67.1	
5	60	9	6.67.1	

Expansion of Existing Program

The USU part of the WU 2+2 Program is a new program on the USU Logan campus.

Section III: Program Need

Program Need

Utah, the Intermountain West and the nation currently have, and are predicted to continue to have, a shortage of veterinarians, especially veterinarians that emphasize food animal medicine (Utah Department of Workforce Services Occupational Projections 2008-2018, Brown and Silverman, 1999). In Utah, several counties lack veterinarians that practice food animal medicine (Rood 2008). In these counties, livestock owners ineffectively attempt to manage health-related challenges long distance. Moreover, absence of veterinary services increases the probability that a serious contagious disease will go unrecognized and spread, threatening Utah's and the region's food supply. Utah's citizenry are unable currently to respond effectively to the increased demand for veterinarians because the rising generation has limited access to veterinary medical education.

As noted in detail below, Utah students have 2.5 times less access to seats in colleges of veterinary medicine than Idaho students, and 6 times less than those in Kansas. Simply put, Utah students cannot acquire the education necessary to fill the demand – and this in a state with a large animal agricultural base. The above needs are very real and can be met by the creation of the Washington – Utah Cooperative Veterinary Education Program. The proposed professional educational program will provide the needed veterinary medical educational opportunities for Utah's pre-veterinary students and will provide its citizens quality veterinary professional services.

Labor Market Demand

An estimate for the number of veterinarians needed specifically for the state of Utah can be obtained by a number of different means:

- 1) An estimate that Utah requires 25 new veterinarians per year can be obtained through the following calculations: a) using a 40-year practice career for the 600 veterinarians (Utah Division of Occupational Licensing; DOPL) currently practicing in Utah would require 15 new veterinarians per year to replace retirements and b) there is approximately one veterinarian for every 6,500 people in

Utah. Utah's average population growth has been in the range of 65,000/year, which would require an additional 10 new veterinarians per year to keep pace with population growth. Thus, 25 veterinarians per year are needed in the state of Utah to account for retirements and population growth.

2) An estimate that a class size of 20 is appropriate can be obtained by applying some additional context to the lower estimate of the need for 12 new Utah veterinarians per year that others have suggested (for example, the material submitted to the PRC by Virginia Bayer of UVU and attributed to a 2004 WICHE survey – her reference #20). This context includes: a) the return of graduates to the state of Utah is not likely to be higher than 75% (the rate observed for WICHE states with payback agreements); b) increasing part-time practice requires increased headcount to supply the state's FTE need; c) there are many non-traditional-practice needs for veterinarians to support food safety and other public health issues, prevent or respond to foreign animal diseases, serve regulatory agencies such as the FDA, CDC, Department of Homeland Security, and USDA, to support private and municipal shelter operations, to conduct or support research in industry and academia, and serve zoos and wildlife agencies, among others. Applying a 75% return rate, and adjusting for data from the AVMA that indicate that approximately 20% of veterinarians serve non-private practice roles, yields an estimate of a class size of 20 required to yield the suggested need of 12 FTE veterinarians per year for Utah. This calculation does not consider additional factors such as part-time practice, and those who will leave the profession.

3) An estimate that Utah requires 33 new veterinarians per year can be obtained by applying the U.S. Bureau of Labor Statistics projections for veterinary employment. Their 2010-2011 Occupational Outlook Handbook projects an increase need for veterinarians of 33% by 2018. With 600 veterinarians currently in the state of Utah (DOPL), if Utah's workforce grows at the national average (which is a conservative assumption given that it leads the nation in population growth), and assuming a 75% graduate return rate, an enrollment of 33 veterinary students per year would be required to meet Utah's needs over that time frame.

4) Finally, Utah lags other states in the region with regard to providing student access to professional veterinary education. The data below indicate that Utah has provided, or will provide, the following levels of access (seats per 100,000 population):

1991	0.56	(10 WICHE students per 1.775 million population)
2009	0.14	(4 WICHE students per 2.785 million)
2010	0.22	(6 WICHE students per 2.855 million (2.785 M + 2.5%/year growth))

With the proposed 2+2 program providing access to 20 students per year:

2012	0.67	(20 students per projected 3.0M population) – first admits to program
2016	0.60	(20 students per projected 3.31M population) – first graduates

When the first graduates hit the workforce in 2016, in a program that admits the first students in the Fall semester of 2012, the proposed plan returns Utah to about the level of access provided in 1991, which is on a par with Idaho (Idaho is the next lowest in providing veterinary education access in the region, after Utah), and is well below what other states typically provide.

Student Demand

In total across the eight public colleges and universities that compose the Utah System of Higher Education (USHE), approximately 200 students declare veterinary medicine as their educational goal each year (per personal communication, pre-veterinary advisors). Additional students from Utah's private schools (primarily Westminster College and Brigham Young University) share this goal and add to the above number. However, due to the academic rigor of the pre-veterinary curriculum plus the limited number of seats for Utah students in colleges of veterinary medicine, in 2009 only 26 Utah students applied to veterinary school, while in 2010 only 31 applied (Greenhill 2010). For each of the past four years, seven to eight Utah students have been admitted to a college or school of veterinary medicine through the WICHE program. This means that of the more than 200 students that express interest in veterinary medical education annually, only about 4% realize their dream.

In terms of access to veterinary medical colleges or schools, how do Utah students compare to students from other western states? The table below provides data on access per 100,000 individuals (population) for six western and mid-western states that are comparable to Utah.

State	DVM seats	Population (millions)*	Seats/100,000 population	Population growth (%/year)*
Colorado	75	5.024	1.49	1.8
Idaho	11	1.527	0.72	1.2
Kansas	45	2.818	1.60	0.8
Nebraska	25	1.796	1.39	0.8
Oregon	36	3.825	0.94	1.1
Utah	7.5+	2.784	0.27	2.1
Washington	60	6.664	0.90	1.5

* US Census Bureau, accessed at: <http://www.census.gov/>

+ Average number of Utah students admitted over past 4 years

As is evident, Utah students have almost three times less access to a veterinary school per 100,000 individuals than the next lowest access state, Idaho. Utah students have five times less access than students in Colorado and six times less than Kansas, a state with a comparable population. Yet, Utah's population growth is 1.75 times that of Idaho's and 2.6 times that of Kansas. No wonder 50% of Utah's veterinarians would hire an associate veterinarian if one were available (Rood 2008).

Similar Programs

No colleges of veterinary medicine exist in the state of Utah. The closest veterinary schools to Utah are Colorado State University (Fort Collins, CO), Oregon State University (Corvallis, OR), Washington State University (Pullman, WA) and the University of California at Davis (Davis, CA). The WU 2+2 Program will differ from traditional colleges of veterinary medicine in that the first two years of the curriculum will be taught at Utah State University in Logan, UT, while the remaining two years will be taught at CVM-WSU.

Collaboration with and Impact on Other USHE Institutions

All USHE institutions offer pre-veterinary advising for students pursuing a bachelor's degree in anticipation of application to professional veterinary school. Therefore, all USHE institutions (and private colleges and universities in Utah) will benefit from increased student access to a school of veterinary medicine. This is because the number of available seats will increase to a minimum of twenty. Each applicant, regardless of USHE institution attended, will be considered for admission using the defined criteria, and will be evaluated

by a Utah-based admission committee working under the direction of the Director of Admission of the College of Veterinary Medicine at WSU (similar to the way Idaho residents are admitted to WSU's program). Thus, there won't be an advantage for students to do their undergraduate work at any one institution of higher education within the state. WSU's College of Veterinary Medicine already has a strong network of communication with pre-veterinary advisors in Utah and this will only be enhanced by the outreach planned for the WU 2+2 Program. Requirements for admission to the veterinary medical program will be distributed to all USHE and private higher educational institutions in Utah, and WU 2+2 Program faculty will work with pre-vet advisors, so that students at each institution can successfully complete undergraduate requirements and compete for admission.

The Chair of the USU Admissions Committee will make at least an annual visit to each of the USHE and private campuses that offer pre-veterinary programs prior to the application cycle and will interact with pre-veterinary students to answer questions and provide information regarding admission. These visits will also provide an opportunity for face-to-face interaction with the campus pre-veterinary advisor to receive feedback regarding concerns or emerging problems regarding admission, recruitment of local students, or other concerns/suggestions regarding access to the veterinary program.

The USU Veterinary School program coordinator will work closely with pre-veterinary advisors to articulate first year Veterinary School coursework, which will provide an opportunity for undergraduate students to fulfill fourth-year requirements for completion of the Baccalaureate degree. This would allow students from Utah system campuses, if admitted to Veterinary School after their third year, but prior to Baccalaureate degree completion, an opportunity to enter Veterinary School at USU and apply their first year of veterinary coursework toward Baccalaureate degree completion at the original undergraduate degree institution. This would allow students to reduce the amount of time that it would take from being awarded a Baccalaureate to Doctor of Veterinary Medicine degree by one year.

Benefits

Colleges of veterinary medicine are often a strength of land grant universities (as is true for UC Davis, Colorado State, and Washington State). This is because of the necessary training of their faculty members in the biomedical and agricultural animal sciences combined with the high degree of commitment demonstrated by the students. Teaching, research and extension programs are strengthened by the influx of faculty members, many of whom hold dual degrees (DVM, PhD) and are board certified in their areas of specialty. In addition to the professional program, graduate education is enhanced, as veterinary college faculty members are expected to have active research programs and be at the forefront of scientific discovery.

Consistency with Institutional Mission

As the land grant institution in Utah, and building on a strong ADVS Department, USU is uniquely positioned to house a veterinary medical education program within its existing College of Agriculture. Modifications to infrastructure are minimal and existing faculty members stand ready to further USU's contributions to the state in teaching, research and extension. USU looks forward to providing increased access for Utah residents to the veterinary profession in a very cost-effective manner.

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Section IV: Program and Student Assessment

Program Assessment

The goal of the WU 2+2 Program is to train knowledgeable, proficient and effective Doctors of Veterinary Medicine. Assessment of the WU 2+2 Program will include: evaluation of student performance on the WSU clinical competency exam, tracking of student performance on the National Board Examination, tracking of internship offers to WU 2+2 Program students, exit interviews with students completing the program, and practitioner questionnaires that enquire about the competence of recent graduates.

Expected Standards of Performance

Acceptable levels of knowledge and proficiency will be determined by faculty members and demonstrated by students via satisfactory completion of a variety of evaluative tools, including required exercises, examinations and proficiency assessments. Students will be graded using a satisfactory, marginal pass, fail grading system. A student who earns a failing grade in a core or supplemental core course will be dismissed from the WU 2+2 Program. Students who have been dismissed from the program must petition the student progress committee if they wish to be considered for reinstatement. Students who, during the first three years of the veterinary curriculum, accumulate more than 5 semester credits with a grade of "marginal pass" must petition the student progress committee to progress in the curriculum. Students must pass a clinical proficiency examination to graduate from the program. Students who fail the clinical proficiency exam three times will be considered academically deficient and must petition the student progress committee to progress in the curriculum.

Section V: Finance

Budget

Utah State University is confident in the budget projections that have been included in the proposal. While these projections are lower than what has been projected by other universities in other states, these figures are robust and reflect a number of considerations:

1) Capital investments in the College of Agriculture at Utah State University have resulted in several recently constructed facilities that already provide space of sufficient amount and quality necessary to implement this program.

2) As indicated in the budget, \$450,000 in one-time startup monies are needed to renovate space for gross anatomy, and some technology enhancements.

3) The operating budget request for faculty and staff is sufficient to round out the existing faculty, who are all highly-qualified and able to teach the majority of courses in the proposed degree.

4) The support fee requested for WSU is based on the current, well-validated, WICHE support fee.

Because of the existing level of resources, Utah is better positioned than many other states to offer the Doctor of Veterinary Medicine degree at a reasonable cost.

Tuition UT Res*					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition/Year	18,100	19,367	20,722	22,173	23,725
20	362,000				
40		774,680	828,908	886,931	949,016
Tuition Non-Res*					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition/Year	45,000	48,150	51,521	55,127	58,986
10	450,000				
20		963,000	1,030,420	1,102,540	1,179,720
Total Tuition**					
Student	Year 1	Year 2	Year 3	Year 4	Year 5
30	812,000				
60		1,737,680	1,859,328	1,989,471	2,128,736

* For planning purposes a tuition inflation rate of 7.0% per year was used. This is consistent with the tuition increases experienced at WSU for the past several years and will allow us to keep tuition costs equal at the two campuses (WSU & USU).

* **Not included in this revenue information is the additional request to the legislature to provide sufficient funding (\$1.3 million) to cover a differential fee in years 3 & 4 for Utah students attending WSU. The projected FY15 (2014-15) differential fee will be \$31,499 per Utah resident student and will have an inflation rate of 2.0%. The differential fee is designed to allow Utah resident students to continue to pay resident tuition while attending WSU for years 3 & 4 of their veterinary education.

Personnel Costs (Salary & Wages/Benefits):

Requested funds in this category reflect the need to provide nine faculty FTE to teach a total of 25 veterinary professional courses and a single practicum course. The Animal, Dairy, and Veterinary Sciences (ADVS) department has ten existing faculty with appropriate expertise to teach in this new curriculum and part of their effort will be reallocated to the new Veterinary School curriculum. Any available funds resulting from these reallocations will be used to fund new faculty to cover existing ADVS curriculum. In some limited cases where similar graduate student level courses in the current curriculum are consistently low enrollment, the courses will be restructured to fit the new veterinary course curriculum. To establish salary needs for this new

curriculum, an average salary of \$100,000 per FTE and the appropriate associated USU benefits rate was used. In addition to faculty, also included is an appropriate number of Graduate Teaching Assistantships (10 @ \$20,000 per year), and teaching Technical Assistants (10 @ \$35,000). Additional costs of approximately \$110,000 per year for course budgets will also be required on an annual basis. The course cost estimates are based on actual expenditures recorded over the past several years in these courses at WSU.

FTE Calculation:

The proposed program anticipates a headcount enrollment of 30 students per year. To estimate the student FTE enrollment, an average annual student FTE for professional courses of 10 credit hours was used. This is consistent with one professional FTE at the Washington State University School of Veterinary Medicine (WSU), and with one graduate FTE at Utah State University. Each semester, one headcount veterinary student enrolls in an average of 22 credit hours, which results in 2.2 average annual FTE per headcount veterinary student. Therefore, a first year enrollment of 30 students, results in an annual FTE of 66. Using the total requested state appropriation of \$1.7 million in ongoing funding and a first-year FTE enrollment of 66, results in a cost per FTE of \$25,758, or \$12,879 once fully populated with sixty total students (132 FTE). If calculated only with respect to Utah students (20 students, 44 FTE) then the cost per FTE is \$38,636 in year one, or \$19,318 once the program is fully populated.

Travel:

Travel expenditures will be used to support faculty travel to WSU for curriculum coordination as a mechanism to ensure consistency between curricula at each geographical location. These funds will also support student travel from the Logan Campus to attend the COLE (Cougar Orientation and Leadership Experience) Camp for new first-year veterinary students each year. This will facilitate the experience for Logan Campus students and allow them to receive the same training as students on the Pullman Campus.

Capital Costs:

These funds are required to modify existing anatomy classroom space to allow proper ventilation and storage space for an increased number of animal cadavers. The ADVS department has already invested in the design phase and has based the funding amount on these projections.

Library Costs:

This is the projected amount necessary to pay for increased licensing fees to allow for a modest expansion of electronic journal availability at USU and to pay for expansion of student numbers through existing electronic journal licensing at WSU. Through this arrangement USU veterinary students and faculty will have appropriate access to meet accreditation requirements. Funds will also be used to establish and maintain a resource collection of current veterinary textbooks at the Merrill-Cazier Library.

Financial Analysis					
Students	Year 1	Year 2	Year 3	Year 4	Year 5
Projected FTE Enrollment	66	132	132	132	132
Cost Per FTE	\$25,758	\$12,879	\$12,879	\$12,879	\$12,879

Student/Fac Ratio	3.33	6.67	6.67	6.67	6.67
Projected Headcount	30	60	60	60	60
Projected Tuition	Year 1	Year 2	Year 3	Year 4	Year 5
Gross Tuition	812,000	1,737,680	1,859,318	1,989,470	2,128,733
Tuition to Program	812,000	1,737,680	1,859,318	1,989,470	2,128,733
5 Year Budget Projection					
Expense	Year 1	Year 2	Year 3	Year 4	Year 5
Salaries & Wages	1,605,500	1,667,720	1,732,369	1,799,542	1,869,338
Benefits	661,448	694,854	729,878	766,596	796,867
Total Personnel	2,266,948	2,362,574	2,462,247	2,566,138	2,666,205
Current Expense					
Travel	50,000	52,000	54,080	56,243	58,493
Capital	450,000				
Library Expense	50,000	52,000	54,080	56,243	58,493
Total Expense	2,816,948	2,466,574	2,570,407	2,678,624	2,783,191
Revenue	Year 1	Year 2	Year 3	Year 4	Year 5
Legislative Appropriation	2,150,000	1,700,000	1,700,000	1,700,000	1,700,000
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	812,000	1,737,680	1,859,318	1,989,470	2,128,733
Fees					
Total Revenue	2,962,000	3,437,680	3,559,318	3,689,470	3,828,733
Difference					
Revenue-Expense	145,052	971,106	988,911	1,010,846	1,045,542

The excess revenues in the "Difference" subsection of the budget will be used to offset other program expenses such as providing contingency money for additional faculty release time, costs associated with student summer internships, student travel to Pullman for freshman class orientation, and activities

associated with student recruitment, future classroom upgrades, expand, maintain and upgrade laboratory teaching equipment.

Funding Sources

The WU 2+2 Program will be funded through a new ongoing state appropriation to implement years 1 and 2 at Utah State University (\$1.7 million), and student tuition dollars paid to the program. Modest annual tuition increases are included: 7% to in-state and non-resident tuition rates projected. This increase in in-state tuition matches in-state tuition increases for the Washington State University College of Veterinary Medicine for the past several years. The combination of these two revenue sources will provide sufficient funding to operate the USU component of the WU 2+2 Program Veterinary Program. Additional funds, similar to the WICHE support fee that currently support veterinary medical education for a few Utah residents, will be appropriated to allow WSU to educate these students in years 3 and 4 of the curriculum (\$1.3M in tuition differential between in-state USU tuition and WSU out-of-state tuition).

Reallocation

Currently, the department of Animal, Dairy, and Veterinary Sciences has 10 faculty with expertise and training appropriate to be assigned to the curriculum of the new WU 2+2 Program at USU. The new funding will allow purchase of their time to allow them to be assigned to courses within the WU 2+2 Program curriculum. The salary dollars that become available when this faculty is re-assigned will then be used to hire other faculty to cover existing coursework in the ADVS degree program.

Impact on Existing Budgets

The program is structured so that there will be no impact on existing USU budgets other than the amount received as an appropriation to support the program.

Appendices

Appendix A: Program Curriculum that includes all program courses for years 1 and 2.

Course Prefix & Number	Title	Credit Hours
Core Courses		
Fall Semester Year 1		
ADVS 7500 (*VM 500)	Animals, Society & Vets (Leadership/Ethics/Public Service)	1
ADVS 7509 (VM 510)	Vet Microscopic Anatomy	5
ADVS 7511 (VM 511)	Vet Anatomy I	5
ADVS 7513 (VM 513)	Vet Cell Physiology	4
ADSV 7568 (VM 568)	An. Handling & Agr. An. Orient	2
ADVS 7598 (*VM 598)	Intro to Clinics	1
ADVS 7549 (*VM 499)	Practicum	1
	<i>*credit received in Year 3</i>	
Spring Semester Year 1		
	Vet Anatomy II (combine w/Vet An I)	
ADVS 7512 (VM 512)	Physiology Lab/2wks	3
ADVS 7520 (VM 520)	Neuroscience (possible Web-based course)	5
ADVS 7521 (VM 521)	Immunology	3
ADVS 7534 (VM 534)	General Pathology	3
ADVS 7545 (VM 545)	Basic Nutrition	3
ADVS 7530 (VM 580)		1
Fall Semester Year 2		
	Fund. of Pharmacology (4 wks anesthesia)	
ADVS 7522 (VM 522)	Virology	2
ADVS 7535 (VM 535)	Bacteriology, 5 labs others DC	3
ADVS 7536 (VM 536)	Systemic Pathology	4
ADVS 7546 (VM 546)	Clinical Pathology	6
ADVS 7589 (VM 589)	Diagnostic Challenge-integrated with other courses	3
Spring Semester Year 2		
	Communication Skills (2nd half in Y3)	
ADVS 7502 (VM 502)	Vet Toxicology, USDA Toxicology	0.5
ADVS 7523 (VM 523)	Parasitology	3
ADVS 7537 (VM 537)	Public Health	4
ADVS 7543 (VM 543)	Clinical Specialty Practice -	2
ADVS 7561 (VM 561)	Dermatology/Ophthalmology	2
ADVS 7561 (VM 585)	Epidemiology	2
ADVS 7587 (VM 587)	Anesthesiology- 16 lec, 7 labs, Principles of Surgery -	3
	12 lec, 6 labs	
ADVS 7588 (VM 588)	Radiology	3
Subtotal		74.5
Elective		00.0
Track /Options (N/A)		N/A
Total Number of Credits		74.5

New Courses to be Added in the Next Five Years **NONE ANTICIPATED AT THIS TIME.**

Appendix B: Program Schedule

The information requested in Appendix B is presented in Appendix A. The program schedule for years 1 and 2 are dictated by the structure of the curriculum at the WSU College of Veterinary Medicine. The WSU Veterinary program meets the accreditation requirements as set forth by the American Veterinary Medical Association Council on Education¹. Any deviation from the proposed course sequence in years 1 and 2 must align with the accredited program standards and goals.

¹ WSU's accreditation, last fully renewed in 2003, is under review in the 2010-2011 academic year.

Appendix C: Faculty

COURSE DESCRIPTION	COURSE #	USU FACULTY	DEGREE
Fall Semester Y1			
Animals, Society & Vets (Leadership/Ethics/Public Service)	VM 500	*Coordinator	DVM/MS or PhD
Vet Microscopic Anatomy	VM 510	Aaron Olsen	DVM/PhD
Vet Anatomy I	VM 511	New Hire	DVM or PhD
Vet Cell Physiology	VM 513	New Hire	DVM or PhD
An. Handling & Agr. An. Orient	VM 568	Rusty Stott	DVM
Intro to Clinics	VM 598	Rusty Stott	DVM
Principles of Surgery - 12 lec, 6 labs	VM 586	Rusty Stott	DVM
Practicum	VM 499	Coordinator	DVM/MS or PhD
<i>*credit received in Year 3</i>			

Spring Semester Y1			
Vet Anatomy II (combine w/Vet An I)	VM 512	New Hire	DVM/PhD
Physiology Lab/2wks	VM 520	New Hire	PhD
Neuroscience (possible Web-based course)	VM 521	Distance	DVM or PhD
Immunology	VM 534	Chris Davies	DVM/PhD
General Pathology	VM 545	Tom Baldwin	DVM/PhD
Basic Nutrition	VM 580	Jong-Su Eun	PhD

Fall Semester Y2			
Fund. of Pharmacology (4 wks anesthesia)	VM 522	Jeff Hall	DVM/PhD
Virology	VM 535	Brian Gowen	PhD
Bacteriology, 5 labs others DC	VM 536	Bart Tarbert	PhD
Systemic Pathology	VM 546	New Hire	DVM
Clinical Pathology	VM 589	New Hire	DVM
Diagnostic Challenge-integrated with other courses		Coordinator	

Spring Semester Y2			
Communication Skills (2nd half in Y3)	VM 502	Coordinator	PhD
Vet Toxicology, USDA Toxicology	VM 523	Jeff Hall	DVM /PhD
Parasitology	VM 537	Rusty Stott	DVM
Public Health	VM 543	Kerry Rood	DVM/MS
Clinical Specialty Practice - Derm/Ophthal	VM 561	**Nicole MacLaren	DVM/DACVO
Epidemiology	VM 585	Dave Wilson	DVM/PhD
Anesthesiology - 16 lec, 7 labs	VM 587	**Hillagas/Isrealso	DVM
Radiology	VM 588	WSU-Distance	DVM

* USU RDVEP Coordinator for will be appointed from the ADVS faculty

**Utah Veterinarian with adjunct appointment

Appendix D: Support Letters (attached)

Appendix E: Draft MOU (attached)
(final document will be finalized at a later time by WSU and USU attorneys)

AN AGREEMENT BETWEEN
WASHINGTON STATE UNIVERSITY
AND
UTAH STATE UNIVERSITY
TO ESTABLISH A
COOPERATIVE PROGRAM IN VETERINARY MEDICAL EDUCATION
DRAFT (9-22-10)

This AGREEMENT is made and entered into by and between WASHINGTON STATE UNIVERSITY, an institution of higher education and an agency of the state of Washington, hereinafter referred to as "WSU," and UTAH STATE UNIVERSITY, an institution of higher education and an agency of the state of Utah, hereinafter referred to as "USU". The Washington and Utah Cooperative Program in Veterinary Medical Education, herein established, is hereinafter referred to as the "WU" or "WU Program."

Recital

WHEREAS, this agreement is entered into pursuant to the Washington Interlocal Cooperation Act, Chapter 39.34, Revised Code of Washington), and in Utah pursuant to

WHEREAS, there presently exists a great demand for educational opportunities in the field of veterinary medicine in the states of Washington, Idaho, Utah, and the remaining WICHE states, at a time when a demand in society for these professional services is high.

WHEREAS, the participants desire to share facilities, faculty, and operating support in order to equitably share in the cost of educating veterinary students and to provide a high quality educational program leading to the D.V.M. degree.

WHEREAS, WSU and USU wish to cooperate by combining resources in order to provide a diverse and higher quality educational experience that will result from the additional facilities, instructional program, animal resources, and other attributes present in their respective states. This cooperation will also minimize duplication in costs of new facilities that would be required to develop a separate four-year D.V.M. instructional program in Utah by utilizing the

teaching facilities and professional personnel in Utah at USU for the first two years of the “U program and then utilize the teaching facilities and professional personnel and resources in at WSU and its existing network of educational partners for the final two years of the WU program.

WHEREAS, the following benefits to each cooperating state are anticipated as a result of the regional WU program:

- a) Assurance that the curriculum leading to the D.V.M. degree prepares veterinarians with the educational background required to meet the specific demands for veterinary services in each state.
- b) Assurance of predictable and increased access to education in veterinary medicine for students in Utah.
- c) Increased services for animal industries and public health that result from a program, school, or college of veterinary medicine.
- d) Expenditure within Utah of a significant portion of the funds allocated for the WU Program by that state.
- e) Promotion of economic, educational, research, and service objectives of each state through the WU program.

WHEREAS, WSU and USU seek to combine resources to establish a regional distributed program in veterinary medical education designed to improve the ability of each to meet the needs outlined to above by providing for joint use of facilities of each party in order to eliminate duplicate course offerings where possible, and to promote the most efficient use of the resources available to each institution.

WHEREAS, the parties recognize that the activities pursuant to this agreement represent, in many respects, pioneering efforts in interstate and inter-institutional cooperation and that modifications or amendments to this agreement may be necessary as the WU Program evolves.

WHEREAS, the parties recognize that other states may desire to participate in a regionally distributed program in veterinary medicine, and WSU and USU agree to make reasonable adjustments to accommodate entry of institutions from other states in the regional program.

WHEREAS, the Board of Regents of WSU by resolution adopted at its meeting held _____, have approved and authorized the terms of this agreement, and

The Regents of USU, by resolution adopted at their meeting held _____, have approved and authorized the terms of this agreement

NOW, THEREFORE, it is agreed as follows:

I. Establishment of Washington Utah Cooperative Program in Program in Veterinary Medical Education ("WU Program")

WSU and USU hereby agree to establish the Washington and Utah Veterinary Medical Education Program (WU) in accordance with terms of this agreement.

II. Purpose

This agreement provides the ways and means by which WSU and USU will develop and operate the WU program. USU will develop and operate, in concert with WSU, the first two years of the DVM program in Utah, mirroring the WSU DVM Program. Subsequently WSU and USU will cooperate to provide 20 USU WU Utah resident students with access to enrollment in each of

the 3rd and 4th years of WSU's DVM program. In the event that USU wishes to enroll up to 10 additional USU WU non-Utah resident students in the first two years of the WU program and to have these students come to WSU in years 3 and 4 of the CVM curriculum as do the USU WU program Utah residents do per this agreement, USU and WSU will develop a separate amendment to this agreement.

This agreement provides an affiliation between WSU and USU to achieve a more efficient use of educational, research and service resources available in the two states for veterinary medical-education.

The principal benefits to be derived by each party are:

- A. An increased supply of better trained veterinarians.
- B. Continued and enhanced opportunities for education in veterinary medicine for residents of Washington, Idaho, Utah, and residents of the other WICHE states.
- C. Greater clinical exposure for students to the various aspects of veterinary medicine because of the availability of diverse and increased clinical resources.
- D. A broader base of support for a program of veterinary medical education, making possible greater regional cooperation in research and service and facilitating regional and federal support.
- E. Increased efficiency through the joint use of facilities and faculty in each state locations.
- F. Promotion and improvement of cooperative research, extension, and continuing education programs

III. Obligations of the Parties – Availability of Funds

The parties recognize that the obligations of each pursuant to this agreement are subject to the availability of funds provided therefore by legislative and funding allocation authorities of each state. In the event USU fails to provide adequate funds to maintain the agreed financial support level in accordance with the terms of Article VII, the agreed-upon number of admitted USU WU program students to WSU DVM program from will be reduced proportionately or this agreement may be terminated pursuant to Article XII of this agreement. In the event of termination by either party, those students already admitted to WU Program from USU will be able to continue pursuant to terms of this agreement until their expected graduation, provided USU continues to provide the agreed upon financial support level to WSU for those students so that an orderly phased completion may occur.

IV. Administration

The WSU Board of Regents is the governing body of the WSU College of Veterinary Medicine and has delegated responsibility to the WSU President or designated appointee for administrative matters pertaining to the WU Program.

Administration of the WU Program at USU will be in accord with USU local administration through the College of Agriculture and the Department of Animal, Dairy, and Veterinary Sciences, in cooperation with the administration of the WSU CVM's Dean's Office.

The WU Program at USU will be accredited as part of WSU's accreditation. WSU will continue as an officially recognized free standing College of Veterinary Medicine by the American Veterinary Medical Association's Council on Education hereinafter referred to as the accrediting agency. The WSU CVM, in cooperation with the WU Program at USU, will work

with the accrediting agency to secure appropriate modifications to its existing accreditation.

Successful modification of accreditation depends on USU developing the WU program at USU in concert with WSU CVM and USU WU sponsored students receiving the 3rd and 4th years of the DVM educational program at WSU.

Committees:

A separate USU WU program Admissions Committee will work with the WSU CVM Director of Admissions and the WSU CVM Admissions Committee to establish the most efficient staffing mechanism for processing Utah student applications. Admission of the students into the USU portion of the WU Program will be in accord with the procedures outlined in Article VIII.

The program will have a joint Curriculum Committee with USU representation. The curriculum committee, working with the WSU CVM Dean's office and the joint WU Program faculty will have general oversight of the course content across the USU and WSU sites.

USU faculty will have representation on the WSU CVM Student Progress Committee. USU students will be subject to the same academic standards as WSU students. USU representatives on the Student Progress Committee will participate in discussions of all students, whether the students spend all 4 years at WSU or attend both USU and WSU in the WU Program.

The DVM Course Committees for 1st and 2nd year courses will be chaired by the Course Director of the WSU course. Membership on the Course Committees will consist of all faculty who teach in the course, whether at USU or WSU.

All courses in the WU program must be approved by joint WU Program faculty upon

recommendation of the joint curriculum committee. Consideration for approval will include a review of the course content, course objectives, and qualifications of the proposed instructor by the curriculum committee, and the usual approvals by established academic review procedures on the respective campuses. It is recognized that the WSU CVM dean and the USU WU program administrator in the performance of his or her function, is subject to the requirements established by each respective institution.

V. Facilities

WSU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on WSU Pullman campus and other sites that support the WU DVM program.

USU will provide office, classroom, laboratory, diagnostic, and clinic facilities, and self-learning resource space on the USU campus and other sites that support the WU DVM program.

It is understood and agreed that WSU and USU shall not be required to provide physical facilities in another state as part of its obligation under this agreement.

VI. Faculty

The WSU and USU WU Program administration will be responsible for hiring faculty, evaluating their teaching performance and taking action as required with regard to all personnel matters relating to those under that dean's supervision who participate in the WU program. Such responsibilities include termination, tenure decisions, promotions, salary adjustments and similar matters. Employment, evaluations, and other personnel matters relating to faculty or other employees shall be conducted under the supervision and rules of the respective governing boards

of WSU and USU. WSU and USU WU Program leaders agree that the appropriate leadership at WSU and will be advised, consulted and involved as appropriate as faculty search processes are conducted and a hire is made. The WSU Dean and WSU Department Chairs and School Directors will be consulted by USU program administration on how job descriptions are written, how the search is progressing, and who is hired. Where possible, a WSU faculty member from the appropriate department or school will be appointed to serve on the USU WU faculty search committees. Where possible and with mutual interest, USU WU faculty can be appointed to serve on WSU CVM faculty search committees. A review of any teaching faculty member's performance will be provided upon the request of the WSU CVM Dean and the USU WU program administrator.

WSU and USU WU program administrators agree on commonality and consistency in student evaluations of USU and WSU teaching faculty. USU WU Program faculty will be part of the WSU CVM peer review of teaching process, student evaluation, and other faculty and course assessment processes as they exist and evolve.

VII. Financial Responsibilities

A. Basis Financial Support for WU Program in Veterinary Medical Education.

WSU and USU are responsible for their own facility, capital, and maintenance and operating costs of facilities. In order to accommodate the additional USUWU program students in the 3rd year of the WSU DVM Clinical Medicine and Surgery Curriculum, WSU will need to renovate the small animal surgery teaching laboratory facilities in McCoy Hall to support the increased 3rd year class size. WSU requests that in the fiscal year prior to arrival of the first class of WU program students at WSU (anticipated to be FY14) USU as part of this agreement

provide WSU CVM with \$75,000 in one-time minor capital renovation and equipment funds to partially support the necessary renovation of this Junior Surgery Teaching laboratory. This renovation work will need to be completed and operational in advance of the first USU WU students to enroll at WSU in the 3rd year of the WSU DVM curriculum.

The basis of the USU WU program support for years 1 and 2 of the DVM program at USU will be at such a level determined by USU and Utah funding authorities that will support a fully accredited component of the WSU DVM program and be consistent with and comparable in content, scope, and quality with the WSU DVM curriculum in years 1 and 2. This support level is not otherwise addressed in this agreement.

This agreement will set forth basis for Utah's USU WU program annual per student support levels to be paid to WSU in consideration of WSU CVM's agreement to provide access to and enrollment of USU WU program sponsored Utah resident students in the 3rd and 4th years of the WSU DVM program.

The WSU DVM academic year non-resident tuition and fee amount for FY2011 is \$48,480. The WSU DVM academic year resident tuition and fee amount for FY 2011 is \$19,578. Thus, the non-resident DVM tuition and fee differential from the resident DVM rate in FY11 is \$28,902. For comparison, the WICHE DVM per student support fee for FY11 is \$29,100.

Per this agreement, the USU WU program Utah resident per student support fee to be paid by USU to WSU for students enrolled at WSU in years 3 and 4 of the DVM curriculum will be based on the \$29,100 FY11 amount, equivalent to the FY11 WICHE per student support fee. The base support fee amount will be inflated to the year that the first group of 20 USU Utah resident students will enroll at WSU CVM. Assuming that the USU WU program begins and the

first class of 20 USU WU Utah resident students are enrolled in Utah in FY13, and the 2nd class of 20 enroll in Utah in FY14, WSU will enroll 20 USU WU residents in the 3rd year of the WSU DVM program in FY15, and will enroll a total of 40 USU WU residents (20 in the 3rd year and 20 in the 4th year) in FY16. USU will continue to provide annual per student support fees as noted above for a total of 40 Utah Resident WU program students per year that are provided enrollment access at WSU in the DVM program (20 in year 3 and 20 in year 4) for each subsequent year of this agreement.

The USU WU program Utah Resident per student support fee base in FY11 is \$29,100 and will be inflated at 2% per year results in the following:

FY15 \$31,499 per student support fee x 20 USU WU students = \$ 629,980

FY16 \$32,129 per student support fee x 40 USU WU students = \$1,285,160

For future years beginning in FY17 and beyond, the USU WU program Utah resident per student annual support fee will be increased each year by the percentage equal to the State of Washington inflation rate for goods and services used by the WA Office of Financial Management (OFM) for state budget planning purposes.

USU WU program Utah-sponsored resident students will enroll at WSU for their 3rd and 4th years of the WSU DVM program and be responsible for payment to WSU of the equivalent of the WSU DVM Resident DVM tuition and fees plus the mandatory WSU student fees that exist at the time of their enrollment at WSU. Utah Resident students sponsored by USU under the WU program and this agreement will not be permitted to establish Washington State residency during their enrollment in the WU program for WSU tuition and fee purposes. This also applies

to any future USU WU program Utah non-residents that may be addressed in a future amendment to this agreement.

WSU CVM will invoice USU prior the beginning of each academic year for the WU program annual per student support fees for USU WU Utah Resident students enrolled at WSU in the 3rd and 4th years of the DVM program. For the 3rd year students, WSU will invoice USU following the WSU 10th day enrollment date to confirm actual enrollment counts. For the 4th year students who begin the 4th year in early May following the 3rd year, WSU will invoice USU at the beginning of the 4th year clinical rotations based on the enrollment count. USU payment to WSU for invoices will be made in full by October 1 for the 3rd year enrolled students and by the June 1 for the 4th year enrolled students. USU WU program Utah-sponsored resident students are responsible for the payment of the WSU DVM tuition and fees and mandatory student fees per their WSU student registration fees that will be billed by WSU Student Accounts as part of enrollment and registration.

The per student support level will include operating costs of the DVM instructional program including direct instruction, college level instructional administration, Animal Health Library, teaching related activities including scholarly activity, faculty effort on university and college committees, DVM student advising, the selection process involving admissions, and employee benefits.

It is understood and agreed that the payments by USU are subject to the appropriation of funds by the Utah Legislature to USU. If the required support level per student is not provided, student numbers will be proportionately reduced, or the agreement may be terminated as provided in Article XII.

VIII. Admissions and Students

Admission policies for the WU Program will be those of the WSU CVM when this agreement goes into effect. Subsequent modification of admissions policies will be proposed by the joint WSU and USU WU Program admissions committees in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. Operating under these policies and under the direction of the WSU Director of Admissions, a separate USU WU program Admissions Committee will screen applications and make recommendations to the Dean of the WSU CVM regarding admission of Utah-sponsored WU Program students.

Academic standards and essential requirements for all students in the WU Program will be those of the WSU College of Veterinary Medicine at the time this agreement becomes effective. Subsequent modification of academic standards and essential requirements will be proposed through the office of the WSU CVM Associate Dean for Student and Academic Affairs in accordance with WSU CVM policies and procedures, and adopted by joint approval of the WSU USU WU Program faculty. All WU Program students will be subject to the procedures of the joint WU Program Student Progress Committee in coordination with the WSU CVM Associate Dean for Student and Academic Affairs and the USU local program administrator.

IX. Curriculum

A. Courses

All courses of the WU curriculum must be approved by the joint Curriculum Committee, the WSU and USU program leaders, and other appropriate committees and administrators. WSU will offer the entire four-year D.V.M. curriculum to Washington residents, Idaho-sponsored

students, WICHE students, and other non-resident students. USU will offer the first 2 years of the DVM curriculum to USU WU Program-sponsored Utah residents, and any USU WU Program non-resident students, if any, admitted through a separately executed amendment to this agreement. WSU will provide the third and fourth years of the D.V.M. curriculum to the USU WU sponsored Utah residents who will enroll at WSU for the third and fourth years of the D.V.M. program following their successful completion of the first two years of the WU program at USU. USU may request that WSU faculty provide portions of year 1 and 2 course material to USU WU students via distance education or web based education. WSU and USU will reach separate written agreement on the amount of reimbursement for such effort. The same applies if USU faculty are requested to provide portions of WSU's 1st and 2nd year curriculum.

B. Graduate and Other Cooperative Programs

Programs leading to graduate degrees will not be considered a part of this agreement. However, regional cooperation in graduate programs will be encouraged and members of the WSU and USU faculties may be appointed to the graduate faculty of the other institution according to existing policies and regulations of each institution.

Details concerning cooperative programs of research and service, education of non-DVM students and graduate students, and continuing education may be covered in separate arrangements between WSU and USU.

X. Awarding of Degrees

The degree of Doctor of Veterinary Medicine will be conferred on graduates by the Board of Regents of WSU as the accredited College of Veterinary Medicine.

XI. Review of Curriculum

Curriculum development and assessment is the responsibility of the collective WSU and USU faculty under the guidance of the WSU Associate Dean for Student and Academic Affairs, the WSU Associate Dean for Teaching and Learning, and the joint WU Program Curriculum Committee. As needed and directed, ad hoc faculty committees of the joint faculty and administration of the WSU CVM and USU WU Program may also be responsible for curriculum planning and assessment in the WU Program.

XII. Termination

WSU and USU agree to provide each other with at least a one year advance notice in writing of intent to terminate the agreement. It is agreed that students in the program will be allowed to complete their programs of instruction if the agreed upon level of financial support is continued to allow program phase out.

XIII. Non-Discrimination

Each party certifies that it will not discriminate in the performance of this agreement on the basis of race, color, creed, national origin, religion, gender, sexual orientation (to include perceived gender identity), honorably discharged veteran or military status, physical, mental or sensory disability, or use of a trained dog guide or other service animal, in compliance with (a) Presidential Executive Order 11246, as amended, including the Equal Opportunity Clause contained therein; (b) Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and the Affirmative Action Clauses contained therein; (c) the Americans with Disabilities Act of 1990, as amended; and (d)

applicable non-discrimination laws of the state of Washington. The parties further agree they will not maintain facilities which are segregated on the basis of race, color, religion or national origin in compliance with Presidential Executive Order 11246, as amended, and will comply with the Americans with Disabilities Act of 1990, as amended, regarding programs, services, activities and employment practices.

XIV. Effective Date, Duration, and Filing Requirements

Copies of this agreement shall be filed with the Whitman County Auditor, the Secretary of State of Washington, and in Utah _____ prior to its entry into force. The agreement shall be effective _____ and shall continue indefinitely by execution of the parties, accomplishment of all filing requirements, and approval required by law. The agreement may be terminated by any of the parties upon due notice in accordance with the terms of Article XII.

XV. Notices

All notices, payments, requests, consents, approvals, or other communications which may be required under this contract shall be given as follows:

- A. Notice or payments to Washington State University
- B. Notice to Utah State University.
- C. Amendments

This agreement may be amended by mutual consent executed in writing by the officials executing this agreement, or their successors, and appended herewith.

WASHINGTON STATE UNIVERSITY

Approved by:

Recommended by:

Bryan K. Slinker, Dean

College of Veterinary Medicine

Date:

Approved as to Form:

UTAH STATE UNIVERSTIY

Approved by:

Recommended by:

DRAFT

Appendix F: Basic List of Veterinary Journals for Academic Libraries (all of which students at USU will have electronic access)

Acta Veterinaria Hungarica
Acta veterinaria scandinavica with supplements
American journal of veterinary research
Anatomia, histologia, embryologia
Animal
Animal Biotechnology
Animal genetics
Animal Law
Animal reproduction science
Animal Research
Animal science journal (Nihon Chikusan Gakkaiko)
Animal welfare
Anthrozoos
Applied animal behaviour science
Archives of animal nutrition
ATLA Alternatives to laboratory animals
Australasian Veterinary Practitioner
Australian Veterinary Journal
Avian diseases
Avian pathology
Berliner und Munchener Tierarzliche Wochenschrift
Biology of reproduction
BMC Veterinary Research
British Poultry science
Canadian Journal of Animal science
Canadian Journal of veterinary research
Canadian veterinary journal
Comparative immunology, microbiology, and infectious disease
Comparative medicine
Compendium: Continuing education for veterinarians
Diseases of aquatic organisms
Domestic animal endocrinology
DTW: Deutsche Tierarztliche Wochenschrift
Equine veterinary education
Equine veterinary journal with supplement
Experimental animals
Fish and shellfish immunology
Fish pathology (Formerly Gyobyo Kenkyu)
Historia medicinae veterinariae
ILAR journal
In practice
Japanese Journal of veterinary research
Journal of American animal hospital association

Journal of animal physiology and animal nutrition
 Journal of Animal Science
 Journal of Applied animal welfare science: JAAWS
 Journal of Aquatic animal health
 Journal of Avian medicine and surgery
 Journal of comparative pathology
 Journal of Dairy research
 Journal of Dairy Science
 Journal of equine veterinary science
 Journal of exotic pet medicine (Formerly Seminars in Avian and exotic pet medicine)
 Journal of Feline medicine and surgery
 Journal of fish diseases
 Journal of medical entomology
 Journal of medical primatology
 Journal of Small Animal practice
 Journal of swine health and production
 Journal of the American association for laboratory animal science: JAALAS (formerly, contemporary topics in laboratory animal science)
 Journal of the American Holistic Veterinary Medical Association
 Journal of the American Veterinary Medical Association
 Journal of the South African Veterinary association
 Journal of veterinary cardiology
 Journal of veterinary dentistry
 Journal of veterinary diagnostic investigation: official publication of the American Association of Veterinary Laboratory Diagnosticians, Inc
 Journal of veterinary emergency and critical care
 Journal of veterinary internal medicine
 Journal of veterinary medical education
 Journal of Veterinary medical science (the Japanese Society of veterinary science)
 Journal of veterinary pharmacology and therapeutics
 Journal of wildlife diseases
 Journal of zoo and wildlife medicine
 Lab animal
 Laboratory animals
 Medical and veterinary entomology
 Medical mycology
 New Zealand Veterinary Journal
 Onderstepoort journal of veterinary research
 Polish Journal of Veterinary Sciences
 Poultry Science
 Preventative veterinary medicine
 Reproduction
 Reproduction in domestic animals = zuchthygiene
 Research in veterinary science
 Revue de Medecine Veterinaire
 Revue scientifique et technique

Scandinavian journal of laboratory animal science
Schweizer archiv fur tierheilkunde
Small ruminant research
The Veterinary clinics of North America. Small animal practice
The Veterinary record: Journal of the British Veterinary Association
Theriogenology
Topics in Companion animal medicine (Formerly Clinical techniques in small animal practice)
Transboundary and emerging diseases (formerly Journal of veterinary medicine series A
Tropical animal health and production
Vaccine
Veterinary anaesthesia and analgesia
Veterinary and Comparative oncology
Veterinary and comparative orthopaedics and traumatology: VDOT
Veterinary Clinical Pathology
Veterinary clinics of North America: equine practice
Veterinary Clinics of North America: Exotic animal practice
Veterinary clinics of North America: food animal practice
Veterinary dermatology
Veterinary Economics
Veterinary heritage
Veterinary immunology and immunopathology
Veterinary Journal (Formerly British veterinary journal)
Veterinary Medicine
Veterinary microbiology
Veterinary Ophthalmology
Veterinary parasitology
Veterinary pathology
Veterinary Quarterly
Veterinary radiology and ultrasound
Veterinary Research
Veterinary research communications
Veterinary surgery
Veterinary technician
Veterinary therapeutics
Zoo biology
Zoonoses and public health (Formerly Journal of veterinary medicine B)

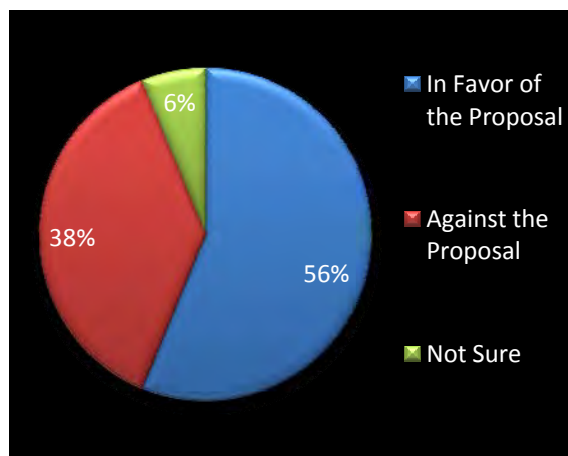
Appendix G: Summary of Public Comment (Letters are available on file at the Office of the Commissioner)

USU/WSU Veterinarian Partnership - Summary of Public Input

To date, we have received 35 emails or letters with varied opinions concerning the proposed USU/WSU partnership agreement.

The following table indicates the category in which the input was received.

Type	In Favor of the Proposal	Against the Proposal	Not Sure	Number of Letters
Businesses / Practitioners	9	6	1	16
Institutions	1	0	1	2
Parents	0	5	0	5
Professors	2	2	0	4
Students	2	6	0	8
Total	14	19	2	35



Although there were a variety of issues expressed, these are the major themes:

For the Proposal:

- 1 There is a shortage of veterinarians who practice on food animals.
- 2 The program will provide greater opportunities for Utah students.
- 3 There is a need for veterinarians in the rural areas of the state.
- 4 The proposed program will allow Utah to better control and address future professional needs in this area.
- 5 The program will give Utah a direct voice in the selection of Utah veterinary students.
- 6 The program will provide educational opportunities for veterinarians.
- 7 Adequate access to veterinary training has been a problem for a long time--the proposed program solves this issue.
- 8 Sharing faculty and facilities between Utah and Washington is an efficient solution.
- 9 It took (two full years) (three full years) to recruit an associate to my practice.
- 10 This program would produce more veterinarians with Utah ties.

Against the Proposal:

- 1 Utah does not have a shortage of veterinarians.
- 2 Utah does not have an increasing animal agricultural base.
- 3 If there were a shortage of veterinarians, the market would recruit veterinarians to come to the state.
- 4 USU has grossly underestimated the cost of the program.
- 5 The program will provide an inferior veterinary medicine education due to infrastructure deficiencies.
- 6 USU lacks veterinary faculty specialists with board certification.

- 7 USU lacks necessary facilities and equipment to teach the first two years of the curriculum.
- 8 USU students would have no access to a large veterinary teaching hospital.
- 9 News reports have contained several inaccuracies.
- 10 Funding for 12 seats per year would be adequate to meet Utah's needs for veterinarians.
- 11 USU library has an inadequate collection.
- 12 There has not been enough research completed and there are many questions that need to be answered.
- 13 The WICHE program gives the students the best option for the DVM.
- 14 The proposed program will not provide the full 4 years of the DVM in Utah.
- 15 Limits the choice of Utah students to only one route that involves 2 to 3 institutions.
- 16 Too expensive for the state of Utah.

December 2, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Property Purchase in Brigham City

Issue

Utah State University (USU) has requested authorization to purchase approximately 40 acres of land in Brigham City, Utah that includes former Intermountain Indian School Property and two smaller improved-commercial parcels that are contiguous to property owned by USU.

Background

USU was approached recently by the future owners of the Intermountain Indian School property regarding the University's interest in purchasing any of the property. The University expressed a desire to acquire an appropriate area of the land for future campus development. Such an acquisition is very desirable because of increasing concern to the Administration and its Brigham City Advisory Board about how to address the long-term growth and functional needs of the Brigham City Campus.

The price of the acquisition is currently estimated to be in the range of \$4 to \$5 million. The seller obtained an independent appraisal that was reviewed by a second independent appraiser commissioned by USU that resulted in material differences in value. The two parties are splitting the cost for a third independent appraiser to reconcile the differences. The final price will be based on the third appraisal.

The property to be purchased by USU, which is part of a larger parcel, is currently in the process of being purchased by a third party. The new owners understand that USU must gain approval by its Board of Trustees (scheduled for December 3, 2010) and the Board of Regents before they, the new owners, can finalize purchase of the property.

The proposed source of funds for the purchase is tuition and fees collected from USU Regional Campuses and Distance Education students. Operation and Maintenance costs, for the foreseeable future, will be funded from the same source. Once a master plan for the property has been completed and qualifying buildings have been identified, USU may request state-appropriated O&M for the eligible projects.

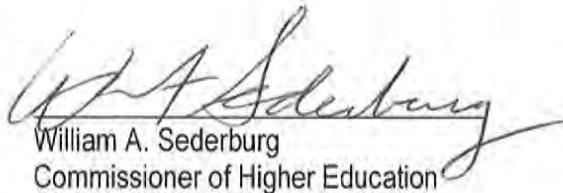
The following materials are attached that provide additional information about this proposed property purchase:

- The USU letter formally requesting approval of this purchase.
- An aerial photograph (Exhibit A) showing the location of the properties.
- A feasibility drawing that shows a conceptual layout of how a future Brigham City Regional Campus might be developed (Exhibit B).

University representatives will also be present at the meeting to respond to questions and to clarify details pertaining to the proposed purchase.

Commissioner's Recommendation

The Commissioner recommends the Board approve USU's purchase of these properties with the understanding that the price paid must not exceed the reconciled appraisal and that the University report back on the details of the final arrangements.


William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



November 22, 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 desires to purchase approximately 40 acres of land that includes property of the former Intermountain Indian School in Brigham City, Utah and two smaller improved-commercial parcels adjoining property owned by USU (see attached drawing Exhibit A).

On-going issues of increasing concern to the USU Administration and its Brigham City Advisory Board are how to best address the long term growth and functional needs of the Brigham City Regional Campus. Therefore, when USU was approached by the new owners of the Intermountain Indian School property, regarding the University's interest to purchase any of the property, the University expressed desire to acquire an appropriate area of land for future campus development purposes.

The local USU Brigham City Advisory Board has considered and passed a formal resolution in favor of the proposed acquisition. A feasibility drawing is included that shows a conceptual layout of how a future Brigham City Regional Campus might be developed (see attached Exhibit B).

The overall price to be paid by USU is currently estimated to be in the range of \$4 to \$5 million and the actual, final price to be agreed upon will be based on reconciling independent appraisal reports of land values.

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 implementation, USU may request approval of state appropriated O&M funding for eligible projects.

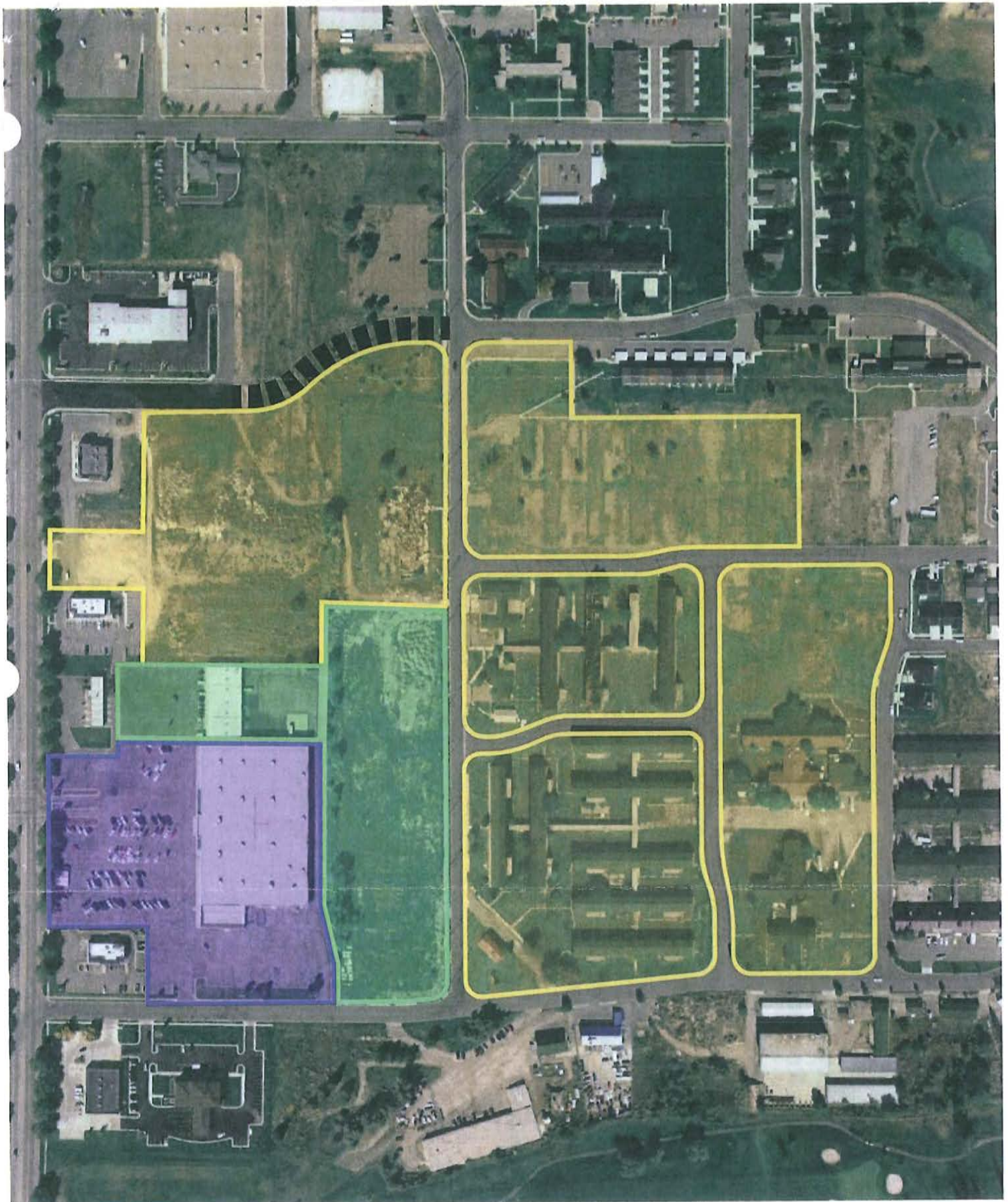
It is understood by the seller that USU must gain approval from its Board of Trustees and the Board of Regents before it can finalize the purchase of the described property.

The University requests that the real property acquisition located in Brigham City, Utah be placed on the calendar for the Board of Regents approval at the meeting on December 9, 2010. Approval of the real property acquisition is anticipated by the Board of Trustees in its meeting on December 3, 2010.

Sincerely,

David T. Cowley
Vice President for Business and Finance

c: Stan Albrecht
Gregory L. Stauffer



-  Property Available
-  Improved-Commercial Available
-  USU owns

EXHIBIT A



Utah State University Brigham City Regional Campus

EXHIBIT B: Illustrative Campus Plan

Legend:

-  Campus Building
-  Innovation Campus Building
-  Campus Plaza/Circulation
-  Auto Circulation/Surface Parking
-  Parking Structure
-  Green Space



CRSA

649 E SOUTH TEMPLE - SALT LAKE CITY, UT 84102
801-355-5915 - WWW.CRSA-US.COM



December 2, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University (SUU) – Office Space Lease

Issue

SUU has requested authorization to lease approximately 11,705 square feet of well furnished offices, meeting rooms, cubicles, and parking to help mitigate the growing need for adequate space for new faculty and staff.

Background

As noted in the attached letter, SUU has an opportunity to lease approximately 11,705 square feet of well appointed office space that is located less than two blocks from campus at the very reasonable furnished rate of \$1.17 per square feet per month. This space was recently remodeled and can be put into use immediately to help meet the growing need for faculty and staff offices and related space. While other space is available for about \$1.00 per square foot per month, it is further from campus, is significantly inferior in quality, is not furnished, and has limited parking.

The relevant specific terms of the lease are:

- \$163,870 annual payment (\$14.00 per square foot per year) for a five-year period.
- On each anniversary date of the lease, rental rates will be adjusted in accordance with changes in the "All Items" category of the Consumer Price Index.
- SUU may remain in possession of the facility as a month-to-month tenant after expiration of the lease until a replacement lease is signed or the landlord decides to terminate the arrangement.
- The landlord shall be responsible to maintain and repair the exterior and roof of the building and its furnace, electrical, HVAC and plumbing facilities. Likewise, the landlord shall pay real property taxes, other property related assessments, and casualty and liability insurance.
- SUU shall be responsible for interior maintenance, repairs and utilities, as well as janitorial, snow removal, and landscape maintenance.

A map showing the location of the property, the configuration of the two floors of space, and a draft copy of the lease are attached for your information. Lease costs will be paid from University funds, including operating budgets of organizations located in the facility. Representatives from SUU will be present to answer questions about this matter.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize SUU to move forward with this lease.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

Vice President for Finance & Facilities

November 16, 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

RE: Proposed Lease Agreement

Dear Commissioner Sederburg:

There persists on the SUU campus a need for office space. As we continue to build the academic roadmap and pursue the mission of the University, we are experiencing difficulty in locating adequate office space for new faculty and staff.

An opportunity to lease some ideal office space very close to the campus has been presented to the University. The old city library, most recently remodeled into the ABD Bank is available at a very reasonable rate. This space is approximately 11,705 square feet of well furnished offices, meeting rooms, cubicles and adequate parking (see attached floor plan). The furnished rate required is \$1.17/sq.ft./month. There are other offices in town that are not as near to the campus, not nearly as nice, not furnished and limited parking for \$1.00/sq.ft./yr.

We feel this is a good rate for greatly needed office space and request Board of Regents approval to secure this lease. Funding would be from University funds and revenues generated by tenant operations.

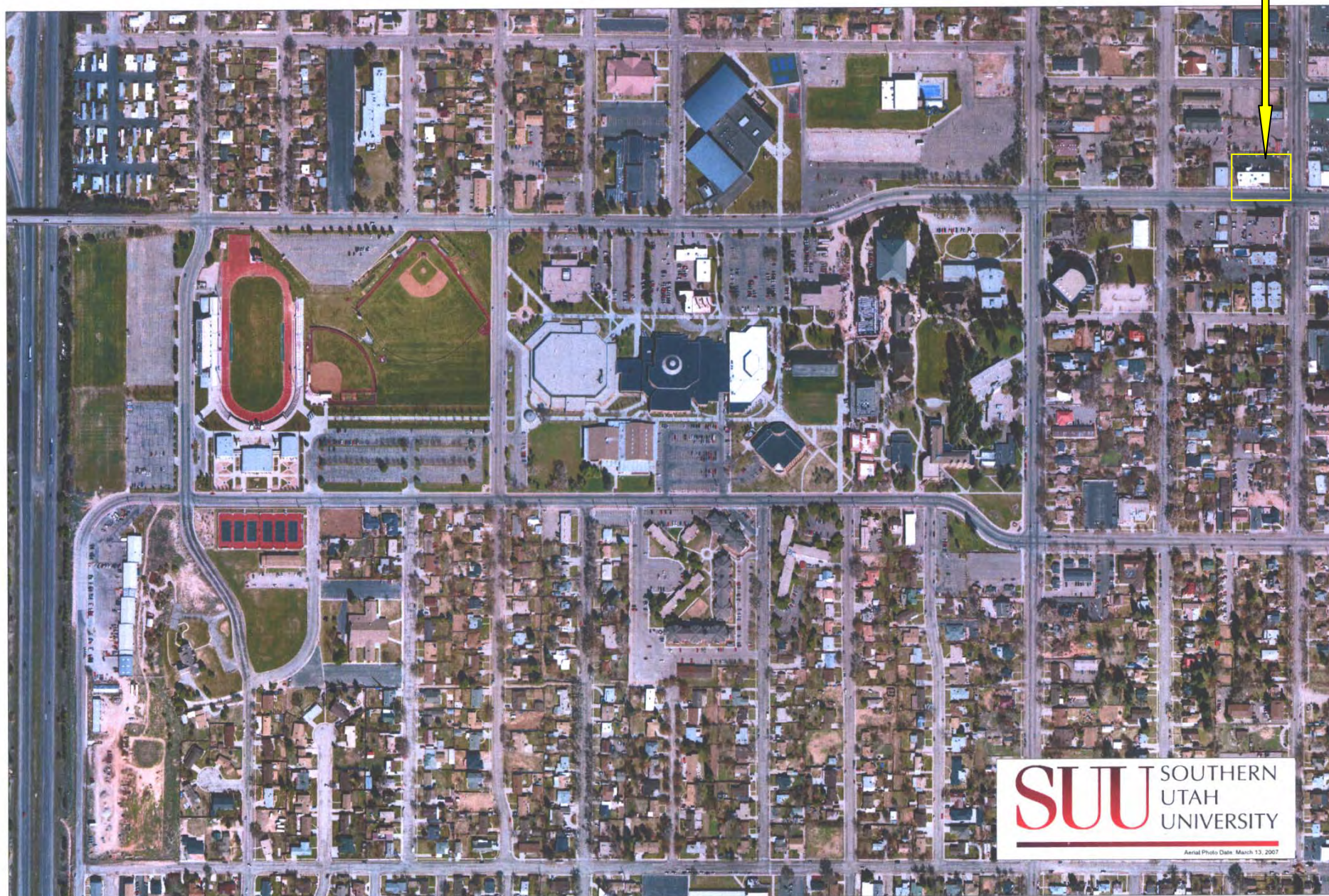
Please don't hesitate to call if you have any questions.

Sincerely,

Dorian Page, MACC, C.P.A.
Vice President for Finance & Facilities
435-586-7721

cc: Dr. Gregory Stauffer, Associate Commissioner
Michael T. Benson, President
Ralph Hardy, Assistant Commissioner

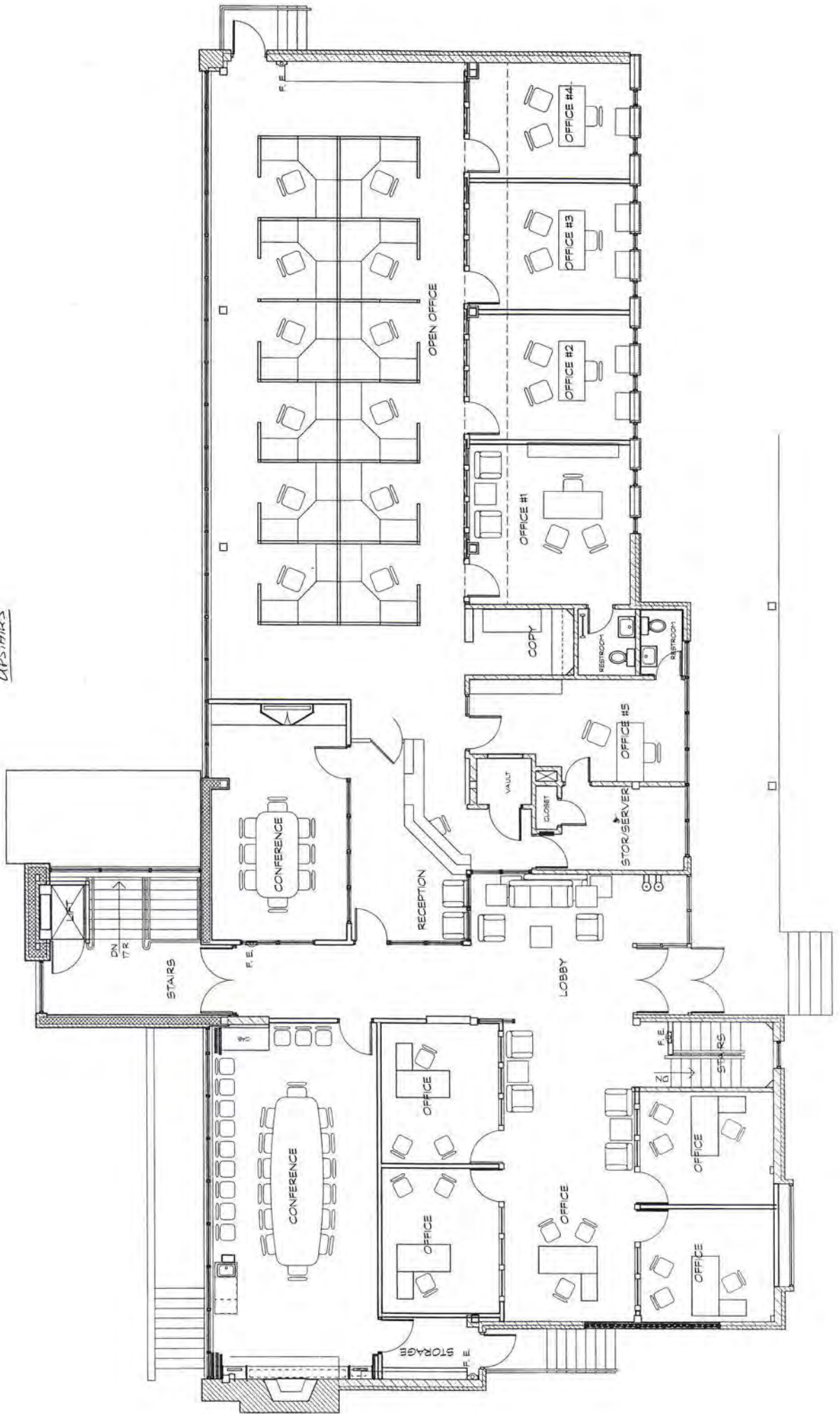
ADB Bank Property – 136 W. University Blvd.

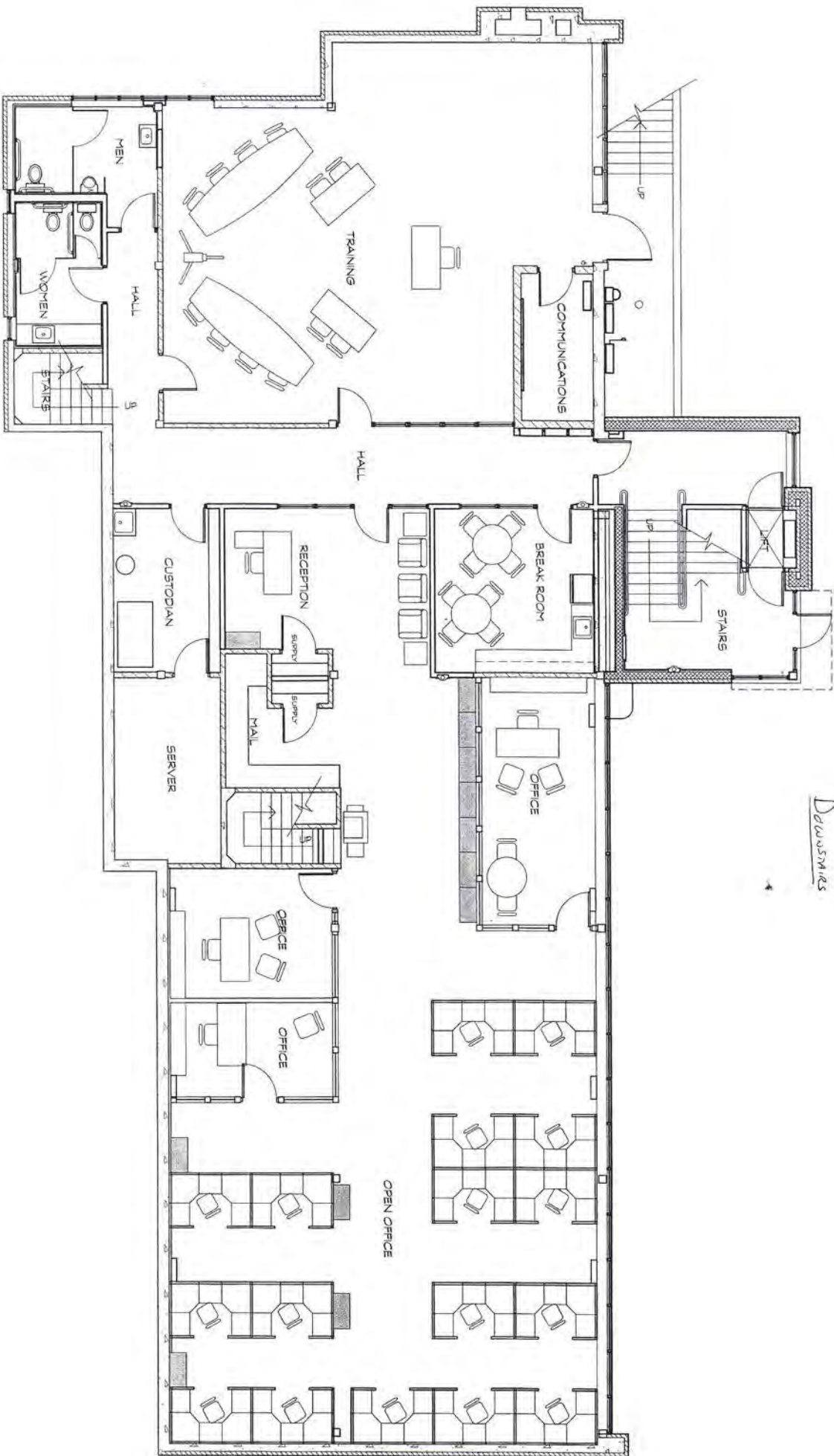


SUU SOUTHERN
UTAH
UNIVERSITY

Aerial Photo Date: March 13, 2007

UPSTAIRS





DISASTERS

COMMERCIAL LEASE AGREEMENT

This Agreement (the "Lease") is entered into by and between ADB BANK c/o Leavitt Group Enterprises, 216 South 200 West, Cedar City, Utah 84720 as "Landlord", and SOUTHERN UTAH UNIVERSITY, 351 West University Blvd., Cedar City, Utah 84720, as "Tenant".

In consideration of the mutual covenants contained herein, the parties agree as follows:

1. Description of Premises. Landlord does hereby let unto the Tenant, and the Tenant does hereby take as tenant under the Landlord, the commercial building consisting of approximately 11,705 square feet, associated grounds and parking (the "Premises"), the legal description for which is attached hereto as Exhibit "A" and made a part hereof, together with existing furniture and equipment described in Exhibit "B" attached, the same being located at 136 West University Blvd. (Center Street), Cedar City, Utah.
2. Tenant's Acceptance of Premises. Neither the Landlord nor its agents have made any representations with respect to the Premises, the building in which it is located, the land upon which it is erected, nor the associated furniture and equipment, and except as expressly set forth herein and Tenant accepts the same "as is".
3. Term of Lease. The initial term of this Lease shall be for five (5) years, commencing on January 1, 2011 and ending on December 31, 2015, both dates inclusive, unless sooner terminated under paragraphs 18 or 19 or through Tenant's default under paragraphs 10 or 11. Tenant may at its option extend this Lease for an additional five years upon written notice delivered to Landlord not less than 90 days prior to the date upon which this Lease would otherwise expire. During that option period, if so exercised, the terms of this Lease shall continue in force and effect and rent shall be payable, with annual adjustments, as provided herein.
4. Rent. Subject to annual Consumer Price Level Adjustments as herein provided, Tenant shall pay to Landlord annual rent at the rate of \$14.00 per square foot per year, or \$163,870.00 in year one, payable in lawful money of the United States, delivered to Landlord in advance in equal quarterly payments due on or before January 5, April 5, July 5, and October 5 of each year beginning January 5, 2011. On each anniversary date beginning one year from the effective date of this Lease, rent shall be adjusted for consumer price level changes occurring during each year during this Lease term, including any option term and any holdover term. Consumer price level adjustments shall be in accordance with charges made in the Consumer Price Index for "All Items" in the table entitled "All Urban Consumers" (U Index) as published by the U.S. Department of Labor. If the Bureau of Labor Statistics, U.S. Department of Labor should change said index or cease to maintain a Consumer Price Index, such other index or standard as will most nearly accomplish the aim of the Consumer Price Index shall be used in making the adjustments provided in this section. Any increase or decrease in rent resulting from the annual CPI adjustments, shall be payable upon demand.
5. Security Deposit. N/A
6. Use of Premises and Compliance with Laws. Tenant agrees that the Premises shall be used and occupied as an office space and matters reasonably related thereto and for no other purpose or purposes without the Landlord's written consent. Tenant shall not keep or maintain any illegal or hazardous substance or materials at the Premises, and shall not use or permit the use of the Premises or any part thereof for any purpose prohibited by law. Tenant shall throughout the Lease term, at its sole expense comply with and conform to all of the requirements of governmental authorities and all present and future laws and ordinances relating in any way to the Premises or Tenant's use and occupancy thereof.
7. Repairs and Maintenance. Landlord or its affiliates shall be responsible to maintain and repair the exterior and roof of the Building, its furnace, electrical, HVAC, and plumbing facilities. Landlord shall

likewise pay the following operating expenses associated with the Premises: real property taxes and special assessments, municipal parking authority assessments, owner's property, casualty and liability insurance. The Tenant, during the term of this Lease and any holdover, extension or renewal of this Lease, shall, at its sole expense, make all repairs to (including replacement as reasonably needed) the windows, window coverings, interior paint and floor coverings, and the wheelchair lift/elevator, as well as repair of any damage to the Premises caused by the Tenant or by any person who may be in or upon the Premises, except the Landlord, Landlord's agents, servants and employees. The Tenant agrees at the expiration of this Lease or upon the earlier termination hereof, to quit and surrender the Premises in good and clean condition and repair, reasonable wear excepted.

8. Assignment and Subletting. Tenant shall not assign this Lease nor sublet the Premises nor any part thereof without Landlord's prior written consent, which shall not be unreasonably withheld.
9. Abandoning Premises or Personal Property. Tenant shall not vacate or abandon the Premises at any time during the Lease term, but if Tenant does vacate or abandon the Premises or is dispossessed by process of law, any personal property belonging to Tenant left on the Premises shall be deemed abandoned at the option of Landlord and shall become the property of Landlord.
10. Default. Tenant shall have breached this Lease and shall be considered in default hereunder if Tenant fails to perform or comply with any of the covenants or conditions of this Lease and such failure continues for a period of twenty (20) days after receipt of written notice from Landlord.
11. Landlord's Remedies upon Default. In the event of default set forth in Paragraph 10 herein occurs, Landlord shall have the following cumulative rights and remedies:

(a) After delivery of notice required by law, Landlord may terminate this Lease. Such termination does not release Tenant's liability to Landlord for rent revenues lost by Landlord during the remainder of the Lease term as a result of such Lease termination, breach of covenants under this Lease, or other damages caused Landlord by Tenant. Upon such termination, Tenant shall quit and surrender the Premises to Landlord. Landlord shall return to Tenant the amount by which Tenant's prepaid rent exceeds all damages resulting from Tenant's breach, including without limitation, costs and attorney's fees incurred in recovering and reletting the Premises, and including the worth at the date of termination of the excess, if any, by which the amount of rent for the remainder of the term of this Lease exceeds the rental value of the Premises for the remainder of the stated term.

(b) Landlord may re-enter and take possession of the Premises or any part thereof, remove Tenant's personal property without being deemed guilty of any manner of trespass and without prejudice to any remedies preceding breach of covenants. Should Landlord elect to so re-enter, or should Landlord take possession pursuant to legal proceedings or pursuant to any notice provided by law, Landlord may relet the Premises or any part thereof for such terms and at such rental as Landlord may choose, with the right to make alterations and repairs to the Premises. Such re-entry by Landlord shall not be construed as an election by Landlord to terminate this Lease. No such re-entry shall relieve Tenant of its liability and obligations under this Lease. Upon the occurrence of such re-entry, Landlord shall be entitled to damages in the amount of the total rent and any other sums payable hereunder had default not occurred, less net proceeds, if any, of rent received from reletting the Premises after deducting all of Landlord's expenses in connection with such reletting including reasonable attorneys fees. Landlord shall cause the cost of curing the breach to be deducted from prepaid rent with any unpaid balance to be paid by Tenant, or any excess to be refunded to Tenant.

(c) Landlord shall have in addition, any and all remedies provided by law. The exercise of any one remedy by Landlord shall not exclude any other remedy.

(d) If Tenant shall default in making any payment required to be made by Tenant (other than payments of rent) or shall default in performing any other obligations under this Lease, Landlord may, but need not, make such payment for or on behalf of Tenant expend such sum as may be necessary to perform

such obligation. All sums so expended by Landlord, with interest thereon at the rate of fifteen percent (15%) per annum, shall be repaid by Tenant to Landlord on demand. No such expenditure by Landlord shall be deemed a waiver of Tenant's default nor shall it affect any other remedy of Landlord by reason of such default.

12. Nonwaiver of Default. The waiver of any breach of any covenant or condition by the Landlord shall not constitute a waiver of any other breach regardless of Landlord's knowledge thereof.
13. Indemnity and Insurance. The Tenant shall exonerate, defend, reimburse and indemnify the Landlord against and hold the Landlord harmless from any and all costs, liabilities and expenses including reasonable attorneys fees resulting from claims or demands for loss of or damage to property or for injury or death to any person from any cause whatsoever while in, upon, or about the Premises during the term of this Lease and any extension, holdover or renewal thereof, except to the extent Landlord's negligence or willful misconduct caused the injury or damages. Tenant hereby waives and shall hold harmless Landlord from any and all losses and claims for damages to Tenant's personal property, business interruption, loss of use, and loss of income, regardless of cause. Tenant may seek its own insurance for these risks. Tenant acknowledges that any fire and casualty insurance maintained by Landlord will not cover damage or loss to Tenant's property. Tenant is solely responsible to insure its property at the Premises.
14. Utilities and Services. Tenant shall pay for gas, electricity, municipal water, sewer and garbage charges, and all other utilities provided to the Premises. Tenant shall provide all janitorial, snow removal and landscape maintenance services at the Premises.
15. Entry and Inspection. Tenant shall permit Landlord and its agents to enter the Premises at reasonable times for inspection of the Premises, to maintain the Building, and to make such repairs as the Landlord is obligated or may elect to make. Landlord shall have the right of entry without any rebate of rent to the Tenant for any loss of occupancy or quiet enjoyment of the Premises thereby occasioned. Landlord shall give Tenant reasonable notice prior to entry and inspection, except in case of emergency.
16. Alterations. All alterations, improvements and changes that Tenant may desire to make to the Premises shall be done either by or upon prior written consent of Landlord, but at Tenant's sole expense and shall become the property of Landlord and remain on the premises, except that, at the option of Landlord. Tenant shall, at its expense, remove from the Premises, partitions, counters and other Tenant-installed alterations and improvements and restore the Premises to its condition prior to this Lease when surrendering the Premises. If written consent of the Landlord to any proposed alterations by the Tenant shall have been obtained, Tenant agrees to advise Landlord in writing of the date upon which such alterations will commence. Tenant shall keep the Premises free from any and all liens arising out of any work performed, materials furnished, or obligations incurred by Tenant. Tenant shall indemnify and hold Landlord harmless against any liability, loss, damage, costs or expenses, including attorney's fees, on account of any claims of any nature whatsoever, including claims of liens of laborers and materialmen or others, for work performed or materials or supplies furnished to Tenant or persons claiming under Tenant. Should any liens be filed or recorded against the Premises or any action affecting the title thereto be commenced, Tenant shall immediately give Landlord written notice thereof. Tenant shall furnish Landlord adequate security of at least One Hundred Twenty-five percent (125%) of the amount of the claim and shall cause any such lien to be removed of record within ten (10) days after the filing of the lien, unless contested by the Tenant, in which case the Landlord shall be secured by the bond or cash left as security.
17. Damage to or Destruction of Building. In the event the Premises or the Building are damaged by fire or other perils covered by insurance, Landlord agrees to repair the damage, and this Lease shall remain in full force and effect. Tenant will be entitled to a proportionate reduction of the rent while the repairs are being made based upon the extent to which the making of the repairs materially interferes with the business carried on by the Tenant in the Premises. If the damage is due to the fault or neglect of Tenant or Tenant's employees, there will be no abatement of rent.

In the event the Premises or the Building are damaged as a result of any cause other than the perils covered by fire and casualty insurance, then Landlord will repair the damage, provided the extent of the destruction is less than twenty percent (20%) of the full replacement cost. If not, Landlord will have the option (1) to repair or restore the damage and continue the Lease in full force and effect, and proportionately reduce the rent as provided above, or (2) give notice to Tenant within sixty (60) days after the damage, terminating this Lease as of the date specified in the notice. The termination date will be no less than thirty (30) days after the giving of such notice. In the event Landlord elects to so terminate, this Lease shall expire and all interest of the Tenant in the Premises will terminate on the date specified in such notice. The rent, reduced by a proportionate amount based upon the extent to which the damage materially interfered with the business carried on by the Tenant in the Premises, will be paid up to the date of the termination, and Landlord shall refund any balance of prepaid rent to Tenant.

Landlord is not required to repair any injury or damage by fire or other cause, or to make any repairs or replacements of any panels, decoration, office fixtures, railings, floor covering, partitions, or any other property installed in the Premises by Tenant.

Aside from refund of prepaid rent, Tenant will not be entitled to any compensation or damages from Landlord for loss of the use of the whole or any part of the Premises, Tenant's personal property or any inconvenience or annoyance occasioned by such damage, repair, reconstruction or restoration.

In the event the Tenant is materially deprived of the use of the Premises, and the repairs to be made by Landlord will take more than 120 days to perform, Tenant has the option to terminate the lease after giving thirty days notice to Landlord.

18. Condemnation. A condemnation of the Building or a condemnation of the portion of the Premises occupied by Tenant or an event which renders the Premises unsuitable for Tenant's use, shall result in a termination of this Lease. Aside from refund of any prepaid rent, Landlord is not required to pay Tenant for any damages which accrue to Tenant as a result. However, Tenant is not precluded from seeking a damage recovery from any condemning authority. Upon condemnation, all future rent installments to be paid by Tenant under this Lease shall be terminated.
19. Relationship of Parties. It is understood and agreed that the relationship of the parties hereto is strictly that of landlord and tenant and that this Lease shall not be construed as a joint venture or partnership. The Tenant is not and shall not be deemed to be an agent or representative of the Landlord.
20. Brokerage Commissions. It is agreed by the parties herein that no broker was involved in the negotiation of this Lease and that no brokers commissions are payable to any party.
21. Successors. All terms, covenants and conditions hereof shall be binding upon and inure to the benefit of the heirs, executors, administrators, successors and assigns of the parties hereto, provided that nothing in this paragraph shall be deemed to permit any assignment, subletting, occupancy, or use by Tenant contrary to the provisions contained herein.
22. Holding Over. If the Tenant remains in possession of the Premises after expiration of this Lease and prior to signing a replacement lease, such possession shall be as a month-to-month tenant. During such month-to-month tenancy, the provisions of this Lease shall be applicable. Either party may terminate this Lease during any holdover period upon serving the other party with notice of Lease termination at least 15 days prior to the end of the month or period.
23. Severability Clause. In the event that any provision or clause in this Lease is invalid, unenforceable or illegal under laws in effect during the term of this Lease, the remainder of the Lease shall not be affected thereby. In lieu of any invalid, unenforceable or illegal provision or clause, the parties

mutually agree to add retroactive to the commencement date hereof, as a part of this Lease, a provision or clause as similar as may be possible and valid, legal and enforceable.

24. Attorney's Fees. In the event of any litigation between the parties hereto arising out of this Lease, or the Premises, the prevailing party therein shall be allowed all reasonable attorneys' fees expended or incurred in such litigation to be recovered as a part of the costs therein, at both trial and appellate levels.
25. Signs. All signage requires Landlord's prior written approval. Any damage caused to the Building or Premises by the erection of signs shall be repaired at Tenant's expense. Tenant assumes all liability for any damages caused to any person or property by the erection or maintenance of said signs, and upon removal of signage shall repair and restore the face of the Building where the signage was placed to its pre-sign condition.
26. Smoking. Landlord prohibits smoking in the Premises and in the Building by Tenant and any of Tenant's employees, clients and invitees.
28. Entire Agreement. This Lease constitutes the entire agreement by and between the parties hereto with respect to the subject matter hereof and supersedes all prior negotiations between the parties. No other statement, representation or terms shall be deemed a part of this Lease unless hereafter signed by all parties hereto.
29. Notices. Any notices to be given under this Lease shall be given to Landlord or to Tenant respectively, at the addresses set forth in this Lease or at such address as each party may provide to the other in writing.

IN WITNESS WHEREOF the Landlord and Tenant have executed this Lease on the dates noted below.

TENANT:

SOUTHERN UTAH UNIVERSITY

By: Peter Heilgeist
Director of Purchasing

Date

LANDLORD:

ADB Bank

By: Dane O. Leavitt

Date

EXHIBIT "A"

Legal Description

All of Lot 1, Block 35, Plat "B", CEDAR CITY TOWN SURVEY, according to the Official Plat thereof on file in the office of the County Recorder of Iron County, Utah, and consisting of 0.60 acre, more or less.

200 West

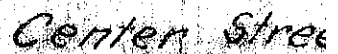
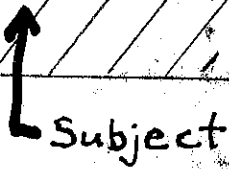


EXHIBIT "B"

[Inventory of Furniture to be provided]

December 2, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah - Utah Food Association Building Purchase

Issue

The University of Utah (UU) has requested authorization to enter into a purchase agreement for the Utah Food Association Building located at 1578 West 1700 South in Salt Lake City for programmatic use by the University Neighborhood Partners (UNP). The UNP Center is currently located at 1060 South 900 West in two rented apartments in the Hartland Apartment Complex. Purchase of this building is needed to accommodate expanded activities and to provide space for the immigrant and refugee community organizations to have their own community meeting facilities.

Background

UNP links seven ethnically and culturally rich Salt Lake City neighborhoods with the University creating pathways to higher education. These partnerships address issues of race, ethnicity, religion, political views, and geography, which assist residents of communities by increasing opportunities to pursue education. Programs also focus on creating initiatives to expand and support community leadership and empowerment to strengthen health, housing, employment, business, safety, and environmental capacities. The purpose of the program is to develop campus-community partnerships by bringing together university faculty and students from multiple disciplines, community agencies, and residents to offer programming that develops community capacity to overcome many economic, linguistic, and social barriers.

The total square footage of the building is approximately 10,000 square feet. A purchase price of \$450,000 for the property has been negotiated by the University; the property was valued at \$790,000 in a November 2009 appraisal. Funding for purchase of the property and subsequent renovation and equipment required for functional use by the UNP program will come from a variety of non-state funds, including \$100,000 of University funds, a private lead-gift pledge of \$300,000, and multiple other pending private gifts currently totaling \$520,000. On-going O&M expenses estimated to be \$58,000 per year will be paid from UNP revenues and non-state funded departmental budgets.

A copy of the letter from the University requesting authorization to make this purchase, which also includes additional detail about the UNP program, and a copy of the "Summary Appraisal Report" are attached for your information. Members of the University administration will be present at the Board meeting to answer questions and provide additional information.

Commissioner's Recommendation

The Commissioner recommends the Board authorize the University to enter into a purchase agreement for the appraised price of \$450,000 with the understanding that the funding will come from the proposed sources.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments



Office of the Vice President
for Administrative Services

November 19, 2010

Commissioner William A. Sederburg
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Sederburg:

Re: *Authorization to enter into a purchase agreement for an existing building to be used by University Neighborhood Partners*

The University seeks authorization to purchase the Utah Food Association building at 1578 West 1700 South in Salt Lake City for programmatic use by University Neighborhood Partners ("UNP").

The Harland Partnership Center, current location of the UNP program, offers families a comprehensive set of services and educational resources where they live, helping them to navigate complex, separate, and specialized social service agencies while overcoming multiple barriers including language differences, transportation, and child care. The Center successfully brings together university faculty, students, community agencies, and residents to offer programming that develops community capacity and overcomes many economic, linguistic, and social barriers. The Center also acts as an information hub for newcomers, local schools, social service agencies, and partners.

The Center is staffed by UNP staff, university faculty and students, community partners, and residents. Language and culturally appropriate assessments, information, and referral services are available to all walk-ins to provide information and match appropriate services. Individuals and families receive language acquisition, cultural orientation, life skills, financial literacy, health screenings, and many primary integration services.

The purchase of the building located at 1578 West 1700 South would allow UNP to move its programming from two apartments in the Hartland Apartments to community space to accommodate expanded activities. The purchase of the building would also allow for the immigrant and refugee community organizations and resident leaders involved in UNP's programs to have their own community meeting facilities. UNP proposes involving program participants and neighborhood residents in the fundraising effort through "resident shares" or memberships providing an opportunity for leadership development and foster a feeling of community ownership.

Commissioner William A. Sederburg
University Neighborhood Partners
Page 2
November 19, 2010

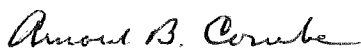
The total square footage of the building is approximately 10,000 square feet. Appraisal of this office building by *Free and Associates, Inc* (November 2009) is valued at \$790,000. Purchase price for this building has been negotiated at \$450,000. Renovations, immediate/long-range improvements, and equipment for functional use by the UNP program are estimated at \$440,000).

Funding sources include \$100,000 from the University; a lead gift pledge (private source) of \$300,000; and multiple other pending gifts (private sources) currently totaling \$520,000. Operations and Maintenance (O&M) expenses of approximately \$58,000 will be funded by University Neighborhood Partners revenues and departmental budgets.

Approval is requested to authorize the University to enter into a purchase agreement for this property, subject to funds being raised to acquire the building and that the purchase price and renovation costs not exceed the budgeted amount of \$890,000.

The University of Utah Board of Trustees approved this request at the October 12, 2010 meeting. The University of Utah respectfully requests your endorsement of this purchase and that it be placed on the consent calendar for the December 10, 2010 Board of Regents meeting for further consideration and approval.

Sincerely,


Arnold B. Combe
Vice President

Attachments: Summary Appraisal Report prepared by *Free and Associates, Inc.* (4 pages)

c:

Fred Esplin, Vice President Institutional Advancement
Rosemarie Hunter, Utah Neighborhood Partners

I:/BOR.UNP Purchase 11 19 10

SUMMARY APPRAISAL REPORT

EXISTING OFFICE BUILDING

**LOCATED AT
1578 WEST 1700 SOUTH STREET
SALT LAKE CITY, SALT LAKE COUNTY, UTAH**

DATE OF VALUATION

November 19, 2009

REPORT #1248-09-C

PREPARED FOR

Mr. Charles Evans
University of Utah
Director
University of Utah Research Park Office
505 Wakara Way
Salt Lake City, Utah 84108

PREPARED BY

Gary R. Free, MAI, SRA
Free and Associates, Inc.
Real Estate Appraisers and Consultants

1100 East 6600 South, Suite 201
Salt Lake City, Utah 84121
(801) 262-3388

313 South 740 East, Suite 1
American Fork, Utah 84003
(801) 492-0000

20 North Main Street, Suite 304
St. George, UT 84770
(435) 773-6300

December 2, 2009

Mr. Charles Evans
University of Utah
Director
University of Utah Research Park Office
505 Wakara Way
Salt Lake City, Utah 84108

RE Summary Appraisal Report

Pertaining to an existing office building located at 1578 West 1700 South Street, Salt Lake City, Salt Lake County, Utah

Dear Mr. Evans:

In response to your request and authorization, the following narrative appraisal report has been prepared in a summary format pertaining to the above referenced property.

The purpose of the appraisal was to investigate and analyze the regional and local environmental, social, economic, and governmental factors that influence value; to collect and interpret pertinent market information and sales data; and to develop an opinion as to the "As Is" Market Value of the property.

The intended user of this report is the University of Utah, including their authorized agents, representatives, and assigns. The intended use is to assist the decision-making process and negotiations with regard to a potential acquisition of the realty.

This appraisal assignment and preparation of the attached appraisal report was undertaken and completed in a manner intended to comply with applicable guidelines and specific reporting requirements, including:

- The Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute
- The Uniform Standards of Professional Appraisal Practice (USPAP) prepared and published by the Appraisal Standards Board of the Appraisal Foundation (2008 Edition)

•
The subject consists of a two-story office building comprising a gross building area of 9,808 square feet and net rentable area of about 9,440 square feet. It was constructed in 1981 and situated on a rectangular shaped site of 29,000 square feet. A more detailed description of the subject is found in the following report.

Mr. Evans
December 2, 2009
Page 2

In this assignment, the sales comparison and income capitalization approaches have been developed; however, the cost approach is not considered applicable to arrive at a credible opinion of value because of the speculation involved in the estimate of accrued depreciation as the subject building was originally constructed nearly 30 years ago.

The property is encumbered by several tenancy leases; therefore, the valuation is made based on leased fee property rights. However, the leased fee value is considered synonymous with that of the fee simple estate. This reflects the expiration of the Utah Tax Payers Association lease in September 2008 and inconsequential difference between contract and market lease rates, and the likelihood that if five-year extension option for Child and Family Empowerment Services is exercised, the renewal rate will increase to market levels. Based on the foregoing, I conclude there is no measurable difference between contract and market rent.

After careful consideration of the information and analysis contained within this report, I conclude an estimated value for the subject property as follows:

Value Conclusion			
Appraisal Scenario(s)	Date of Value	Interest Applied	Value
"As Is" Market Value	November 19, 2009	Leased Fee	\$790,000

The following appraisal report provides supporting data, assumptions, and justifications for the final value conclusion. The appraisal is made subject to the general assumptions and limiting conditions stated at the end of the report. Please call if there are any questions.

Respectfully submitted,

FREE AND ASSOCIATES, INC.

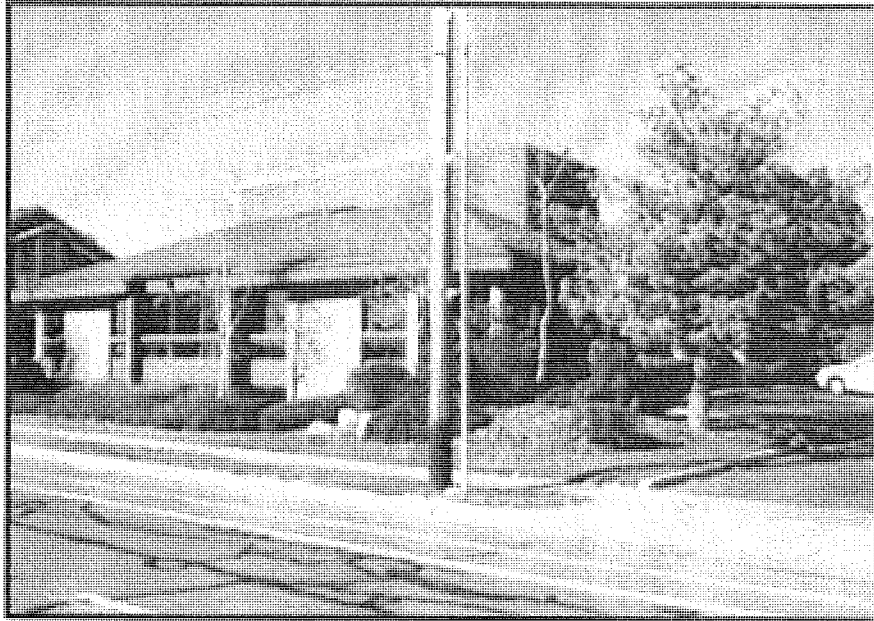


Gary R. Free, MAI, SRA
President

Utah State - Certified General Appraiser
License # 5451769-CG00 (Exp. 6/30/11)

GRF/rjt

SUBJECT PHOTOGRAPHS



December 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Salt Lake Community College – South City Campus Property Purchase

Issue

Salt Lake Community College (SLCC) has requested authorization to purchase a property that is contiguous to its South City Campus located on the northeast corner of the intersection of 1700 South and State Street (1615 South State).

Background

For the past 18 years SLCC has been trying to purchase this property which has great strategic value to the campus. Over that period of time the College has obtained four appraisals and has made offers to purchase the property at the appraised value. In each case, the owner has been unwilling to sell at a price less than \$100,000 over the appraised value.

Because of the strategic value of the property, the College administration has continued negotiations resulting in the owner agreeing to sell the property for \$400,000, a reduction of \$100,000 from his previous lowest price of \$500,000. The College has obtained an appraisal dated August 10, 2010 that establishes the market value at \$380,000 for the property and billboard sign rights. They are requesting authorization to purchase the property at \$20,000 above the appraised value.

Purchase of this property now is extremely important because the alley-right that is attached to the property is critical to the current Center for New Media project. Without this property, additional construction costs on that project will exceed the \$20,000 payment over appraisal. SLCC has funds in hand to pay the appraised value price of \$380,000 and is prepared to provide the additional \$20,000 from non-appropriated, non-student fee sources.

In addition, the College would demolish the existing building and remove the billboard from the front of the property, which would greatly enhance the visibility and professional image of this entrance to the campus.

The owner wishes to complete this transaction before the first of January. The requesting letter and a photograph of the property are attached, along with the property appraisal for your review. Representatives of the College will be at the meeting to answer questions about this proposed property purchase.

Commissioner's Recommendation

The Commissioner recommends the Board approve this purchase with the understanding that the \$20,000 amount over appraised value must come from non-appropriated, non-student fee sources.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachments

November 22, 2010

Commissioner William 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:

Re: Baxter Property Purchase

It is requested by the Board of Trustees of Salt Lake Community College that the State Board of Regents approve the proposed purchase of the "Baxter Property" located at 1615 South State Street in front of the South City Campus Main Building. (See the attached site plan). The agreed upon purchase price is \$400,000. Mr. and Mrs. Baxter, the current owners, will pay the costs of Title Insurance and the College will pay the other closing costs.

An appraisal, completed by Eric Van Drimmelen of Van Drimmelen and Associates, Inc., dated August 30, 2010, sets the value of the building, land, and billboard sign rights at \$380,000. The funds for this purchase have been saved over the years in case a deal was reached with the owners. This request asks that the College be authorized an exception to pay the appraised value of the property and rights plus \$20,000; the \$20,000 to be paid above the appraised value will come from a "non-taxpayer, non-student fee" source.

College staff and administration members have been negotiating with Mr. Baxter over the past 18 years. The College has obtained four appraisals over that period of time and each time offered the appraised value for the property. In every case he would not sell; but if he did, the price would be \$100,000 above the appraised value. This year Mr. Baxter told a college staff member that he would sell the property for \$500,000. In final negotiations he accepted \$400,000.

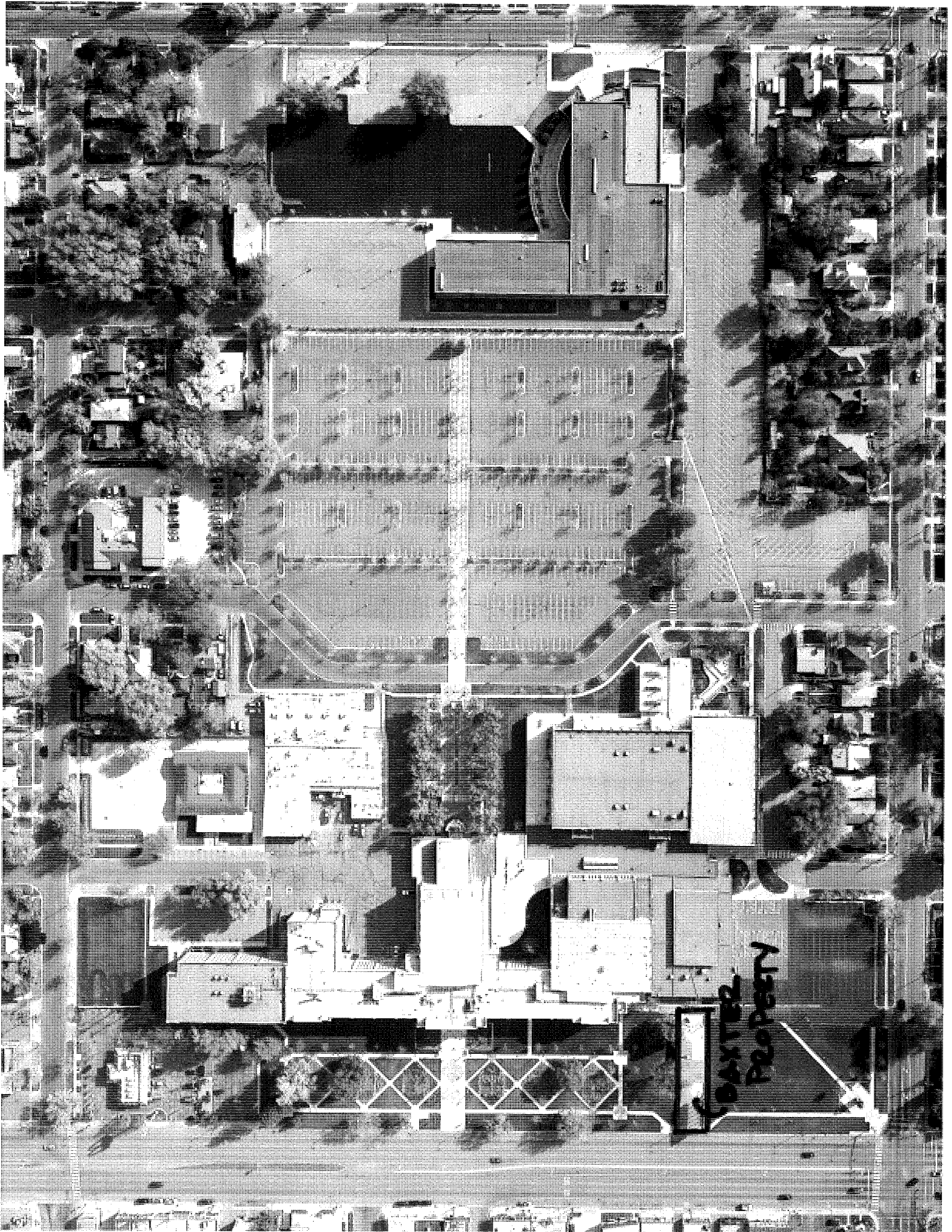
The purchase of this property is extremely important as the alley-right that is attached to the property is critical to the current Center for New Media building project. If we cannot complete this purchase the related additional construction costs will be much greater than \$20,000. In addition, the demolition of the existing building and removal of the billboard are invaluable to the visibility, professional image and future development of this campus.

Thank you for considering this important exception from policy and purchase.

Sincerely,



Dennis R. Klaus
Vice President of Business Services



LOASTER
PROPERTY

December 2, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Peer Institutions List: Utah Valley University

Background

The Commissioner's Office continues its process of working with USHE campuses to update their lists of peer institutions. Most recently, work has been completed on an updated list of peers for Utah Valley University (UVU). The recommended list is attached.

Formally approved peer lists are used for various financial and statistical comparisons (Tab M of the annual Data Book provides one example), and – with the evolving nature of institutions – it is important to review the lists periodically in order to assure that peer group members remain representative of the nature and mission of the USHE institution for which they are being used as comparators. Utah Valley requested some months ago that work begin on an updated peer group for its institution. Board of Regents policy R508 provides guidance for the creation and approval of peer institutions groups; utilizing those guidelines, UVU and OCHE have completed the task of revising the UVU peer list.

Issue

Utah Valley University continues to rapidly evolve as an institution growing substantially in programs and in enrollments. In recognition of this evolution, the UVU peer list needs to be adjusted in order to provide better benchmarks for operational comparative purposes. UVU and OCHE have spent the past several months exploring updates to the UVU Peer Institution List. In undertaking this endeavor, the services of the National Center for Higher Education Management Systems (NCHEMS) were utilized. NCHEMS offers a Comparison Group Selection Service that is designed to aid in selecting groups of institutions with similar missions and demographic characteristics as an aid for comparative data analyses.

The NCHEMS selection service combed through a database of all higher education institutions reviewing several dozen variables of institutional characteristics, and condensing the list to a workable number for the target institution. Amongst the more important variables reviewed were:

- Size and service area
- Student body characteristics
- Mix of associate, baccalaureate, and master's degrees
- Academic program mix

Utilizing the NCHEMS information, OCHE, and UVU worked collaboratively to narrow the universe of reviewed institutions to a final listing, collectively agreed upon. This listing represents a like group of public institutions, one that both the Commissioner's Office and Utah Valley University are comfortable will provide helpful comparisons in the coming years. Five of the ten institutions are on the current USHE peer institution list for UVU; five are new to the list. (Please see Appendix A – UVU Peer Institution List)

Commissioner's Recommendation

The Commissioner recommends approval of the revised Peer Institution List for Utah Valley University.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS
Attachment

APPENDIX A

(Memo UVU Peer Institution List 12-1-10)

Utah Valley University Peer Institution List:

Institution	Location	Total Headcount Students	Full-time Faculty	Bachelors Programs	Associates Programs	Percent Part-Time Students
Boise State University	Boise, ID	19,540	598	22	15	40%
California State U - Northridge	Northridge, CA	35,446	818	22	0	32%
IUPUI – Ft Wayne	Ft Wayne, IN	11,943	338	21	11	38%
Kennesaw St U	Kennesaw, GA	20,607	630	18	0	31%
Metropolitan State - Denver	Denver, CO	21,425	500	23	0	40%
Northern Kentucky U	Highland Heights, KY	14,785	597	23	0	34%
U of Alaska - Anchorage	Anchorage, AK	16,463	476	18	24	55%
Weber State U	Ogden, UT	18,081	496	24	11	47%
Youngstown State U	Youngstown, OH	13,595	429	24	8	26%
Ferris State U	Big Rapids, MI	13,087	540	21	17	26%
Utah Valley University	Orem, UT	23,840	456	18	24	49%

All data represent 07-08 IPEDS data.

The above is indicative of the three dozen-plus comparisons made in determining appropriate peer institutions. Basic institutional characteristics, student and student preparation characteristics, degree program mixes, and geographical locations are part of the data set.

December 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: UHEAA - Approving Resolution, SBR Student Loan Revenue Bonds

Issue

The purpose of this report is to propose the Utah State Board of Regents (SBR) adopt an approving resolution for the issuance of student loan revenue bonds and to revise the previously approved financial restructuring. The resolution and revised restructuring are necessary to refund certain bonds and to adjust the previous plan for changes in the bond market and financing negotiations.

Background

On October 29, 2010 SBR, acting on the recommendations of the Student Finance Subcommittee, approved a comprehensive multi-stage three transaction plan for the refinancing of the student loan portfolios held in SBR's 1988 and 1993 student loan trusts. The plan was designed to accomplish a number of objectives, the most critical of which were as follows:

- (1) Eliminate all bonds outstanding under the 1988 Trust, held by Depfa Bank ("Bank Bonds") which bear interest at Prime plus 1.25%, currently 4.5%, which interest rate is eroding the parity of the 1988 Trust.
- (2) Secure a stable, low cost, tax-exempt variable rate source of funding to replace a portion of the unmarketable Auction Rate Securities (ARS) by issuing tax-exempt bonds given favorable tax treatment if issued by December 31, 2010 and simultaneously entering into an interest rate exchange agreement (swap) that exchanges the fixed interest payment on those bonds for a LIBOR indexed rate of interest.
- (3) Eliminate, through redemption at a discount, all remaining outstanding unmarketable ARS with LIBOR Floating Rate Notes (FRN).

It was anticipated that the first two transactions would be marketed and sold in December 2010, with the third and final taxable FRN transaction going to market in the first quarter of 2011.

A key component of the overall plan was negotiation for a discounted bond purchase price with the largest single holder of outstanding UHEAA ARS in order to generate sufficient equity to earn a AAA rating, fund contingency reserves, and provide for limited asset extraction.

On November 30, 2010 UHEAA was informed that those negotiations were unilaterally suspended by the bond holder until at least the first quarter of 2011. UHEAA staff has, in conjunction with its financing team members, restructured the original financing plan to preserve and effectuate as many of the original critical components as possible, and preserve and improve the potential to reopen negotiations on the discount purchase of outstanding ARS in the first quarter of 2011.

The primary proposed changes to the original restructuring plan that was approved by SBR in October are:

- (1) Retain from the first transaction, the issuance of the non-AMT (Alternative Minimum Tax) fixed rate debt swapped to LIBOR and increase the amount from \$151.6 million to \$375 million and issue this debt under the existing 1993 Trust indenture.
- (2) The FRN transaction would be indefinitely postponed until such time as a satisfactory discount purchase price for the remaining outstanding ARS can be negotiated.

The restructured financing plan is expected to still achieve the following critical outcomes:

- Elimination through refunding of all outstanding "Bank Bonds" in the 1988 Trust.
- Securing a stable low cost source of variable rate financing to replace some portion of the outstanding failed ARS.
- Eliminate the Ambac insurance premium on the bonds outstanding in the 1988 Trust.
- While the refinancing plan will not replace all of the outstanding failed ARS of the 1993 Trust at this time, it would preserve and even enhance UHEAA's negotiating position with respect to future discussions of a discount purchase of those bonds.

The negative aspects of the proposed modifications to the previous approved refinancing plan are:

- A significant portion of the currently outstanding ARS would be redeemed at par, but at lower interest rates than previously anticipated (FRN financing rates).
- The size of the interest rate exchange agreement (swap) could be significantly larger than the \$150 million anticipated in the original refinancing plan.

Staff and the members of the financing team are recommending approval of the proposed modifications to the previously approved refinancing plan on the grounds that the benefits inherent in elimination of the unsustainable interest rate borne by the "Bank Bonds," elimination of the interest rate risk on a large amount of tax-exempt ARS, and preservation of the low cost financing achievable through the issuance of a significant amount of non-AMT debt before the scheduled expiration of the "AMT holiday" on December 31, 2010 outweigh the negative considerations.

As of the date of this report, negotiations with rating agencies, underwriters, and bond holders are ongoing. In the event the terms of the transactions are not financially advantageous to the Board, staff will suspend negotiations until more favorable terms can be obtained.

Basic Documents Requiring Approval

The Approving Resolution provided as Attachment 1 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 \$500,000,000.

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 implementation agreements (see Resolution Sections 5 through 7).

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 December 9 to answer questions.

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

WAS/DAF/ROD

Salt Lake City, Utah

December 9, 2010

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on December 9, 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.

* 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, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$500,000,000; AUTHORIZING THE EXECUTION OF A SEVENTEENTH SUPPLEMENTAL INDENTURE, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN INTEREST RATE EXCHANGE AGREEMENT, 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 pursuant to the provisions of the Act; and

WHEREAS, the Board has previously issued various series of its Student Loan Revenue Bonds pursuant to a General Indenture dated as of August 1, 1993 (the "General Indenture") between the Board and Wells Fargo Bank, N.A. (the "Trustee") and the First through Sixteenth Supplemental Indentures between the Board and the Trustee; and

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue additional student loan revenue bonds under the General Indenture by the execution and delivery of a Seventeenth Supplemental Indenture (the "Seventeenth Supplemental Indenture" and together with the General Indenture and the First through Sixteenth Supplemental Indentures described above, the "Indenture") to be entered into between the Board and the Trustee, which bonds will be designated as the State Board of Regents of the State of Utah, Student Loan Revenue Bonds, Series 2010 (or such other or additional designation as appropriate officers of the Board may determine) (the "Series 2010 Bonds") in an aggregate principal amount of not to exceed \$500,000,000 and

WHEREAS, the Board desires to use the proceeds of the Series 2010 Bonds to (i) refund certain outstanding bonds of the Board issued to finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii) fund capitalized interest and any required deposit to debt service reserves and (iii) pay costs of issuance of the Series 2010 Bonds; 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 Series 2010 Bonds as fixed rate bonds and enter into an interest rate contract whereby the fixed rate on all or a portion of the Series 2010 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 an Interest Rate Exchange Agreement, including an ISDA Master Agreement and related Schedule, Credit Support Annex and Confirmation (collectively, the "Interest Rate Exchange Agreement") with Royal Bank of Canada or another qualified swap counterparty; and

WHEREAS, the Board hereby finds and determines that (i) the Interest Rate Exchange Agreement is designed to reduce spread risk between the Board's borrowing cost and the return on its student loans and is reasonably expected to result in a lower cost of borrowing and (ii) the Interest Rate Exchange Agreement is entered into for debt management purposes and not for speculation; and

WHEREAS, the Series 2010 Bonds and the Board's obligations under the Indenture and the Interest Rate Exchange Agreement 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 Series 2010 Bonds, and there was before the Board at this meeting a Term Sheet prepared by the Underwriters (the "Term Sheet"), a form of the Bond Purchase Agreement to be entered into between the Board and the Underwriters (the "Bond Purchase Agreement"), a form of the Seventeenth Supplemental Indenture, a form of the Preliminary Official Statement for use in marketing the Series 2010 Bonds (the "Preliminary Official Statement") and a form of the Interest Rate Exchange Agreement; 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 final principal amounts, terms, maturities, interest rates, redemption provisions, and purchase price at which the Series 2010 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 and the terms of the 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 Series 2010 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement in substantially the form before the Board at this meeting in connection with the offering and sale of the Series 2010 Bonds. 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 a final Official Statement (the "Official Statement") in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement before the Board at this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Seventeenth Supplemental Indenture, in substantially the form before the Board at 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 the Secretary of the Board are hereby authorized to execute and deliver the Seventeenth Supplemental Indenture in the form and with substantially the same content as that 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 10 hereof.

Section 5. For the purpose of providing funds to (i) refund certain outstanding bonds of the Board issued to finance student loan notes and other debt obligations reflecting loans to students under its Student Loan Program, (ii) fund capitalized interest and any required deposits to debt service reserves and (iii) pay costs of issuance of the Series 2010 Bonds, the Board hereby authorizes the issuance and sale of the Series 2010 Bonds in an aggregate principal amount of not to exceed \$500,000,000 which shall bear interest as provided in the Indenture and other documents and such rates shall not at any time exceed (a) six percent (6%) per annum in the case of the Series 2010 Bonds and (b) twenty-five percent (25%) per annum in the case of the Board's indexed floating rate obligations under the Interest Rate Exchange Agreement. The Series 2010 Bonds 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 Series 2010 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. The bonds refunded with the Series 2010 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 Series 2010 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the First through Seventeenth Supplemental 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 Series 2010 Bonds and to deliver the Series 2010 Bonds 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 Series 2010 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2010 Bonds 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 Series 2010 Bonds, 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 Agreement in substantially the form and with substantially the same content as that before the Board at this meeting for and on behalf of the Board with final terms as may be established for the Series 2010 Bonds and such alterations, changes or additions as may be authorized by Section 10 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 price (including sold at a premium or discount) with respect to the Series 2010 Bonds for and on behalf of the Board by the execution of the Bond Purchase Agreement and the Seventeenth Supplemental Indenture 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 Agreement, the Interest Rate Exchange Agreement and the Indenture 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 Interest Rate Exchange Agreement, in substantially the form before the Board at this meeting, is 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 Agreement in the form and with substantially the same content as that 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 10 hereof.

Section 10. 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 Indenture, the Series 2010 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement, the Interest Rate Exchange Agreement 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 11. 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 12. Upon their issuance, the Series 2010 Bonds and the obligations of the Board under the Indenture and Interest Rate Exchange Agreement, will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture, such Series 2010 Bonds and Interest Rate Exchange Agreement. No provision of this Resolution, the Series 2010 Bonds, the Bond Purchase Agreement, the Interest Rate Exchange Agreement, the Term Sheet, the Indenture 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 13. After any of the Series 2010 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 2010 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 9TH DAY OF DECEMBER, 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 December 9, 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 9th day of December, 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 December 9, 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 December ___, 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 December ___, 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 9th day of December, 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

December 2, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: 2011 Legislative Bonding Authorizations

Issue

The following table lists the non-state funded capital development projects approved by the Board in September 2010. The projects all require legislative authorization for bonding. Since that time, revised bonding amounts have been identified in all these specific projects except for the UU South Jordan Health Center. The projects are summarized below.

Institution	Project	Authorized Bonding Amount	<u>Revised</u> Bonding Request Amount
UU	PCMC/UUHC Ambulatory Care Complex Parking	\$ 16,327,900	\$ 17,000,000
UU	Health Care Medical Facilities Building	18,500,000	26,000,000
UU	South Jordan Health Center Purchase	66,000,000	66,000,000
Snow	Student Housing	20,000,000	16,000,000
UVU	Student Life & Wellness Building	40,000,000	48,000,000

The UU Ambulatory Care Complex Parking simply rounds the original estimate up to the higher million dollar amount. The amount originally submitted for the Snow College Student Housing project was a range of \$15 million to \$20 million. A range does not work in the authorizing statute, and Snow has determined that \$16 million will provide the amount needed for the project.

The UU Health Care Medical Facilities Building changes the bonding amount from \$18.5 million to \$26 million. The project, as approved, included \$6 million of donated funds for the total project. Even though donors are still expected to pay the \$6 million, the timing of the donation will still require bonding for the full amount of the project to build the facility. The donated funds will then be used to pay down the bonded amount.

When UVU submitted the Student Life & Wellness Building project to the Regents, the \$8 million for the Parking Structure component was inadvertently not included in the total requested. The adjusted \$48 million now being requested adjusts that oversight.

Commissioner's Recommendation

The Commissioner recommends the Regents ratify this list with the changes, where applicable, in bonding authorization as noted. This revised list of revenue bond projects will then be the basis for USHE's bonding authorization request during the upcoming Legislative Session.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH

December 2, 2010

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Operation & Maintenance Funding Request

Issue

There are several pending requests for O&M funding that, under Board policy, qualify for state-funded O&M support. Some of the projects involved were built using state-appropriated funds and others using bonding and donated funds. Routine requests for the applicable O&M funding for these projects have been included in prior budget requests but have not been funded. The purpose of this agenda item is to clarify the relevant issues in order for the Regents to reinforce the need for this funding.

The 2010 Legislature prohibited higher education from asking for appropriation of O&M support for three non-state funded projects. All institutions with proposals for non-state funded projects were asked if they wanted to proceed with having their projects authorized for construction if they had to forgo receiving appropriated O&M support for those projects. As a result, some projects were withdrawn from consideration. Three institutions (UU – Eyring Chemistry Building Addition, USU - Botanical Center Classroom Building., and SUU – Southern Utah Museum of Art) felt the need to have the projects move forward and agreed to forgo a request for the O&M funding. As a result, the statute authorizing construction of these three projects included language that they were not authorized to seek state-appropriated O&M. That was not a general statutory decision, but rather specific to the projects involved. The action did not prohibit such funding for past projects that have not yet been funded or future projects awaiting consideration.

The projects at issue in this agenda item are among those included in the operating budget request approved by the Board in the August meeting. We are bringing these particular projects forward again because of variances from the amounts originally requested. The projects fall into three categories:

1. Facilities that were built larger than the size initially approved by the Regents and therefore require more O&M support than initially identified. There are four facilities in this category:
 - a. WSU – Hurst Lifelong Learning Center
 - b. USU – Uintah Basin Entrepreneurship & Energy Research Center
 - c. USU – Emma Eccles Jones Childhood Education & Research Center
 - d. USU – Tooele Regional Campus Classroom Addition

Authorized amounts of O&M funding were identified that related to the originally estimated size of the facilities.

2. The USU South Farm Equine Education Center that is part of the Agriculture Science Campus Relocation project funded by the Legislature. The amount of O&M appropriate for this building was not evaluated by either the Regents or DFCM at the time construction began. The funding currently in the budget request is the institution's requested amount.

3. The USU Laub Athletics-Academics Complex was not authorized to request state-funded O&M support when it was approved by the Legislature for construction. Because the facility, as built, contains a significant amount of academic space, USU has repeatedly requested state-funded O&M support for the qualifying portion of the building.

These projects, except for the USU Athletics-Academics Complex, were authorized to request state-funded O&M support and most likely would have been funded in prior years had it not been for the economic downturn. Summaries of the issues for each of the facilities are attached to provide you with additional information about these projects.

The OCHE Finance & Facilities staff carefully researched and evaluated these requests and provided a recommendation for ratification by the Board. There are several elements that have been built into that recommendation:

- All of the space for which a recommendation is made appears to qualify for state-funded O&M support under Board policy.
- The amounts recommended for USU's Early Childhood Education/Research Building, Uintah Basin Entrepreneurship & Energy Research Center, and Tooele Campus Building, as well as WSU's Hurst Lifelong Learning Center are the requested amounts and do not exceed the DFCM vetted rates that were applicable when the projects came on-line.
- The USU - Equine Teaching Center likewise qualifies for state-appropriated O&M support, but the appropriate level of funding has not been reviewed by DFCM. The amount recommended, therefore, should be viewed as tentative, pending verification by DFCM.
- The USU - Laub Athletics/Academic Complex is a special case, in that the Legislature specifically stated a request for state-appropriated O&M for the project was not authorized. If the Board chooses to continue to request this funding, the amount "recommended" should be viewed as tentative, pending verification by DFCM.

Commissioner's Recommendation

The Commissioner recommends the Regents endorse the recommended amounts shown in the table below, with verification by DFCM of the amounts for the two projects indicated.

Project	Square Feet of Space			O&M Funding	
	Original	Final	% Change	Authorized	Recommend.
WSU - Hurst Lifelong Learning Center	37,000	41,900	13.2%	\$ 199,300	\$ 210,500
USU -Early Childhood Education/Research Bldg.	50,000	65,293	30.6%	\$ 375,000	\$ 496,200
USU - UB Entrepreneurship & Energy Research Ctr.	48,000	69,781	45.4%	\$ 360,000	\$ 551,000
USU - Tooele Campus Building	13,302	18,569	39.6%	\$ 95,078	\$ 140,200
USU - Equine Center	N/A	51,300	N/A	N/A	\$ 396,500 *
USU - Laub Athletics/Academic Complex	15,175	35,500	133.9%	N/A	\$ 266,700 *

* Rates for these facilities have not been evaluated by DFCM

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

SUMMARY OF ISSUES PERTAINING TO
UNFUNDED O&M REQUESTS FOR
QUALIFYING CAPITAL DEVELOPMENT PROJECTS

Weber State University – Hurst Lifelong Learning Center

This project was built with a combination of donated funds and other institutional funds. The estimated size of the project when it was authorized by the Regents in September of 2006 was 37,000 square feet. O&M funding was authorized at \$199,300. The facility that was built has 41,900 square feet for which WSU is requesting \$210,500 in state funded O&M.

Utah State University

1. Jim & Carol Laub Athletics/Academics Complex – This project was authorized by the 2004 legislature for construction using donations and other institutional funds and specified that USU could not ask for state O&M funding, apparently based on the fact that it appeared to be an intercollegiate athletics facility. The facility that was actually built is a combination of academic and intercollegiate athletics space. The building has three floors with a total of 70,460 square feet, of which 35,508 is academic and 34,952 intercollegiate athletics. (USU initially estimated that the academic space would total 15,175 square feet.) USU's is requesting \$266,700 of state O&M funding for the academic space.

Under Regents' policy this academic space would qualify for state O&M funding. However, because of the original legislative prohibition on such support for this facility, the Office of the Legislative Fiscal Analyst in prior years has not recommended it for funding.

2. Agriculture Science Campus Relocation – State funding in the amount of \$10 million (\$5 million each in 2005 and 2006) was appropriated for relocation of Agriculture Science to the South Farm located south of the main campus on the outskirts of Logan. A review of Board agenda and minutes indicates that this funding was viewed as pertaining to land purchase and relocation costs. No mention was made of buildings to be constructed. This was apparently a misunderstanding in OCHE, since USU has confirmed that they had owned the land for several years at the time this funding was provided. The "relocation" meant construction of new facilities on existing USU land. USU has provided a letter to DFCM dated June 6, 2005 requesting delegation of management authority for the project. That authority was subsequently delegated by the Building Board as requested.

What appears to be the case, however is that once funding was provided, construction of the facilities went forward with minimal Regent involvement based on the fact that there is no evidence in Board agenda materials or minutes to suggest Regent review, discussion, much less approval for construction of facilities or applicable O&M support. There is, likewise, no evidence that O&M support was ever discussed by DFCM and the Building Board. Subsequent to provision of the \$10 million in funding, a building called the South Farm Teaching/Research Facility was built, and in 2007-08 USU received \$115,300 of state O&M funding. (This O&M funding was sanctioned by the Regents in their operating budget request.)

A second project called the Equine Education Center was built on the South Farm property using the \$850,000 remaining balance of the \$10 million of appropriated funds and \$2.4 million of non-state funds, for a total of \$3.3 million. This project was completed earlier this year. The facility consists of 51,300 square feet, for which USU is requesting state O&M funding in the amount of \$396,500. It is space that qualifies for state funded O&M under Regents' policy.

3. Emma Eccles Jones Early Childhood Education and Research Building – This project was authorized by the 2008 legislature to be constructed from bond funds authorized at \$15.8 million. It was also authorized to receive state O&M funding. The project originally was estimated to include 50,000 square feet and qualified for \$375,000 of O&M

support (based on the amount determined by DFCM). The completed facility has 65,293 square feet of space for which USU is requesting \$496,200 in state, O&M funding.

4. Bingham Entrepreneurship & Energy Research Center (Uintah Basin Campus) – This facility was authorized by the 2008 legislature to be funded with \$19 million of donated funds. The 2009 legislature further authorized bonding up to \$3.8 million for the project. The original approval estimated the building to have 48,000 square feet of space and qualified for \$360,000 of O&M support (based on the amount determined by DFCM). The building as constructed has 69,781 square feet, for which USU is requesting \$551,000 of state-funded O&M.
5. Tooele Campus Building – The 2007 legislature authorized construction of this facility by Tooele County on USU land and authorized state-funded O&M, subject to the building being donated to USU. Rather than build the facility and then donate it to USU, the county opted to donate the money to USU and let the University build the facility. A classroom addition was completed on July 1, 2009. It was originally estimated to have 13,302 square feet and to qualify for \$96,078 of state-funded O&M. The completed facility has 18,569 square feet, for which USU is requesting \$140,000 in state-funded O&M.

December 1, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Priorities for 2011

The 2011 Session of the Utah State Legislature will commence on Monday, January 24, and end at midnight on Thursday, March 10. It appears the economy is beginning to improve and state revenues have stabilized and are starting to grow slightly. Needless to say, legislators face many more needs to be funded than whatever new revenues will materialize.

In preparation for the legislative Session, Associate Commissioner David Buhler has prepared the attached document detailing legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents approved by the Board of Regents on August 27, 2010, Capital Facilities priorities approved by the Board on September 20, 2010, and several items that will require legislative action in the form of bills. All are described in the attached document, and the priorities are consistent with the HigherEdUtah 2020 strategic plan.

In addition, the Commissioner's office, USHE presidents and their staffs, will be closely monitoring legislation that could impact the Utah System of Higher Education, now and throughout the legislative session. As in the past, Associate Commissioner Buhler will prepare a weekly report on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

Recommendation

The Commissioner recommends that the Board consider the attached document, and:

1. Endorse the proposed priorities of the Utah System of Higher Education for the 2011 Session of the Utah State Legislature.
2. That the Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.
3. Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that will be introduced during the 2011 legislative session.
4. That the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.

William A. Sederburg
Commissioner of Higher Education

2011 Legislative Priorities Summary

Operating Budget Request
Capital Facilities Priorities
Legislative Initiatives

Overview

Utah's public colleges and universities have done an incredible job in accommodating 15,371 new students (FTE) since Fall 2008, while maintaining quality at the same time that state support was reduced by 12.2 percent, or \$93.5 million. More than 150,000 Utahns are enrolled today in USHE institutions as a way to improve their economic prospects and quality of life. We know from numerous national studies that if Utah is to be a leader rather than a laggard in the nation's economic success, support for higher education is crucial for meeting the state's workforce needs.

The Utah State Board of Regents recognizes that the State Legislature and the Governor continue to face tremendous challenges in meeting the myriad of state needs in a time of fiscal uncertainty. And yet, Higher Education is an investment in Utah's future prosperity and economic vitality. The Board of Regents, as recommended by the Commissioner of Higher Education after consultation with USHE Presidents, has prioritized investments in Higher Education that are most critical for continued and future success.

These priorities are categorized as follows: Operation Budget Request, Capital Facilities Request, and System Legislative Priorities.

Operating Budget Request (Priority Order)

- **Compensation**—for merit increases, as an equal percentage as approved for K-12 public education and state employees. **TBD**
- **Enrollment Growth** (47% of Unfunded Growth): **\$11,500,000**
- **Regents' Priorities**
(Participation, Completion, Economic Development) **\$11,500,000**
- **Operational Imperatives (O&M):** **\$3,780,300**
- **USHE Programs**
(Scholarships, Financial Aid, Libraries, HETI): **\$13,064,700**
- **One-Time Increases** (HETI and Libraries): **\$1,551,700**
- **Supplemental Increases** (O&M) **\$3,809,000**

Capital Development

Below is the approved list of capital projects as ranked by the Utah State Board of Regents, and one ranked land-bank request. The amount shown here is the request for state funding. Regents have also approved a number of non-state funded projects; additional land-bank requests that have not been prioritized are not included on this list.

Priority	Project	State Funds
1	UofU- Utilities Distribution Infrastructure Replacement	\$50 million
2	USU- Fine Arts Complex Addition & Renovation	\$20.3 million
3	USU-CEU- Fine Arts Complex Addition & Renovation	\$22 million
4	WSU- Classroom Bldg. & Central Plant (Davis)	\$30.9 million
5	USU- Business Building Addition and Remodel	\$40 million
6	SUU- New Business Building	\$12 million
6	Snow- Science Building Remodel & Addition	\$11.8 million
Prioritized Land Bank Request		
1	SLCC- Herriman Branch Campus Site	\$19.75 million

Key Legislation

The Commissioner's Office is working with the following sponsors, who have agreed to introduce legislation to advance the Regents' priorities:

- **Higher Education Success Stipend Program**, to be sponsored by Senator Wayne Niederhauser.
 - Changes the name of Utah's financial aid program from "Utah Centennial Opportunity Program for Education" (UCOPE) to "Success Stipends."
 - Clarifies that assistance is provided after student, family, federal assistance, and scholarships are used.
 - Adds accountability measures.
 - Makes technical and "clean-up" changes.
- **Higher Education Mission-Based Funding**, to be sponsored by Senator Steve Urquhart.
 - Implements the recommendations of the USHE Mission-Based Funding Task Force.

- Provides that the Board of Regents identify priorities for Mission-Based Funding as part of its budget recommendation, including enrollment growth and up to three strategic priorities.
 - Provides that Presidents may establish institutional initiatives aligned with the Board's strategic priorities.
 - Requires reporting to the Higher Education Appropriations Subcommittee on the use of funds provided for Mission-Based Funding.
- **Utah Educational Savings Plan Amendments**, to be sponsored by Senator Wayne Niederhauser.
 - Makes administrative changes to UESP statute to help keep Utah's 529 savings plan nationally competitive.

December 1, 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 October 30, 2010 at the University of Utah in Salt Lake City, Utah
- B. Grant Proposals
 - 1. Utah State University – Missile Defense Agency; "Unmanned Aerial Vehicles (UAV) Flight Test Center - Phase 1": \$2,484,000. Douglas L. Jewell and Michael A. Fisher, Principal Investigators.
 - 2. Utah State University – University of Utah; "iUTAH - Urban Transitions and Aridregion Hydro-sustainability (Utah EPSCoR RII Track 1); \$4,602,240. David G. Tarboton, Principal Investigator; Bethany Teresa Neilson, Janis L. Boettinger, Jeffery S. Horsburgh, and Michelle A. Baker, Co-Principal Investigators.
 - 3. Utah State University – Institute for Systems Biology; "A Multi-scale Model-Based Approach to the Study of Glioma"; \$2,056,492. Nicholas S. Flann, Principal Investigator; Xiaojun Qi, Co-Principal Investigator.
 - 4. Utah State University – National Institutes of Health; "Psychosocial Stress and Genes: Interactive Effect on Behaviors and Later Disease Risk"; \$2,469,145. Maria C. Norton, Principal Investigator.
 - 5. Utah State University – National Science Foundation; "THINK STAT: Statistical Thinking and Teaching"; \$9,999,944. Patricia Moyer-Packenham, Principal Investigator; Eric Rowley and Richard Cutler, Co-Principal Investigators.
 - 6. Utah State University – The Rural School and Community Trust; "i3 New Mexico K-3 Plus Extended School Year Validation Study (101008)"; \$1,000,000. Cynthia J. Rowland, Principal Investigator; Damon Cann and Linda D. Goetze, Co-Principal Investigators.

7. Utah State University – National Aeronautical and Space Administration Ames Research Center; "Lunar Atmosphere and Dust Environment Explorer (LADEE) Composite Spacecraft Structure"; \$3,819,682. Glen Hansen, Principal Investigator.
8. University of Utah – National Institutes of Health; "Blood Pressure Therapy"; \$2,214,221. Paul C. Lastayo, Principal Investigator.
9. University of Utah – National Institutes of Health/National Cancer Institute; "A Biomolecular Multi-Hit"; \$2,131,608. Carol Lim, Principal Investigator.
10. University of Utah – National Institutes of Health; "NMDA Antagonists"; \$1,868,750. Grzegorz Bulaj, Principal Investigator.
11. University of Utah – National Institutes of Health; "Thermo-Targeted Chemotherapy"; \$1,865,000. Darin Furgeson, Principal Investigator.
12. University of Utah – National Institutes of Health; "Hydrogel Scaffolds"; \$1,865,000. Jiyuan Yang, Principal Investigator.
13. University of Utah – National Institutes of Health/National Institute on Drug Abuse; "Neurotensin Methamphetamine"; \$1,856,000. Glen R. Hanson, Principal Investigator.
14. University of Utah – National Science Foundation; "Utah Epscor"; \$20,000,004. James Ehleringer, Principal Investigator.
15. University of Utah – National Institutes of Health; "Intracellular Nanomanipulator"; \$1,868,750. Michael Davidovitch Vershinin, Principal Investigator.
16. University of Utah – National Institutes of Health; "PHOP-PHOQ Role in Symbionts"; \$1,868,750. Colin Dale, Principal Investigator.
17. University of Utah – National Institutes of Health; "Trait Analysis-Canine Model"; \$1,865,000. Neil J. Vickers, Principal Investigator.
18. University of Utah – National Science Foundation; "Physiological Gels"; \$1,356,950. Aaron Fogelson, Principal Investigator.
19. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Attitude Familiarity"; \$1,128,750. David Sanbonmatsu, Principal Investigator.

20. University of Utah – National Institutes of Health/National Cancer Institute; “Genetic Risk Factors for ES”; \$3,672,925. Joshua David Schiffman, Principal Investigator.
21. University of Utah – National Institutes of Health/National Cancer Institute; “AXL Kinase Pancreatic Cancer”; \$1,971,425. Sunil Sharma, Principal Investigator.
22. University of Utah – National Institutes of Health; “Targeted Therapy for All”; \$1,865,000. Nikolaus S. Trede, Principal Investigator.
23. University of Utah – National Institutes of Health; “TRIM29 in Breast Cancer”; \$1,865,000. Philip S. Bernard, Principal Investigator.
24. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Stroke; “DMD Mutation - Guided Analysis”; \$3,959,548. Robert B. Weiss, Principal Investigator.
25. University of Utah – National Institutes of Health; “Inner Ear Morphogenesis”; \$3,491,086. Suzanne L. Mansour, Principal Investigator.
26. University of Utah – National Institutes of Health; “Novel NACHR-Targeted Peptides”; \$3,265,660. J. Michael McIntosh, Principal Investigator.
27. University of Utah – National Institutes of Health; “Novel NACHR-Targeted Peptides”; \$3,098,888. J. Michael McIntosh, Principal Investigator.
28. University of Utah – National Institutes of Health; “T32 in Cardiovascular Research”; \$2,662,550. Dean Y. Li, Principal Investigator.
29. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; “Hyperplasia and Angiogenesis”; \$2,395,482. Yan-Ting Shiu, Principal Investigator.
30. University of Utah – National Institutes of Health; “Epigenetics Neonatal CLD”; \$2,391,352. Kurt H. Albertine, Principal Investigator.
31. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; \$1,868,750. Tony Donato, Principal Investigator.
32. University of Utah – National Institutes of Health/National Institute of General Medical Sciences; “Adar RNA Editing Enzymes (A2)”; \$1,868,750. Brenda L. Bass, Principal Investigator.

33. University of Utah – National Institutes of Health; “Role of OCT Transcription”; \$1,868,750. Roland D. Tantin, Principal Investigator.
34. University of Utah – National Institutes of Health; “Molecular Mechanisms”; \$1,868,750. Matthew A. Williams, Principal Investigator.
35. University of Utah – National Institutes of Health; “Opioids Effects on Rewards”; \$1,868,750. Sharif A. Taha, Principal Investigator.
36. University of Utah – National Institutes of Health; “Truncated Data”; \$1,868,750. Gengsheng Lawrence Zeng, Principal Investigator.
37. University of Utah – National Institutes of Health/National Institute of Diabetes and Digestive and Kidney Diseases; “Molecular Phenotyping”; \$1,865,000. Curt H. Hagedorn, Principal Investigator.
38. University of Utah – National Institutes of Health/National Heart, Lung and Blood Institute; “Animal Model of KRITI CCM”; \$1,865,000. Kevin J. Whitehead, Principal Investigator.
39. University of Utah – National Institutes of Health; “Bacterial Invasion”; \$1,865,000. Matthew A. Mulvey, Principal Investigator.
40. University of Utah – National Institutes of Health; “Drug Resistance and Myeloma”; \$1,865,000. Fenghuang Zhan, Principal Investigator.
41. University of Utah – National Institutes of Health; “Inhibition of the WNT”; \$1,865,000. Guido J. Tricot, Principal Investigator.
42. University of Utah – National Institutes of Health; “Hypoxia and Glioma Progression”; \$1,865,000. Lin Eric Huang, Principal Investigator.
43. University of Utah – National Institutes of Health; “Start Codon Selection”; \$1,865,000. Ivaylo Ivanov, Principal Investigator.
44. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “Zebrafish Hypothalamus”; \$1,865,000. Richard Dorsky, Principal Investigator.
45. University of Utah – National Institutes of Health; “NRF2 Deficiency”; \$1,856,882. Rajasekaran Namakkal Soorappan, Principal Investigator.
46. University of Utah – University of North Carolina at Chapel Hill; “Activity of Novel Drug”; \$1,688,509. Vicente Planelles, Principal Investigator.

47. University of Utah – National Institutes of Health; “Early Alzheimer’s Diagnosis”; \$1,156,625. Gang Liu, Principal Investigator.
48. University of Utah – National Institutes of Health; “Multi-Chronic 19F MRI”; \$1,130,970. Eun-Kee Jeong, Principal Investigator.
49. University of Utah – National Institutes of Health/National Library of Medicine; “POET-2”; \$1,123,750. John Franklin Hurdle, Principal Investigator.
50. University of Utah – U.S. Department of Defense; “DODMM”; \$1,121,250. Xuli Wang, Principal Investigator.
51. University of Utah – National Institutes of Health; “Fluorender: An Imaging Tool”; \$2,108,815. Charles Hansen, Principal Investigator.

C. Awards

1. Utah State University – Missile Defense Agency; “Unmanned Aerial Vehicles (UAV) Flight Test Center - Phase 1”; \$2,484,000. Mike Fisher, Principal Investigator.
2. Utah State University – U.S. Department of Education; “ARRA: New Mexico K-3 Plus Extended School Year Validation Study”; \$19,103,403. Cynthia Rowland, Principal Investigator; Damon Cann and Linda Goetze, Co-Principal Investigators.
3. Utah State University – U.S. Department of Education; “National Consortium to Broaden Access of Electronically-Mediated Education”; \$1,027,749. Cynthia Rowland, Principal Investigator.
4. Utah State University – The Rural School and Community Trust; “i3 New Mexico K-3 Plus Extended School Year Validation Study (101008)”; \$1,000,000. Cynthia Rowland, Principal Investigator; Damon Cann and Linda Goetze, Co-Principal Investigators.
5. University of Utah – U.S. Department of Energy/National Nuclear Security Administration; “NNSA-CO2 Tech”; \$1,720,415. Philip J. Smith, Principal Investigator.
6. University of Utah – Defense Advanced Research Agency; “Non-linear GRSC Analysis”; \$1,639,129. Carlos H. Mastrangelo, Principal Investigator.
7. University of Utah – Health Resources and Services Administration; “Advanced Nursing”; \$1,425,600. Patricia A. Murphy, Principal Investigator.

8. University of Utah – Agency for Health Care Research and Quality; “Primary Care Practice Redesign”; \$2,984,096. Michael K. Magill, Principal Investigator.
9. University of Utah – National Institutes of Health/National Center for Research Resources; “Mentored Scholars Cer”; \$2,452,096. Carrie L. Byington, Principal Investigator.
10. University of Utah – National Highway Traffic Safety Administration; “NEMSIS Technical Assistance Center”; \$1,500,000. Newell C. Mann, Principal Investigator.
11. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Strokes; “Glial Progenitor Cells”; \$1,249,174. Linda L. Kelley, Principal Investigator.
12. University of Utah – U.S. Department of Energy; “Unconventional and Renewable”; \$3,500,000. Christopher R. Johnson, Principal Investigator.
13. University of Utah – National Institutes of Health/National Center for Research Resources; “Bioelectric Field Modeling, Simulation and Visualization”; \$1,158,691. Christopher R. Johnson, Principal Investigator.

William A. Sederburg, Commissioner

Attachment

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

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

Minutes

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Brent Brown
Daniel W. Campbell
Rosanita Cespedes
France A. Davis
Katharine B. Garff
Gregory Haws
Meghan Holbrook
Nolan E. Karras
Robert S. Marquardt
Carol Murphy
William Prows
David E. Smith
Marlon O. Snow
Teresa Theurer
John H. Zenger

Regents Excused

Jerry C. Atkin
Jed H. Pltcher

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education
David L. Buhler, Associate Commissioner for Public Affairs
Joyce Cottrell, Executive Secretary
Jeff Aird, Intern
Holly Braithwaite, Director of Communications
Joseph Curtin, Director of Institutional Research and Analysis
Richard O. Davis, Deputy Executive Director, UHEAA
David Feitz, Executive Director, UHEAA, and Associate Commissioner
Ralph Hardy, Special Assistant to the Associate Commissioner
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
Darren Marshall, Manager of Audit and Financial Services
Paul C. Morris, Assistant Commissioner for Budget and Planning
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
Joseph Watkins, Executive Director, Utah Student Association
Gary S. Wixom, Assistant Commissioner for Academic Affairs

INSTITUTIONAL REPRESENTATIVES

University of Utah – Michael K. Young, President
Utah State University – Stan L. Albrecht, President
Weber State University – F. Ann Millner, President
Southern Utah University – Michael T. Benson, President
Snow College – Scott L. Wyatt, President
Dixie State College – Stephen D. Nadauld, President
Utah Valley University – Matthew S. Holland, President
Salt Lake Community College – Cynthia A. Bioteau, President

(Other institutional personnel were present. Those names are on file in the Commissioner's Office.)

Representatives of the Press

Brian Maffly, *Salt Lake Tribune*
Doug _____, KUER Intern

Other Guests

Spencer Pratt, Office of the Legislative Fiscal Analyst

Following a breakfast meeting with the University of Utah Board of Trustees, Chair Jordan called to order the Regents in Committee of the Whole at 9:20 a.m. He welcomed everyone to the University of Utah campus and excused Regents Atkin and Karras. Chair Jordan briefly reviewed the day's agenda.

Commissioner's Report

Commissioner Sederburg reported that the USHE budget request had been presented to Governor Herbert on October 27. UHEAA is in the process of refinancing \$1.2 billion (see Tab R) and has received a \$401,000 federal grant for refinancing, a student loan services job retention program, and for training UHEAA personnel for direct loan servicing. Dr. Sederburg also noted UESP had passed the \$3.5 billion level in investments. The Commissioner informed the Regents that regional breakfast and luncheon meetings had been scheduled with legislators prior to the 2011 General Session. He also asked the Regents and Presidents to note that the next Higher Education Day Luncheon in the Capitol Rotunda had been scheduled for Monday, February 28, 2011. He encouraged the Regents to be there, if possible.

Commissioner Sederburg reported briefly on recent actions of the Governor's Education Excellence Commission and noted the Commission had recommended seven items for action: (1) Restore optional all-day kindergarten, (2) plan for 90 percent proficiency in reading and math in 3rd and 6th grades, (3) adopt Common Core Standards for secondary schools, based on a college- and career-readiness curriculum, (4) expand current pilot testing program (in K-12), (5) recommend legislation for mission-based funding, (6) build upon and expand the Utah Cluster Acceleration Program (UCAP), and (7) build an online system for high school seniors to complete college general education requirements.

Dr. Sederburg reported that he was one of eight Utahns who attended a Complete College America academy earlier in the month. Common issues discussed by the consortium included remediation, structure and new models, reduced time, and performance funding. The Commissioner reported that academic majors' meetings had been completed, involving 350 faculty and advisors. Many of the meetings were held this year via IP Video. He also briefly reported on the progress of the UCAP program.

Commissioner Sederburg introduced Holly Braithwaite, the new Director of Communications, and welcomed her to the Utah System of Higher Education.

2010 Report of the 2020 Higher Education Plan

Commissioner Sederburg referred to the materials in Tab A, which was prepared in compliance with the Regents' statutory responsibility for statewide planning (Section 53B-6-101(2)). He said expectations were being met for the Governor's charge to higher education ("...present [me] with a report, due this fall, that shows how our colleges and universities plan to meet the growing need for students with associate's and bachelor's degrees to address the workforce demands of Utah employers in the 21st Century"). The Commissioner reported that the Salt Lake Chamber has made education one of its priorities. He reviewed the timeline between the Governor's charge and the plan's delivery date to the Governor.

The focus of the 2020 plan is meeting the Utah goal of having 66 percent of its citizens with some postsecondary credential (certificate or degree) by 2020. The plan has been posted to the Web at HigherEdUtah2020.org, and the general public has been invited to comment. The Commissioner reviewed the document, and pointed out the new institutional mission statements contained in the plan.

Regent Zenger thanked everyone who had worked on this plan, especially Associate Commissioner Martin. **He moved that the Commissioner's staff identify three or four action steps in each of the five areas already identified, as well as those steps that need special attention, and that the staff be directed to come back with recommendations and specific high priority action items, which Chair Jordan identified as those that most urgently need to be completed in 2011).** **Regent Campbell seconded the motion, which was adopted unanimously.** Regent Zenger also recommended that the Regents commit in January of each year to a revised, updated plan. He asked the Presidents to communicate with their important stakeholders – students, faculty, staff, trustees, etc., and encourage them to access the plan and provide feedback/reactions. Chair Jordan said the plan would come to the Regents in December for a formal vote. It should reflect our best effort at that point in time. He pointed out this is a work in progress. Commissioner Sederburg thanked the Presidents for their involvement in finalizing the mission statements of their respective institutions.

Information Technology Task Force Report

Dr. Stephen Hess, Chief Information Officer for the USHE as well as the University of Utah, referred to Tab B and said the task force's goal for 2020 was to leverage information technology to achieve the Regents'

goals. He stated that Utah cannot reach its 66 percent goal unless we modify how instruction is delivered. He referred to a book by Dr. Clayton Christensen about technology's ability to disrupt the classroom, and quoted from the book, "To survive, the universities and colleges must break with tradition, but to thrive, they must continue to do what they do best." Dr. Hess pointed out that in higher education, use of the Internet has doubled every year. He said there were ten new disruptive technologies which impact higher education, including social media, which is a \$20 trillion industry. He referred to users under the age of 45 as "digital natives" and to those over the age of 45 as "digital migrants." Dr. Hess said the Presidents would present their institutions' accomplishments in the December Board meeting.

Regent Karras remarked it was a very ambitious plan. Advocacy will be needed for its success. He asked if the 2020 plan in its current form included the right emphases on technology. Dr. Hess replied that the plan mostly includes the necessary emphases; it's a very good start. However, some up-front money will need to be invested. Chair Jordan asked Dr. Hess and his task force to make sure technology had been layered in to the 2020 plan.

Regent Marquardt asked how this plan would save money. President Millner replied Weber State University has been able to handle a greater number of students by putting some courses online. She pointed out that not all students have access to a computer with broadband access, even though they may be "digital natives." Regent Marquardt then asked if the face-to-faces were more or less expensive than online courses. President Millner said cost structures differ according to the specific courses. Efficiencies have allowed Weber to accommodate more students without greater expense. Several other Presidents commented. President Bioteau pointed out efficiencies occur when the institutions work as a system on shared courses. She asked the Regents to consider quality classes online and hybrid courses for online delivery.

Commissioner Sederburg commented that the two "sweet spots" were course completion and degree completion through technology. Technology is also the connecting point between K-12 and higher education in the coordinated approach toward the senior year of high school.

Chair Jordan thanked Dr. Hess for his report. The Regents were then recessed to their respective committees at 10:53 a.m.

During lunch, President Young presented his State of the University remarks. The meeting of the Committee of the Whole resumed at 1:40 p.m.

President Bioteau introduced Dr. Chris Picard, the new provost at Salt Lake Community College.

General Consent Calendar

On motion by Regent Snow and second by Regent Marquardt, the following items were unanimously approved on the Regents' General Consent Calendar (Tab Z):

- A. Minutes – Minutes of the Regular Board Meeting held August 26, 2010 at Southern Utah University in Cedar City, Utah
- B. Grant Proposals (on file in the Commissioner's Office)
- 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.

Reports of Board Committees

Program/Planning Committee

Dixie State College – Bachelor of Science Degree in Music Education (Tab C). Chair Zenger moved approval of this program. The motion was seconded by Regent Davis and approved unanimously.

Three-Year Program Reviews (Tab D). Chair Zenger moved approval, with a second by Regent Theurer, of the following three-year program reviews:

- Utah State University
 - Agricultural Communication and Journalism
 - Bachelor of Science/Bachelor of Arts in International Business
- Dixie State College
 - Bachelor of Arts/Bachelor of Science in English
 - Bachelor of Arts/Bachelor of Science Medical Radiography AAS Degree

Chair Zenger reported that the committee had accepted and approved the Participation Task Force Report (Tab E). **He moved that the Board approve the report. Regent Theurer seconded the motion.** Chair Jordan pointed out that acceptance of the report included acceptance of the recommendations therein. Associate Commissioner Buhler stated that the recommendations included some action to be taken on the part of the Regents at future meetings. **Vote was taken on the motion, which was adopted unanimously.**

The following agenda items were discussed by the committee but not reported in Committee of the Whole:

- Community College Task Force Recommendations (Tab F)
- Draft Statement on College and Career Readiness (Tab G)
- USHE Secondary Counselor Conference Summary (Tab H)
- Utah Scholars Initiative Annual Report (Tab I)
- Report to the Legislature on the New Century and Regents’ Scholarships (Tab J)
- Legislative Outreach -- Regional Briefings (Tab K)
- USHE – Fall 2010 Enrollment Report (Tab L)

Finance/Facilities Committee

Dixie State College – Housing Project (Tab M). Chair Karras reported Dixie officials were requesting conceptual approval of this project, which was already approved by DFCM. **Chair Karras moved approval in concept of this item. The motion was seconded by Regent Brown and adopted unanimously.**

University of Utah – Campus Master Plan Update (Tab N). Chair Zenger moved approval of the U’s updated master plan. Regent Garff seconded the motion, which was adopted unanimously.

Amendments to Regents' Policy R565, *Audit Committees* (Tab O). Chair Karras reported the policy had been amended to include a new "Audit Notification" section. **He moved approval of the amendment to Policy R565. Regent Campbell seconded the motion, which was adopted unanimously.**

Utah State University – Purchase of Property in Tremonton (Tab P). Chair Karras explained the property being purchased was a former IHC medical office building in Tremonton. The fair-marked appraised value of the property was \$340,000, which is also the purchase price. Funding will come from tuition and fees at Utah State University's regional campuses and distance education. **Chair Karras moved approval of the transaction, seconded by Regent Brown. The motion carried.**

University of Utah – Guest House Expansion and South Campus Housing (Honors Housing) Project Revenue Bonds (Tab Q). Chair Karras called attention to an error in the Commissioner's cover letter: The Final maturity is not to exceed 31 years from the date of issuance. The Regents had already approved planning for the projects. Bonding for both projects has been authorized by the State Legislature. The University requests to combine both projects into one Series 2010 Auxiliary and Campus Facilities System Revenue Bond. **Chair Karras moved approval of the bond issuance. Regent Garff seconded the motion, which was adopted unanimously.**

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds (Tab R). Chair Karras provided an overview of UHEAA's refinancing plan totaling \$1.2 billion under three new indentures which will fully restructure the Board's outstanding student loan bonds. He expressed appreciation for Regent Holbrook's participation on the Private Activity Bond Authority Board relating to the allocation of State tax-exempt cap for the issuance of tax-exempt student loan revenue bonds. Chair Karras stated that UHEAA's independent financial advisor, Lee Donner of First SouthWest, has worked with UHEAA and its underwriting team from the initial stages of structuring the transaction and approves the final structure and terms. He noted the Board's Student Finance Committee had reviewed the proposed transaction and recommended approval by the Regents. **Chair Karras moved approval of the refinancing as described in Tab R. Regent Holbrook seconded the motion.** Chair Jordan explained that approval of the attached resolution gives the Board the authority to exercise this transaction.

Chair Karras noted that a part of the refinancing structure contains an interest rate swap to allow the Board to take advantage of low fixed-rate interest rates. He provided an overview of interest rate swaps and explained the necessity of the interest rate swap since UHEAA's student loan revenue is variable. He requested that the minutes include a notation that the interest rate swap was disclosed to the Regents. Regent Brown called attention to UHEAA's record-low default rate and commended Associate Commissioner Feitz and his team. He noted UHEAA's student loan default rate is more than three times lower than the national rate of 7 percent. The UHEAA staff is to be commended for its 1.9 percent default rate. **Vote was taken on the motion for approval of the UHEAA financial restructuring, which was adopted unanimously.**

Snow College – Sale of Mt Pleasant Canyon Property (Tab U). Chair Karras explained that the property in question had become impractical and it was College administrators' decision to sell the property. The winning bid for the property exceeded the appraisal value. **Chair Karras moved approval of Snow College's sale**

of its Mount Pleasant Canyon property. Regent Brown seconded the motion, which carried unanimously.

The following agenda items were discussed in committee but were not reported to the entire Board:

Southern Utah University – Property Purchase (Tab V)
USHE – Annual Report on Leased Space (Tab W)
USHE – Institutional Residences Annual Report (Tab X)
UHEAA – Lowest Student Loan Default Rates in UHEAA History (Tab Y)

2011 Meeting Schedule

Chair Jordan referred to the 2011 meeting schedule in the Regents' folders. In response to an issue that was discussed by the Executive Committee, Chair Jordan said that although Friday is not always the best day for some meetings, the tradition of Friday meetings has worked well with Regents' travel schedules. Regent Davis noted that the January meeting will include a joint meeting with the State Board of Education. He requested that the traditional State of the College not be eliminated. Regent Brown asked if a standard of business casual dress could be adopted for the Friday meetings. Vice Chair Beesley recommended professional (business) dress, in respect for the state and the institutions. Chair Jordan said Associate Commissioner Buhler would report in the December Board meeting on the various bills proposed and the general outlook for the 2011 General Session. **Regent Zenger moved adoption of the 2011 Meeting Schedule. Regent Davis seconded the motion, and the schedule was adopted unanimously.**

Resolutions

Greg Haws. Chair Jordan read a Resolution of Appreciation for Regent Haws, who did not run for re-election as a member of the State Board of Education. **Vice Chair Beesley moved adoption of the resolution. The motion was seconded.** Chair Jordan asked the Presidents to participate in the voting. **The motion carried unanimously.** Chair Jordan thanked Regent Haws for his service to the state in support of public and higher education. (A copy of the resolution is filed in the Commissioner's Office with the minutes of this meeting.)

Governor's Education Excellence Commission. Commissioner Sederburg said the Commissioner had been meeting for the past six months. He is a member of the Commission, and Chair Jordan has delegated Vice Chair Beesley to represent the Regents on the Commission. The Presidents are represented by President Albrecht. The Governor has been very supportive of education. The Commission's Mission and Goals Subcommittee requested support from the State Board of Education and the State Board of Regents for the Commission's efforts. **Regent Davis moved approval of the Resolution of Support for the Governor's Education Excellence Commission. Following a second by Regent Cespedes, the motion was adopted unanimously.** A copy of the Resolution of Support is on file in the Commissioner's Office with the minutes of this meeting.

Report of the Chair

Hospitality. Chair Jordan thanked President Young and his staff for the hospitality and for his informative presentation during lunch. President Young thanked his staff as well, especially Laura Snow and Shirley Keiser.

December Meeting. Chair Jordan reminded the Regents that the next Board meeting would be held at the Regents' Gateway offices. The meeting date was moved to Thursday, December 9, to accommodate Weber State University's winter commencement on December 10. The agenda will include a preview of the 2011 Legislative General Session, the 2020 Plan, and institutional presentations on technology. He asked the Regents to talk about how to communicate to the others in this world what we are doing in terms of technology.

Chair Jordan told the Presidents the Regents would like to focus on big strategic issues in their meetings. One way to make that happen is to get meaningful input from the Presidents about what needs to be discussed. The January meeting will focus on the upcoming legislative session. Regent Davis has requested a report on the state of the system with respect to diversity. Regent Cespedes has requested data for ethnic/minority females. Regent Brown pointed out underprivileged students may not have the advantage of access. Regent Cespedes asked that this be a system issue so the Regents can know automatically when there are changes. Regent Garff asked if the Regents could discuss differences of roles and missions in January. Chair Jordan said that would be discussed in December as well.

Regent Zenger commented on the UHEAA low default rate. He referred to Attachment 6 of Tab Y and said while the overall number is good, a few of the private schools dragged the numbers down. He asked if it were possible to do anything about that. Chair Jordan said until a few years ago, the Regents bore some statutory oversight of proprietary schools. The Legislature has since changed that, and the Regents no longer have the authority to limit those institutions. President Young pointed out the for-profit institutions represented 2 percent of the student enrollments and 20 percent of the loans. The USHE schools by themselves would average much less than 1.9 percent, which is newsworthy. Vice Chair Beesley suggested that the Regents might think about working as a system or with a larger government entity to make this data public to the citizens. Perhaps costs of tuition rates, graduation rates, etc., could be included. Director Feitz said Everest College students had not used UHEAA for several years. Rather, they use a national student loan provider. The U.S. Department of Education provides a list which includes federally-eligible loan providers.

Adjournment

Regent Campbell moved that the Regents meet in Executive Session for the purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. The motion was seconded by Regent Snow and adopted unanimously.

The Committee of the Whole adjourned at 2:39 p.m. The Regents met briefly in Executive Session and adjourned from there at 2:59 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

