

REGENTS' AND PRESIDENTS' RETREAT  
DIXIE STATE COLLEGE, TAYLOR HEALTH SCIENCES CENTER  
MARCH 24, 2011

1:00 - 5:00 p.m.

PLANNING RETREAT  
(Room 158)

1. Opening Remarks and Purpose of the Retreat – Chair Jordan
2. Campus Updates regarding Higher Ed 2020 and Retention – Presidents
3. Discussion

6:30 p.m.

DINNER AT ENTRADA  
(By invitation)

STATE BOARD OF REGENTS MEETING  
DIXIE STATE COLLEGE, TAYLOR HEALTH SCIENCES CENTER  
MARCH 25, 2011

Agenda

7:30 a.m. - 9:00 a.m.

BREAKFAST MEETING – STATE BOARD OF REGENTS,  
DIXIE STATE COLLEGE BOARD OF TRUSTEES,  
PRESIDENT NADAULD, COMMISSIONER SEDERBURG  
Room 369

9:15 a.m. - 12:00 noon

COMMITTEE OF THE WHOLE  
Room 158

- |    |  |       |
|----|--|-------|
| 1. | Welcome and Review of Agenda – Chair Jordan                |       |
|    | • Administration of Oath of Office to Regent Mark Stoddard |       |
|    | • Presentation to Kristen Cox                              |       |
| 2. | Commissioner's Report                                      |       |
| 3. | Review of 2011 Legislative Session                         | Tab A |
| 4. | Proposed Tuition Increases                                 | Tab B |
| 5. | Proposed Fee Increases                                     | Tab C |
| 6. | Approval of Joint College and Career Readiness Statement   | Tab D |
| 7. | Race/Ethnicity Data from USHE Institutions                 | Tab E |

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

LUNCH  
Lobby

State of the College Report – President Nadauld

1:15 p.m. - 2:45 p.m.

MEETINGS OF BOARD COMMITTEES

FINANCE/FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Room 369

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ACTION:

- |    |  |       |
|----|--|-------|
| 1. | Dixie State College – Campus Master Plan     | Tab F |
| 2. | Southern Utah University – Property Purchase | Tab G |
| 3. | University of Utah – Peer Institutions List  | Tab H |

4. UESP – Line of Credit Renewal Tab I

CONSENT:

5. Ratification of Executive Committee Action Tab J  
University of Utah – Dee Glenn Smith Bonding Approval
6. University of Utah – Sale of Donated Property Tab K
7. Utah State University – Modification of Regional Campus Distance Education (RCDE) Tab L  
Non-state Funded Project

INFORMATION:

8. Legislative Update – Capital Development (including Improvements) Tab M
9. Legislative Update – Budget Summary Tab N
10. USHE – Money Management Reports Tab O
11. USHE – Spring Enrollment Report Tab P
12. USHE – Energy Conservation Measures (ECMs) in USHE Institutions Tab Q
13. UHEAA – Update Tab R

PROGRAMS/PLANNING COMMITTEE

Regent John H. Zenger, Chair

Room 156

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ACTION:

New Academic Programs:

1. University of Utah – Minor in Modern Dance Tab S
2. Utah State University – Master of Science Degree in Financial Economics Tab T
3. Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Marketing Tab U
4. Utah Valley University – Bachelor of Science Degree in Personal Finance Planning Tab V
5. Utah Valley University – Bachelor of Science Degree in Environmental Science & Management Tab W
6. New Emphases Tab X
- A. University of Utah – School of Music Emphases
- B. Utah Valley University
- i. Emphasis in Computer Forensics and Security
- ii. Emphasis in Integrated Technology
7. Proposed Revisions to Policy R609, *Regents' Scholarship* Tab Y
8. Proposed Revisions to Policy R604, *New Century Scholarship* Tab Z
9. Approval of 2011-2012 Award Levels, New Century and Regents' Scholarships Tab AA
10. Proposed Revisions to Policy R470, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination* Tab BB

INFORMATION/DISCUSSION:

11. Third-year Reports Tab CC
- A. Southern Utah University
- i. Bachelor of Arts Degrees in Art History and Studio Arts
- ii. Master of Public Administration Degree
- iii. Master of Science Degree in Sports Conditioning and Performance
- B. Dixie State College – Bachelor of Science Degree in Biology

- C. Utah Valley University
  - i. Associate of Applied Science Degree in Mechatronics Technology
  - ii. Bachelor of Arts/Bachelor of Science Degrees in Economics
  - iii. Bachelor of Science Degree in Biotechnology

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

COMMITTEE OF THE WHOLE  
AND REGULAR MEETING OF THE BOARD  
Room 158

- 1. Report of 2010 Majors' Meetings
- 2. General Consent Calendar
- 3. Reports of Board Committees
- 4. Resolutions
- 5. Report of the Chair

Tab DD  
Tab EE

4:00 p.m. - 4:30 p.m.

EXECUTIVE SESSION MEETING OF THE BOARD OF REGENTS  
Room 369

**Next Meeting:** May 20, 2011 at Weber State University

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



March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: REPORT ON 2011 LEGISLATIVE SESSION

Issue

The Utah Legislature adjourned on March 10, 2011. Major funding cuts were avoided, the Regents' top legislative priorities were enacted, harmful legislation was defeated, and the Legislature funded three of the Regents' capital facility priorities.

Attached is a final report on the 2011 Legislative Session prepared by Associate Commissioner David Buhler, along with financial data prepared by Associate Commissioner Greg Stauffer. During the Committee of the Whole, Associate Commissioner Buhler will present a report and respond to any questions.

Commissioner's Recommendation

This is an information item only.

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William A. Sederburg  
Commissioner of Higher Education

WAS/DLB  
Attachments

***USHE Final Report on the  
2011 Legislative General Session***  
**Prepared by David Buhler**  
**Associate Commissioner for Public Affairs**

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March 16, 2011

**2011-12 Budget.** With the state economy showing signs of improvement resulting in modest revenue growth for the first time since 2008, Governor Gary Herbert proposed no additional state funding cuts and a flat budget for Higher Education. The Legislature disagreed with two key elements of the Governor's funding plan (implementing a quarterly withholding of corporate taxes and use of some of the state's Rainy Day Fund) and started the session by passing an across-the-board 7% budget cut to all state agencies including Public and Higher Education. For Higher Education this would have resulted in a cut of \$47 million, bringing the total cut since 2008 to 19% or approximately \$140 million of state tax funds. Seeking to restore this base cut quickly became the top legislative priority of the Utah System of Higher Education.

Later in the session near the end of February, with updated revenue estimates showing a modest \$47 million increase, the Legislature acted to restore all but \$12.7 million of this cut, for an on-going operational cut of approximately 2.5%. (The actual net cut is lower, thanks to funding several items including O&M for the University of Utah Nursing Building, the Veterinary Medicine program at Utah State University, and for the Regents' and New Century Scholarships.)

Along with the appropriations the Legislature adopted the following intent language for each institution:

*The Legislature intends that institutions in the Utah System of Higher Education and the Utah College of Applied Technology review the return on the taxpayer's investment when budget reductions are made and if additional funds are appropriated. This review propose ways to maximize the return by providing students with the skills necessary to enter the workforce. The Legislature further intends that the results of this review be reported to the Higher Education Appropriations Subcommittee not later than January 2012.*

This coincides with a recurring theme throughout the session raised by some legislators—the desire to ensure that higher education subsidized by the taxpayers leads to meaningful employment opportunities.

The Board of Regents received one-time funding of \$5.5 million to implement initiatives of the Governor's Commission on Education Excellence. The Educational Excellence initiatives include launching Mission Based Funding (as defined in the new SB 97), providing on-line Concurrent Enrollment classes for General Education, expand the Utah Cluster Acceleration Program (UCAP) and align education data with workforce data. Funds were also added to improve the UtahFutures.org website.

K-12 Public Education received new funding for enrollment growth, but to provide some context, other state agencies fared considerably worse than Higher Education. Extensive cuts to other state agencies included 7 percent cuts for the State Auditor, State Treasurer, and Commission on Criminal and Juvenile Justice, a 3.2% cut for the Attorney General, a 10%

administrative cut for the Department of Human Services (which will result in eliminating the positions of dozens of caseworkers), State Parks received an on-going cut of 50% which, with one-time money, resulted in a net cut of approximately 30%. Clearly the Legislature used their power of the purse to reallocate within base budgets to fund their priorities. In the end they were successful in reaching their goals of not using any Rainy Day Funds or raising taxes and reduced the state's "structural imbalance" (one time money used for on-going purposes) from over \$300 million to approximately \$50 million. This may bode well for future budgets with less one-time money to replace.

Detailed information on appropriations and capital facilities, prepared by Associate Commissioner Greg Stauffer and his staff, is attached to this report.

**Capital Facilities.** The State Legislature continued to recognize the need for higher education facilities and voted to bond for several state projects including three in Higher Education totaling \$48.5 million as follows:

| <b>SBR Priority</b> | <b>Institution/Project</b>     | <b>Amount Funded</b> |
|---------------------|--------------------------------|----------------------|
| #4                  | WSU (Davis) Classroom Building | \$31.5 million       |
| #5                  | USU Business Building Addition | \$14 million         |
| #1 Land             | SLCC Herriman Land Purchase    | \$3 million          |

This compares with \$109 million for USHE buildings in 2010, and \$64 million in 2009, or a total of \$221.5 million for USHE capital facility projects in the past three years, a significant commitment by the Legislature in a time of economic downturn. Eleven non-state funded projects at five institutions (University of Utah, Utah State University, Weber State University, Utah Valley University and Snow College) worth \$220.3 million were also authorized. Finally, the Legislature approved \$53.6 million for Capital Improvements, compared to \$50.7 million last year, much of which will go toward infrastructure on higher education campuses.

**Legislation.** The Commissioner's staff and legislative liaisons of USHE institutions tracked and monitored a record number of bills this year. As needed we spoke to legislators individually and testified at committee hearings. The three top legislative priorities approved by the Board of Regents in December—Mission Based Funding, Success Stipends, and amendments to assist in the administration of UESP statute—were all passed. Bills harmful to and opposed by Higher Education were all defeated (or modified to not be harmful). In addition to the bills listed below, were several appropriations bills, a bill authorizing non-state funded projects (SB 5) and a bonding bill (HB 4) discussed above in the budget and capital facility section of the report. The USHE priority bills are discussed first, followed by those bills that USHE actively opposed, followed by a summary of other key legislation tracked during the session.

### **Top Priority Legislation—Passed**

- **SB 97, Higher Education Mission Based Funding\***, sponsored by Sen. Steve Urquhart, implements the recommendations of the USHE Mission Based Funding Task Force by providing a way for new appropriations to institutions based on both enrollment growth and strategic priorities as identified by the Regents. Under the bill's provisions, Presidents are to recommended initiatives in support of Regent priorities in keeping with their missions.

Mission Based Funding will now be a component of the Regents' Budget Request. The budget request is to include, in addition to the previous year's base funding, employee compensation, mandatory costs such as O&M, statewide and institutional priorities including technology, financial aid and scholarships. As amended and enacted, Regents' are also to include in their recommendation "unfunded historic growth" and to "recommend to the Legislature ways to address funding any inequities for institutions as compared to institutions with similar missions."

The bill also specifies that the Regents' are to emphasize the strategic initiatives portion of Mission Based Funding for the University of Utah, Utah State University and Southern Utah University although each is also eligible to receive funding for "modest" enrollment growth. The bill passed the Senate 28-0 and the House 57-10. Given the important impacts this bill will have in how the Board of Regents prepares its 2012 budget request, a copy of the final bill is attached to this report.

- **SB107, Higher Education Success Stipend\***, sponsored by Sen. Wayne Niederhauser, revamps and replaces Utah's need-based financial aid program "UCOPE" with "Success Stipends." The program will continue to be administered as a block grant to institutions for distribution to Pell-eligible students. This aid can be used for supplemental grants or work-study, as determined by the institution. It specifies that students use other funding first, such as personal resources, scholarships and grants, and requires accountability to the Legislature as new funds are appropriated. It passed the Senate 25-0 and the House 69-0.
- **SB 145, Utah Educational Savings Plan Amendments\***, sponsored by Sen. Wayne Niederhauser, makes some statutory modifications to help the Utah Educational Savings plan continue to be nationally competitive. It passed the Senate 25-0, and the House 69-0.

### **USHE Opposed Legislation—Failed**

- **HB 377, Higher Education Textbook Fairness Act,\*\*** sponsored by Rep. Fred Cox, was a well meaning effort to reduce textbook costs that would have imposed unworkable and expensive requirements on higher education bookstores. It would have required a bidding process before purchasing any text, and then a justification if the lowest cost text available for the subject was not used. The bill failed for lack of a committee hearing this year, but it may be reintroduced next year.
- **HB 485, Higher Education Tenure,\*\*** sponsored by Rep. Chris Herrod, would have prohibited USHE institutions from offering tenure-track positions or new tenure after July 1, 2011. The House Education Committee voted 9-3 against recommending the bill. Rep. Herrod has expressed an interest in reintroducing this bill in 2012.
- **HJR 37, State Spending Limitations,\*\*** sponsored by Rep. Carl Wimmer, was a proposed amendment to the State Constitution which would have frozen spending at current levels. Not only would it make it very unlikely that the state's investment in higher education could ever increase, but it also did not exempt tuition collections from the spending cap, making it impossible to educate more students. It had received a favorable vote by the House Government Operations Committee (6-4) but the bill failed when it was not considered by the House. A two-thirds vote by both houses is required for approval of a constitutional amendment.

### **Other Key Legislation of Interest to USHE—Passed**

- **HB 57, Joint Professional School of Veterinary Medicine**, sponsored by Rep. John Mathis, provides funding for a joint veterinary medicine program between Utah State University and Washington State University as approved by the Board of Regents in December. The bill was funded with \$1.7 million of on-going appropriations and \$2 million in one-time money. It passed the House 48-23 and the Senate 24-2.
- **HB 75 1S, Dangerous Weapon Amendments**, sponsored by Rep. Curt Oda, eliminates a 1,000 foot buffer zone around K-12 schools and colleges for carrying weapons but maintains the prohibition of openly carrying a weapon on school grounds and at higher education institutions. It passed the House 58-15, and the Senate 19-8.
- **HB 138 1S, Federal Receipts Reporting Requirements**, sponsored by Rep. Ken Ivory, requires additional reporting and legislative oversight of federal funds including those going to Higher Education institutions. An amendment was adopted to clarify that these annual reports to the Legislature are in the aggregate and not individual receipts. A provision requiring planning for contingency cuts in state or federal funding does not apply to Higher Education institutions. Passed the House 68-7 and the Senate 25-0.
- **HB 206, Special Group License Plate Amendments**, sponsored by Rep. Wayne Harper, raises the threshold to 500 for subscriptions of special license plates, such as those used to support USHE alumni associations, before they can be issued, effective in 2012. It passed the House 51-16 and the Senate 28-0.
- **HB 288, Concurrent Enrollment Transcripts**, sponsored by Rep. Ronda Menlove, requires the State Board of Education and State Board of Regents to coordinate advising and reporting of certain information by the Board of Regents to institutions regarding their students who enrolled in concurrent enrollment classes in high school. It passed the House 71-0 and the Senate 26-0.
- **HB 335, Military Survivors—Tuition Waiver Amendments**, sponsored by Rep. Michael Morley, removes the residency requirement for a surviving dependent of a member of the Utah National Guard who is killed on active duty to enable them to receive a tuition waiver for undergraduate study at an institution of USHE. It passed the House 69-0 and the Senate 22-0.
- **SB 46, Higher Education Residency Requirements**, sponsored by Sen. Margaret Dayton, reaffirms current law and policy to enable a dependent of an active duty member of the U.S. military to obtain residency for tuition by providing the higher education institution with a copy of the state of legal residence certificate showing it is Utah. It passed the Senate 27-0 and the House 69-0.
- **SB 69, Sales and Use Tax Exemption for Textbooks for Higher Education**, sponsored by Sen. Karen Mayne, extends the current sales tax exemption for textbooks available at campus stores to private providers if more than half their sales are for textbooks. It passed the Senate 21-5 and the House 57-10.
- **SB 204, Capital Development and Improvement Process**, sponsored by Sen. Stuart Adams, makes minor changes to when legislative approval is not required for a capital development project. Originally it would have imposed new requirements on higher education institutions but this was amended out of the bill. The bill passed the Senate 24-0 and the House 43-23.
- **SB 210 S1, Utah Postsecondary Proprietary School Act Amendments**, by Sen. Curt Bramble, provides additional authority to the Utah Department of Commerce to implement new regulations by the U.S. Department of Education relating to proprietary colleges. It does not impact USHE institutions. It passed the Senate 26-0 and the House 63-6.

- **SB 305 S2, Economic Development Through Education / Career Alignment**, sponsored by Sen. Howard Stephenson establishes a nine-member steering committee to oversee the UtahFutures.org website, including representation from Higher Education, Public Education, Workforce Services, UCAT, the business community and the Legislature. It passed the Senate 27-0 and the House 65-4.
- **SCR 11, Dixie State College Concurrent Resolution**, sponsored by Sen. Steve Urquhart, recognizes the centennial of Dixie State College and expresses support for its eventual mission change to become a regional state university as per the Regents' HigherEdUtah 2020 strategic plan. It passed the Senate 27-0 and the House 62-8.

### **Other Key Legislation of Interest to USHE—Failed**

- **HB 129, Firearms Modifications**, sponsored by Rep. Carl Wimmer, would have allowed anyone age 21 or older to carry a concealed weapon without first obtaining a concealed weapon permit. It was approved by the House Law Enforcement Committee on a vote of 7-6, but did not receive consideration by the full House before they adjourned.
- **HB 191 S1, Nonresident Tuition Waiver Amendments**, sponsored by Rep. Carl Wimmer, as amended would have changed the law allowing students who attended and graduated from a Utah High School resident tuition regardless of their immigration status, to provide evidence that they or a parent or legal guardian paid Utah income taxes during the previous three years. The bill passed the House 44-28 but failed when it was not considered by the Senate.
- **HB 307, Public Broadcasting Funding**, sponsored by Rep. Chris Herrod, would have required KUED-TV to report on revenues and expenditures to a legislative appropriations committee. This is part of the budget already under the jurisdiction of the Higher Education Appropriations Subcommittee. The bill failed for lack of a committee hearing; it was not considered by either house.
- **HB 424, Firearms Revisions**, sponsored by Rep. Paul Ray, would have provided that in the absence of additional threatening behavior openly carrying a firearm in itself is not a violation of 2 municipal and 10 criminal codes including disorderly conduct, disturbing the peace, criminal trespass, interfering with campus activities, failure to disperse, etc. Higher Education representatives were assured by the sponsor that the bill was not going anywhere this session so we did not formally oppose it, otherwise we would have. The bill did not receive a committee hearing and died for lack of consideration.
- **HB 459, Education Interpretation**, sponsored by Rep. Don Ipson at the request of Dixie State College, would have provided a one-year exemption from using certified interpreters for the hearing impaired by higher education institutions. After receiving a number of concerns from the disability and interpreter communities, the bill was withdrawn.
- **HJR 42, Higher Education's 2020 Plan,\*** sponsored by Rep. Brad Dee, would have endorsed the Board of Regents' 2020 Plan. It was introduced too late to receive a committee hearing, and thus failed.
- **SJR 1, State Board of Education Authority**, sponsored by Sen. Chris Buttars, was a proposed state constitutional amendment that would have inserted the words "as provided by statute" to the State Board of Education's authority over K-12 education. The bill was recommended by the Senate Education Committee by a vote of 3-2 but did not ever receive a Senate vote. The sponsor had indicated he was abandoning his bill in favor of SJR 9 (see below).

- **SJR 9, Governance of Public and Higher Education**, sponsored by Sen. Stuart Reid, was a proposed state constitutional amendment that would have eliminated the State Board of Education from the Constitution and vest governance of both Public and Higher Education in the Governor as provided by the Legislature in statute. By statute another board appointed by the Governor may have been established, or other organizational changes could have been made to either the State Office of Education or to Higher Education. The bill passed the Senate by 22-6, but was not considered by the Senate.

**Advocacy.** Preparations for the session began almost as soon as the 2010 session ended. During the interim the Commissioner's Office responded to numerous legislative requests for information, monitored and presented at legislative interim committees, and personal meetings were held with over two dozen key legislators. Members of legislative leadership participated in a dinner meeting with the Executive Committee of the Regents in May, and all legislators were invited to a preview of the 2020 strategic plan. Prior to the session we held regional legislative preview meetings in Logan, Layton, Salt Lake City, Orem, and St. George with participation from nearly half of all members of the Legislature. Prior to that, we identified and worked with sponsors of our top priority bills to have legislation drafted and ready for consideration. The Commissioner and members of the Board of Regents also worked with key allies including the Salt Lake Chamber, Prosperity 2020, Friends of Utah Higher Education, the United Way, and the Governor's Commission on Educational Excellence who helped carry the message of the importance of higher education.

On February 28, a luncheon was held in the Capitol Rotunda which brought together members of the Board of Regents, Presidents, Trustee Chairs and Vice Chairs, with legislators. Over 60 legislators participated including Senate President Michael Waddoups; Lt. Governor Greg Bell also attended.

During the Legislative Session meetings were held twice-weekly with the legislative liaisons representing the eight institutions. This coordination was key to our success such as in defeating the Anti-Tenure bill and on restoring most of the base budget cut. Our group will meet next month to begin planning for the 2012 session.

**Personal Observations and Lessons Learned.** The threat of deep budget cuts did not loom in 2011 as they did the past two sessions, and yet, the legislative session of 2011 was one of the most challenging and intense I've experienced. I very much appreciate the support and assistance received from the Chair and Vice Chair of the Board, the Commissioner, Associate and Assistant Commissioners, our Director of Communications, the Executive Directors of UHEAA and UESP and support and help from many members of the Commissioner's Office staff. All of this was vital to me being able to respond and function effectively. Close coordination with the legislative liaisons and their institutions made it possible to review, consider and interact on dozens of legislative bills and various budget scenarios. Good relationships with many legislators as well as legislative and Governor's Office staff members also proved important.

Nearly every member of the Legislature holds higher education and our institutions in high regard. They understand from their own experience the important role we play in helping people achieve their goals and aspirations.

Every year we faced the challenge of legislators needing to juggle other priorities and appropriations considered to be mandatory. And yet this year marked a significant increase in the expressed desire among legislators to delve more deeply into higher education issues including advising, retention and completion of students, and alignment of higher education programs to the workforce.

Other issues, such as ensuring that Regent policies on tenure including rigorous post-tenure review are being followed and considering how to address the issue of the cost of textbooks for students merit attention. And in preparing the 2012-13 budget request the Regents will need to work with Presidents to identify Mission Based Funding initiatives as well as any funding inequities and address the impact of a decade of enrollment growth without state enrollment growth funding. Also, in enacting Mission Based Funding there is a growing awareness and acceptance on the part of legislators of the variety of missions and roles performed by our institutions including Career and Technical Education, Associate and Baccalaureate programs, Liberal Arts, Research, and Graduate and Professional programs. All of these issues will undoubtedly engage considerable attention from Regents and each of us on the staff over the rest of this year.

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\*USHE had taken an official position in support; \*\*USHE had taken an official position in opposition.



# Summary of Appropriations, 2011 General Session (Tax Funds Only)

(Includes 8 Two- & Four-year Institutions, SBR Statewide Programs, and SBR Administration)

(Includes Federal Stimulus (ARRA) Funding)

|                                                                           | <u>Appropriations</u> | <u>% Change From<br/>Base</u> |
|---------------------------------------------------------------------------|-----------------------|-------------------------------|
| <b>2008-09 On-going Operating Appropriations Base Budget*</b>             | <b>\$766,958,600</b>  |                               |
| 2008-09 - 2010-11 On-going Adjustments                                    |                       |                               |
| On-going Budget Changes (2008-09 - 2010-11)                               | (92,955,000)          | -12.1%                        |
| 2010-11 One-time Adjustments                                              |                       |                               |
| One-time Adjustments**                                                    | (586,500)             |                               |
| <b>Total Budget Adjustments</b>                                           | <b>(93,541,500)</b>   |                               |
| <b>Revised 2010-11 Appropriation (Base, One-Time &amp; Supplementals)</b> | <b>\$673,417,100</b>  |                               |
| 2011-12 On-going Adjustments                                              |                       |                               |
| Program Increases <sup>(2)</sup>                                          | (12,713,600)          | -1.7%                         |
| Subtotal - On-going Adjustments                                           | (\$12,713,600)        | -1.7%                         |
| <b>2011-12 On-going Budget</b>                                            | <b>\$661,290,000</b>  | -13.8%                        |
| 2011-12 One-time Adjustments                                              |                       |                               |
| Program Increases <sup>(3)</sup>                                          | 6,540,500             | 0.9%                          |
| Subtotal - One-time Adjustments                                           | \$6,540,500           | 0.9%                          |
| <b>2011-12 Appropriation (Base plus 2011-12 Adjustments)</b>              | <b>\$667,830,500</b>  | -12.9%                        |

\* Base Budget Prior to Budget Cuts - Base Budget used to Calculate all Percentages Listed Above

\*\*Primarily Federal Stimulus (ARRA) Funds

## (1) Supplemental Adjustments

|                                                |                |
|------------------------------------------------|----------------|
| SB 3 (USU ARRA Funding Swap - State Tax Funds) | (\$17,887,300) |
| SB 3 (USU ARRA Funding Swap - ARRA Funds)      | \$17,887,300   |
| <b>Total Supplemental Adjustments</b>          | <b>\$0</b>     |

## (2) Program Increases - Ongoing

|                                                   |              |
|---------------------------------------------------|--------------|
| SB 7 Base Budget Bill                             | (47,180,300) |
| SB 2 Partial Restoration of Base Budget Cut       | 34,285,400   |
| SB 2 Risk Management Premium Reduction            | (281,900)    |
| SB 2 Regents' & New Century Scholarship           | 888,000      |
| SB 2 Health Insurance Reduction                   | (5,386,900)  |
| HB 57 (USU Vet Med Partnership)                   | 1,700,000    |
| SB 3 Partial Restoration of Health Ins Reduction* | 1,500,000    |
| SB 3 (U of U Health Sciences)*                    | 1,762,100    |

## (3) Program Increases - One-Time

|                                    |               |
|------------------------------------|---------------|
| SB 2 O&M One-Time Cut              | (\$2,859,200) |
| SB 3 (SUU Shakespeare)             | \$500,000     |
| SB 3 (USU Caine Music Dept)        | \$50,000      |
| SB 3 (USU Large Animal Prog)       | \$2,000,000   |
| SB 3 Early College                 | \$54,000      |
| SB 3 Excellence in Education       | 4,485,700     |
| SB 3 (USU Financial Literacy)      | \$10,000      |
| SB 2 Excellence in Education (MBF) | \$1,000,000   |
| SB 3 (U of U Health Sciences)      | 1,300,000     |

Total Program Increases - Ongoing

(\$12,713,600)

Total Program Increases - One-time

\$6,540,500

\*UofU Health Sciences Funding is a transfer from the Department of Community and Culture

\*\*USHE has been given authority to re-allocate the healthcare appropriations changes among the campuses in an equitable manner

**2011-12 Operating Budget Comparison (Tax Funds Only)**

Board of Regents Request as compared to Governor Herbert's budget recommendation

|                                                                   | Board of Regents   | Governor Herbert   |                       | Final Appropriation |                       |                       |
|-------------------------------------------------------------------|--------------------|--------------------|-----------------------|---------------------|-----------------------|-----------------------|
|                                                                   | Amount             | Amount             | Above/<br>(Below) SBR | Amount              | Above/<br>(Below) Gov | Above/<br>(Below) SBR |
| <b>Utah System of Higher Education Budget Priorities</b>          |                    |                    |                       |                     |                       |                       |
| <b>Compensation</b>                                               |                    |                    |                       |                     |                       |                       |
| Base Compensation Package)                                        |                    |                    | \$0                   |                     | \$0                   | \$0                   |
| (Merit/Retention Funding)                                         |                    |                    |                       |                     |                       |                       |
| <b>Enrollment Growth/Economic Development Funding</b>             |                    |                    |                       |                     |                       |                       |
| Enrollment Growth (47% of Unfunded Growth)                        | 11,500,000         | 0                  | (11,500,000)          | \$0                 | 0                     | (11,500,000)          |
| Regents' Priorities                                               |                    |                    |                       |                     |                       |                       |
| Participation Initiatives                                         | 3,494,800          | 0                  | (3,494,800)           | \$0                 | 0                     | (3,494,800)           |
| Completion Initiatives                                            | 3,045,900          | 0                  | (3,045,900)           | \$0                 | 0                     | (3,045,900)           |
| Economic Development Initiatives                                  | 4,959,300          | 0                  | (4,959,300)           | \$0                 | 0                     | (4,959,300)           |
| <b>Operational Imperatives</b>                                    |                    |                    |                       |                     |                       |                       |
| O & M for Non-State Funded Projects                               | 2,985,400          | 0                  | (2,985,400)           | \$0                 | 0                     | (2,985,400)           |
| Internal Service Fund Adjustments                                 | 0                  | (289,100)          | (289,100)             | (\$281,900)         | 7,200                 | (281,900)             |
| SB 7 Base Budget Bill                                             | 0                  | 0                  | 0                     | (\$47,180,300)      | (47,180,300)          | (47,180,300)          |
| SB 2 Partial Restoration of Base Budget Cut                       | 0                  | 0                  | 0                     | \$34,285,400        | 34,285,400            | 34,285,400            |
| SB 2 Health Insurance Reduction                                   | 0                  | 0                  | 0                     | (\$5,386,900)       | (5,386,900)           | (5,386,900)           |
| SB 2 Partial Restoration of Health Ins. Reduction                 | 0                  | 0                  | 0                     | \$1,500,000         | 1,500,000             | 1,500,000             |
| SB 3 (USU Vet Med Program)                                        | 0                  | 0                  | 0                     | \$1,700,000         | 1,700,000             | 1,700,000             |
| SB 3 (U of U Health Sciences)                                     | 0                  | 0                  | 0                     | \$1,762,100         | 1,762,100             | 1,762,100             |
| <b>USHE Programs</b>                                              |                    |                    |                       |                     |                       |                       |
| Regents' Scholarship                                              | 2,492,000          | 0                  | (2,492,000)           | \$600,000           | 600,000               | (1,892,000)           |
| UCOPE                                                             | 5,000,000          | 0                  | (5,000,000)           |                     | 0                     | (5,000,000)           |
| Higher Education Technology Initiative (HETI)                     | 1,366,700          | 0                  | (1,366,700)           |                     | 0                     | (1,366,700)           |
| Utah Academic Library Consortium (UALC)                           | 185,000            | 0                  | (185,000)             |                     | 0                     | (185,000)             |
| New Century Scholarship                                           | 4,921,000          | 0                  | (4,921,000)           | \$288,000           | 288,000               | (4,633,000)           |
| <b>Subtotal - USHE Priority Ongoing Increases</b>                 | <b>39,950,100</b>  | <b>(289,100)</b>   | <b>(40,239,200)</b>   | <b>(12,713,600)</b> | <b>(12,424,500)</b>   | <b>(52,663,700)</b>   |
| <b>One-Time Requests</b>                                          |                    |                    |                       |                     |                       |                       |
| Higher Education Technology Initiative (HETI)                     | \$1,366,700        | \$0                | (\$1,366,700)         |                     | \$0                   | (\$1,366,700)         |
| Utah Academic Library Consortium (UALC)                           | 185,000            | 0                  | (\$185,000)           |                     | 0                     | (185,000)             |
| New Century Scholarship                                           | 0                  | 2,500,000          | \$2,500,000           |                     | (2,500,000)           | 0                     |
| Regents' Scholarship                                              | 0                  | 1,600,000          | \$1,600,000           |                     | (1,600,000)           | 0                     |
| SB 2 Excellence In Education (Mission-Based Funding)              | 0                  | 1,000,000          | \$1,000,000           | \$1,000,000         | 0                     | 1,000,000             |
| Utah Cluster Acceleration Program                                 | 0                  | 500,000            | \$500,000             |                     | (500,000)             | 0                     |
| Online Education                                                  | 0                  | 500,000            | \$500,000             |                     | (500,000)             | 0                     |
| SB O&M One-Time Cut                                               | 0                  | 0                  | \$0                   | (\$2,859,200)       | (2,859,200)           | (2,859,200)           |
| SB 3 (SUU Shakespeare)                                            | 0                  | 0                  | \$0                   | \$500,000           | 500,000               | 500,000               |
| SB 3 (USU Caine Music Dept.)                                      | 0                  | 0                  | \$0                   | \$50,000            | 50,000                | 50,000                |
| SB 3 (USU Large Animal Prog.)                                     | 0                  | 0                  | \$0                   | \$2,000,000         | 2,000,000             | 2,000,000             |
| SB 3 Early College                                                | 0                  | 0                  | \$0                   | \$54,000            | 54,000                | 54,000                |
| SB 3 Excellence in Education                                      | 0                  | 0                  | \$0                   | \$4,485,700         | 4,485,700             | 4,485,700             |
| SB 3 USU Financial Literacy                                       | 0                  | 0                  | \$0                   | \$10,000            | 10,000                | 10,000                |
| SB 3 (U of U Health Sciences)                                     | 0                  | 0                  | \$0                   | \$1,300,000         | 1,300,000             | 1,300,000             |
| Online Education                                                  |                    |                    | 0                     |                     | 0                     | 0                     |
| <b>Total One-time Increases</b>                                   | <b>\$1,551,700</b> | <b>\$6,100,000</b> | <b>\$4,548,300</b>    | <b>\$6,540,500</b>  | <b>\$440,500</b>      | <b>4,988,800</b>      |
| <b>Supplemental Request</b>                                       |                    |                    |                       |                     |                       |                       |
| O&M Requests for Non-State Funded Projects                        | \$2,473,000        | \$0                | (\$2,473,000)         |                     | \$0                   | (\$2,473,000)         |
| <b>Total Supplemental Increases</b>                               | <b>\$2,473,000</b> | <b>\$0</b>         | <b>(\$2,473,000)</b>  | <b>\$0</b>          | <b>\$0</b>            | <b>(\$2,473,000)</b>  |
| <b>Total Appropriation (Ongoing, One-time &amp; Supplemental)</b> | <b>43,974,800</b>  | <b>5,810,900</b>   | <b>(38,163,900)</b>   | <b>(6,173,100)</b>  | <b>(11,984,000)</b>   | <b>(50,147,900)</b>   |

## Utah System of Higher Education

Legislative Action on Capital Facilities for 2011-12

### STATE-FUNDED CAPITAL IMPROVEMENTS

\$ 53,648,600

Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. USHE typically receives 55-60 percent of these funds.

### STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

|                                                          | Project                                                                | Phase | Legislative Action |            |               | Future<br>State O&M |
|----------------------------------------------------------|------------------------------------------------------------------------|-------|--------------------|------------|---------------|---------------------|
|                                                          |                                                                        |       | Cash               | GO Bond    | Cumulative    |                     |
| H.B. 4                                                   | Weber State University - Professional Programs Classroom Bldg. (Davis) |       | \$                 | 31,535,000 | \$ 31,535,000 | \$ 725,000          |
| H.B. 4                                                   | USU - Business Bldg. Addition/Remodel                                  |       |                    | 14,000,000 | 45,535,000    | 797,000             |
| H.B. 4                                                   | SLCC - Herriman Land-bank Purchase                                     |       |                    | 3,000,000  | 48,535,000    |                     |
| <b>TOTAL - STATE-FUNDED CAPITAL DEVELOPMENT PROJECTS</b> |                                                                        |       | \$                 | 48,535,000 |               | \$ 1,522,000        |

### OTHER FUNDS PROJECTS

|                                     | Project                                                                | Funding Source | Legislative Action  |                        |                         |
|-------------------------------------|------------------------------------------------------------------------|----------------|---------------------|------------------------|-------------------------|
|                                     |                                                                        |                | Project<br>Approval | State O&M<br>Requested | State O&M<br>Authorized |
| S.B. 5                              | UU - Ambulatory Care Complex Parking (Phase I)                         | Bonding        | \$ 16,328,000       | n/a                    | n/a                     |
| S.B. 5                              | UU - Healthcare Medical Services Building                              | Bonding        | 25,857,000          | n/a                    | n/a                     |
| S.B. 5                              | UU - Dee Glen Smith Athletic Center Expansion                          | Bonding        | 20,000,000          | n/a                    | n/a                     |
| S.B. 5                              | UU - South Jordan Health Center Purchase                               | Bonding        | 66,000,000          | n/a                    | n/a                     |
| S.B. 5                              | USU - Regional Campus & Distance Education Building                    | Inst. Funds    | 10,000,000          | \$ 291,000             | Not Authorized          |
| S.B. 5                              | USU - Art Barn Renovation                                              | Donations      | 2,500,000           | 35,000                 | Not Authorized          |
| S.B. 5                              | USU - Athletics Competetive/Practice Facility                          | Donations      | 7,500,000           | 61,000                 | Not Authorized          |
| S.B. 5                              | Weber State University - Professional Programs Classroom Bldg. (Davis) | Bonding        | 8,400,000           |                        |                         |
| S.B. 5                              | Snow - Student Housing                                                 | Bonding        | 15,689,000          | n/a                    | n/a                     |
| S.B. 5                              | UVU - Student Life & Wellness Building                                 | Bonding        | 40,000,000          | n/a                    | n/a                     |
| S.B. 5                              | UVU - Parking Structure                                                | Bonding        | 8,000,000           | n/a                    | n/a                     |
| <b>TOTAL - OTHER FUNDS PROJECTS</b> |                                                                        |                | \$ 220,274,000      | \$ 387,000             | 0                       |

**HIGHER EDUCATION MISSION BASED FUNDING**

2011 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Stephen H. Urquhart**

House Sponsor: Don L. Ipson

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**LONG TITLE**

**General Description:**

This bill modifies provisions of the State System of Higher Education code relating to higher education appropriations.

**Highlighted Provisions:**

This bill:

- ▶ requires the State Board of Regents to include the mission of each institution in the master plan for higher education;
- ▶ modifies higher education appropriations provisions, including:
  - specifying the required components of the board's combined budget recommendation;
  - establishing mission based funding; and
  - requiring reporting to the Higher Education Appropriations Subcommittee on the use of the previous year's mission based funding;
- ▶ requires the president of each institution of higher education to:
  - establish institutional initiatives each year aligned with the board's strategic priorities; and
  - allocate mission based funding to each initiative; and
- ▶ makes technical amendments.

**Money Appropriated in this Bill:**

None

**Other Special Clauses:**

This bill provides an immediate effective date.

## Utah Code Sections Affected:

## AMENDS:

**53B-6-101**, as last amended by Laws of Utah 2009, Chapter 346

**53B-7-101**, as enacted by Laws of Utah 1987, Chapter 167

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*Be it enacted by the Legislature of the state of Utah:*

Section 1. Section **53B-6-101** is amended to read:

**53B-6-101. Additional responsibilities of the board -- Studies and evaluations -- Master plan for higher education -- Productivity -- Institutional student assessment -- Biennial accountability report to the Legislature.**

(1) The board shall conduct continuing studies and evaluations of the facilities, grounds, buildings, and equipment at the higher education institutions under its jurisdiction and use space utilization and other studies conducted by the State Building Board.

(2) The board shall establish and maintain an up-to-date master plan which shall include:

(a) providing for statewide planning of public higher education in terms of a mission, aims, purposes, and objectives of the system as a whole;

(b) establishing and defining the mission, role, and programs of each institution within the system;

(c) establishing criteria for and determination of the future needs and requirements for new programs and new institutions and the elimination, curtailment, or consolidation of existing programs and facilities;

(d) providing for the initiation and financing of projects as considered necessary to meet and satisfy the projected patterns of growth and maintenance;

(e) establishing criteria for and determination of the operating and capital budgetary needs of each institution and the system as a whole;

(f) recommending the methods and sources of future financial support of the higher education system;

(g) establishing procedures for the development of maximum utilization of existing facilities as suggested by space utilization studies conducted by the State Building Board; and

(h) securing an adequate and coordinated program for the community colleges and career and technical education programs in the institutions and departments in the state system of higher education.

(3) (a) The board may do all things necessary for the effective implementation of the statewide master plan as adopted and revised by the board from time to time.

(b) The State Board of Education and the Utah College of Applied Technology shall provide career and technical education staff assistance to the State Board of Regents in support of master planning activities related to career and technical education in higher education.

(4) (a) The board shall adopt rules and initiate programs to promote and increase productivity in the state system of higher education.

(b) The board shall require each college and university in the system to establish multiple measures of institutional and student assessment in order to improve student instruction, academic programs, and learning opportunities.

(c) The board shall submit a biennial accountability report to the Legislature, which shall include such factors as:

(i) space utilization, faculty productivity, and other similar measures of the management of institutional resources at each institution; and

(ii) student assessment at entry to each institution, at critical midway points, and at exit.

(d) The board shall establish a systemwide committee to address assessment and accountability issues and propose essential elements to be included in the biennial report.

Section 2. Section **53B-7-101** is amended to read:

**53B-7-101. Combined requests for appropriations -- Board review of operating budgets -- Submission of budgets -- Recommendations -- Hearing request -- Appropriation formulas -- Allocations -- Dedicated credits -- Financial affairs.**

(1) (a) The board shall recommend a combined appropriation for the operating budgets

of higher education institutions for inclusion in ~~the~~ a state appropriations act.

(b) The board's combined budget recommendation shall include:

(i) employee compensation;

(ii) mandatory costs, including building operations and maintenance, fuel, and power;

(iii) mission based funding described in Subsection (2);

(iv) statewide and institutional priorities, including scholarships, financial aid, and technology infrastructure; and

(v) unfunded historic growth.

(c) The board's recommendations shall be available for presentation to the governor and to the Legislature at least 30 days prior to the convening of the Legislature, and shall include schedules showing the recommended amounts for each institution, including separately funded programs or divisions.

(d) The recommended appropriations shall be determined by the board only after it has reviewed the proposed institutional operating budgets, and has consulted with the various institutions and board staff in order to make appropriate adjustments.

(2) (a) The board shall establish mission based funding.

(b) Mission based funding shall include:

(i) enrollment growth; and

(ii) up to three strategic priorities.

(c) The strategic priorities described in Subsection (2)(b)(ii) shall be:

(i) approved by the board; and

(ii) designed to improve the availability, effectiveness, or quality of higher education in the state.

(d) When recommending an allocation of mission based funding to a doctorate-granting university, as defined by the board, or Southern Utah University, the board shall place greater emphasis on the university's fulfillment of the strategic priorities described in Subsection (2)(b)(ii).

(e) Notwithstanding Subsection (2)(d), the board may allocate funding for a modest

114 amount of growth to doctorate-granting institutions and Southern Utah University.

115 (f) Concurrent with recommending mission based funding, the board shall also  
116 recommend to the Legislature ways to address funding any inequities for institutions as  
117 compared to institutions with similar missions.

118 ~~[(2)]~~ (3) (a) Institutional operating budgets shall be submitted to the board at least 90  
119 days prior to the convening of the Legislature in accordance with procedures established by the  
120 board.

121 (b) Funding requests pertaining to capital facilities and land purchases shall be  
122 submitted in accordance with procedures prescribed by the State Building Board.

123 ~~[(3)]~~ (4) (a) The budget recommendations of the board shall be accompanied by full  
124 explanations and supporting data.

125 (b) The appropriations recommended by the board shall be made with the dual  
126 objective of:

127 ~~[(a)]~~ (i) justifying for higher educational institutions appropriations consistent with their  
128 needs, and consistent with the financial ability of the state; and

129 ~~[(b)]~~ (ii) determining an equitable distribution of funds among the respective  
130 institutions in accordance with the aims and objectives of the statewide master plan for higher  
131 education.

132 ~~[(4)]~~ (5) (a) The board shall request a hearing with the governor on the recommended  
133 appropriations.

134 (b) After the governor delivers his budget message to the Legislature, the board shall  
135 request hearings on the recommended appropriations with the appropriate committees of the  
136 Legislature.

137 (c) If either the total amount of the state appropriations or its allocation among the  
138 institutions as proposed by the Legislature or its committees is substantially different from the  
139 recommendations of the board, the board may request further hearings with the Legislature or  
140 its appropriate committees to reconsider both the total amount and the allocation.

141 ~~[(5)]~~ (6) The board may devise, establish, periodically review, and revise formulas for



its use and for the use of the governor and the committees of the Legislature in making appropriation recommendations.

~~[(6)]~~ (7) (a) The board shall recommend to each session of the Legislature the minimum tuitions, resident and nonresident, for each institution which it considers necessary to implement the budget recommendations.

(b) The board may fix the tuition, fees, and charges for each institution at levels it finds necessary to meet budget requirements.

~~[(7)]~~ (8) (a) Money allocated to each institution by legislative appropriation may be budgeted in accordance with institutional work programs approved by the board, provided that the expenditures funded by appropriations for each institution are kept within the appropriations for the applicable period.

(b) A president shall:

(i) establish initiatives for the president's institution each year that are:

(A) aligned with the strategic priorities described in Subsection (2); and

(B) consistent with the institution's mission and role; and

(ii) allocate the institution's mission based funding to the initiatives.

~~[(8)]~~ (9) The dedicated credits, including revenues derived from tuitions, fees, federal grants, and proceeds from sales received by the institutions are appropriated to the respective institutions and used in accordance with institutional work programs.

~~[(9)]~~ (10) Each institution may do its own purchasing, issue its own payrolls, and handle its own financial affairs under the general supervision of the board.

(11) (a) If the Legislature appropriates money in accordance with this section, it shall be distributed to the State Board of Regents and higher education institutions to fund the items described in Subsection (1)(b).

(b) During each general session of the Legislature following a fiscal year in which the Legislature provides an appropriation for mission based funding, the board and institutions shall report to the Legislature's Higher Education Appropriations Subcommittee on the use of the previous year's mission based funding, including performance outcomes relating to the

170 strategic initiatives approved by the board.

171       Section 3. **Effective date.**

172       If approved by two-thirds of all the members elected to each house, this bill takes effect

173 upon approval by the governor, or the day following the constitutional time limit of Utah

174 Constitution Article VII, Section 8, without the governor's signature, or in the case of a veto,

175 the date of veto override.

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Tuition Increases for 2011-2012 (1<sup>st</sup>- and 2<sup>nd</sup>- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for Utah's public colleges and universities. Regents are asked to review and finalize first- and second-tier tuition increases for the upcoming year, 2011-2012, for all institutions.

Background

Regents are asked to consider a number of factors when setting tuition, such as state funding levels and institutional need, inflationary increases in the Consumer Price Index and Higher Education Price Index, regional and national tuition rate increases, and comparisons of tuition and fee levels at Western higher education institutions. Over the past three years, the state budget cuts to higher education have had a significant impact on institutional budgets. This reduction in state funding levels is an important consideration in approving institutional tuition increases for the coming year. The first three attachments, as described below, summarize the most recent information available regarding the measurements mentioned above.

**First-tier Increases** – By Regental policy, first-tier tuition rate increases shall be uniform for all institutions, shall be implemented at the same time, and shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education (R510-3.1).

For the upcoming year, the Utah System of Higher Education is recommending a first-tier tuition increase of 5 percent. The revenue generated from first-tier tuition will be used for contractual cost increases and to address such issues as:

- Handling growth in enrollments and retention
- Employee compensation for equity, retention, and exceptional merit
- Benefit cost increases
- Technological enhancements

**Second-tier Increases** – Each institutional President, with the approval of the institutional Board of Trustees, may recommend a second tier of tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs (R510-3.2). As part of second-tier increase requests, institutions are required to hold a "Truth in Tuition" hearing to provide an explanation of the reasons for the proposed tuition increase, and how the revenue generated by the increase will be used, and an opportunity for public comment from students. Typically, rates of second-tier increases will vary from campus to campus. Attachment 4 is a comprehensive summary regarding the proposed second-tier increase for each of the institutions and describes how the estimated revenues generated by the second-tier increase will be used.

**Differential Tuitions** – The University of Utah is requesting additional differential tuitions for graduate professional programs in Entertainment Arts and Engineering, Public Policy, and Occupational Health.

Utah State University is requesting an increase in the differential tuition for all upper-division and graduate business courses in the Jon M. Huntsman School of Business.

**Summary Attachments** - The Commissioner's staff has prepared four attachments providing benchmark and comparative data regarding tuition rates. Additionally, five attachments have been provided regarding new and increased differential tuitions at the University of Utah and Utah State University.

- Attachment 1: Benchmark inflation and national and regional tuition increase information
- Attachment 2: Tabular tuition comparisons with WICHE and Rocky Mountain States
- Attachment 3: Charted tuition comparison with WICHE and Rocky Mountain State.
- Attachment 4: Summary of Second-tier increases and proposed use of revenue
- Attachments 5-8: University of Utah information regarding a request for additional differential tuitions
- Attachment 9: Utah State University information regarding an increase in differential tuition in the Jon M. Huntsman School of Business

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve tuition rates for 2011-12 by:

- Finalizing the first-tier tuition increase at 5 percent for all USHE institutions
- Approving the second-tier tuition increase proposals for each institution as per Attachment 4
- Approving the additional differential tuitions at the University of Utah
- Approving the increase in differential tuitions at Utah State University



William A. Sederburg  
Commissioner of Higher Education



## USHE 2011-12 Tuition Increase

## Benchmark Inflation and Tuition Increase Information

Table 1. General Inflation Indicator

## Consumer Price Index, July 1999 to December 2010

|                                             | 7/99 to<br>6/00 | 7/00 to<br>6/01 | 7/01 to<br>6/02 | 7/02 to<br>6/03 | 7/03 to<br>6/04 | 7/04 to<br>6/05 | 7/05 to<br>6/06 | 7/06 to 6/07 | 7/07 to 6/08 | 7/08 to<br>6/09 | 7/09 to 6/10 | 1/10 to<br>12/10 |
|---------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|-----------------|--------------|------------------|
|                                             | 166.7           | 172.8           | 177.5           | 180.1           | 183.9           | 189.4           | 195.4           | 203.5        | 208.3        | 220.0           | 215.4        | 216.7            |
|                                             | 172.4           | 178.0           | 179.9           | 183.7           | 189.7           | 194.5           | 202.9           | 208.4        | 218.8        | 215.7           | 218.0        | 219.2            |
| Academic Year Increase                      | 3.4%            | 3.0%            | 1.4%            | 2.0%            | 3.2%            | 2.7%            | 3.8%            | 2.4%         | 5.0%         | -1.9%           | 1.2%         |                  |
| Most Recent 12-months (January to December) |                 |                 |                 |                 |                 |                 |                 |              |              |                 |              | 1.2%             |

Source: Bureau of Labor Statistics. Consumer Price Index—Urban (Not Seasonally Adjusted) June to July, February 2011 (www.bls.gov).

Table 2. Higher Education Inflation Indicator

## Higher Education Price Index, July 1999 to June 2010

|                        | 7/99 to<br>6/00 | 7/00 to<br>6/01 | 7/01 to<br>6/02 | 7/02 to<br>6/03 | 7/03 to<br>6/04 | 7/04 to<br>6/05 | 7/05 to<br>6/06 | 7/06 to<br>6/07 | 7/07 to 6/08 | 7/08 to<br>6/09 | 7/09 to 6/10 |
|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------|-----------------|--------------|
|                        | 189.1           | 196.9           | 208.7           | 212.7           | 223.5           | 231.7           | 240.8           | 253.1           | 260.3        | 273.2           | 279.3        |
|                        | 196.9           | 208.7           | 212.7           | 223.5           | 231.7           | 240.8           | 253.1           | 260.3           | 273.2        | 279.3           | 281.8        |
| Academic Year Increase | 4.1%            | 6.0%            | 1.9%            | 5.1%            | 3.7%            | 3.9%            | 5.1%            | 2.6%            | 5.0%         | 2.2%            | 0.9%         |

Source: HEPI, Research Associates of Washington and Common Fund Institute. Higher Education Price Index. 2010 Update.

Table 3. Tuition Increase Revenue Impact

## Change in Ongoing Tax Funds Appropriations &amp; Estimated Impact of Proposed Tuition Increase on Tuition Revenue

| Appropriated Tax Funds         | USHE         |
|--------------------------------|--------------|
| 08-09 Ongoing Approp           | 738,317,500  |
| 11-12 Ongoing Approp           | 637,396,600  |
| \$ Change in Ongoing Approp    | -100,920,900 |
| % Change in Ongoing Budget     | -13.67%      |
| 10-11 Estimated Tuition Budget | 498,636,000  |
| Est. Revenue w/ 1% Increase    | \$4,986,360  |

Table 4. Tuition Increase Rate Impact

## Impact of 1% Tuition Increase on Full-time Tuition Rates

|                                                 | UU       | USU      | WSU      | SUU      | Snow    | Dixie    | UVU       | SLCC    | USHE <sup>(1)</sup> |
|-------------------------------------------------|----------|----------|----------|----------|---------|----------|-----------|---------|---------------------|
| <b>Resident Undergraduate</b>                   |          |          |          |          |         |          |           |         |                     |
| 2010-11 Full-time Rate                          | \$5,427  | \$4,346  | \$3,559  | \$4,196  | \$2,356 | \$2,940  | \$3,672   | \$2,520 | \$3,627             |
| 1% Increase                                     | \$54     | \$43     | \$36     | \$42     | \$24    | \$29     | \$37      | \$25    | \$36                |
| <b>Resident Graduate <sup>(2), (3)</sup></b>    |          |          |          |          |         |          |           |         |                     |
| 2010-11 Full-time Rate                          | \$4,741  | \$4,070  | \$3,594  | \$4,268  |         |          | \$ 4,120  |         | \$4,159             |
| 1% Increase                                     | \$47     | \$41     | \$36     | \$43     |         |          | \$41      |         | \$42                |
| <b>Nonresident Undergraduate</b>                |          |          |          |          |         |          |           |         |                     |
| 2010-11 Full-time Rate                          | \$18,994 | \$13,993 | \$11,150 | \$13,846 | \$8,594 | \$11,568 | \$11,630  | \$8,760 | \$12,317            |
| 1% Increase                                     | \$190    | \$140    | \$112    | \$138    | \$86    | \$116    | \$116     | \$88    | \$123               |
| <b>Nonresident Graduate <sup>(2), (3)</sup></b> |          |          |          |          |         |          |           |         |                     |
| 2010-11 Full-time Rate                          | \$16,738 | \$14,247 | \$11,259 | \$14,082 |         |          | \$ 12,860 |         | \$13,837            |
| 1% Increase                                     | \$167    | \$142    | \$113    | \$141    |         |          | \$129     |         | \$138               |

(1) Simple Average.

(2) General graduate tuition rates only, differential graduate tuition rates not included. (Weber, SUU &amp; UVU Masters of Education Program)

(3) Graduate tuitions may be less than undergraduate because a full-time load for a graduate student (10 credits) is less than an undergraduate (15 credits).

March 2011

## USHE 2011-12 Tuition Increase

## Benchmark Inflation and Tuition Increase Information

Table 5. Regional Tuition Indicator

## WICHE Region Tuition &amp; Fee Increases at Public Institutions, 1999-00 to 2010-11

|                                      | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|--------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| <b>Public Four-year Institutions</b> |         |         |         |         |         |         |         |         |         |         |         |         |
| Resident Undergrad.                  | 2.5%    | 3.1%    | 4.7%    | 6.3%    | 14.9%   | 10.0%   | 8.6%    | 6.6%    | 8.4%    | 6.4%    | 12.5%   | 7.7%    |
| Resident Graduate                    | 2.6%    | 4.5%    | 4.7%    | 6.5%    | 15.3%   | 12.3%   | 9.7%    | 7.1%    | 6.0%    | 8.6%    | 10.8%   | 4.7%    |
| Nonresident Undergrad.               | 2.8%    | 2.8%    | 4.6%    | 9.1%    | 8.4%    | 10.6%   | 5.0%    | 5.8%    | 3.2%    | 5.2%    | 6.7%    | 5.3%    |
| Nonresident Graduate                 | 3.6%    | 3.0%    | 4.1%    | 8.2%    | 8.6%    | 11.3%   | 4.7%    | 3.2%    | 4.4%    | 5.7%    | 4.7%    | 3.2%    |
| <b>Public Two-year Institutions</b>  |         |         |         |         |         |         |         |         |         |         |         |         |
| Resident                             | 4.4%    | -1.3%   | 7.3%    | 8.9%    | 9.6%    | 9.0%    | 8.5%    | 5.8%    | 4.1%    | 3.9%    | 6.4%    | 7.1%    |
| Nonresident                          | 2.6%    | 3.6%    | 3.5%    | 4.8%    | 7.8%    | 3.1%    | 9.0%    | 2.5%    | 0.9%    | 6.8%    | 2.1%    | 2.5%    |

1999-00 through 2010-11 Sources: WICHE. Tuition and Fees in Public Higher Education in the West 2010-2011.

Table 6. National Tuition Indicator

## National Average Tuition Increases at Public Institutions, 1999-00 to 2009-10

|                                   | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|-----------|-----------|
| <b>Research Universities</b>      |         |         |         |         |         |         |         |         |           |           |           |
| Resident Undergrad.               | 3.5%    | 5.0%    | 6.5%    | 9.8%    | 11.2%   | 9.2%    | 8.3%    | 7.2%    | 6.1%      | 6.5%      | 6.4%      |
| Resident Graduate                 | 4.0%    | 5.1%    | 6.0%    | 9.0%    | 11.1%   | 9.6%    | 7.8%    | 7.7%    | 6.9%      | 6.8%      | 6.5%      |
| Nonresident Undergrad.            | 4.5%    | 4.6%    | 6.1%    | 9.3%    | 9.2%    | 7.4%    | 7.4%    | 6.1%    | 6.1%      | 5.7%      | 6.7%      |
| Nonresident Graduate              | 4.8%    | 5.0%    | 5.9%    | 8.1%    | 8.9%    | 7.5%    | 6.9%    | 6.2%    | 6.1%      | 5.5%      | 5.7%      |
| <b>Comprehensive Institutions</b> |         |         |         |         |         |         |         |         |           |           |           |
| Resident Undergrad.               | 3.6%    | 4.7%    | 6.9%    | 10.5%   | 11.6%   | 9.0%    | 7.1%    | 6.8%    | 6.1%      | 6.3%      | 6.7%      |
| Resident Graduate                 | 4.1%    | 5.2%    | 7.6%    | 9.9%    | 12.7%   | 8.6%    | 7.6%    | 6.2%    | 6.4%      | 5.0%      | 8.0%      |
| Nonresident Undergrad.            | 3.8%    | 4.2%    | 6.7%    | 9.0%    | 9.5%    | 7.5%    | 6.1%    | 4.3%    | 5.3%      | 5.6%      | 5.8%      |
| Nonresident Graduate              | 4.5%    | 4.4%    | 7.1%    | 8.7%    | 9.9%    | 7.2%    | 5.8%    | 4.6%    | 5.5%      | 3.7%      | 4.6%      |
| <b>Community Colleges</b>         |         |         |         |         |         |         |         |         |           |           |           |
| Resident                          | 2.9%    | 5.9%    | 4.9%    | 8.9%    | 8.9%    | 8.1%    | 6.8%    | 5.5%    | 4.2%      | 4.5%      | 6.2%      |
| Nonresident                       | 4.7%    | 2.4%    | 4.2%    | 9.7%    | 4.9%    | 6.2%    | 4.8%    | 4.9%    | 3.6%      | 2.8%      | 5.5%      |

1999-00 through 2008-09 Sources: Washington Higher Education Coordinating Board. Tuition and Fee Rates: A National Comparison. 2008-09

Table 7. Tuition Increase History

## USHE Undergraduate Resident and Nonresident Tuition Increases, 1999-00 to 2010-11

|                                     | 1999-00 | 2000-01 | 2001-02 <sup>(1)</sup> | 2002-03 <sup>(2)</sup> | 2003-04 <sup>(3)</sup> | 2004-05 <sup>(3)</sup> | 2005-06 <sup>(3)</sup> | 2006-07 <sup>(3)</sup> | 2007-08 <sup>(3)</sup> | 2008-09 <sup>(3)</sup> | 2009-10 <sup>(3)</sup> | 2010-11 <sup>(3)</sup> |
|-------------------------------------|---------|---------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <b>Resident Increases</b>           |         |         |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| UU                                  | 3.0%    | 4.0%    | 6.8%                   | 9.6%                   | 11.5%                  | 10.0%                  | 7.9%                   | 9.5%                   | 7.5%                   | 6.0%                   | 9.5%                   | 9.5%                   |
| USU                                 | 3.0%    | 4.0%    | 9.0%                   | 9.5%                   | 9.5%                   | 7.0%                   | 9.8%                   | 8.0%                   | 7.0%                   | 6.0%                   | 5.5%                   | 7.5%                   |
| WSU                                 | 3.0%    | 4.0%    | 7.0%                   | 9.0%                   | 9.5%                   | 10.1%                  | 9.8%                   | 8.5%                   | 7.0%                   | 5.5%                   | 6.5%                   | 6.0%                   |
| SUU                                 | 3.0%    | 5.8%    | 7.5%                   | 9.0%                   | 23.5%                  | 11.0%                  | 9.5%                   | 8.0%                   | 7.0%                   | 7.0%                   | 6.5%                   | 12.5%                  |
| Snow                                | 3.0%    | 4.0%    | 5.5%                   | 9.5%                   | 9.4%                   | 9.1%                   | 9.5%                   | 9.0%                   | 5.5%                   | 4.5%                   | 9.5%                   | 9.5%                   |
| Dixie                               | 3.0%    | 4.0%    | 5.5%                   | 5.0%                   | 7.3%                   | 7.6%                   | 5.1%                   | 31.1%                  | 9.0%                   | 6.5%                   | 8.1%                   | 11.4%                  |
| CEU                                 | 3.0%    | 4.0%    | 5.5%                   | 8.0%                   | 8.5%                   | 7.0%                   | 7.0%                   | 8.5%                   | 4.0%                   | 4.5%                   | 9.0%                   | 9.5%                   |
| UVU                                 | 3.0%    | 4.0%    | 12.5%                  | 19.5%                  | 12.5%                  | 14.5%                  | 8.8%                   | 9.0%                   | 6.7%                   | 6.3%                   | 8.7%                   | 6.0%                   |
| SLCC                                | 3.0%    | 4.0%    | 5.5%                   | 9.0%                   | 8.5%                   | 8.0%                   | 7.4%                   | 4.0%                   | 6.0%                   | 5.4%                   | 4.0%                   | 6.0%                   |
| USHE Average <sup>(1)</sup>         | 3.0%    | 4.2%    | 7.2%                   | 9.8%                   | 11.1%                  | 9.4%                   | 8.3%                   | 10.6%                  | 6.6%                   | 5.7%                   | 7.5%                   | 8.7%                   |
| USHE First-tier only <sup>(2)</sup> |         |         | 5.5%                   | 4.0%                   | 4.5%                   | 3.0%                   | 3.5%                   | 4.0%                   | 4.0%                   | 3.5%                   | 1.0%                   | 1.5%                   |
| <b>Nonresident Increases</b>        |         |         |                        |                        |                        |                        |                        |                        |                        |                        |                        |                        |
| UU                                  | 3.0%    | 4.0%    | 6.8%                   | 9.6%                   | 11.5%                  | 10.0%                  | 7.9%                   | 9.5%                   | 7.5%                   | 6.0%                   | 9.5%                   | 9.5%                   |
| USU                                 | 3.0%    | 4.0%    | 9.0%                   | 9.0%                   | 9.5%                   | 7.0%                   | 9.7%                   | 8.0%                   | 7.0%                   | 6.0%                   | 5.5%                   | 7.5%                   |
| WSU                                 | 3.0%    | 4.0%    | 7.0%                   | 7.0%                   | 9.5%                   | 10.0%                  | 9.8%                   | 8.5%                   | 7.0%                   | 0.0%                   | 3.5%                   | 3.0%                   |
| SUU                                 | 3.0%    | 5.8%    | 5.5%                   | 5.5%                   | 11.8%                  | 11.0%                  | 9.5%                   | 8.0%                   | 7.0%                   | 7.0%                   | 6.5%                   | 12.5%                  |
| Snow                                | 3.1%    | 4.0%    | 5.5%                   | 5.5%                   | 4.5%                   | 3.0%                   | 9.5%                   | 4.0%                   | 5.5%                   | 4.5%                   | 0.0%                   | 9.5%                   |
| Dixie                               | 3.0%    | 4.0%    | 5.5%                   | 5.5%                   | 7.5%                   | 7.8%                   | 5.1%                   | 23.6%                  | 4.0%                   | 6.5%                   | 8.1%                   | 11.4%                  |
| CEU                                 | 6.3%    | 4.0%    | 5.5%                   | 5.5%                   | 8.6%                   | 7.1%                   | 7.0%                   | 8.5%                   | 4.0%                   | -50.1%                 | 9.0%                   | 9.5%                   |
| UVU                                 | 3.0%    | 4.0%    | 12.5%                  | 12.5%                  | 12.5%                  | 14.5%                  | 8.8%                   | 9.0%                   | 6.7%                   | 4.3%                   | 3.2%                   | 2.9%                   |
| SLCC                                | 3.0%    | 4.0%    | 5.5%                   | 5.5%                   | 8.5%                   | 8.0%                   | 7.4%                   | 4.0%                   | 6.0%                   | 5.4%                   | 4.0%                   | 6.0%                   |
| USHE Average <sup>(1)</sup>         | 3.4%    | 4.2%    | 7.0%                   | 7.3%                   | 9.3%                   | 8.7%                   | 8.3%                   | 9.2%                   | 6.1%                   | -1.1%                  | 5.5%                   | 8.0%                   |
| USHE First-tier only <sup>(2)</sup> |         |         | 5.5%                   | 4.0%                   | 4.5%                   | 3.0%                   | 3.5%                   | 4.0%                   | 4.0%                   | 3.5%                   | 1.0%                   | 1.5%                   |

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2001-02 through 2009-10. This amount applied to all institutions. Institutional amounts include both first and second-tier increases. First-tier increases included an 0.5% set aside for need-based student financial aid in 2002-03 and 2003-04.

(3) Percentages represent increases that apply to greatest number of students at the institution, and do not include differential increases for some students or programs.



## WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2010-11

Table 8. Resident Undergraduate Tuition and Fees Comparisons<sup>(1)</sup>

|                  |                                              | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                  |                                                 |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                             |                                  |                                  |                                                 |                            |                            |
|------------------|----------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|-------------------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
| USHE Institution | Comparison Group                             | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg.                      | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| UofU             | Doc. - Very High Research                    | 19 of 21                                | 6,274                       | 9,943                            | 5,506                            | 8,287                                           | 63%                        | 76%                                             | 8                           | 6,274                            | 5,506                            | 7,114                                           | 74%                        | 88%                        |
| USU              | Doc. - High Research Masters Medium Programs | 14 of 15                                | 5,150                       | 13,404                           | 3,927                            | 6,431                                           | 38%                        | 80%                                             | 9                           | 5,150                            | 3,927                            | 6,408                                           | 98%                        | 80%                        |
| WSU              | Masters Smaller Programs                     | 8 of 9                                  | 4,311                       | 8,128                            | 3,810                            | 5,463                                           | 53%                        | 79%                                             | 5                           | 4,311                            | 3,810                            | 5,286                                           | 53%                        | 82%                        |
| SUU              | Two-Year                                     | 4 of 5                                  | 4,736                       | 6,645                            | 3,900                            | 5,210                                           | 71%                        | 91%                                             | 2                           | 4,736                            | 3,900                            | 4,318                                           | 100%                       | 110%                       |
| Snow             | Two-Year                                     | 87 of 256                               | 2,746                       | 5,445                            | 764                              | 1,952                                           | 50%                        | 141%                                            | 78                          | 2,746                            | 764                              | 2,245                                           | 74%                        | 122%                       |
| DSC              | All Bacc.                                    | 23 of 23                                | 3,489                       | 7,260                            | 3,489                            | 5,185                                           | 48%                        | 67%                                             | 11                          | 3,489                            | 3,489                            | 4,556                                           | 59%                        | 77%                        |
| CEU              | Two-Year Masters Medium Programs             | 93 of 256                               | 2,670                       | 5,445                            | 764                              | 1,952                                           | 49%                        | 137%                                            | 78                          | 2,670                            | 764                              | 2,245                                           | 72%                        | 119%                       |
| UVU*             | Two-Year                                     | 9 of 10                                 | 4,288                       | 8,128                            | 3,810                            | 5,346                                           | 53%                        | 80%                                             | 6                           | 4,288                            | 3,810                            | 5,120                                           | 53%                        | 84%                        |
| SLCC             | Two-Year                                     | 81 of 256                               | 2,932                       | 5,445                            | 764                              | 1,952                                           | 54%                        | 150%                                            | 78                          | 2,932                            | 764                              | 2,245                                           | 79%                        | 131%                       |

Table 9. Resident (General) Graduate Tuition and Fees Comparisons<sup>(1)</sup>

| USHE Institution | Comparison Group          | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                                 |                            |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                                  |                                  |                                                 |                            |                            |
|------------------|---------------------------|-----------------------------------------|-----------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
|                  |                           | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | USHE Institution Tuitt/Fees                     | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| UofU             | Doc. - Very High Research | 20 of 21                                | 6,299                       | 11,777                           | 9,837                                           | 53%                        | 64%                        | 6,299                                           | 10,430                           | 6,041                            | 8,036                                           | 60%                        | 78%                        |
| USU              | Doc. - High Research      | 15 of 15                                | 5,557                       | 14,655                           | 7,590                                           | 38%                        | 73%                        | 5,557                                           | 13,404                           | 5,557                            | 7,005                                           | 41%                        | 79%                        |
| WSU              | Masters Medium Programs   | 8 of 9                                  | 4,667                       | 10,383                           | 6,460                                           | 45%                        | 72%                        | 4,667                                           | 8,844                            | 4,026                            | 5,742                                           | 53%                        | 81%                        |
| SUU              | Masters Smaller Programs  | 4 of 5                                  | 5,580                       | 8,892                            | 6,727                                           | 63%                        | 83%                        | 5,580                                           | 5,580                            | 4,332                            | 4,956                                           | 100%                       | 113%                       |
| UVU*             | Masters Medium Programs   | 7 of 10                                 | 5,560                       | 10,383                           | 6,370                                           | 54%                        | 87%                        | 5,560                                           | 8,844                            | 4,026                            | 5,712                                           | 63%                        | 97%                        |

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2010-11

## Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of \*1\* being the highest tuition and fee level.

(4) Simple average.

(\*) Although the Carnegie Foundation still classifies UVU as Baccalaureate Colleges - Diverse Fields, for purposes of this agenda item, USHE has placed UVU in the Masters Medium Programs Classification.



## WICHE and Rocky Mountain State Public Tuition and Fees Comparisons for 2010-11

Table 10. Nonresident Undergraduate Tuition and Fees Comparisons<sup>(1)</sup>

|                  |                                              | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                  |                                                 |                            |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                             |                                  |                                  |                                                 |                            |                            |
|------------------|----------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|-------------------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
|                  |                                              | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. | Rank <sup>(3)</sup> in Comparison Group         | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| USHE Institution | Comparison Group                             |                                         |                             |                                  |                                  |                                                 |                            |                            |                                                 |                             |                                  |                                  |                                                 |                            |                            |
| UofU             | Doc. - Very High Research                    | 19 of 21                                | 19,841                      | 34,837                           | 18,291                           | 27,136                                          | 57%                        | 73%                        | 6 of 8                                          | 19,841                      | 29,493                           | 18,291                           | 21,826                                          | 67%                        | 91%                        |
| USU              | Doc. - High Research Masters Medium Programs | 13 of 15                                | 14,797                      | 27,834                           | 7,941                            | 17,610                                          | 53%                        | 84%                        | 8 of 9                                          | 14,797                      | 27,834                           | 12,237                           | 18,402                                          | 53%                        | 80%                        |
| WSU              | Masters Smaller Programs                     | 8 of 9                                  | 11,902                      | 20,592                           | 6,639                            | 14,664                                          | 58%                        | 81%                        | 5 of 5                                          | 11,902                      | 20,592                           | 11,902                           | 15,152                                          | 58%                        | 79%                        |
| SUU Snow         | Masters Two-Year                             | 3 of 36                                 | 14,386                      | 17,771                           | 5,637                            | 12,589                                          | 81%                        | 114%                       | 1 of 26                                         | 14,386                      | 14,386                           | 9,432                            | 11,909                                          | 100%                       | 121%                       |
|                  |                                              | 256 of                                  | 8,984                       | 13,356                           | 1,704                            | 7,109                                           | 67%                        | 126%                       | 78 of                                           | 8,984                       | 13,045                           | 1,704                            | 7,348                                           | 69%                        | 122%                       |
| DSC              | All Bacc.                                    | 20 of 23                                | 12,117                      | 20,400                           | 8,013                            | 14,099                                          | 59%                        | 86%                        | 11 of 11                                        | 12,117                      | 17,616                           | 12,117                           | 14,414                                          | 69%                        | 84%                        |
| CEU              | Two-Year Masters Medium Programs             | 228 of 256                              | 4,940                       | 13,356                           | 1,704                            | 7,109                                           | 37%                        | 69%                        | 61 of 78                                        | 4,940                       | 13,045                           | 1,704                            | 7,348                                           | 38%                        | 67%                        |
| UVU*             |                                              | 8 of 10                                 | 12,246                      | 20,592                           | 6,639                            | 14,422                                          | 59%                        | 85%                        | 5 of 6                                          | 12,246                      | 20,592                           | 11,902                           | 15,152                                          | 59%                        | 81%                        |
| SLCC             | Two-Year                                     | 34 of 256                               | 9,172                       | 13,356                           | 1,704                            | 7,109                                           | 69%                        | 129%                       | 25 of 78                                        | 9,172                       | 13,045                           | 1,704                            | 7,348                                           | 70%                        | 125%                       |

Table 11. Nonresident (General) Graduate Tuition and Fees Comparisons\*

| USHE Institution |  | Comparison Group                             | WICHE State Comparisons <sup>(1)</sup>  |                             |                                  |                                  |                                                 |                            | Rocky Mountain State Comparisons <sup>(2)</sup> |                                         |                             |                                  |                                  |                                                 |                            |                            |
|------------------|--|----------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|-------------------------------------------------|-----------------------------------------|-----------------------------|----------------------------------|----------------------------------|-------------------------------------------------|----------------------------|----------------------------|
|                  |  |                                              | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg.                      | Rank <sup>(3)</sup> in Comparison Group | USHE Institution Tuitt/Fees | Comparison Group Max. Tuitt/Fees | Comparison Group Min. Tuitt/Fees | Comparison Group Avg. <sup>(4)</sup> Tuitt/Fees | Utah Institution % of Max. | Utah Institution % of Avg. |
| UofU             |  | Doc. - Very High Research                    | 17 of 21                                | 20,101                      | 26,486                           | 18,095                           | 23,654                                          | 76%                        | 85%                                             | 5 of 8                                  | 20,101                      | 25,550                           | 19,207                           | 21,479                                          | 79%                        | 94%                        |
| USU              |  | Doc. - High Research Masters Medium Programs | 10 of 15                                | 17,495                      | 27,834                           | 10,446                           | 18,122                                          | 63%                        | 97%                                             | 7 of 9                                  | 17,495                      | 27,834                           | 14,133                           | 19,259                                          | 63%                        | 91%                        |
| WSU              |  | Masters Smaller Programs                     | 8 of 9                                  | 13,017                      | 22,393                           | 10,383                           | 15,198                                          | 58%                        | 86%                                             | 5 of 5                                  | 13,017                      | 22,393                           | 13,017                           | 16,113                                          | 58%                        | 81%                        |
| SUU              |  | Masters Programs                             | 3 of 5                                  | 17,170                      | 20,566                           | 7,081                            | 14,409                                          | 83%                        | 119%                                            | 1 of 2                                  | 17,170                      | 17,170                           | 9,864                            | 13,517                                          | 100%                       | 127%                       |
| UVU*             |  | Masters Medium Programs                      | 2 of 10                                 | 16,048                      | 22,393                           | 10,383                           | 15,283                                          | 72%                        | 105%                                            | 2 of 6                                  | 16,048                      | 22,393                           | 13,017                           | 16,102                                          | 72%                        | 100%                       |

Source: WICHE. Tuition and Fees in Public Higher Education in the West 2010-11

## Notes:

(1) WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, and South Dakota.

(2) Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, and Montana.

(3) USHE institutions are ranked within the comparison group, with a ranking of "1" being the highest tuition and fee level.

(4) Simple average.

(\*) Although the Carnegie Foundation still classifies UVU as Baccalaureate Colleges - Diverse Fields, for purposes of this agenda item, USHE has placed UVU in the Masters Medium Programs Classification.



# USHE 2011-12 Tuition Increase

Figure 1. Resident Undergraduate Regional Tuition & Fee Comparisons, 2010-11

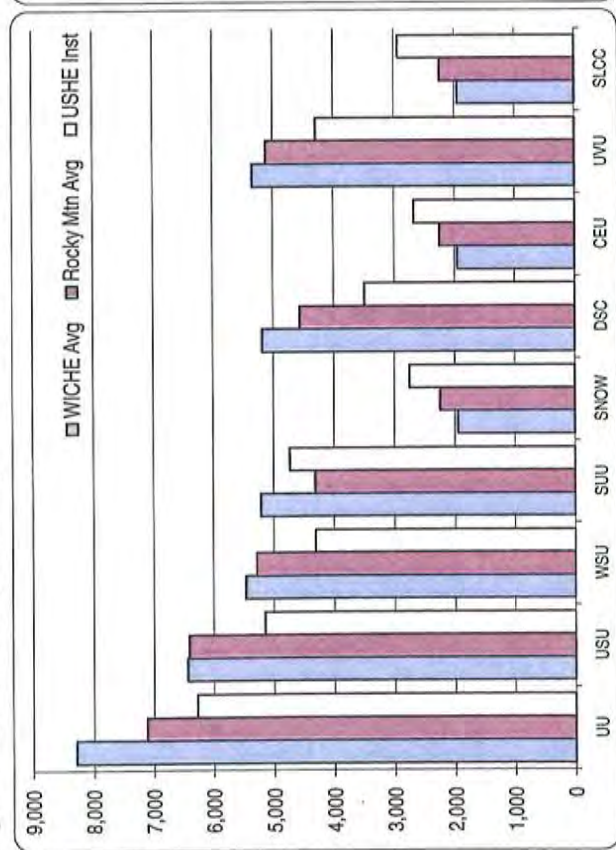


Figure 3. Nonresident Undergraduate Regional Tuition & Fee Comparisons, 2010-11

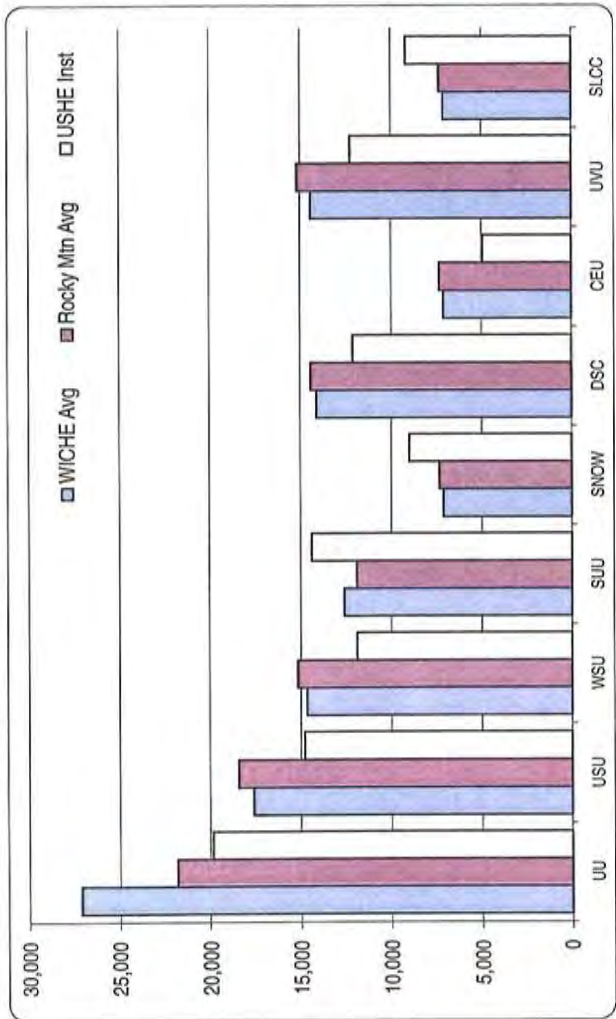


Figure 2. Resident Graduate Regional Tuition & Fee Comparisons, 2010-11

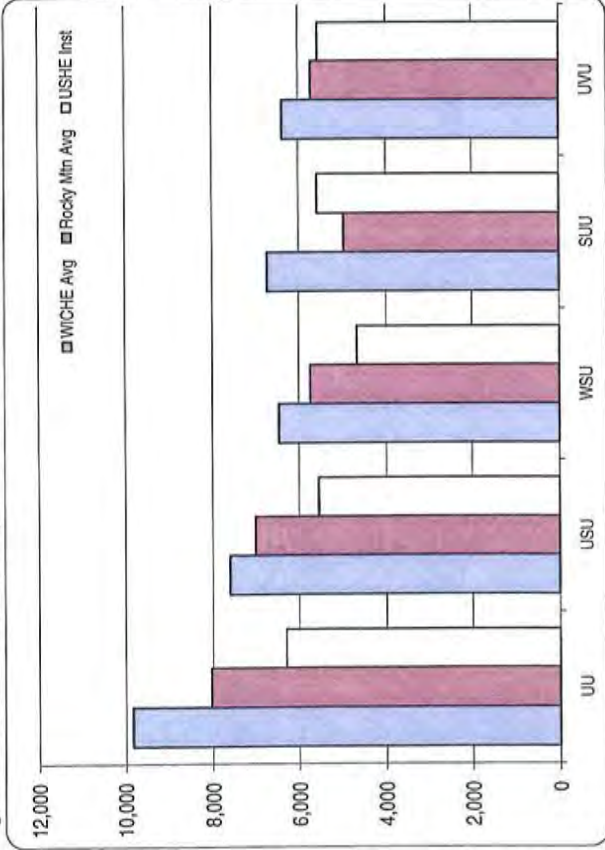
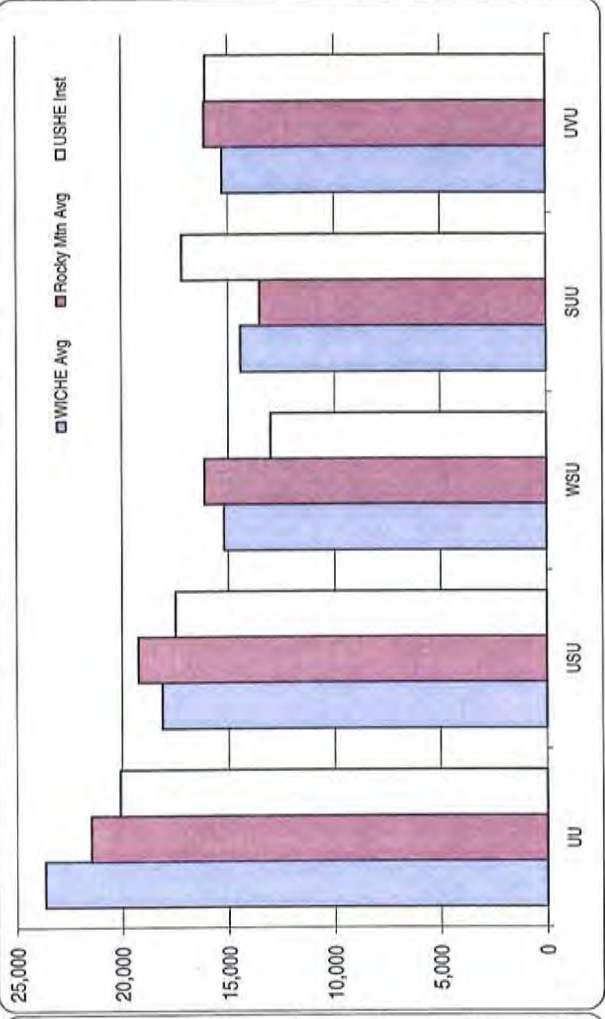


Figure 4. Nonresident Graduate Regional Tuition & Fee Comparisons, 2010-11



# Utah System of Higher Education

## 2011-12 Second-tier Tuition Proposals

Attachment 4

| School<br>(a) | Type of Student <sup>(1)</sup><br>(b)            | 2010-11<br>Annual<br>Tuition <sup>(2)</sup><br>(c) | 2nd-tier increase     |          | Total Increase        |          | 2011-12 (est.)<br>Annual<br>Tuition<br>(h) |
|---------------|--------------------------------------------------|----------------------------------------------------|-----------------------|----------|-----------------------|----------|--------------------------------------------|
|               |                                                  |                                                    | \$ per<br>year<br>(d) | %<br>(e) | \$ per<br>year<br>(f) | %<br>(g) |                                            |
| U of U        | 1. Resident - UG (Lower Division)                | \$5,427                                            | \$152                 | 2.8%     | \$423                 | 7.8%     | \$5,850                                    |
|               | 2. Non-Resident - UG (Lower Division)            | \$18,994                                           | \$532                 | 2.8%     | \$1,482               | 7.8%     | \$20,476                                   |
|               | 3. Resident Graduate (Base Rate)                 | \$4,742                                            | \$133                 | 2.8%     | \$370                 | 7.8%     | \$5,112                                    |
|               | 4. Non-Resident Graduate (Base Rate)             | \$16,737                                           | \$469                 | 2.8%     | \$1,305               | 7.8%     | \$18,042                                   |
|               | 5. Resident - UG (Upper Division)                | \$5,490                                            | \$154                 | 2.8%     | \$428                 | 7.8%     | \$5,918                                    |
|               | 6. Non-Resident - UG (Upper Division)            | \$19,230                                           | \$538                 | 2.8%     | \$1,500               | 7.8%     | \$20,730                                   |
| USU*          | 1. Resident - UG                                 | \$4,346                                            | \$174                 | 4.0%     | \$391                 | 9.0%     | \$4,737                                    |
|               | 2. Non-Resident - UG                             | \$13,993                                           | \$560                 | 4.0%     | \$1,259               | 9.0%     | \$15,252                                   |
|               | 3. All Graduate Resident Students                | \$4,070                                            | \$163                 | 4.0%     | \$366                 | 9.0%     | \$4,436                                    |
|               | 4. All Graduate Nonresident Students             | \$14,247                                           | \$570                 | 4.0%     | \$1,282               | 9.0%     | \$15,529                                   |
| WSU           | 1. Resident -UG                                  | \$3,559                                            | \$36                  | 1.0%     | \$214                 | 6.0%     | \$3,773                                    |
|               | 2. Non-Resident - UG                             | \$11,150                                           | (\$223)               | -2.0%    | \$334                 | 3.0%     | \$11,484                                   |
|               | 3. Resident Graduate (MED)                       | \$3,594                                            | \$36                  | 1.0%     | \$216                 | 6.0%     | \$3,810                                    |
|               | 4. Non-Resident Graduate (MED)                   | \$11,259                                           | (\$225)               | -2.0%    | \$338                 | 3.0%     | \$11,597                                   |
|               | 5. Resident Graduate (MCJ)                       | \$4,647                                            | \$46                  | 1.0%     | \$279                 | 6.0%     | \$4,926                                    |
|               | 6. Non-Resident Graduate (MCJ)                   | \$12,312                                           | (\$214)               | -1.7%    | \$401                 | 3.3%     | \$12,713                                   |
|               | 7. Resident Graduate (MPA, MBA, MHA, MTAX)       | \$6,634                                            | \$484                 | 7.3%     | \$816                 | 12.3%    | \$7,450                                    |
|               | 8. Non-Resident Graduate (MPA, MBA, MHA, MTAX)   | \$14,299                                           | \$223                 | 1.6%     | \$938                 | 6.6%     | \$15,237                                   |
|               | 9. Res Grad (MEN, MSN, MAT, ETM, MRS, MCOM)      | \$5,549                                            | \$55                  | 1.0%     | \$333                 | 6.0%     | \$5,882                                    |
|               | 10. Non-Res Grad (MEN, MSN, MAT, ETM, MRS, MCOM) | \$13,213                                           | (\$205)               | -1.6%    | \$456                 | 3.5%     | \$13,669                                   |
| SUU           | 1. Resident -UG                                  | \$4,196                                            | \$252                 | 6.0%     | \$462                 | 11.0%    | \$4,658                                    |
|               | 2. Non-Resident - UG                             | \$13,846                                           | \$831                 | 6.0%     | \$1,524               | 11.0%    | \$15,370                                   |
|               | 3. Resident Graduate (MED)                       | \$4,268                                            | \$256                 | 6.0%     | \$470                 | 11.0%    | \$4,738                                    |
|               | 4. Non-Resident Graduate (MED)                   | \$14,082                                           | \$845                 | 6.0%     | \$1,550               | 11.0%    | \$15,632                                   |
|               | 5. Resident Graduate (MACC, MBA, MPA, MFA)       | \$5,602                                            | \$336                 | 6.0%     | \$616                 | 11.0%    | \$6,218                                    |
|               | 6. Non-Resident Graduate (MACC, MBA, MPA, MFA)   | \$18,492                                           | \$1,110               | 6.0%     | \$2,034               | 11.0%    | \$20,526                                   |
|               | 7. Resident Graduate (MCOM, MSSCP)               | \$4,856                                            | \$291                 | 6.0%     | \$534                 | 11.0%    | \$5,390                                    |
|               | 8. Non-Resident Graduate (MCOM, MSSCP)           | \$16,028                                           | \$962                 | 6.0%     | \$1,764               | 11.0%    | \$17,792                                   |



# Utah System of Higher Education

## 2011-12 Second-tier Tuition Proposals

Attachment 4

| School<br>(a) | Type of Student <sup>(1)</sup><br>(b) | 2010-11<br>Annual<br>Tuition <sup>(2)</sup><br>(c) | 2nd-tier increase     |          | Total Increase        |          | 2011-12 (est.)<br>Annual<br>Tuition<br>(h) |
|---------------|---------------------------------------|----------------------------------------------------|-----------------------|----------|-----------------------|----------|--------------------------------------------|
|               |                                       |                                                    | \$ per<br>year<br>(d) | %<br>(e) | \$ per<br>year<br>(f) | %<br>(g) |                                            |
| Snow          | 1. Resident - UG                      | \$2,356                                            | \$47                  | 2.0%     | \$164                 | 7.0%     | \$2,520                                    |
|               | 2. Non-Resident - UG                  | \$8,594                                            | \$172                 | 2.0%     | \$602                 | 7.0%     | \$9,196                                    |
| DSC           | 1. Resident - UG                      | \$2,940                                            | \$201                 | 6.8%     | \$348                 | 11.8%    | \$3,288                                    |
|               | 2. Non-Resident - UG                  | \$11,568                                           | \$791                 | 6.8%     | \$1,392               | 11.8%    | \$12,960                                   |
| UVU           | 1. Resident - UG                      | \$3,672                                            | \$88                  | 2.4%     | \$272                 | 7.4%     | \$3,944                                    |
|               | 2. Non-Resident - UG                  | \$11,630                                           | \$88                  | 0.8%     | \$670                 | 5.8%     | \$12,300                                   |
|               | 3. All Graduate Resident (MED)        | \$4,120                                            | \$94                  | 2.3%     | \$300                 | 7.3%     | \$4,420                                    |
|               | 4. All Graduate Non-Resident (MED)    | \$12,860                                           | \$96                  | 0.8%     | \$740                 | 5.8%     | \$13,600                                   |
|               | 5. All Graduate Resident (MSN)        | \$6,600                                            | \$150                 | 2.3%     | \$480                 | 7.3%     | \$7,080                                    |
|               | 6. All Graduate Non-Resident (MSN)    | \$16,800                                           | \$140                 | 0.8%     | \$980                 | 5.8%     | \$17,780                                   |
|               | 7. All Graduate Resident (MBA)        | \$7,200                                            | \$180                 | 2.5%     | \$540                 | 7.5%     | \$7,740                                    |
|               | 8. All Graduate Non-Resident (MBA)    | \$15,840                                           | \$168                 | 1.1%     | \$960                 | 6.1%     | \$16,800                                   |
| SLCC          | 1. Resident - UG                      | \$2,520                                            | \$0                   |          | \$120                 | 5.0%     | \$2,640                                    |
|               | 2. Non-Resident - UG                  | \$8,760                                            | \$0                   |          | \$432                 | 5.0%     | \$9,192                                    |

### Notes:

(1) Amounts refer to undergraduate resident students unless otherwise specified.

(2) Annual tuition amounts 15 credit hours for two semesters for undergraduate, and 10 credit hours for two semesters for graduate.

\*USU-CEU is proposing a 4% 2nd-Tier Tuition Increase (Total of 9%)

| School |    | 2nd-tier Revenue |                                                                  |
|--------|----|------------------|------------------------------------------------------------------|
| (a)    |    | \$ (i)           | Use of Revenue (j)                                               |
| U of U |    |                  |                                                                  |
| 1.     |    | \$2,500,000      | Restore Funding to Academic Departments                          |
| 2.     |    | \$800,000        | Augment Student Services                                         |
| 3.     |    | \$600,000        | Augment Academic Support Areas (Libraries, IT)                   |
| 4.     |    | \$600,000        | Augment Other Support Areas                                      |
| 5.     |    | \$348,180        | Restore Funding to Medical School Departments                    |
| 6.     |    |                  |                                                                  |
| 7.     |    |                  |                                                                  |
| 8.     |    |                  |                                                                  |
| 9.     |    | \$4,848,180      | TOTAL                                                            |
| USU    |    |                  |                                                                  |
| 1.     |    | \$3,030,000      | Budget Reduction                                                 |
| 2.     |    | \$304,000        | Library Support                                                  |
| 3.     |    | \$22,000         | Student Initiatives                                              |
| 4.     |    |                  |                                                                  |
| 5.     |    |                  |                                                                  |
| 6.     |    |                  |                                                                  |
| 7.     |    | \$3,356,000      | TOTAL                                                            |
| WSU    |    |                  |                                                                  |
| 1.     |    | \$538,000        | Computing Enhancements                                           |
| 2.     |    |                  |                                                                  |
| 3.     |    |                  |                                                                  |
| 4.     |    | \$538,000        | TOTAL                                                            |
| SUU    |    |                  |                                                                  |
| 1.     | \$ | 1,290,000        | New Faculty Positions                                            |
| 2.     | \$ | 400,000          | Academic Advisors and Support Staff for Academic Initiatives     |
| 3.     | \$ | 350,000          | Faculty and Staff Compensation (Retention and Exceptional Merit) |
| 4.     | \$ | 60,000           | Faculty Compensation (Rank Advancements)                         |
| 5.     |    |                  |                                                                  |
| 6.     |    |                  |                                                                  |
| 7.     | \$ | 2,100,000        | TOTAL                                                            |

| School<br>(a) | 2nd-tier Revenue   |                                                                                                     |
|---------------|--------------------|-----------------------------------------------------------------------------------------------------|
|               | \$<br>(i)          | Use of Revenue<br>(j)                                                                               |
| Snow          | 1. \$150,000       | Mitigation of Issues Arising from Enrollment Growth                                                 |
|               | 2. _____           |                                                                                                     |
|               | <b>\$150,000</b>   | <b>TOTAL</b>                                                                                        |
| DSC           | 1. \$300,000       | Enrollment Growth & Retention                                                                       |
|               | 2. \$200,000       | Adjunct Faculty                                                                                     |
|               | 3. \$108,412       | Medical and Retirement                                                                              |
|               | 4. \$100,000       | Internal Auditor                                                                                    |
|               | 5. \$200,000       | Infrastructure Growth due to Enrollment Growth                                                      |
|               | 6. \$300,000       | Wage-Rated Faculty                                                                                  |
|               | <b>\$1,208,412</b> | <b>TOTAL</b>                                                                                        |
| UVU           | 1. \$600,000       | Reduce Programmatic Impact of Tax Fund Reductions                                                   |
|               | 2. \$100,000       | Student Success -Promote Retention and Completion Initiatives & Enhance University Student          |
|               | 3. \$700,000       | Increase Instruction Delivered by Salaried Faculty & Support Key Student/Academic Support Prog/Serv |
|               | 4. \$300,000       | Operate Effectively - Expand & Develop Key Support Services, Technology, Distance Ed and Space      |
|               | <b>\$1,700,000</b> | <b>TOTAL</b>                                                                                        |
| SLCC          | 1. \$0             | No Second-Tier Tuition Increase                                                                     |
|               | <b>\$0</b>         | <b>TOTAL</b>                                                                                        |



March 8, 2011

David Jordan, Chair  
Utah State Board of Regents

Dear Regent Jordan,

The University of Utah requests approval to implement three additional differential tuitions, beginning in academic year 2011-12, for Master's level graduate professional programs in Entertainment Arts and Engineering, Public Policy, and Occupational Health. The three proposals were approved for transmittal to the Regents by the University's Board of Trustees on March 8, 2011.

Detailed proposals for each of the programs are attached. The proposals follow a common template which includes the following:

- The specifics of the proposed tuition (the amount and the procedure for administering the tuition charge, the number of students involved, and the amount of revenue generated).
- The proposal's rationale (why the additional revenue is needed, what purpose is served, how the students will benefit).
- Data demonstrating that the resulting total tuition (general plus differential) will remain competitive when compared to tuition charged for comparable programs at other institutions.
- An indication that students have been consulted and that financial assistance for needy students has been considered.

While the proposals are designed to provide the information needed by the Regents, I and others from the University will be present at the March 25, 2011, Regents meeting to answer questions.

Respectfully,

Paul T. Brinkman  
Associate Vice President for Budget and Planning  
University of Utah

**University of Utah**  
**Request for Differential Tuition for the Graduate Emphases in Entertainment Arts**  
**and Engineering: Master Games Studio in the School of Computing and the**  
**Department of Film and Media Arts**

The University of Utah continues to examine tuition levels for its various graduate programs. Beginning in academic year 2011-12, the University proposes to implement differential tuition for the graduate emphases in the interdisciplinary Entertainment Arts and Engineering: Master Games Studio (EAE:MGS). The EAE:MGS is housed in the School of Computing in the College of Engineering and the Department of Film and Media Arts in the College of Fine Arts.

**Proposal**

A differential tuition of \$440 per credit hour is proposed for students taking EAE:MGS classes. Differential tuition would total \$3,960 per semester for a full-time graduate student taking 9 credit hours per semester, for each of four semesters. When fully implemented the differential tuition would impact approximately 80 students per year and generate approximately \$633,600 in annual revenue for the EAE:MGS. With the recent adoption of an approval process for graduate emphases by the Regents, the EAE:MGS is in the process of requesting approval of three graduate emphases: Game Engineering in the Master of Computing degree, Game Arts in the Master of Fine Arts (Film), and Game Production in the Master of Fine Arts (Film). The proposed differential tuition would apply to students in all three emphases. Students in the Fine Arts emphases would take more credits overall, but all students will take the same number of credits (36) subject to the proposed differential tuition.

**Rationale**

The School of Computing and the Department of Film and Media Arts have been offering an interdisciplinary undergraduate emphasis in Entertainment Arts and Engineering (EAE) since 2007. The program is highly ranked and has been quite successful, enrolling about 150 students. A natural outgrowth of this success was the desire to create a Master's program that had the same flavor but was more intense, more focused, more tightly driven by industry practice, with the underpinnings of a research university. An experimental program, the EAE:Master Games Studio, was launched in Fall 2010 with 22 students. Students take a rigorous set of required classes over a two-year period taught by EAE faculty with support from local industry. Students have their own dedicated space and environment, are required to participate in an internship, and must write a research paper in their last semester.

The proposed differential tuition would be used to support salaries of regular and auxiliary faculty as well as staff (administrative, industrial relations, admissions and placement), and costs related to computers, software, etc. While drawing on University support in its start-up phase, the program needs to be essentially self-supporting through differential tuition, as there are insufficient funds within the School of Computing and the Department of Film and Media Arts to carry the program.



### **Tuition Levels Elsewhere, Competitive Position**

The proposed tuition differential of \$440/credit hour would fall at the high end of the range of graduate tuition differentials at the University. With the differential in place, the tuition paid by graduate students in the EAE:MGS would be below the tuition charged for comparable programs across the country (see table 1).

**Table 1**  
**Resident Tuition and Fees for Comparable Programs**  
**(Complete four-semester program, starting in 2011-12\*)**

| <b>Institution</b>                        | <b>Tuition</b> |
|-------------------------------------------|----------------|
| Rochester Institute of Technology         | \$60,400       |
| Southern Methodist University (Guildhall) | \$59,500       |
| University of Pennsylvania (CGGT)         | \$52,000       |
| University of Central Florida (FIEA)      | \$33,000       |
| University of Utah (EAE:MGS - Film)       | \$31,071       |
| University of Utah (EAE:MGS - CS)         | \$28,574       |

\*Values shown for SMU, UCF and Utah are estimates for 2011-12; others are for 2010-11.

### **Student Perspective on the Proposed Differential Tuition**

Resident students in the experimental, start-up year are being charged \$13,000 for the first year (\$26,000 for the two year program) through a combination of regular graduate tuition and a one-time program fee. As evidenced by the attached letter signed by most of the EAE:MGS students, thus far they feel that they are receiving good value for the money. Interest in the program is growing even as we indicate to prospective students what tuition and fee rates for 2011-12 might be pending approval of the proposed differential tuition and other actions related to regular tuition.

With the proposed differential tuition in place along with modest increases in the University's regular tuition, total non-resident tuition and fees for the two-year program would be between \$54,600 and \$63,700. While that price point would still be competitive when compared to similar programs, it might well turn away at least some prospective non-residents. Accordingly we have arrangements in place that would allow for a few modest scholarships to be offered to highly qualified non-residents. While the program is designed to meet the local market, a sprinkling of non-residents can increase the overall quality and vitality of the student experience.





School of Computing  
50 S. Central Campus Dr. RM 3190 Merrill Engineering Bldg. Salt Lake City, Utah 84112-9205 801-581-8224 Fax 801-581-5843

Tuesday, January 25, 2011

To Whom It May Concern:

We, the students of the Entertainment Arts and Engineering Master Games Studio, representing both graduate students from the Department of Film and Media Arts, as well as the School of Computing have discussed at great length the cost of the MGS program.

We feel strongly that the value we receive is high. We have examined other programs and know that ours is much lower in costs than comparable, and lesser programs at other state and private universities and colleges.

We fully support the idea of differential tuition as the Master Games Studio is a unique program that offers space, technology, staff, and other resources justifying the additional cost.

Sincerely,

MGS Students

Jamie King

John Egan

Brandon Davies

Blaine Taylor

Dan Li

Rachel H. H.

John Wilcox

Wade Paterson

Eugenia Hernandez

BETINA LIN

Laura Warner

Ben B.

Chris M.

Mark S.

**University of Utah**  
**Request for Differential Tuition for the Master of Public Policy Graduate Degree**

The University of Utah continues to examine tuition levels for its various graduate programs. In prior years, differential tuition rates have been imposed in 23 subject matter areas. Beginning in academic year 2011-12, the University proposes to implement differential tuition for the Master of Public Policy (MPP) graduate program.

**Proposal**

A differential tuition of \$230 per credit hour is proposed for all MPP students taking PUBPL 6910 (Internship), PUBPL 6900 (Public Policy Research), PUBPL 6950 (Capstone/Policy Project), and PUBPL 6960 (Independent Study). It would bring the average tuition and fees for full-time MPP graduate students to \$2,973/semester for the 2011-12 academic year (9 credits, exclusive of changes in the University's general tuition rates). When fully implemented, the differential would impact 40-50 students and generate \$32,000-40,000 per year for the program.

**Rationale**

The budget cuts experienced by The University of Utah over the past couple of years have hurt the ability of many programs, including the MPP, to meet students' needs. Historically, the Institute of Public and International Affairs (IPIA) has provided funding to support the graduate director's administrative time but these funds are no longer available. In addition, pending changes in IPIA are likely to affect the staffing costs of one or more of the above MPP core classes.

At the same time that the MPP program is experiencing budget cuts, there has been significant growth in the program's enrollments. When the program began in 2006, it enrolled 10 students. As of fall 2010, 46 students are enrolled in the program. The quality of the MPP curriculum is attested to by both the growth in enrollment and the success of the program's graduates in securing competitive jobs within the field. Among the 16 students who have graduated from the program to date, eight are working in state and local government positions, four are working for nonprofit organizations, two are employed in the private sector, two are in law school, and one is planning to apply to law school. Five of these graduates have taken positions out of state while the rest are employed in Utah.

This fall the MPP program enrolled its largest class of entering students ever. Yet, the program's ability to deliver a high quality curriculum to these students is shrinking. The MPP program is at a point where it needs to secure additional resources if it is to maintain the viability of its current program offerings.

**Tuition Levels Elsewhere and the MPP Program's Competitive Position**

The proposed tuition differential of \$230/credit hour for selected core courses in the MPP program would fall at the low end of the range for graduate tuition differentials at the University. With the differential in place, the tuition and fees paid by MPP graduate students would also continue to be the lowest of comparable programs at institutions in the region and elsewhere in the country. (See Table 1.)

**Students' Perspective on the Proposed Differential Tuition**

An email seeking comment on the proposed tuition differential was sent to all current MPP students and alumni in late November. In that email, it was promised that the MPP program staff would work to increase scholarship support in the coming years so that a tuition differential did not create any serious



economic barrier for qualified students. The consensus of the respondents was that this proposal is very reasonable given the circumstances and the quality of the program. The students' detailed comments are available upon request.

**Table 1. Peer and Regional Institution Tuition and Fees Comparison, 2010-11 (one semester, 9 credit hours, except where noted)**

| Institution                                           | Resident     | Nonresident  |
|-------------------------------------------------------|--------------|--------------|
|                                                       |              |              |
| Arizona State University                              | \$ 4,425.00  | \$ 8,441.00  |
| University of Maryland (12 hours)                     | \$ 7,875.00  | \$ 16,635.00 |
| University of Michigan                                | \$ 10,074.00 | \$ 18,335.00 |
| Oregon State University                               | \$ 3,926.00  | \$ 6,032.00  |
| Rutgers University                                    | \$ 8,083.00  | \$ 12,151.00 |
| University of California, Berkeley                    | \$ 9,846.00  | \$ 16,196.00 |
| University of Texas, Austin (12 hours)                | \$ 4,957.00  | \$ 9,531.00  |
| University of Washington                              | \$ 7,185.00  | \$ 13,905.00 |
| University of Wisconsin                               | \$ 5,471.00  | \$ 12,554.00 |
|                                                       |              |              |
| University of Utah with proposed differential tuition | \$ 2,973.00  | \$ 8,520.00  |

**University of Utah**  
**Request for Differential Tuition for the Graduate Degrees (MSOH, MOH) in the**  
**Occupational Health Program**

The University of Utah continues to examine tuition levels for its various graduate programs. Beginning in academic year 2011-12, the University proposes to implement differential tuition for the Master of Science in Occupational Health (MSOH) and Master of Occupational Health (MOH) programs in the School of Medicine's Department of Family and Preventive Medicine (DFPM). The MSOH/MOH degrees are offered by School of Medicine and College of Engineering faculty with expertise in this discipline. The students enter with degrees and backgrounds in a variety of fields.

**Proposal**

The differential tuition being proposed would match that currently being charged for DFPM's Master's of Public Health (MPH) Program, at \$180 per credit hour. MPH and MSOH/MOH students often enroll in coursework between the programs, and the proposed differential would standardize the tuition amounts charged for graduate courses in the same department. The proposed differential tuition would apply to students entering the MSOH/MOH programs in the summer of 2011 and thereafter. These graduate degrees have been offered by the University since 2008. They are generally two-year programs consisting of 32-42 credits (primarily depending on a non-thesis or thesis plan). At 2010-11 rates, differential tuition would total \$1,620 per semester for a full-time student (9 credits). It would bring total tuition to \$6,102 for the 2011-12 academic year (18 credits, exclusive of changes in the University's general tuition rates). When fully implemented, the differential would impact about 34 students and generate approximately \$118,000 per year in revenue for the MSOH/MOH Programs.

**Rationale**

Occupational safety and health professionals enter the field through various routes (e.g., biology, human resources, nursing). Many of these are MSOH/MOH prospective students--and they have collectively expressed interest in distance-based MSOH/MOH degrees. Such a program would allow students to maintain their current jobs while receiving high quality educations. Thus, the programs are increasingly adapting to these diverse but qualified students.

Our current ability to fulfill these needs is poor, since classes are currently scheduled around the needs of traditional students. Additionally, internal and external reviews have documented the limited resources available to adequately run our existing graduate programs. Given the demand on faculty time for mentoring, advising, serving on student master's thesis/project committees, in addition to teaching courses and conducting research, the current faculty numbers are insufficient.

Lost tax revenue has also adversely impacted the MSOH/MOH programs. The program's overlapping Rocky Mountain Center for Occupational and Environmental Health administrative and academic structure receives a tax credit for workers compensation premiums paid, which are down in the economic climate). Funds generated by the tuition differential would be focused entirely on the instructional mission. They would be used primarily to fund adjunct faculty as well as to help expand enrollment to meet the demands of Utah's employers for well trained occupational safety and health professionals. This new differential tuition would make tuition



more consistent across the Department of Family and Preventive Medicine, which would equalize tuition between the MSOH/MOH and the Public Health Programs.

### **Tuition Levels Elsewhere, Competitive Position**

The proposed tuition differential would fall well within the range of graduate tuition differentials at the University. The tuition paid by students in the MSOH/MOH Programs with the differential in place would be below average when compared to regular, base tuition charged by comparable programs (including MSPH/MPH programs) at other peer institutions in the region and elsewhere in the country (many of whom have differential tuitions as well).

### **Student Perspective**

Current students will not be impacted by the proposed differential tuition. The proposed rates would standardize tuition for the MSOH/MOH programs with the comparable program offered by our department, the Master's in Public Health. The tuition differential for the MSOH/MOH program will be largely paid by the CDC/NIOSH Training grant, mitigating much, and in some cases all, of the impact on individual student finances.

**Table 1.**  
**Peer and Regional Institution Comparison, 2008-09**  
(typical nine graduate credit hour semester)

| <b>Institution</b>               | <b>Regular Tuition</b> |
|----------------------------------|------------------------|
| Michigan                         | \$8,432                |
| Pittsburgh                       | \$7,886                |
| Minnesota                        | \$5,223                |
| Arizona                          | \$5,032                |
| Washington                       | \$5,024                |
| Wisconsin Madison                | \$4,967                |
| Oregon Health Sciences           | \$4,230                |
| South Carolina                   | \$3,869                |
| Texas at Austin                  | \$3,269                |
| Iowa                             | \$3,239                |
| Colorado at Denver               | \$3,200                |
| Tennessee                        | \$3,131                |
| Ohio State                       | \$2,923                |
| Missouri                         | \$2,688                |
| New Mexico                       | \$1,990                |
| Utah with differential (2010-11) | \$3,051                |

18 March 2011

**ITEM FOR ACTION**

**RE:** A proposal to increase differential tuition for all upper division and graduate business courses in the Jon M. Huntsman School of Business.

**EXECUTIVE SUMMARY**

Beginning in the Academic Year 2011-2012, Utah State University (USU) seeks to increase differential tuition in the Jon M. Huntsman School of Business. This increase will be phased in over several years and will apply to all upper division and graduate business courses, apart from any overall changes in general tuition, and will apply to all students, resident and non-resident.

The cost of hiring new business faculty has continued to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. The Jon M. Huntsman School of Business will use the differential tuition to hire and enhance the salaries of key faculty and staff, and to provide for administrative infrastructure and educational initiatives, including international and entrepreneurship programs. The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships. The proposed differential tuition has been discussed with members of the College of Business Student Council and the National Advisory Board. Leaders of both groups have expressed support for the proposal in the interest of maintaining and enhancing the high quality of business education at Utah State University.

**RECOMMENDATION**

Based on the above proposal and approvals as indicated, the President and Provost recommend that the Board of Trustees approve the increase in differential tuition for the Jon M. Huntsman School of Business.



**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah State University is proposing to increase differential tuition for students in the Jon M. Huntsman School of Business; and

WHEREAS, The revenue generated from the additional tuition is to be used to maintain the high quality of business education; and

WHEREAS, The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships; and

WHEREAS, The Jon M. Huntsman School of Business Student Council and the National Advisory Board have expressed their support and approval; and

WHEREAS, The proposal has the approval of the President and Provost of Utah State University:

NOW, THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approves the proposed differential tuition increase for upper division undergraduate and graduate courses in the Jon M. Huntsman School of Business and that this approval be forwarded to the Utah State Board of Regents of the Utah System of Higher Education for its approval.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Date

**Request for Differential Tuition  
Utah State University  
Jon M. Huntsman School of Business**

Beginning in the Academic Year 2011-2012, Utah State University (USU) seeks to increase differential tuition in the Jon M. Huntsman School of Business. This increase will apply to all upper division and graduate business courses, apart from any overall changes in general tuition. This will apply to all students, resident and non-resident. In prior years, differential tuition rates have been authorized for a variety of programs.

**Undergraduate Proposal**

USU proposes to charge additional differential tuition on upper division, undergraduate business courses numbered 3000-5999. This constitutes just a portion (roughly one-third) of all courses students take in earning a Bachelor's degree. For the typical full-time student, the differential would apply to seven out of ten courses per year during the junior and senior years, or 21 out of 30 credits per year. The additional differential would be \$15 per credit hour in 2011-2012 and then an additional \$15 per credit hour in each of the subsequent two years. At 21 credits, the proposed differential charge would add \$315 to the cost of tuition in 2011-2012. Currently, these courses are assessed differential tuition in the amount of \$52 per credit. The proposed increase would bring the differential amount to \$97 per credit over a three-year period.

**Graduate Proposal**

USU also seeks authorization for an increase in the differential tuition for students in the master's programs in the amount of \$50 per credit hour in 2011-2012, and an additional \$50 per credit hour in each of the subsequent two years. Currently, graduate business credits carry a surcharge of \$199 per credit. This proposed increase will bring the total to \$349 per credit over a three-year period.

**Rationale**

The cost of hiring new business faculty has continued to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. The Huntsman School will use the differential tuition to hire and enhance the salaries of key faculty and staff, and to provide for administrative infrastructure and educational initiatives, including international and entrepreneurship programs. The cost of a business education at Utah State University, even with these increments to differential tuition, will remain substantially below that of comparable programs in the region.

**Central Scholarship Budget**

The central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Proposed Fee Increases for 2011-2012

Issue

USHE officials seek Regent approval of the general student fee schedules for 2011-12.

Background

Fees are charged to students in conjunction with the payment of tuition and go to support various campus programs or needs such as student activities/support, building bonds, building support, athletics, student health and technology. Institutional presidents consult with student leaders to determine the level of general student fees to be assessed during the upcoming year.

As a general rule of thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee increases exceeding the first-tier increase must justify and provide evidence of student support for the increase. The proposed first-tier increase for 2011-12 is 5 percent.

As a result of the first-tier tuition increase, the proposed general fee increase from the U and DSC exceed the first-tier tuition increase. Therefore, letters from the student body leaders at these institutions have been included in the attachments.

The Commissioner's staff has prepared six attachments that summarize the information:

- Attachment 1 shows a summary of the proposed 2011-12 annual fee rates for a full-time student (a student taking 15 credit hours per semester for 2 semesters).
- Attachment 2 outlines the General Student Fees summary for each institution for 2010-11 and the proposed fee schedules for 2011-12. In addition, attachment 2 provides the per-credit-hour fee schedule for one semester at the USHE institutions.
- Attachment 3 shows a summary of the proposed changes for two semesters at the 15-credit hour level for the USHE institutions.
- Attachment 4 shows a 10-year history of fee increases for the USHE institutions.

- Attachment 5 includes support letters from the student body organizations for each institution where fee increases exceed the first-tier tuition.

Commissioner's Recommendation

The Commissioner recommends approval of the fee schedules included in the attachments.



William A. Sederburg  
Commissioner for Higher Education

WAS/GLS/PCM  
Attachment

**2011-12 UNDERGRADUATE STUDENT FEES**

Annual Fee Rate for a Full-Time Student (Fifteen Credit Hours for 2 Consecutive Semesters)

|                                | UU              | USU             | WSU             | SUU             | Snow            | Dixie           | UVU             | SLCC            |
|--------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Fees</b>                    |                 |                 |                 |                 |                 |                 |                 |                 |
| Student Activity/ Support Fees | \$131.36        | \$187.76        | \$242.84        | \$152.00        | \$63.90         | \$266.10        | \$121.44        | \$120.50        |
| Building Bond Fees             | 0.00            | 127.60          | 194.52          | 212.00          | 0.00            | 0.00            | 178.68          | 118.00          |
| Building Support Fees          | 258.48          | 17.50           | 60.28           | 0.00            | 234.60          | 99.00           | 62.48           | 58.00           |
| Athletic Fees                  | 164.72          | 246.44          | 118.32          | 104.00          | 42.00           | 120.00          | 213.52          | 60.00           |
| Health Fees                    | 40.96           | 78.86           | 52.34           | 8.00            | 9.60            | 10.00           | 21.20           | 27.00           |
| Technology Fees                | 227.04          | 127.72          | 97.54           | 64.00           | 31.90           | 104.90          | 28.68           | 16.50           |
| Other Fees                     | 90.20           | 40.00           | 8.36            | 0.00            | 8.00            | 0.00            | 0.00            | 12.00           |
| <b>Total Fees</b>              | <b>\$912.76</b> | <b>\$825.88</b> | <b>\$774.20</b> | <b>\$540.00</b> | <b>\$390.00</b> | <b>\$600.00</b> | <b>\$626.00</b> | <b>\$412.00</b> |

*Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)*

## Utah System of Higher Education

March 2010

Summary of General Student Fees 2011-12 vs. 2010-11 vs. (for a Full-time Student 2 semesters - 16 credit hours each)

| University of Utah: Undergraduate Fees |                                     |                 |                 |                  |             |
|----------------------------------------|-------------------------------------|-----------------|-----------------|------------------|-------------|
| Fee Category                           | Fee Description                     | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change |
| Student Activity/ Support Fees         | ASUU                                | \$46.24         | \$46.24         | \$0.00           | 0.00%       |
|                                        | Collegiate Readership Program       | 8.60            | 8.60            | \$0.00           | 0.00%       |
|                                        | Fine Arts                           | 5.44            | 16.00           | \$10.56          | 194.12%     |
|                                        | Publications                        | 12.00           | 12.00           | \$0.00           | 0.00%       |
|                                        | Recreation                          | 33.52           | 36.52           | \$3.00           | 8.95%       |
|                                        | Money Management                    | 0.00            | 6.00            | \$6.00           | N/A         |
|                                        | Study Abroad                        | 6.00            | 6.00            | \$0.00           | 0.00%       |
| Building Support Fees                  | Building                            | 204.48          | 238.48          | \$34.00          | 16.63%      |
|                                        | Utilities (Formerly Fuel and Power) | 27.00           | 20.00           | (\$7.00)         | -25.93%     |
| Athletic Fees                          | Athletics                           | 152.44          | 164.72          | \$12.28          | 8.06%       |
| Health Fees                            | Health                              | 40.96           | 40.96           | \$0.00           | 0.00%       |
| Technology                             | Computer Fee                        | 227.04          | 227.04          | \$0.00           | 0.00%       |
| Other                                  | Transportation                      | 58.20           | 65.20           | \$7.00           | 12.03%      |
|                                        | Library                             | 20.00           | 20.00           | \$0.00           | 0.00%       |
|                                        | Sustainability                      | 5.00            | 5.00            | \$0.00           | 0.00%       |
| Total Fees                             |                                     | \$846.92        | \$912.76        | \$65.84          | 7.77%       |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

| University of Utah: Undergraduate Fees |           |
|----------------------------------------|-----------|
| Credit<br>Hours                        | \$ Amount |
| 1                                      | \$282.64  |
| 2                                      | 295.05    |
| 3                                      | 307.46    |
| 4                                      | 319.87    |
| 5                                      | 332.28    |
| 6                                      | 344.69    |
| 7                                      | 357.10    |
| 8                                      | 369.51    |
| 9                                      | 381.92    |
| 10                                     | 394.33    |
| 11                                     | 406.74    |
| 12                                     | 419.15    |
| 13                                     | 431.56    |
| 14                                     | 443.97    |
| 15                                     | 456.38    |
| 16                                     | 462.14    |
| 17                                     | 467.90    |
| 18                                     | 473.66    |
| 19                                     | 479.42    |
| 20                                     | 485.18    |
| 21                                     | 490.94    |
| 22                                     | 496.70    |
| 23                                     | 502.46    |
| 24                                     | 508.22    |
| 25                                     | 513.98    |



# Utah System of Higher Education

March 2011

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

| Utah State University          |                   |                 |                 |                  |              |
|--------------------------------|-------------------|-----------------|-----------------|------------------|--------------|
| Fee Category                   | Fee Description   | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change  |
| Student Activity/ Support Fees | Activity          | \$61.06         | \$67.06         | \$6.00           | 9.83%        |
|                                | Campus Recreation | 49.36           | 49.36           | \$0.00           | 0.00%        |
|                                | Library           | 45.66           | 45.66           | \$0.00           | 0.00%        |
|                                | Music & Theater   | 13.68           | 17.18           | \$3.50           | 25.58%       |
|                                | Blue Bikes        | 2.50            | 2.50            | \$0.00           | 0.00%        |
|                                | Sustainability    | 0.00            | 6.00            | \$6.00           | N/A          |
| Building Bond Fees             | Building          | 127.60          | 127.60          | \$0.00           | 0.00%        |
| Building Support Fees          | Building          | 17.50           | 17.50           | \$0.00           | 0.00%        |
| Athletic Fees                  | Athletics         | 246.44          | 246.44          | \$0.00           | 0.00%        |
| Health Fees                    | Health Services   | 78.86           | 78.86           | \$0.00           | 0.00%        |
| Technology Fees                | Computer Labs     | 127.72          | 127.72          | \$0.00           | 0.00%        |
| Other Fees                     | Aggie Shuttle     | 33.98           | 40.00           | \$6.02           | 17.72%       |
| <b>Total Fees</b>              |                   | <b>\$804.36</b> | <b>\$825.88</b> | <b>\$21.52</b>   | <b>2.68%</b> |

Note: Distributions refer to Main Campuses only. Branch campuses and centers may have different fee schedules (typically lower)

USU-CEU Fee Schedule is \$450 for Two Semesters.

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

| Utah State University Fees |           |
|----------------------------|-----------|
| Credit<br>Hours            | \$ Amount |
| 1                          | 270.74    |
| 2                          | 282.59    |
| 3                          | 294.44    |
| 4                          | 306.29    |
| 5                          | 318.14    |
| 6                          | 329.99    |
| 7                          | 341.84    |
| 8                          | 353.69    |
| 9                          | 365.54    |
| 10                         | 377.39    |
| 11                         | 389.24    |
| 12                         | 401.09    |
| 13                         | 412.94    |
| 14                         | 412.94    |
| 15                         | 412.94    |
| 16                         | 412.94    |
| 17                         | 412.94    |
| 18                         | 412.94    |
| 19                         | 424.79    |
| 20                         | 436.64    |
| 21                         | 448.49    |
| 22                         | 460.34    |
| 23                         | 472.19    |
| 24                         | 484.04    |
| 25                         | 495.89    |

**Utah System of Higher Education**

March 2011

*Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)***Weber State University: Fees**

| Fee Category                   | Fee Description       | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|-----------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Activity              | \$196.86        | \$184.60        | (\$12.26)        | -6.23%       |
|                                | ID Cards              | 7.00            | 7.00            | 0.00             | 0.00%        |
|                                | Recreation            | 54.04           | 51.24           | (2.80)           | -5.18%       |
| Building Bond Fees             | Building              | 211.84          | 194.52          | (17.32)          | -8.18%       |
| Building Support Fees          | Union Building        | 64.82           | 60.28           | (4.54)           | -7.00%       |
| Athletic Fees                  | Athletic              | 127.18          | 118.32          | (8.86)           | -6.97%       |
| Health Fees                    | Medical               | 56.64           | 52.34           | (4.30)           | -7.59%       |
| Technology Fees                | Student Computer Labs | 24.92           | 24.02           | (0.90)           | -3.61%       |
|                                | Computer              | 0.00            | 73.52           | 73.52            | N/A          |
| Other Fees                     | Transportation        | 8.32            | 8.36            | 0.04             | 0.48%        |
| <b>Total Fees</b>              |                       | <b>\$751.62</b> | <b>\$774.20</b> | <b>22.58</b>     | <b>3.00%</b> |

**Utah System of Higher Education***Per Credit Hour Charges for General Student Fees 2011-12 per Semester***Weber State University Fees**

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | 99.00     |
| 2               | 127.81    |
| 3               | 156.62    |
| 4               | 185.43    |
| 5               | 214.24    |
| 6               | 243.05    |
| 7               | 271.86    |
| 8               | 300.67    |
| 9               | 329.48    |
| 10              | 358.29    |
| 11              | 387.10    |
| 12              | 387.10    |
| 13              | 387.10    |
| 14              | 387.10    |
| 15              | 387.10    |
| 16              | 387.10    |
| 17              | 387.10    |
| 20              | 387.10    |
| 19              | 387.10    |
| 20              | 387.10    |
| 21              | 387.10    |
| 22              | 387.10    |
| 23              | 387.10    |
| 24              | 387.10    |
| 25              | 387.10    |

## Utah System of Higher Education

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

### Southern Utah University: Fees

| Fee Category                   | Fee Description                  | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|----------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Student Activity                 | \$98.50         | \$98.50         | \$0.00           | 0.00%        |
|                                | Student Union                    | 15.50           | 15.50           | 0.00             | 0.00%        |
|                                | Service Learning                 | 7.00            | 7.00            | 0.00             | 0.00%        |
|                                | ID Card                          | 3.00            | 3.00            | 0.00             | 0.00%        |
|                                | Library                          | 6.00            | 6.00            | 0.00             | 0.00%        |
|                                | Student Involvement & Leadership | 22.00           | 22.00           | 0.00             | 0.00%        |
| Building Bond Fees             | Building                         | 212.00          | 212.00          | 0.00             | 0.00%        |
| Athletic Fees                  | Athletics                        | 104.00          | 104.00          | 0.00             | 0.00%        |
| Health Fees                    | Health Services                  | 8.00            | 8.00            | 0.00             | 0.00%        |
| Technology Fees                | Computer                         | 64.00           | 64.00           | 0.00             | 0.00%        |
| Total Fees                     |                                  | <b>\$540.00</b> | <b>\$540.00</b> | <b>\$0.00</b>    | <b>0.00%</b> |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

### Southern Utah University Fees

| Credit<br>Hours | \$ Amount     |
|-----------------|---------------|
| 1               | \$36.00       |
| 2               | 62.00         |
| 3               | 88.00         |
| 4               | 114.00        |
| 5               | 140.00        |
| 6               | 166.00        |
| 7               | 192.00        |
| 8               | 218.00        |
| 9               | 244.00        |
| 10              | 270.00        |
| 11              | 270.00        |
| 12              | 270.00        |
| 13              | 270.00        |
| 14              | 270.00        |
| <b>15</b>       | <b>270.00</b> |
| 16              | 270.00        |
| 17              | 270.00        |
| 18              | 270.00        |
| 19              | 270.00        |
| 20              | 270.00        |
| 21              | 270.00        |
| 22              | 270.00        |
| 23              | 270.00        |
| 24              | 270.00        |
| 25              | 270.00        |



March 2011

## Utah System of Higher Education

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## Snow College: Fees

| Fee Category                   | Fee Description | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change |
|--------------------------------|-----------------|-----------------|-----------------|------------------|-------------|
| Student Activity/ Support Fees | Activity        | \$37.00         | \$37.00         | \$0.00           | 0.00%       |
|                                | Activity Center | 58.30           | 0.00            | (58.30)          | -100.00%    |
|                                | Intramurals     | 12.00           | 12.00           | 0.00             | 0.00%       |
|                                | Music           | 6.00            | 6.00            | 0.00             | 0.00%       |
|                                | Theater         | 8.90            | 8.90            | 0.00             | 0.00%       |
| Building Support Fees          | Building        | 176.30          | 234.60          | 58.30            | 33.07%      |
| Athletic Fees                  | Athletics       | 42.00           | 42.00           | 0.00             | 0.00%       |
| Health Fees                    | Insurance       | 9.60            | 9.60            | 0.00             | 0.00%       |
| Technology Fees                | Computer        | 31.90           | 31.90           | 0.00             | 0.00%       |
| Other Fees                     | Communication   | 8.00            | 8.00            | 0.00             | 0.00%       |
| Total Fees                     |                 | \$390.00        | \$390.00        | (50.00)          | 0.00%       |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

## Snow College Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$0.00    |
| 2               | 0.00      |
| 3               | 57.00     |
| 4               | 76.00     |
| 5               | 100.00    |
| 6               | 119.00    |
| 7               | 138.00    |
| 8               | 157.00    |
| 9               | 176.00    |
| 10              | 195.00    |
| 11              | 195.00    |
| 12              | 195.00    |
| 13              | 195.00    |
| 14              | 195.00    |
| 15              | 195.00    |
| 16              | 195.00    |
| 17              | 195.00    |
| 18              | 195.00    |
| 19              | 195.00    |
| 20              | 195.00    |
| 21              | 195.00    |
| 22              | 195.00    |
| 23              | 195.00    |
| 24              | 195.00    |
| 25              | 195.00    |



## Utah System of Higher Education

March 2011

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

Preliminary - Proposed Fee Schedule Will Be Presented to Trustees on Monday March 14th

Dixie State College: Fees

| Fee Category                   | Fee Description                     | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change |
|--------------------------------|-------------------------------------|-----------------|-----------------|------------------|-------------|
| Student Activity/ Support Fees | Associated Students                 | \$65.56         | \$69.00         | \$3.44           | 5.25%       |
|                                | Associated Students Director Salary | 13.50           | 22.00           | \$8.50           | 62.96%      |
|                                | Student ID Card                     | 2.00            | 2.00            | \$0.00           | 0.00%       |
|                                | Intramurals                         | 10.62           | 0.00            | (\$10.62)        | -100.00%    |
|                                | Intramurals/Fitness Center          | 10.60           | 0.00            | (\$10.60)        | -100.00%    |
|                                | Tutoring                            | 5.50            | 8.00            | \$2.50           | 45.45%      |
|                                | Student Media Center                | 5.50            | 0.00            | (\$5.50)         | -100.00%    |
|                                | Student Initiative Rec Services     | 14.00           | 37.30           | \$23.30          | 166.43%     |
|                                | Student Center Programs             | 111.8           | 111.80          | \$0.00           | 0.00%       |
|                                | Writing Center                      | 2.00            | 4.00            | \$2.00           | 100.00%     |
|                                | Dixie Sun                           | 0.00            | 2.00            | \$2.00           | N/A         |
|                                | Testing Center                      | 0.00            | 8.00            | \$8.00           | N/A         |
|                                | Theater                             | 0.00            | 2.00            | \$2.00           | N/A         |
| Building Support Fees          | Student Center Operations           | 35.66           | 40.00           | \$4.34           | 12.17%      |
|                                | Building (Future New)               | 40.00           | 50.00           | \$10.00          | 25.00%      |
|                                | Unexpended Plant                    | 9.00            | 9.00            | \$0.00           | 0.00%       |
| Athletic Fees                  | Athletic Fee                        | 98.00           | 120.00          | \$22.00          | 22.45%      |
|                                | Women's Athletics                   | 16.56           | 0.00            | (\$16.56)        | -100.00%    |
| Health Fees                    | Student Health Services             | 1.50            | 10.00           | \$8.50           | 566.67%     |
| Technology Fees                | Instructional Computers             | 34.90           | 34.90           | \$0.00           | 0.00%       |
|                                | Banner Conversion                   | 70.00           | 70.00           | \$0.00           | 0.00%       |
| Other Fees                     | Alumni                              | 2.50            | 0.00            | (2.50)           | -100.00%    |
| Total Fees                     |                                     | \$549.20        | \$600.00        | \$50.80          | 9.25%       |

## Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

Dixie State College Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$10.00   |
| 2               | 10.00     |
| 3               | 10.00     |
| 4               | 144.00    |
| 5               | 170.00    |
| 6               | 196.00    |
| 7               | 222.00    |
| 8               | 248.00    |
| 9               | 274.00    |
| 10              | 300.00    |
| 11              | 300.00    |
| 12              | 300.00    |
| 20              | 300.00    |
| 14              | 300.00    |
| 15              | 300.00    |
| 16              | 300.00    |
| 17              | 300.00    |
| 18              | 300.00    |
| 19              | 300.00    |
| 20              | 300.00    |
| 21              | 300.00    |
| 22              | 300.00    |
| 23              | 300.00    |
| 24              | 300.00    |
| 25              | 300.00    |

# Utah System of Higher Education

Attachment 2  
March 2011

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## Utah Valley University: Fees

| Fee Category                   | Fee Description              | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Student Life                 | \$113.96        | \$115.20        | \$1.24           | 1.09%        |
|                                | Issue Room                   | 3.64            | 3.64            | 0.00             | 0.00%        |
|                                | One Card System              | 3.08            | 2.60            | (0.48)           | -15.58%      |
| Building Bond Fees             | Building Bond                | 154.68          | 178.68          | 24.00            | 15.52%       |
| Building Support Fees          | Student Center Operations    | 63.48           | 62.48           | (1.00)           | -1.58%       |
| Athletic Fees                  | Athletics                    | 213.52          | 213.52          | 0.00             | 0.00%        |
| Health Fees                    | Wellness Center              | 21.20           | 21.20           | 0.00             | 0.00%        |
| Technology Fees                | Center for Student Computing | 28.68           | 28.68           | 0.00             | 0.00%        |
| Other Fees                     | UTA Edu-Pass                 | 13.76           | 0.00            | (13.76)          | -100.00%     |
| Total Fees                     |                              | <b>\$616.00</b> | <b>\$626.00</b> | <b>\$10.00</b>   | <b>1.62%</b> |

# Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

## Utah Valley University

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$49.00   |
| 2               | 93.00     |
| 3               | 137.00    |
| 4               | 181.00    |
| 5               | 225.00    |
| 6               | 269.00    |
| 7               | 313.00    |
| 8               | 313.00    |
| 9               | 313.00    |
| 10              | 313.00    |
| 11              | 313.00    |
| 12              | 313.00    |
| 13              | 313.00    |
| 14              | 313.00    |
| 15              | 313.00    |
| 16              | 313.00    |
| 17              | 313.00    |
| 18              | 313.00    |
| 19              | 313.00    |
| 20              | 313.00    |
| 21              | 313.00    |
| 22              | 313.00    |
| 23              | 313.00    |
| 24              | 313.00    |
| 25              | 313.00    |

# Utah System of Higher Education

Attachment 2  
March 2011

Summary of General Student Fees 2011-12 vs. 2010-11 vs (for a Full-time Student 2 semesters - 15 credit hours each)

## Salt Lake Community College: Undergraduate Fees

| Fee Category                   | Fee Description                  | 2010-11<br>Fees | 2011-12<br>Fees | Annual<br>Change | %<br>Change  |
|--------------------------------|----------------------------------|-----------------|-----------------|------------------|--------------|
| Student Activity/ Support Fees | Activity Fee                     | \$53.50         | \$53.50         | \$0.00           | 0.00%        |
|                                | Student Service Center           | 33.50           | 33.50           | \$0.00           | 0.00%        |
|                                | ID Cards                         | 14.50           | 14.50           | \$0.00           | 0.00%        |
|                                | Theatre/Music/Fine Arts          | 7.00            | 7.00            | \$0.00           | 0.00%        |
|                                | Publication - Student Newspaper  | 1.00            | 1.50            | \$0.50           | 50.00%       |
|                                | Media Fee                        | 1.00            | 1.00            | \$0.00           | 0.00%        |
|                                | Community Service                | 4.00            | 5.50            | \$1.50           | 37.50%       |
|                                | Child Care Initiative            | 4.00            | 4.00            | \$0.00           | 0.00%        |
| Building Bond Fees             | Building Bond Fees               | 118.00          | 118.00          | \$0.00           | 0.00%        |
| Building Support Fees          | Building                         | 58.00           | 58.00           | \$0.00           | 0.00%        |
| Athletic Fees                  | Athletics                        | 60.00           | 60.00           | \$0.00           | 0.00%        |
| Health Fees                    | Health Insurance/Wellness Center | 27.00           | 27.00           | \$0.00           | 0.00%        |
| Technology Fees                | Technology Fee                   | 19.50           | 16.50           | (\$3.00)         | -15.38%      |
| Other Fees                     | Transportation Fee               | 8.00            | 9.00            | \$1.00           | 12.50%       |
|                                | Sustainability Fee               | 3.00            | 3.00            | \$0.00           | 0.00%        |
| Total Fees                     |                                  | <b>\$412.00</b> | <b>\$412.00</b> | <b>\$0.00</b>    | <b>0.00%</b> |

# Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2011-12 per Semester

## Salt Lake Community College Fees

| Credit<br>Hours | \$ Amount |
|-----------------|-----------|
| 1               | \$53.00   |
| 2               | 70.00     |
| 3               | 87.00     |
| 4               | 104.00    |
| 5               | 121.00    |
| 6               | 138.00    |
| 7               | 155.00    |
| 8               | 172.00    |
| 9               | 189.00    |
| 10              | 206.00    |
| 11              | 206.00    |
| 12              | 206.00    |
| 13              | 206.00    |
| 14              | 206.00    |
| 15              | 206.00    |
| 16              | 206.00    |
| 17              | 206.00    |
| 18              | 206.00    |
| 20              | 206.00    |
| 20              | 206.00    |
| 21              | 206.00    |
| 22              | 206.00    |
| 23              | 206.00    |
| 24              | 206.00    |
| 25              | 206.00    |



## UTAH SYSTEM OF HIGHER EDUCATION

March 2011

Summary of Recommended 2011-12 Undergraduate Fee Changes <sup>(1)</sup>

## Fifteen Credit Hour Load for 2 Semesters

| Institution and Fee Type              | Increase from 2010-11 |              |
|---------------------------------------|-----------------------|--------------|
|                                       | Dollars               | Percent      |
| <b>University of Utah</b>             |                       |              |
| <i>Student Activity/ Support Fees</i> |                       |              |
| Fine Arts                             | \$10.56               | 194.12%      |
| Recreation                            | \$3.00                | 8.95%        |
| Money Management                      | \$6.00                | N/A          |
| <i>Building Support Fees</i>          |                       |              |
| Building                              | \$34.00               | 16.63%       |
| Utilities                             | (\$7.00)              | -25.93%      |
| <i>Athletic Fees</i>                  |                       |              |
| Athletics                             | \$12.28               | 8.06%        |
| <i>Other Fees</i>                     |                       |              |
| Transportation                        | \$7.00                | 12.03%       |
| <b>Total Increase</b>                 | <b>\$65.84</b>        | <b>7.77%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Utah State University</b>          |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Activity                              | \$6.00         | 9.83%        |
| Music & Theater                       | \$3.50         | 25.58%       |
| Sustainability                        | \$6.00         | N/A          |
| <i>Other Fees</i>                     |                |              |
| Aggie Shuttle                         | \$6.02         | 17.72%       |
| <b>Total Increase</b>                 | <b>\$21.52</b> | <b>2.68%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Weber State University</b>         |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Activity                              | (\$12.26)      | -6.2%        |
| Recreation                            | (\$2.80)       | -5.2%        |
| <i>Building Bond Fees</i>             |                |              |
| Building                              | (\$17.32)      | -8.2%        |
| <i>Building Support Fees</i>          |                |              |
| Union Building                        | (\$4.54)       | -7.00%       |
| <i>Athletic Fees</i>                  |                |              |
| Athletic                              | (\$8.86)       | -6.97%       |
| <i>Health Fees</i>                    |                |              |
| Medical                               | (\$4.30)       | -7.59%       |
| <i>Technology Fees</i>                |                |              |
| Student Computer Labs                 | (\$0.90)       | -3.61%       |
| Computer                              | \$73.52        | N/A          |
| <i>Other Fees</i>                     |                |              |
| Transportation                        | \$0.04         | 48.00%       |
| <b>Total Increase</b>                 | <b>\$22.58</b> | <b>3.00%</b> |

|                                 |               |              |
|---------------------------------|---------------|--------------|
| <b>Southern Utah University</b> |               |              |
| <i>No Changes</i>               |               |              |
| <b>Total Increase</b>           | <b>\$0.00</b> | <b>0.00%</b> |

| Institution and Fee Type              | Increase from 2010-11 |              |
|---------------------------------------|-----------------------|--------------|
|                                       | Dollars               | Percent      |
| <b>Snow College</b>                   |                       |              |
| <i>Student Activity/ Support Fees</i> |                       |              |
| Activity Center                       | (\$58.30)             | 100.0%       |
| <i>Building Support Fees</i>          |                       |              |
| Building                              | \$58.30               | 33.0%        |
| <b>Total Increase</b>                 | <b>\$0.00</b>         | <b>0.00%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Dixie State College</b>            |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Associated Students                   | \$3.44         | 5.25%        |
| Associated Students Director Sal      | \$8.50         | 62.96%       |
| Intramurals                           | (\$10.62)      | -100.00%     |
| Intramurals/Fitness Center            | (\$10.60)      | -100.00%     |
| Tutoring                              | \$2.50         | 45.45%       |
| Student Media Center                  | (\$5.50)       | -100.00%     |
| Student Initiative Rec Services       | \$23.30        | 166.43%      |
| Writing Center                        | \$2.00         | 100.00%      |
| Dixie Sun                             | \$2.00         | N/A          |
| Testing Center                        | \$8.00         | N/A          |
| Theater                               | \$2.00         | N/A          |
| <i>Building Support Fees</i>          |                |              |
| Student Center Operations             | \$4.34         | 12.17%       |
| Building (Future New)                 | \$10.00        | 25.00%       |
| <i>Athletic Fees</i>                  |                |              |
| Athletic Fee                          | \$22.00        | 22.45%       |
| Women's Athletics                     | (\$16.56)      | -100.00%     |
| <i>Health Fees</i>                    |                |              |
| Student Health Services               | \$8.50         | 566.67%      |
| <i>Other Fees</i>                     |                |              |
| Alumni                                | (\$2.50)       | -100.00%     |
| <b>Total Increase</b>                 | <b>\$50.80</b> | <b>9.25%</b> |

|                                       |                |              |
|---------------------------------------|----------------|--------------|
| <b>Utah Valley University</b>         |                |              |
| <i>Student Activity/ Support Fees</i> |                |              |
| Student Life                          | \$1.24         | 1.09%        |
| One Card System                       | (\$0.48)       | -15.58%      |
| <i>Building Bond Fees</i>             |                |              |
| Building Bond                         | \$24.00        | 15.52%       |
| <i>Building Support Fees</i>          |                |              |
| Student Center Operations             | (\$1.00)       | -1.58%       |
| <i>Other Fees</i>                     |                |              |
| UTA Edu-Pass                          | (\$13.76)      | -100.00%     |
| <b>Total Increase</b>                 | <b>\$10.00</b> | <b>1.62%</b> |

|                                       |               |              |
|---------------------------------------|---------------|--------------|
| <b>Salt Lake Community College</b>    |               |              |
| <i>Student Activity/ Support Fees</i> |               |              |
| Publications - Student Newspaper      | \$0.50        | 50.0%        |
| Community Service Fee                 | \$1.50        | 37.5%        |
| <i>Technology Fees</i>                |               |              |
| Technology Fee                        | (\$3.00)      | -15.38%      |
| <i>Other Fees</i>                     |               |              |
| Transportation Fee                    | \$1.00        | 12.50%       |
| <b>Total Increase</b>                 | <b>\$0.00</b> | <b>0.00%</b> |



## HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2002-03 through 2011-12 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2011-12 Amounts by Institution

|                     | 2002-03  | 2003-04  | 2004-05  | 2005-06  | 2006-07  | 2007-08  | 2008-09  | 2009-10  | 2010-11  | 2011-12  |
|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| U of U              | \$582.20 | \$588.20 | \$636.40 | \$669.40 | \$690.60 | \$717.26 | \$758.88 | \$789.60 | \$846.92 | \$912.76 |
| USU                 | 510.00   | 526.00   | 523.50   | 544.00   | 571.00   | 585.00   | 627.12   | 784.62   | 804.36   | 825.88   |
| WSU                 | 480.00   | 502.00   | 532.00   | 591.80   | 639.40   | 674.58   | 701.56   | 729.62   | 751.62   | 774.20   |
| SUU                 | 462.00   | 462.00   | 466.00   | 524.00   | 504.50   | 522.00   | 526.00   | 539.00   | 540.00   | 540.00   |
| Snow                | 270.00   | 300.00   | 300.00   | 360.00   | 380.00   | 380.00   | 380.00   | 390.00   | 390.00   | 390.00   |
| DSC                 | 291.60   | 361.60   | 361.60   | 382.00   | 392.00   | 436.00   | 451.20   | 505.20   | 549.20   | 600.00   |
| UVU                 | 354.00   | 378.00   | 416.00   | 442.00   | 496.00   | 528.00   | 564.00   | 584.00   | 616.00   | 626.00   |
| SLCC                | 326.00   | 338.00   | 342.00   | 344.00   | 357.50   | 366.50   | 373.50   | 414.00   | 412.00   | 412.00   |
| USHE <sup>(1)</sup> | \$409.48 | \$431.98 | \$447.19 | \$482.15 | \$503.88 | \$526.17 | \$547.78 | \$592.01 | \$613.76 | \$635.11 |

Ten Year History and Proposed 2011-12 Percent Change from Prior Year by Institution

|                     | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| U of U              | 7.77%   | 1.03%   | 8.19%   | 5.19%   | 3.17%   | 3.86%   | 5.80%   | 4.05%   | 7.26%   | 7.77%   |
| USU                 | 9.09%   | 3.14%   | (0.48%) | 3.92%   | 4.96%   | 2.45%   | 7.20%   | 25.11%  | 2.52%   | 2.68%   |
| WSU <sup>(2)</sup>  | 3.00%   | 4.58%   | 5.98%   | 11.24%  | 8.04%   | 5.50%   | 4.00%   | 4.00%   | 3.02%   | 3.00%   |
| SUU                 | 0.00%   | 0.00%   | 0.87%   | 12.45%  | (3.72%) | 3.47%   | 0.77%   | 2.47%   | 0.19%   | 0.00%   |
| Snow                | 0.00%   | 11.11%  | 0.00%   | 20.00%  | 5.56%   | 0.00%   | 0.00%   | 2.63%   | 0.00%   | 0.00%   |
| DSC                 | 0.00%   | 24.01%  | 0.00%   | 5.64%   | 2.62%   | 11.22%  | 3.49%   | 11.97%  | 8.71%   | 9.25%   |
| UVU                 | 4.12%   | 6.78%   | 10.05%  | 6.25%   | 12.22%  | 6.45%   | 6.82%   | 3.55%   | 5.48%   | 1.62%   |
| SLCC                | 0.00%   | 3.68%   | 1.18%   | 0.58%   | 3.92%   | 2.52%   | 1.91%   | 10.84%  | (0.48%) | 0.00%   |
| USHE <sup>(1)</sup> | 5.56%   | 5.49%   | 3.52%   | 7.82%   | 4.51%   | 4.42%   | 4.11%   | 9.05%   | 3.39%   | 3.48%   |

(1) Simple averages.

**Utah System of Higher Education***Student Support Letters for 2011-12 General Fee Increases Greater than 5%*

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|                      | Fee Increase |
|----------------------|--------------|
| University of Utah   | 7.77%        |
| Dixie State College* | 9.25%        |

\* Hand Carried to Meeting

David Jordan  
Chair, Utah State Board of Regents  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Chairman Jordan,

I am writing to you to express my support for the student fee schedule submitted by the University of Utah for the 2011-2012 academic year. The administration has provided numerous opportunities for John Pearson, ASUU Vice President, and me to be part of the process of determining the proposed mandatory fee schedule.

The most visible changes to the fees compared to 2010-11 include the introduction of a new fee, \$3.00 per semester to operate a money management walk-in service for students, as well as significant increases in the building, athletics, and fine arts fees, and more modest increases in the recreation, and transportation fees. One fee, for utilities, is reduced. The other eight fees are to remain at current levels. I have discussed each of the proposed increases with the appropriate University administrators and I feel that the increases are reasonable given the challenges and opportunities we face at the University.

Respectfully,

Chase Jardine  
Student Body President  
University of Utah

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: College and Career Readiness Statement

Issue

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. The Utah K-12 students, their parents, teachers and counselors can be assisted by having a clear, written statement that lays out expectations for student performance during the K-12 years which will contribute to student success in post-secondary certificate and degree programs.

Background

To achieve Utah's big goal, the state must address three strategic priorities, one of which is increasing 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.

Research clearly shows that "...the challenge of improving the college-going rate can be traced to two key difficulties. First, students must be academically prepared for college by 12<sup>th</sup> grade. The opportunities to academically prepare for college narrow as students progress through high school. If students do not start taking college preparation courses in the 9<sup>th</sup> grade, they will be less likely to enroll in college. In addition, students who are not reading or doing math at grade level will not be prepared for college level work." <sup>1</sup>

Staff of the Utah State Office of Education (USOE) and the Office of the Commissioner of Higher Education have worked collaboratively to develop a written statement describing actions students should take during their K-12 educational experience – particularly in the high school years – to be college- and career-ready. Multiple drafts have been prepared to respond to input from experts in Career and Technical Education

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<sup>1</sup> The work of Adelman (1999), Cabrera and La Nasa (2001), Wimberly and Noeth (2005) in *Helping Students Navigate the Path to College: What High Schools Can Do*, September 2009, U.S. Department of Education




(CTE), counselors, higher education Chief Academic Officers, and others. The resulting statement is designed to be used by Utah parents, students, and K-12 personnel.

#### Policy Issues

The recommendations in this statement are written to assist all Utah K-12 students seeking post-secondary preparation. They are supported by research indicating K-12 student actions that make a difference in student success at the post-secondary level. In addition, the recommendations build upon the State Board of Education high school graduation requirements and take into account the recently adopted K-12 core curriculum standards. Since the Regents and the State Board of Education last viewed this statement at their joint board meeting in January, the State Board of Education has approved the statement with two edits: (1) Adjusted statement #1 on the first page to delete "middle and". The State Board of Education would use this statement for high school students and work with the Utah System of Higher Education to develop a statement similar to this, but focused particularly for middle-school students. (2) Changed the language requirements to "recommend two years of the same World Language" for 2-Year Transfer and 4-Year Degree Pathway column on page two and reinforced the 2.0 credit World Language requirement for the Regents' Scholarship. These changes appear consistent with Regent intent for this statement.

#### Commissioner's Recommendation

The Commissioner recommends the Regents adopt the Career and College Readiness Statement as amended and approved by the State Board of Education.

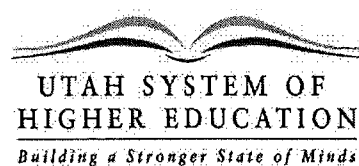


William A. Sederburg, Commissioner

WAS/EJH  
Attachment

# Utah State Office of Education and Utah System of Higher Education College and Career Readiness Recommendations to High School Students

December 2010



The Utah State Board of Regents and the Utah State Board of Education believe all students should have education and career goals that will prepare them to experience fulfilling lives, actively participate as educated citizens, and thrive in a particularly competitive and global marketplace. A college- and career-ready student is prepared to succeed in college and in postsecondary workforce training programs. The following are joint recommendations for students to be college- and career-ready:

## To Be Ready for College and Careers, Students Should...

### 1. Build an Academic Foundation:

- Take challenging classes in high school to develop an understanding of different subjects and a solid academic preparation for college-level courses. *See College and Career Readiness Pathway suggestions on the second page.*
- Take Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment classes that lead to college credit and provide direct experience in college-level studies. Select concurrent enrollment classes that apply to general education, a certificate, or a degree that fits educational plans.

### 2. Develop Intellectual and Career Capacity:

- Select courses in high school that challenge the intellect and develop critical thinking, analysis, and problem-solving strategies.
- Practice creative problem solving, increase written and oral communication and teamwork skills and become technology proficient.
- Establish time management and study habits to prepare for the greater amount of independent work required in college.

### 3. Evaluate Progress for College:

- Do the very best academic work possible in every class taken from middle school through the senior year of high school.
- Speak with a counselor about your course choices; ask for advice on enhancing college readiness skills.
- Throughout the middle and high school years, use external methods (such as the EXPLORE, PLAN and ACT sequence of tests, or Accuplacer) to determine how close you are to being ready for college.
- Adjust study habits and school course choices appropriately to address weaknesses and stay on track.

### 4. Explore Postsecondary Options:

- Visit at least one college campus; take a guided tour, and ask questions.
- Learn how much college costs. Submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline. Ask a Financial Aid advisor about scholarships, grants, loans, and work study.
- Complete the steps necessary for college entry: take a college entrance exam (ACT or SAT) and submit an admission application by the priority deadline.

Turn to the second page for course selection guidance.

## High School Course Selection Recommendations

|                                | High School Graduation*                                                                                                                                                                                                         | College and Career Readiness Pathways                                                                                                                               |                                                                                                                                                                                                                  | Regents' Scholarship**                                                                                                                                                                                                      |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | State Graduation Requirements (effective Fall 2017)                                                                                                                                                                             | 1- & 2-Year Certificate and Degree Pathway                                                                                                                          | 2-Year Transfer and 4-Year Degree Pathway                                                                                                                                                                        | Course Requirements                                                                                                                                                                                                         |
| English/ Language Arts         | 4.0 credits<br>1.0 credit English I<br>1.0 credit English II<br>1.0 credit English III<br>1.0 credit English IV                                                                                                                 | Concentrate on developing technical reading, writing and research skills.                                                                                           | Concentrate on developing reading, writing and research skills.                                                                                                                                                  | 4.0 credits of English**                                                                                                                                                                                                    |
| Mathematics                    | 3.0 credits<br>1.0 credit Algebra I<br>1.0 credit Geometry<br>1.0 credit Algebra II<br><br>Mathematics course titles will change to Common Core Mathematics titles for 9th graders in Fall 2017                                 | Take required Mathematics courses and focus on the application of math concepts related to the chosen career goal in your Student Education Occupation Plan (SEOP). | Take a Mathematics class in the senior year.<br><br>Students interested in STEM degrees should take at least one Mathematics course beyond Algebra II.                                                           | 4.0 credits of progressive Mathematics (Algebra I, Geometry, Algebra II) and one class beyond Algebra II.<br><br>For the graduating class of 2018, students will take the Common Core and one additional progressive course |
| Science                        | 3.0 credits<br>2.0 credits from the four science foundation areas: Earth Systems, Biological Science, Chemistry, or Physics<br><br>1.0 credit from the foundation courses or the applied or advanced foundation science courses | Three credits of Science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your SEOP goal.                                 | Three credits of Science will prepare you for college. Choose foundation, applied, or advanced courses aligned with your SEOP goal.<br><br>Students interested in STEM degrees should take 4 credits of Science. | 3.0 credits of lab-based Science courses to include one each of Biology, Chemistry and Physics                                                                                                                              |
| Social Science/ Social Studies | 3.0 credits<br>1.0 credit U.S. History<br>1.0 credit Geography<br>1.0 credit World Civilization<br>0.5 credit U.S. Government and Citizenship<br>0.5 credit Global Financial Literacy                                           | Select Social Studies classes that provide the strong academic foundation but also enable you to explore a variety of career paths.                                 | Select Social Studies classes that provide the strong academic foundation but also enable you to explore a variety of career paths.                                                                              | 3.5 credits of Social Science**                                                                                                                                                                                             |
| Directed Coursework            | 3.0 credits<br>1.0 credit Fine Arts<br>1.0 credit Career and Technical Education<br>1.0 credit Computer Tech                                                                                                                    | Choose electives that concentrate in a pathway that meets your high school graduation requirements and provides depth (two or more courses) in an area of interest. | Choose directed coursework associated with your career path. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects.    |                                                                                                                                                                                                                             |
| Physical Education/ Health     | 2.0 credits                                                                                                                                                                                                                     | Build a foundation for a healthy lifestyle that is key to college and career success.                                                                               | Build a foundation for a healthy lifestyle that is key to college and career success.                                                                                                                            |                                                                                                                                                                                                                             |
| Required Electives             | 6.0 credits                                                                                                                                                                                                                     | Select electives that focus on your SEOP goal and chosen Pathway.                                                                                                   | Take challenging courses through the senior year.                                                                                                                                                                |                                                                                                                                                                                                                             |
| World Languages                |                                                                                                                                                                                                                                 |                                                                                                                                                                     | Recommend 2.0 years of the same World Language, other than English, in a progressive manner during grades 6-12.                                                                                                  | Require 2.0 credits of the same World Language, other than English, taken in a progressive manner during grades 9-12.                                                                                                       |
| District Requirements          | Varies by District                                                                                                                                                                                                              | Meet your district's requirements for graduation.                                                                                                                   | Meet your district's requirements for graduation.                                                                                                                                                                |                                                                                                                                                                                                                             |

\* For more information on Utah High School Graduation Requirements, visit <http://schools.utah.gov/curr/main/GradInfo.htm>

\*\* For list of courses that satisfy Regents' Scholarship requirements, see [http://www.higheredutah.org/scholarship\\_info/regents-scholarship/](http://www.higheredutah.org/scholarship_info/regents-scholarship/)

See college and university websites for additional financial aid and scholarship opportunities.

March 16, 2011

MEMORANDUM

TO: Utah State Board of Regents

FROM: William A. Sederburg

SUBJECT: Race/Ethnicity Data from USHE Institutions


As requested, the Office of the Commissioner for Higher Education has assembled a variety of data points with regards to racial and ethnic diversity within the Utah System of Higher Education. Included in the attachments are tables and graphs that address a variety of issues such as changes in Utah's demographics, changes in the demographics of students in the Utah Public Education system, changes in the ethnic diversity of USHE enrollments, and differences in completion and graduation rates between the multiple race/ethnic categories.

In addition to the tables and graphs attached, four interactive, graphical dashboards have been built that provide the ability to look at the data based on user-defined groups including gender and race/ethnicity. The data available in the dashboards address the following areas of interest: 1) enrollments, 2) completions (degrees awarded), 3) graduation rates, and 4) postsecondary employees. The degrees awarded and the employee dashboards include data from all Utah postsecondary institutions that submit IPEDS reports to the National Center for Educational Statistics. These dashboards may be found at <http://www.higheredutah.org/about/research-data>.

Commissioner's Recommendation

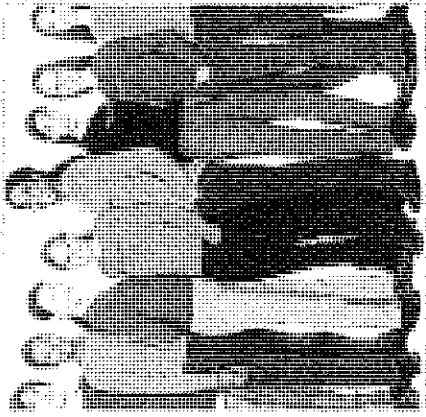
This item is for information only.

WAS/CKM/JAC  
Attachments



William A. Sederburg, Commissioner





# DIVERSITY WITHIN USHE

## Ethnicity Trends in Utah's Higher Education Colleges and Universities

Prepared by

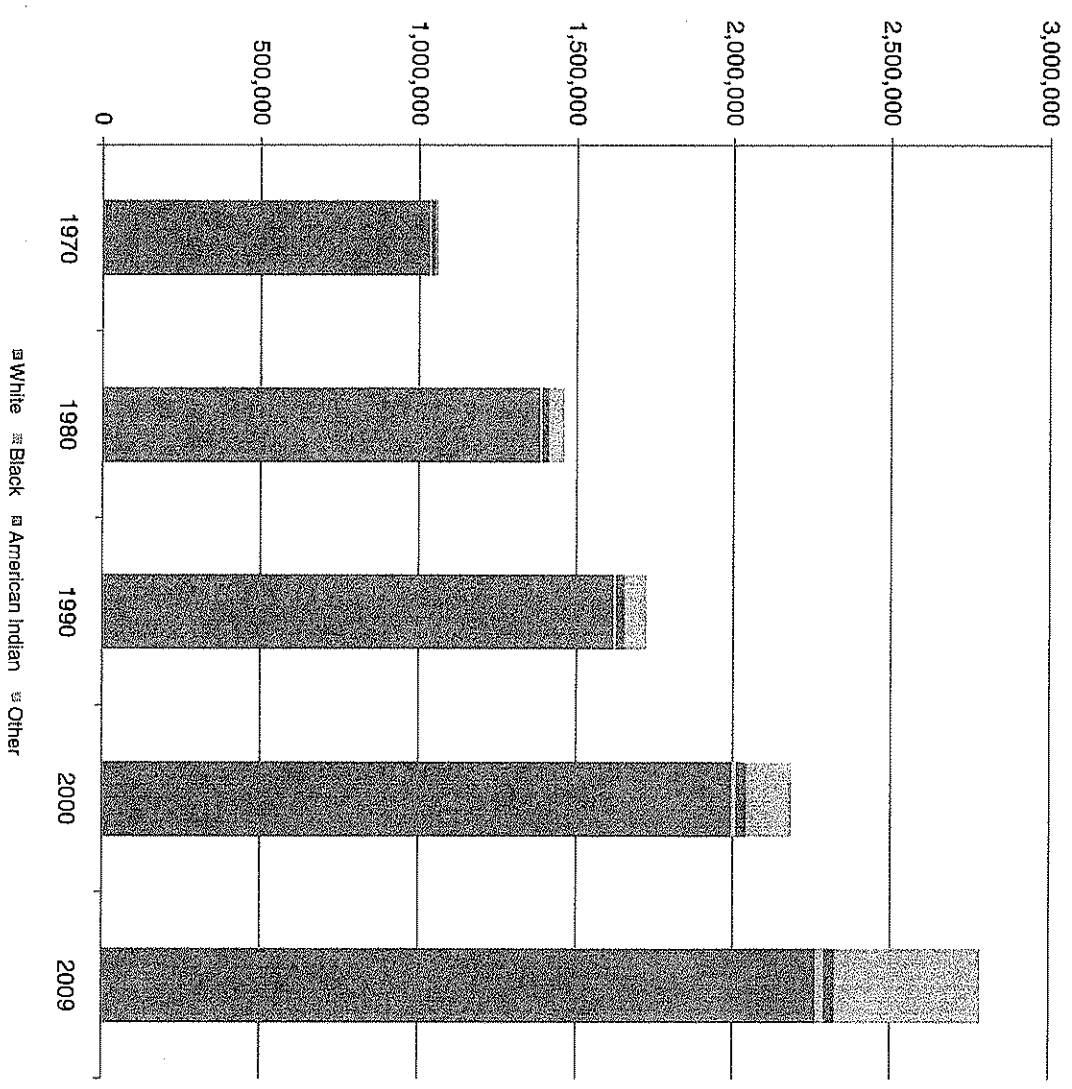
OCHE - Institutional Research & Analysis

Marie Nielsen

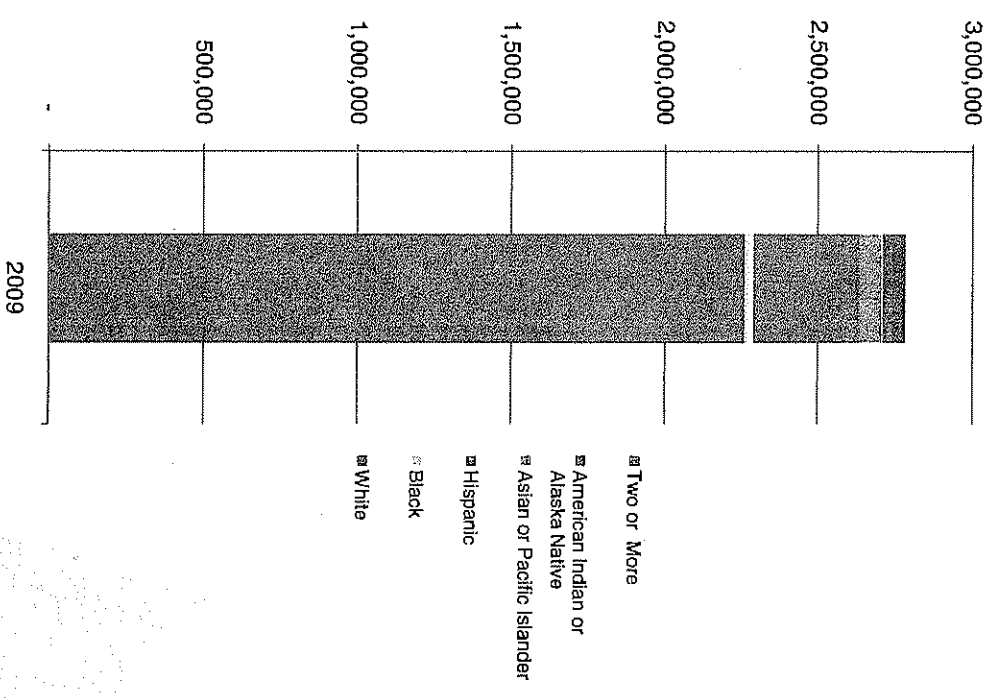
Joseph Curtin, Ph.D.

# Utah Population by Race

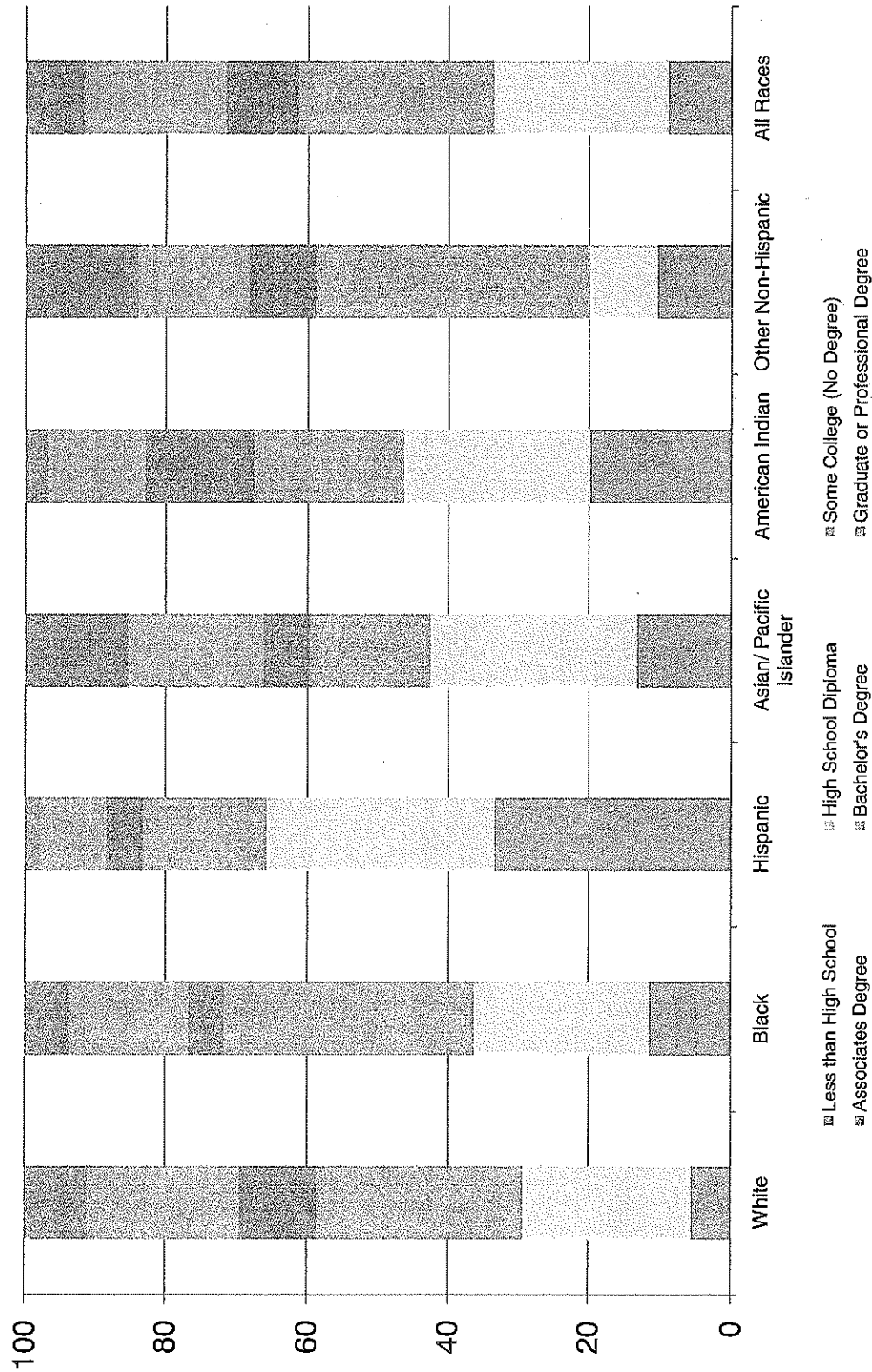
Historical Comparison



2009

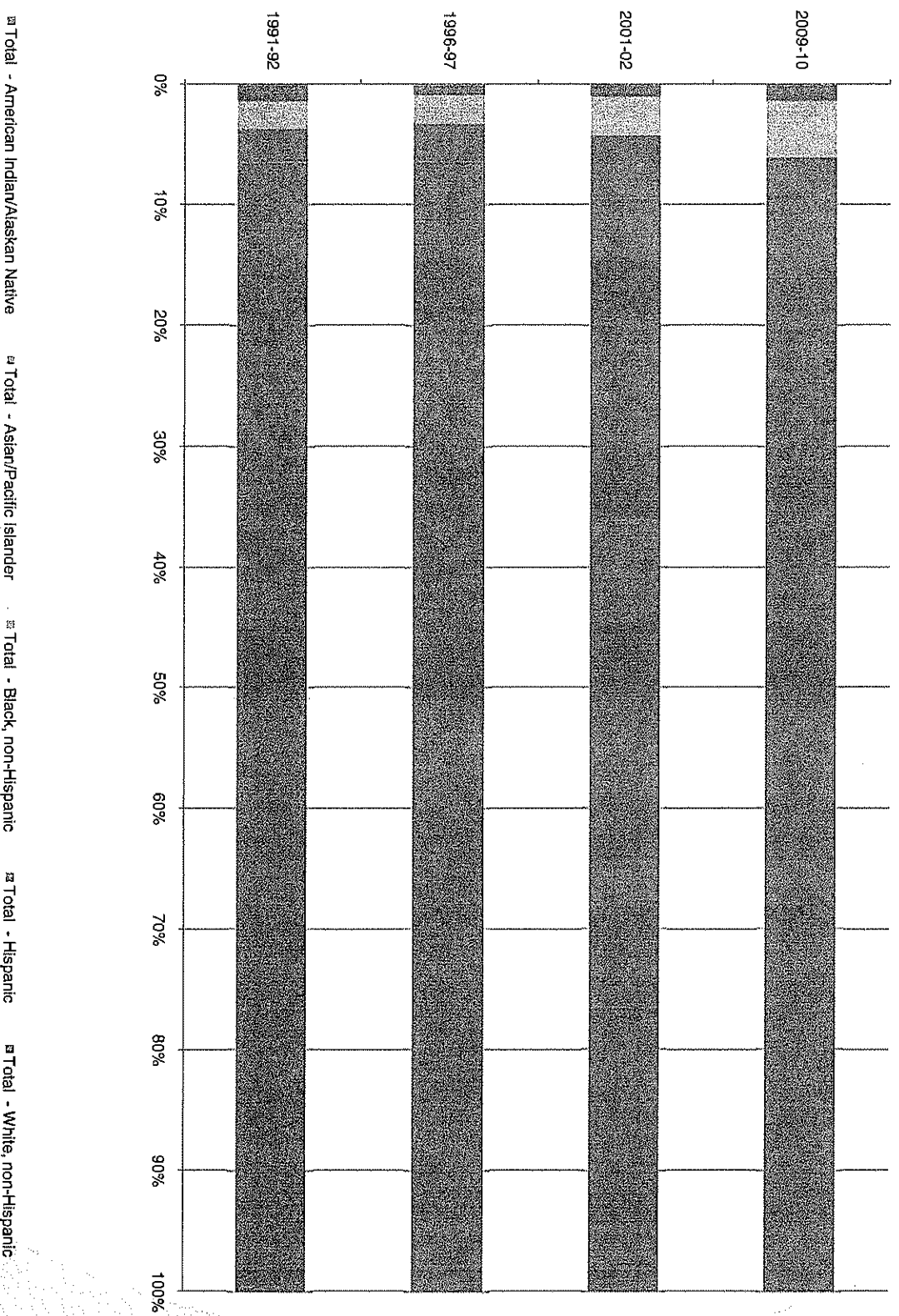


# Utah – Percent of Population Age 25-64 by Education level & Race



Source: U.S. Census Bureau, American community Survey Public Use Micro data Sample File (updated 2007)

# Public School Enrollments by Ethnicity





# Utah Public High School Diplomas

| High School Diploma Recipients | 1991-92       | 1996-97      | 2001-02      | 2006-07 | 2009-10      |
|--------------------------------|---------------|--------------|--------------|---------|--------------|
| American Indian/Alaskan Native | 349 1.4%      | 261 0.8%     | 313 1.0%     | NA      | 442 1.4%     |
| Asian/Pacific Islander         | 470 1.9%      | 617 2.0%     | 817 2.7%     | NA      | 1,110 3.5%   |
| Black, non-Hispanic            | 108 0.4%      | 133 0.4%     | 172 0.6%     | NA      | 366 1.2%     |
| Hispanic                       | 699 2.8%      | 970 3.2%     | 1,574 5.2%   | NA      | 3,097 9.8%   |
| White, non-Hispanic            | 23,320 93.5%  | 28,772 93.6% | 27,307 90.5% | NA      | 26,352 83.7% |
| Total                          | 24,946 100.0% | 30,753 100%  | 30,183 100%  | NA      | 31,473 100%  |

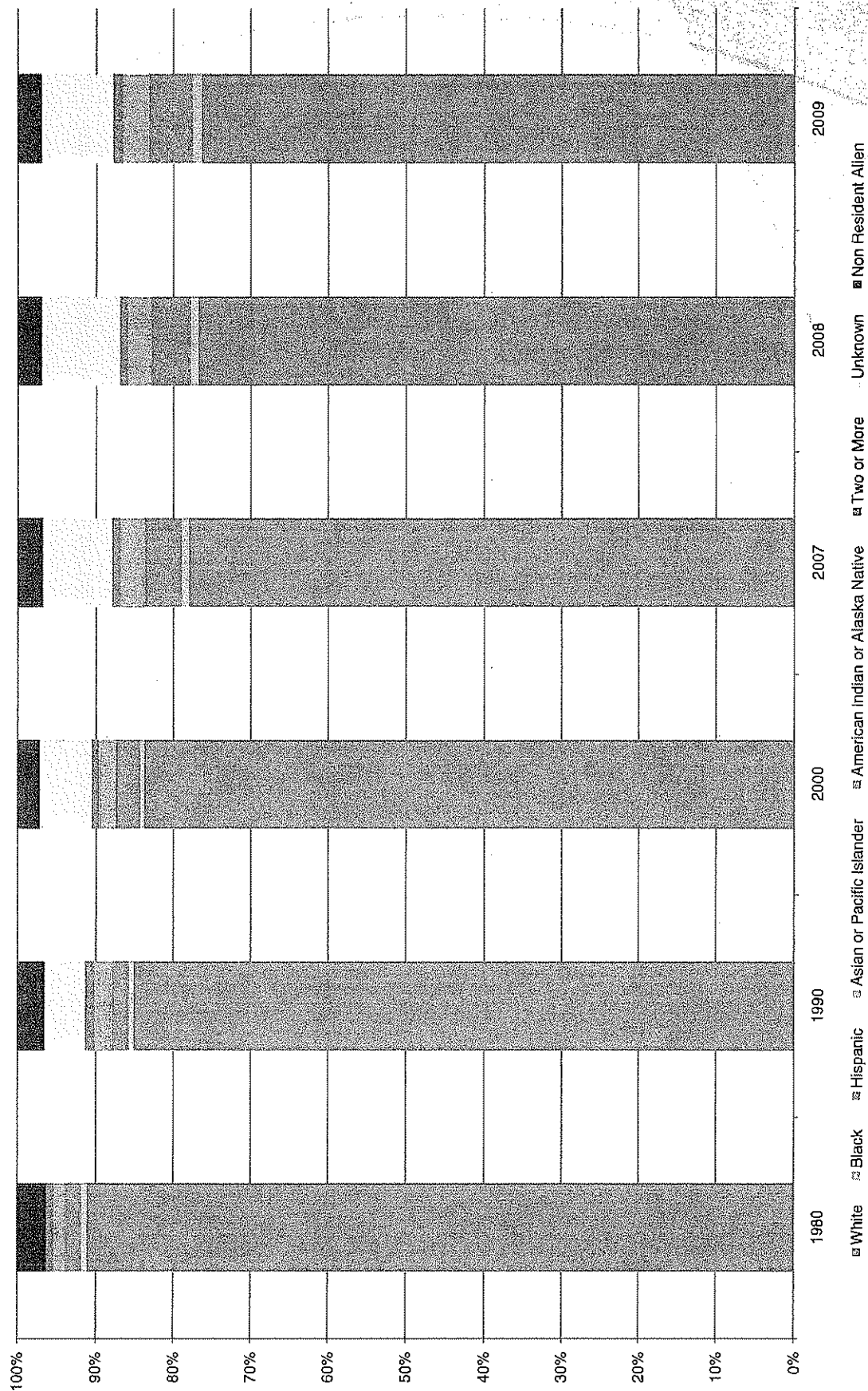
**SOURCE:** Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education", 1992-93 v.1c, 1996-97 v.1c, 1997-98 v.1c, 2001-02 v.1c, 2002-03 v.1b, 2006-07 v.1a



# Estimated Utah High School Graduates Enrolling at a USHE School within 12 months of High School Graduation

| Student Enrollment             | Utah HS Graduates<br>2009-10 |  | New Freshmen<br>Fall 2010 |  | Percent HS Grads<br>Enrolled |
|--------------------------------|------------------------------|--|---------------------------|--|------------------------------|
|                                |                              |  |                           |  |                              |
| American Indian/Alaskan Native | 442                          |  | 221                       |  | 50.0%                        |
| Asian/Pacific Islander         | 1,110                        |  | 367                       |  | 33.1%                        |
| Black                          | 366                          |  | 189                       |  | 51.6%                        |
| Hispanic                       | 3,097                        |  | 907                       |  | 29.3%                        |
| White                          | 26,352                       |  | 10,114                    |  | 38.4%                        |
| Unknown                        | NA                           |  | 736                       |  | NA                           |
| Two or more                    | NA                           |  | 2                         |  | NA                           |
| Total                          | 30,559                       |  | 12,536                    |  | 41.0%                        |

# USHE Enrollment by Ethnicity



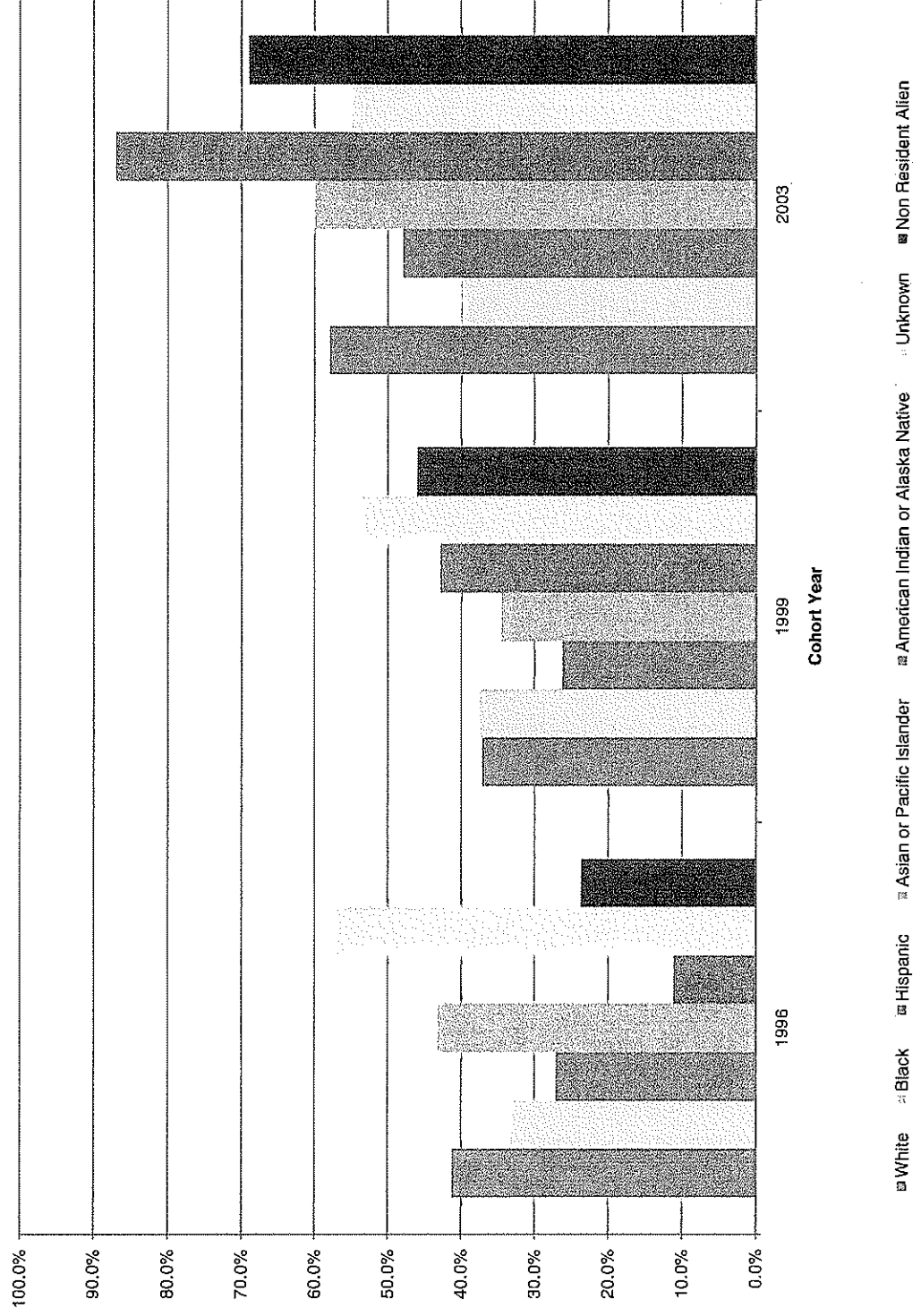
# Utah System of Higher Education

## Spring 2011 3rd Week Unduplicated Headcount by Ethnicity (credit only)

| Ethnicity                           | PRIOR   | CURRENT | CHANGE # | CHANGE % |
|-------------------------------------|---------|---------|----------|----------|
| American Indian Alaskan             | 1,713   | 1,719   | 6        | 0.35%    |
| Asian                               | 3,591   | 3,898   | 307      | 8.55%    |
| Black or African American           | 1,820   | 2,000   | 180      | 9.89%    |
| Hispanic or Latino                  | 8,249   | 10,362  | 2,113    | 25.62%   |
| Native Hawaiian or Pacific Islander | 1,336   | 1,291   | (45)     | -3.37%   |
| Non Resident Alien                  | 4,229   | 4,243   | 14       | 0.33%    |
| Unspecified                         | 13,509  | 11,942  | (1,567)  | -11.60%  |
| White                               | 113,405 | 119,757 | 6,352    | 5.60%    |
| Multiple Categories                 | 232     | 714     | 482      | 207.76%  |
| Total                               | 148,084 | 155,926 | 7,842    | 5.30%    |



# Six Year Graduation Rate by Cohort Year

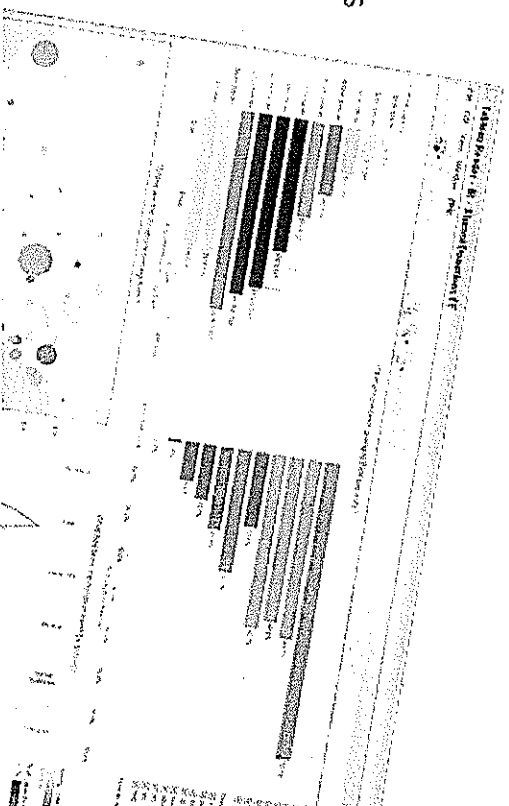


# Data Dashboards

<http://www.higheredutah.org/about/research-data/>

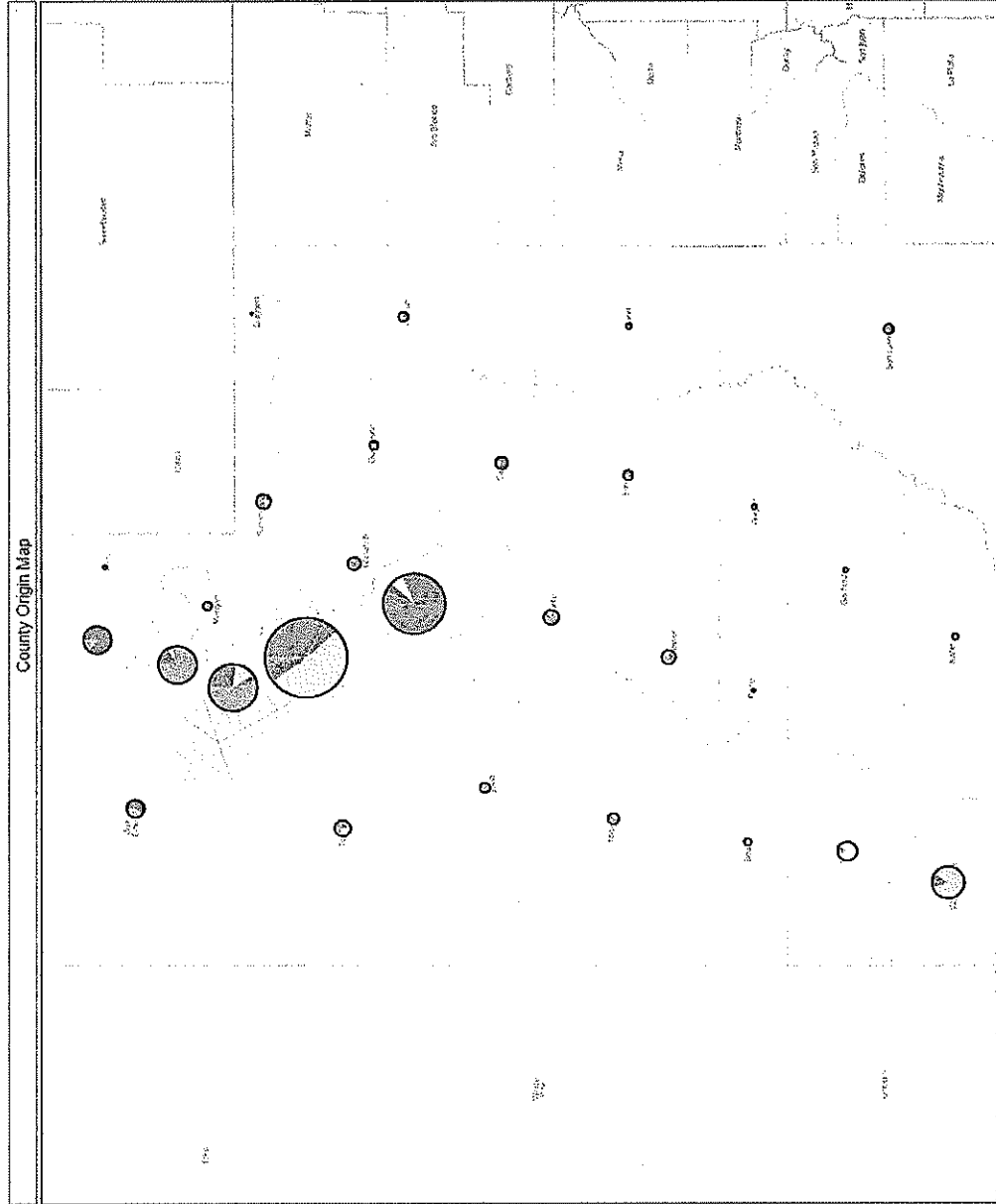
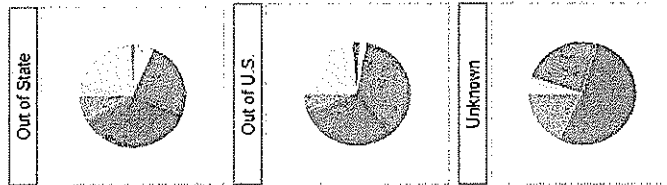
## Tableau Reader

Share your analytical insights with teams and workgroups.



<http://www.tableausoftware.com/products/reader>

# Enrollment Dashboard



- Institution

  - ☒ DSC
  - ☒ SLCC
  - ☒ SNOW
  - ☒ SUU
  - ☒ UVU
  - ☒ USU
  - ☒ WSU
- Race

  - ☒ American Indian
  - ☒ Asian
  - ☒ Black
  - ☒ Hispanic
  - ☒ Multi-Racial
  - ☒ Non-Resident Alien
  - ☒ Pacific Islander
  - ☒ Unknown
  - ☒ White
- Status

  - ☒ Full-time
  - ☒ Part-time
- Gender

  - ☒ Female
  - ☒ Male
  - ☒ Unspecified

- County

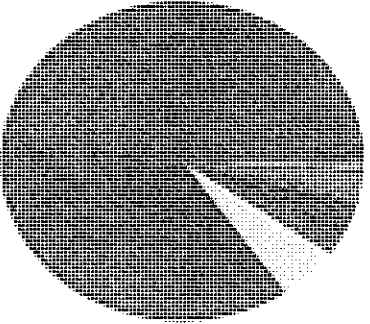
  - ☒ Beaver
  - ☒ Box Elder
  - ☒ Cache
  - ☒ Carbon
  - ☒ Daguerre
  - ☒ Davis
  - ☒ Duchesne
  - ☒ Emery
  - ☒ Garfield
  - ☒ Grand
  - ☒ Iron
  - ☒ Juab
  - ☒ Kane
  - ☒ Millard
  - ☒ Morgan
  - ☒ Piute
  - ☒ Rich
  - ☒ Salt Lake
  - ☒ San Juan
  - ☒ Sanpete
  - ☒ Sevier
  - ☒ Summit
  - ☒ Tooele
  - ☒ Uintah
  - ☒ Utah
  - ☒ Wasatch
  - ☒ Washington
  - ☒ Wayne
  - ☒ Weber
- Registration Type

  - ☒ Continuing Graduate
  - ☒ Continuing Student
  - ☒ First Time Student - New HS Gra.
  - ☒ First Time Student - Other
  - ☒ High School
  - ☒ New Graduate
  - ☒ Non-NAACAC
  - ☒ Returning Graduate
  - ☒ Returning Student
  - ☒ Transfer-in Graduate
  - ☒ Transfer-in Undergraduate

# Graduation Rate Dashboard

## USHE Graduation Rates for 2010

Completers by Race



Race

- ☒ American Indian
- ☒ Asian/Pacific Islander/Other
- ☒ Black or African American
- ☒ Hispanic or Latino
- ☒ Non-Resident Alien
- ☒ Unknown
- ☒ White

Type

- ☒ Community College
- ☒ Regional University
- ☒ Research University

Institution

- ☒ Dixie State College
- ☒ Salt Lake Community College
- ☒ Snow College
- ☒ Southern Utah University
- ☒ University of Utah
- ☒ Utah State University
- ☒ Utah State University - Regional Campuses
- ☒ Utah Valley University
- ☒ Weber State University

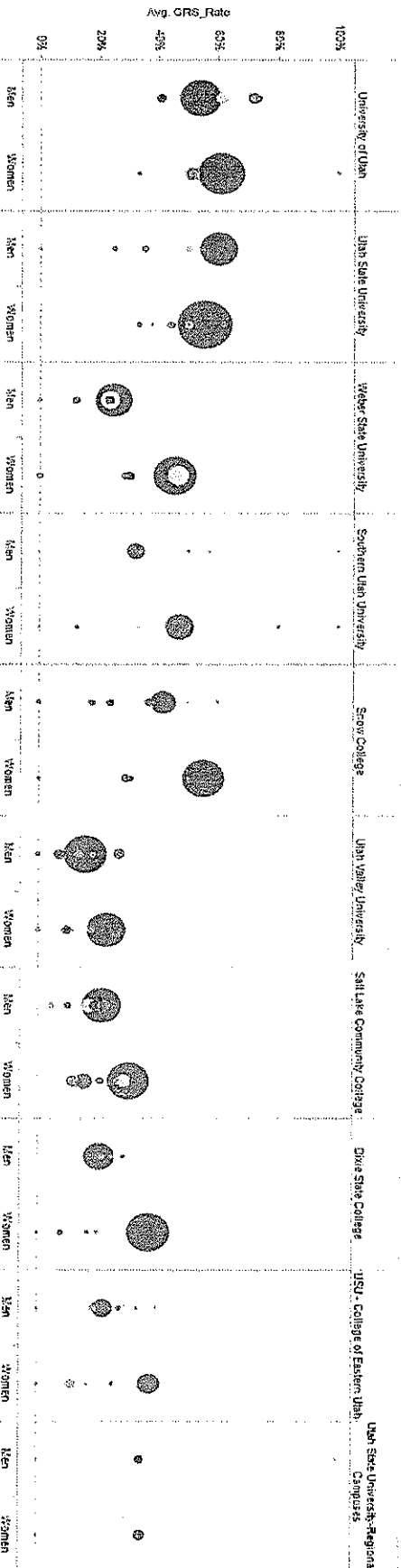
Race

- ☒ American Indian
- ☒ Asian/Pacific Islander/Other
- ☒ Black or African American
- ☒ Hispanic or Latino
- ☒ Non-Resident Alien
- ☒ Unknown
- ☒ White

Gender

- ☒ Men
- ☒ Women

### 2010 Graduation Rate by Gender

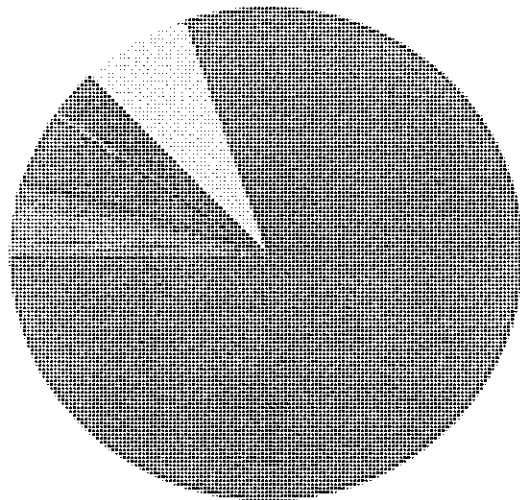




# Completions Dashboard

## Utah Degrees & Certificates Awarded 2010

### Awards by Ethnicity



- Ethnicity**
- ☒ American Indian
  - ☒ Asian/Pacific Islander
  - ☒ Black
  - ☒ Hispanic
  - ☒ Multi-Racial
  - ☒ Non-Resident Alien
  - ☒ Unknown
  - ☒ White

- Gender**
- ☒ Female
  - ☒ Male
- Sector**
- ☒ Private for-profit less-than 2-year
  - ☒ Private for-profit 2-year
  - ☒ Private for-profit 4-year or above
  - ☒ Private not-for-profit 2-year
  - ☒ Private not-for-profit 4-year or above
  - ☒ Public less-than 2-year
  - ☒ Public 2-year
  - ☒ Public 4-year or above

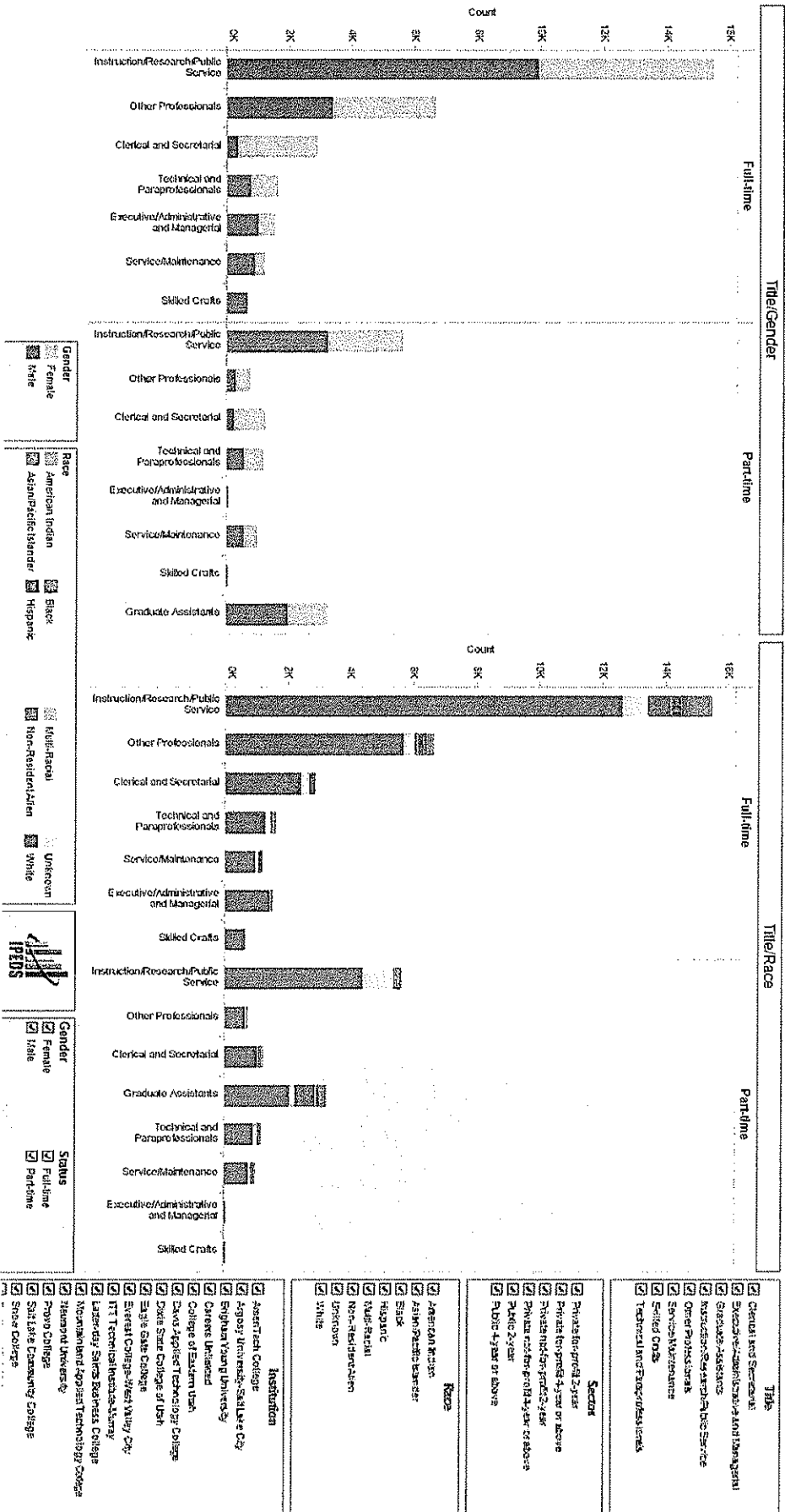
- Institution**
- ☒ AmeriTech College
  - ☒ Argosy University-Salt Lake City
  - ☒ BridgeLand Applied Technology College
  - ☒ Brigham Young University
  - ☒ Canoe College of Essential Beauty
  - ☒ Careers Unlimited
  - ☒ College of Eastern Utah
  - ☒ Dallas Roberts Academy of Hair Design & Aesthetics
  - ☒ Davis Applied Technology College

### Awards by CIP Code, Institutions, and Degree Level

| CIP-2 Name                                                   | Institution                     | Award Level                                        |                                                    |                                    |                                    |                                    | Bachelors degree | Doctors degree - practice | Doctors degree - research |
|--------------------------------------------------------------|---------------------------------|----------------------------------------------------|----------------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------|---------------------------|---------------------------|
|                                                              |                                 | Award of at least 1 but less than 2 academic years | Award of at least 2 but less than 4 academic years | Award of at least 4 academic years | Award of less than 1 academic year | Award of less than 1 academic year |                  |                           |                           |
| Agriculture, Agriculture Operations and Related Sciences     | Brigham Young University        | 1                                                  |                                                    |                                    |                                    |                                    | 75               |                           |                           |
|                                                              | Snow College                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Southern Utah University        | 1                                                  |                                                    |                                    |                                    |                                    | 10               |                           |                           |
|                                                              | Utah State University           | 5                                                  | 2                                                  |                                    |                                    |                                    | 33               |                           |                           |
|                                                              | <b>Total</b>                    | <b>6</b>                                           | <b>2</b>                                           |                                    |                                    |                                    | <b>171</b>       |                           |                           |
| Architecture and Related Services                            | Snow College                    | 1                                                  |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    | <b>1</b>                                           |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Area, Ethnic, Cultural, Gender, and Group Studies            | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Biological and Biomedical Sciences                           | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Business, Management, Marketing, and Administrative Services | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Cixie State College of Utah     |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Salt Lake Community College     | 11                                                 |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Snow College                    | 9                                                  |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Communications, Journalism, and Related Programs             | Southern Utah University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Education and Training                                       | Utah Valley University          |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Weber State University          | 3                                                  |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Western College                 |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    | <b>3</b>                                           |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Engineering and Technology                                   | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Cixie State College of Utah     |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Salt Lake Community College     |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Health, Physical, and Life Sciences                          | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Humanities                                                   | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Mathematics and Statistics                                   | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Physical, Health, and Life Sciences                          | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Social and Behavioral Sciences                               | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| The Arts                                                     | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| Unclassified                                                 | Brigham Young University        |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | University of Utah              |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | Utah State University           |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
|                                                              | <b>Total</b>                    |                                                    |                                                    |                                    |                                    |                                    |                  |                           |                           |
| <b>Total</b>                                                 | <b>Brigham Young University</b> | <b>1</b>                                           | <b>1</b>                                           | <b>1</b>                           | <b>1</b>                           | <b>1</b>                           | <b>1,179</b>     | <b>1</b>                  | <b>1</b>                  |
|                                                              | <b>University of Utah</b>       | <b>1</b>                                           | <b>1</b>                                           | <b>1</b>                           | <b>1</b>                           | <b>1</b>                           | <b>1</b>         | <b>1</b>                  | <b>1</b>                  |
|                                                              | <b>Utah State University</b>    | <b>1</b>                                           | <b>1</b>                                           | <b>1</b>                           | <b>1</b>                           | <b>1</b>                           | <b>1</b>         | <b>1</b>                  | <b>1</b>                  |
|                                                              | <b>Total</b>                    | <b>3</b>                                           | <b>3</b>                                           | <b>3</b>                           | <b>3</b>                           | <b>3</b>                           | <b>3</b>         | <b>3</b>                  | <b>3</b>                  |

- CIP-2 Name**
- ☒ Agriculture, Agriculture Operations and Related Sciences
  - ☒ Architecture and Related Services
  - ☒ Area, Ethnic, Cultural, Gender, and Group Studies
  - ☒ Biological and Biomedical Sciences
  - ☒ Business, Management, Marketing, and Related Support Services
  - ☒ Communications Technologies-Technicians and Support Services
  - ☒ Communications, Journalism, and Related Programs
  - ☒ Computer and Information Sciences and Support Services
  - ☒ Construction Trades

## IPEDS Employee Summary



March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Dixie State College (DSC) - Campus Master Plan Update

Issue

Dixie State College is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Dixie State College Campus Master Plan on March 27, 2009. The attached letter from DSC summarizes the significant changes proposed. Additional materials, including a summary of "Design Principles", an aerial photograph, and a campus map showing the projected location of the new facilities proposed, are also attached for your information. DSC officials will be present to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Dixie State College updated Campus Master Plan.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment



**Stan Plewe**  
Vice President of Administrative Services  
Phone: 435-652-7504  
Email: splewe@dixie.edu

March 9, 2011

Dr. Gregory L. Stauffer  
Associate Commissioner for Finance and Facilities  
Utah State Board of Regents  
Board of Regents Building - The Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Greg:

We have submitted under separate cover our 2011 Dixie State College of Utah master plan for Regent approval in the March meeting. This cover letter provides an overview of the recommended changes. We request the Regents' favorable consideration of the following changes to the 2010 plan.

1. An addition to the Gardner Student Center. It includes an addition to the bookstore and an expansion of student wellness and activity areas. We have received approval from the Building Board to proceed with the architectural program for this facility.
2. A 300-plus bed student housing complex. This was approved by the Regents and Building Board as a public/private partnership, subject to final Regent endorsement of the agreement following a request for proposal process.
3. A classroom building to the south of the Holland Centennial Commons. This is planned to accommodate record enrollment growth.
4. Minor adjustments to a self-funded athletic complex and a parking structure.
5. A landscape and emergency vehicle access plan to follow the demolition of the Whitehead Student Services Center.

We continue to plan for campus expansion to accommodate growth and will seek land banking funds from both public and private sources.

Respectfully,

Stan Plewe  
Vice President of Administrative Services

c: Pres. Stephen D. Nadauld



# Dixie State College of Utah - Master Plan 2011



To accommodate our rapid growth, The Master Plan proposes new buildings for the campus, reconfigures roads and walkways, addresses the need for more parking and preserves green areas.

## Design Principles:

**1. Social and Intellectual Interaction:** The purpose of the Dixie State campus, as the physical manifestation of the idea of a College, is to bring together a diverse group of people by providing settings that foster learning, creativity, collegiality, and intellectual growth.

The principle of promoting interaction extends beyond the development of appropriate classrooms, courtyards, or quads, to the purposeful creation of many different types of spaces strategically planned, placed, and furnished to encourage informal dialogue in teacher-to-teacher, student-to-teacher, and student-to-student situations. There are three major campus components this principle applies to -- outdoor space and indoor space woven together by a pedestrian campus.

**Outdoor Space:** Open space should support a sense of community, by providing many types and sizes of outdoor meeting and recreation areas. Open space should be designed and maintained to unify the campus by connecting diverse site and building elements together as an attractive whole.

**Indoor Space:** Where outdoor space is common to all campus constituents, individuals occupy indoor space. The building walls mitigate between the two environments. In buildings, opportunities for the exchange of ideas should also be maximized. As with outdoor space, many types and sizes of indoor meeting spaces should be provided for both planned and unplanned interaction. The amount of public space in buildings should be sufficiently generous to allow for this interaction to occur.

**Pedestrian Campus:** Fundamental to the idea of social interaction is the notion of a pedestrian campus. Only when people are outside of their cars do they have an opportunity to engage in the campus environment and community in a meaningful way. Through its design, the campus should encourage the individual to walk or use the transit system to move from place to place, experiencing things such as art and artifacts, and conversations with people along the way.

**2. Respect for Historic and Cultural Influences:** Dixie State College of Utah is celebrating its centennial birthday this year. Education was extremely important to the local pioneers and they made many sacrifices in order for the St. George Stake Academy to open its doors in 1911. That true "Dixie Spirit," lives on in the community and in our students, faculty and staff. Service has always been a way of life at Dixie, we continue to build on our traditional values to keep the "Dixie Spirit" as our vision and constant goal.

**3. Value Sustainable Design:** Sustainable development meets the needs of the present without compromising the ability of future generations to meet their needs. New building designs and remodels shall:

**Utilize sustainable energy practices** such as the use of efficient HVAC Systems, low power use items and renewable energy sources.

**Use sustainable building materials:** Whenever possible, we select materials that are recyclable, renewable, non-toxic, and locally produced.

**Water Efficiency:** By specifying fixtures and appliances that are low flow we can reduce the amount of water consumption saving water and money.

**Waste Management:** The building or space shall be designed in such a manner to encourage recycling and waste reduction.

**4. Utilize Technology:** Technology has become integral in our daily lives. Students are especially in tune with the digital world, and even the way they study is affected by technology. The availability and integration of computers and hand-held devices plays an essential role in the success of an enlightened student environment. Wireless communication has made all spaces on campus an extension of the classroom. The classroom is also taken off campus using Internet based teaching tools. All of these types of technology will be utilized in future buildings and programs in order to create a learning environment that can be molded to the needs of each individual student.



# Existing Main Campus



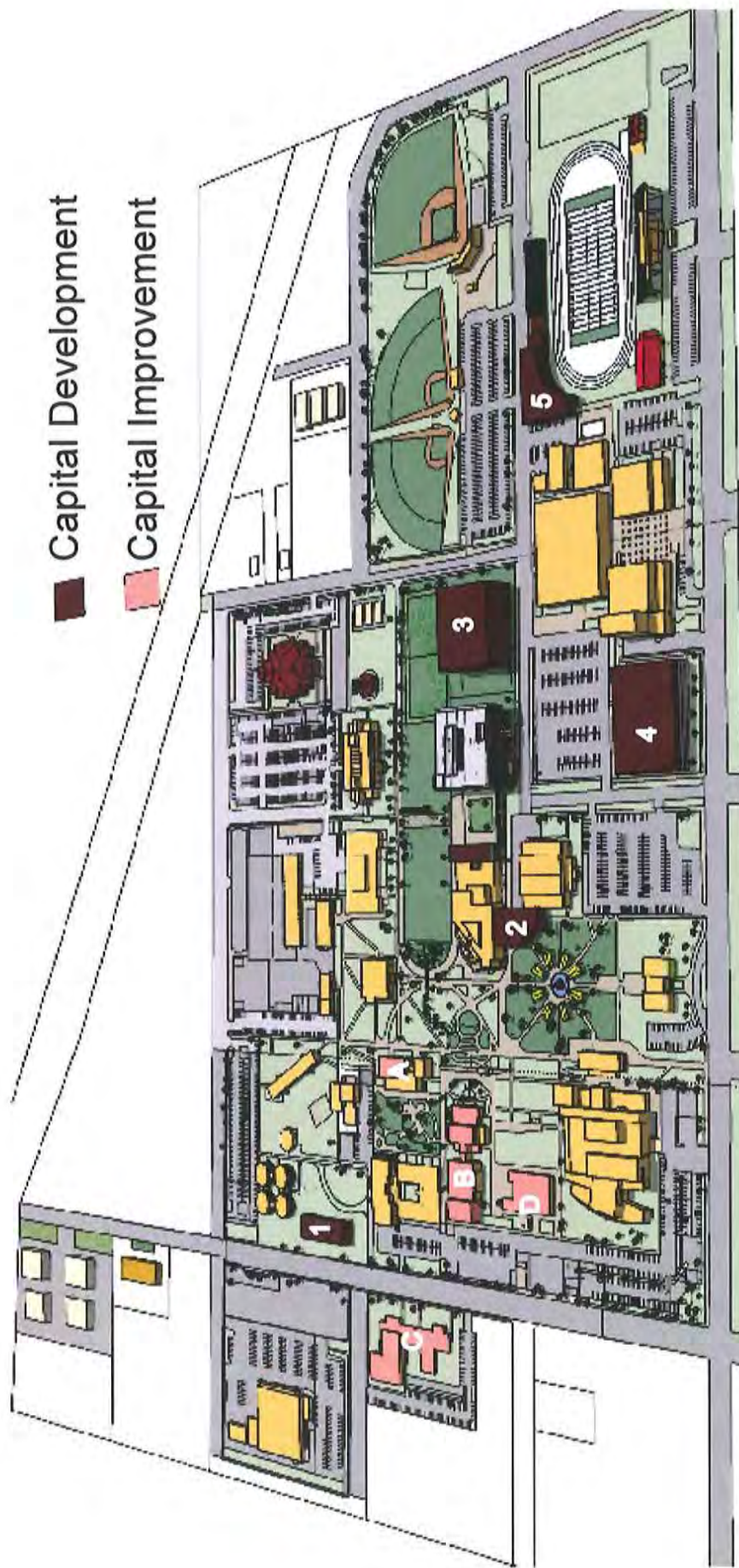
## Design Guidelines:

1. New facilities will be more closely spaced
2. Increase verticality of structures to 4-5 stories
3. Utilize technology to reduce the need for more space
4. Use sustainable concepts campus-wide
5. Strengthen the academic core
6. Group academic communities around open spaces
7. Develop utility extensions to handle growth
8. Acquire properties near campus for land bank
9. Encourage alternate transportation on and off campus
10. Develop housing using public/private partnerships





# Dixie State College of Utah - 2011 Master Plan



## Capital Development

- 1 350 Bed Student Housing (Privately Funded)
- 2 Gardner Student Union Addition (Self Funded)
- 3 New Classroom Building

## Capital Improvement

- A Addition to Browning Learning Center
- B Browning Science/Math Remodel & Addition
- C Education Building Remodel
- D Music and Fine Arts Classroom Building Remodel

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Southern Utah University – Purchase of Commercial Property

Issue

Southern Utah University is requesting approval to purchase a commercial property located at 36 North 300 West, which is contiguous to the SUU main campus.

Background

This property consists of a 4,680 square foot brick office building and a detached out-building that contains 450 square feet. A more complete description of the property is found in the attached copy of the appraisal. It is immediately adjacent to the SUU Alumni House and is within the boundaries identified for future campus expansion in the institution's campus master plan approved by the Regents in August of 2010. The appraised value of the property is \$600,000, but the current owner has agreed to sell it for \$560,000.

The long-term use of the property will be to provide needed parking space for the upper campus, including the Shakespeare Theatre and the new Southern Utah Museum of Art. The short-term use will be to continue to rent the space to private tenants. At present, there are two tenants: an attorney who has leased the space for many years and who has no interest in moving, and a home-security company that rents month-to-month who might terminate at any time, but currently pays rent faithfully. These current leases total \$3,900 per month and SUU officials are very optimistic about their ability to continue to rent the building, given the proximity to campus.

The majority of the funds for the purchase have been accumulated in a land-acquisition account. Any residual amount needed will be provided from auxiliary and service enterprise reserves. Copies of the SUU request letter, the licensed appraisal, and an aerial photograph are attached for your information. In addition, University officials will be present to answer any questions you might have.



Commissioner's Recommendation

The Commissioner recommends approval of this purchase at the specified price of \$560,000.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH

Attachments (Remove if none)

Vice President for Finance & Facilities

March 7, 2011

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

Dear Commissioner Sederburg:

Southern Utah University requests permission to purchase a piece of commercial property located at 36 North 300 West, which is contiguous to the SUU main campus and in our Master Plan area. The seller has agreed to accept our offer of \$560,000 which is \$40,000 below the appraised value.

The property is currently rented and this arrangement will continue. Current leases equal \$3,900 per month with one long-term tenant and another month-to-month tenant. There is little doubt that, with the close proximity to the SUU campus, this property will continue to be rented. Our goal is to acquire additional properties in this block to provide parking for SUMA and Shakespeare.

The majority of funding for this purchase is SUU's land acquisition account with the remainder coming from auxiliary and service enterprise reserves.

An aerial view of the subject property, along with the appraisal, is attached.

**Description:**

5,000 square foot recently remodeled commercial office building located at 36 N 300 West, Cedar City Utah, 84720.

If there are questions or additional information is needed, please contact me at 435-586-7721, or [page@suu.edu](mailto:page@suu.edu).

Sincerely,

Dorian G. Page  
Vice President for Finance and Facilities

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





**REAL ESTATE APPRAISALS, CONSULTING & FEASIBILITY STUDIES**

**393 E. Riverside Dr. Ste 102 ST. GEORGE, UTAH 84790 (435) 673-7720 FAX (435) 673-7718**

January 26, 2011

Pete Heilgeist

Southern Utah University

351 West Center Street

Cedar City, UT 84720

RE: Office Building

36 North 300 West

Cedar City Utah, 84720 (Our File # DL004-0111)

Dear Mr. Heilgeist:

At your request I have inspected the above referenced property in order to form an opinion of its market value. The last date of inspection was January 16, 2011 which is also the date of the value opinion for the subject property.

The property is located in a secondary commercial location with adequate access and frontage from 300 West Street. The subject property consists of a brick office building that was built in 1952 and contains a total of 4,680 square feet above grade. Approximately 185 square feet was added in 2009 to the north end of the building, on the west side. The entire west side office was remodeled at the same time. The exterior of the building looks to be in average condition and has had new windows installed throughout in 2007/2008. The east portion of the building is occupied was extensively remodeled in 2007/2008 and is considered to be in relatively good overall condition.

Mr. Heilgeist  
January 26, 2011  
Page 2

In addition to the main building area, the subject property also has a detached building that is partially finished and looks to be heated. The out building consists of 420 square feet. The property also has a partial basement which is used for additional storage, the basement contains a total of 450 square feet. Each approach to value is considered, but the cost approach was eliminated because it has little relevance in the current market and there are no land sales to speak of. The Sales Comparison Approach and Income Approach have been developed as part of the analysis. The sales data for this type of property is quite limited at the present time. As such, the Income Approach is considered to provide the best indication of value for the subject property.

Based on the data and analysis contained in the attached summary report and subject to the assumptions and limiting conditions outlined therein, my opinion of value for the "Fee Simple Interest" of the subject property is;

**"AS-IS" MARKET VALUE OF 4,680 SF OFFICE BUILDING & 870 SF OF STORAGE**  
**\$600,000**

**SIX HUNDRED THOUSAND DOLLARS**

If we may be of further assistance to you in this matter, please feel free to contact us.

Sincerely,

MORLEY & McCONKIE, L.C.

Damon P. Lawlis

Certified General Real Estate Appraiser

Utah # 5732525-CG00 Expires 10/31/2012

Nevada # A.00007288-CG Expires 04/30/2011

Arizona # 31784 Expires 05/31/2012

DL/sl/jb,

Enc.



Alumni House

Subject Property  
36 North 300 West



**SUU** SOUTHERN  
UTAH  
UNIVERSITY

Aerial Photo Date: March 13, 2007

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Peer Institutions List: University of Utah

Background

The Commissioner's Office continues to move through the 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 the University of Utah (UofU). The recommended list accompanies this item.

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. Board of Regents policy R508 provides guidance for the creation and approval of peer institutions groups; utilizing those guidelines, the UofU and OCHE have completed the task of reviewing the UofU peer list.

Issue

The University of Utah peer institution list would, expectedly, include a group of institutions whose mission, or role and scope, is well established. For the UofU, that would include an emphasis on graduate as well as undergraduate education, a wide variety of professional schools, and a sufficient amount of sponsored research to be placed within the top tier nationally. It would also be important that the list of peers include institutions with medical schools and hospitals. Finally, it would be expected that on various measures of interest, such as number of students or research expenditures, the UofU would typically land somewhere in the middle of the list. In undertaking this peer review 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. Among the more important variables reviewed were:

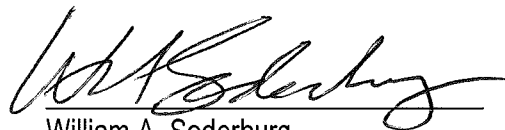
- Size and service area
- Student body characteristics
- Research activity
- Carnegie classification
- Academic degree and program mix
- Student admissions scores & selectivity

Utilizing the NCHEMS information, OCHE and the UofU worked collaboratively to review the list of potential institutions for purposes of compiling a collectively agreed upon list. Not unexpectedly in this particular instance, the unanimous consensus is that the existing peer institution list for the University of Utah continues to be the most appropriate listing of peers. This listing represents a like group of public research institutions, one that both the Commissioner's Office and the University of Utah are comfortable will provide helpful comparisons in the coming years.

(Please see Appendix A – UofU Peer Institution List)

Commissioner's Recommendation

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



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS  
Attachment



## APPENDIX A

(Memo UofU Peer Institution List 3-9-11)

University of Utah Peer Institution List:

| Institution                      | Location            | Total Headcount Students | Full-time Faculty | Percent Bachelors | Doctoral Programs | Ratio of Research to Instructional Expenditures |
|----------------------------------|---------------------|--------------------------|-------------------|-------------------|-------------------|-------------------------------------------------|
| U of California - Irvine         | Irvine, CA          | 26,984                   | 1,009             | 78%               | 17                | 0.51                                            |
| U of California – San Diego      | La Jolla, CA        | 27,520                   | 1,010             | 74%               | 16                | 1.28                                            |
| U of Cincinnati – Main Campus    | Cincinnati, OH      | 29,617                   | 1,286             | 57%               | 16                | 0.64                                            |
| U of Illinois - Chicago          | Chicago, IL         | 25,835                   | 1,239             | 55%               | 18                | 0.50                                            |
| U of Iowa                        | Iowa City, IA       | 29,152                   | 1,337             | 69%               | 20                | 0.85                                            |
| U of New Mexico                  | Albuquerque, NM     | 25,754                   | 933               | 66%               | 15                | 0.69                                            |
| U of N Carolina – Chapel Hill    | Chapel Hill, NC     | 28,567                   | 1,600             | 59%               | 21                | 0.59                                            |
| U of Pittsburgh                  | Pittsburgh, PA      | 27,562                   | 1,661             | 52%               | 19                | n/a                                             |
| U of Virginia                    | Charlottesville, VA | 24,541                   | 1,186             | 57%               | 18                | 0.94                                            |
| U of Washington – Seattle campus | Seattle, WA         | 39,765                   | 1,881             | 65%               | 22                | 0.70                                            |
| U of Utah                        | SLC, UT             | 28,211                   | 1,275             | 68%               | 18                | 0.85                                            |

All data represents 08-09 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.

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Utah Educational Savings Plan (UESP) Line of Credit

Issue

UESP needs to renew its line of credit that facilitates investing account owners' contributions without the delays caused by uncollected funds.

Background

UESP receives contributions by check, Automated Clearing House (ACH), payroll contribution, and bank wire. Prior to investing contributions, UESP deposits the funds into its bank account. Normally the funds are invested the following business day. From time to time, however, some of the funds cannot be invested the next business day, because not enough collected funds are available in UESP's bank account to invest, according to account owners' instructions.

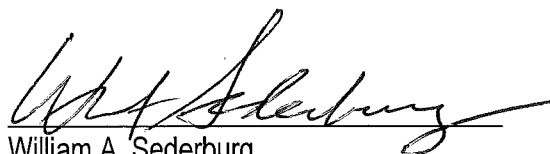
The three primary sources for the delays are (1) the two-day float imposed by the bank on deposited checks, rendering only 70% of deposited funds available the next day; (2) funds moving between the various underlying investments in UESP, which may cause a delay in available funds; and (3) the bank's rejection of some contributions, usually due to insufficient funds in the contributor's bank account.

In April 2010, the Board of Regents approved the renewal of UESP's line of credit from Zions Bank for an additional year and also increased the limit to \$1.5 million. The line of credit has eliminated the necessity of withholding funds from next-day investment. Based on their analysis, UESP requests that the Board renew the line of credit to bridge the periodic one-day delay of collected funds. This line of credit will enable UESP to continue providing the increased level of customer service, and support the growth of the program. The estimated annual cost for the bank fee and interest is \$3,600.

Both the Student Finance Subcommittee and Assistant Attorney General Tom Anderson have reviewed and approved the terms of the line of credit.

Commissioner's Recommendation

The Commissioner recommends the Regents approve UESP renewing a \$1.5 million line of credit to bridge the periodic one-day delay of collected funds. In addition, the Commissioner recommends the Regents provide UESP the ability to renew, upon approval of document language by an Assistant Attorney General, the line of credit in the future if the terms of the contract do not materially change. Material changes include (1) any increase in the line of credit limit or (2) an increase of more than 50 basis points in the rate UESP is charged by Zions Bank. This line of credit will enable UESP to maintain a high level of customer service, and support the growth of the program.



William A. Sederburg  
Commissioner of Higher Education

WAS/CSM

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah Dee Glen Smith Athletics Center Project Bonding

Issue

The University has requested bonding authorization in the amount of \$20 million to fund the approved Dee Glen Smith Expansion project approved by the Regents as a non-state funded project at their August 27, 2010 meeting.

Background


This project was approved by the Regents as one of the non-state funded projects to be forwarded to the Legislature for consideration. The project was subsequently reviewed and approved by the State Building Board and the Infrastructure and General Government Appropriations Subcommittee of the Utah State Legislature. At the time the project was approved, the sources of funds to build the facility were identified to be donor and athletics funds. Two things have occurred since the time this project was identified as an important addition to the football program facilities. First, the University accepted an invitation to join the PAC 10 Athletic Conference. This move accelerated the need for this facility and resulted in the decision to request bonding authorization to commence work as soon as possible. Secondly, as a result of the fund-raising efforts for the facility and the need to accelerate construction, the University was recently presented with an opportunity where the interest associated with a bond issuance may be paid by a donor.

The requested bond amount is \$20 million, which is the same project cost amount approved last August, plus amounts necessary for a debt service reserve and to pay costs of issuance. The funds for repayment of the bond are identified to be donated funds and funds to be received by the University from PAC-12 television contract revenues. These revenues are pledged to the extent sufficient donated funds are not received. The PAC 12 revenues will be phased in over the next several years with \$2.5 million to be received in FY 2012 and increasing thereafter through 2015.

Because of the imminent conclusion of the legislative session, this item was presented to and approved by both the State Building Board and the Regents' Executive Committee on March 2, 2011, with assurances from the appropriate legislative leaders that bonding would be approved in this session. Copies of relevant information are attached for your information. The formal documents to issue the bonds will be brought to the Regents for final approval in a subsequent meeting.

Commissioner's Recommendation

The Commissioner requests the Board ratify the aforementioned action taken by the Executive Committee.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment





February 28, 2011

Office of the Vice President  
for Administrative Services

Dr. Gregory L. Stauffer  
Associate Commissioner  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Re: Dee Glen Smith Athletics Expansion

Dear Dr. Stauffer,

Please find attached (1) a February 16, 2011 letter sent to the Director of DFCM, Mr. Gregg Buxton, and (2) a resolution for the Utah State Board of Regents requesting authorization to issue debt, including revenue bonds, for the Dee Glen Smith Athletics Expansion project.

Mr. Jason Perry, University of Utah's Vice President of Government Affairs, in a conversation recently with Mr. Buxton brought this late breaking opportunity to his attention. Mr. Buxton advised that the University submit a letter to his office so that this opportunity be included as an agenda item for the March 2, 2011 Utah State Building Board meeting. This request is on the March 2<sup>nd</sup> agenda.

Today, as noted in the resolution, the Executive Committee of the University's Board of Trustees approved the request to issue debt for referenced project.

Recently, Mr. Arnold B. Combe, University of Utah's Vice President for Administrative Services, talked to Board of Regent Chairman David Jordan requesting advice and support for securing Regent approval.

Pursuant to Chairman Jordan's advice, this letter respectfully requests that the attached resolution be submitted for Board of Regent approval as soon as conveniently possible. I, or any number of University administrators, are available to answer questions.

Thank you for consideration and support of this request.

Sincerely,

Michael G. Perez  
Associate Vice President  
University of Utah

Attachments: Letter to Mr. Gregg Buxton, February 16, 2011  
Resolution to the Utah State Board of Regent



Office of the Vice President  
for Administrative Services

February 16, 2011

Mr. Gregg Buxton, Director  
Division of Facilities Construction and Management  
State Office Building Room 4110 PO Box 141160  
Salt Lake City, UT 84114-1160

Dear Gregg:

***RE: UNIVERSITY OF UTAH DEE GLEN SMITH ATHLETIC CENTER EXPANSION***

As you know, earlier this year the Building Board approved the Dee Glen Smith Athletic Center Expansion; an "other funds" project. This project was also reviewed and approved by the Infrastructure and General Government Appropriations Subcommittee of the Utah State Legislature.

The Athletics Department was recently presented with an opportunity where the interest expense associated with a bond issuance may be paid by a donor. Coupled with continued fund raising, this opportunity presents the Athletic Department a favorable financial option should bonding be pursued.

Revenues resulting from athletic operations, including PAC 12 proceeds, have been identified to retire the debt.

Prior to obtaining the Legislative authority to issue/sale State Board of Regents --- University of Utah Revenue Bonds, in an amount not-to-exceed \$20 million plus amounts necessary for a debt service reserve and to pay costs of issuance, the University requests State Building Board approval. The Bond proceeds will be used to construct the Dee Glen Smith Athletic Center Expansion.

The University of Utah respectfully requests this item be included on the March 2, 2011 Building Board agenda. Dr. Chris Hill, Director of Athletics, will be present to answer questions of any board members.

Sincerely,

Michael G. Perez  
Associate Vice President

c: Dr. Chris Hill, Athletics Department

I:/DFCM.BldgBoard.Dee Glen Smith Bld 021611

Associate Vice President Facilities Management  
1795 East South Campus Dr Rm 222  
V. Randall Turpin University Services Building  
Salt Lake City, UT 84112-9404  
(801) 581-6510  
FAX (801) 581-6081

Resolution  
of the  
Utah State Board of Regents

Whereas, on February 28, 2011 the Executive Committee of the Board of Trustees approved the issuance of debt to finance all or a portion of the Dee Glenn Smith Athletic Center Expansion (the "Project") that will add increasingly critical space for sports medicine, training and dining facilities for Athletics programs.

Whereas, funding for this project, as originally approved by the Board of Regents, was to come primarily from donors and such fund raising efforts will continue.

Whereas, the Project is a non-state funded project.

Whereas, the Athletics Department was recently presented with a potential opportunity where the interest expense associated with a debt issuance may be paid by a donor and coupled with continued fund raising, this opportunity presents the Athletics Department a favorable financial option should the issuance of debt to finance construction of the expansion be pursued.

And whereas, revenues resulting from Athletics operations, including ticket sales and PAC-12 proceeds, in addition to funds provided from donors, have been identified to retire debt.

Be it therefore resolved, that the University of Utah is hereby authorized to issue debt, including revenue bonds, in an amount not-to-exceed \$20 million, plus amounts necessary to fund capitalized interest, a debt service reserve and costs of issuance.

March 16, 2011

MEMORANDUM

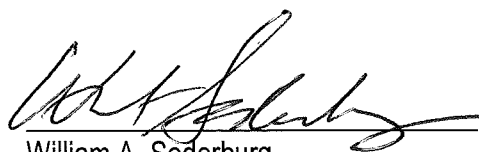
TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: University of Utah – Sale of Donated Properties

Issue

The University of Utah has requested Regent's authorization to sell two donated properties. The properties and their appraised values are described in the attached letter from the University. They are the kind of property and are in locations (Summit and Wasatch counties) that do not serve the University's mission. The properties will be sold as nearly as possible to the appraised value with the proceeds going to the Department of Psychiatry and the College of Social Work as indicated.

Commissioner's Recommendation

The Commissioner recommends authorization of the sale of these properties.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment





Office of the Vice President  
for Administrative Services

March 2, 2011

Dr. Greg Stauffer  
Utah Systems of Higher Education  
Board of Regents – The Gateway  
60 S. 400 West  
Salt Lake City, Utah 84101-1284

Dear Greg:

Would you please place on the next available Regents' consent calendar the following gift property the University would like to sell.

1. Lot 98, Racquet Club Village #3, a Planned Unit Development, Park City, Utah, donated by Justin D. Call and Barbara Call  
Summit County Tax Serial Number: RC-3-98

Appraisal Value - \$285,000

Proceeds – Department of Psychiatry

2. Lot 723, Timber Lakes Plat #7, Heber City, Utah, donated by Frank Pignanelli and D'Arcy Dixon Pignanelli  
Wasatch County Tax Serial Number: OTL-0723

Appraisal Value - \$32,000

Proceeds – College of Social Work

We will sell the properties as near the appraisal price as possible.

Thank you for your help.

Sincerely,

Arnold B. Combe,  
Vice President

ABC/jn

cc: Michael K. Young  
Ralph Hardy

University of Utah  
201 South Presidents Circle, Room 209  
Salt Lake City, Utah 84112-9012  
Office Phone (801) 581-6404  
Fax (801) 581-4972

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University (USU) – Modification of the Regional Campuses and Distance Education Non-state Funded Project

Issue

Utah State University has requested a modification of the Regional Campuses and Distance Education (RCDE) non-state funded project that was approved by the Regents in August of 2010.

Background

The Regents, at their August 25, 2010 board meeting, approved USU's request to build a RCDE non-state funded facility. In addition to providing the needed space for RCDE program growth, the project, as approved, space included was for Utah Education Network (UEN), the Faculty Assistance Center for Teaching (FACT), and Utah Public Radio (UPR). The building was to be located in close proximity to a Quonset Hut that is currently providing space for some of these functions and was scheduled for demolition.

Subsequent to the Regent's August decision, due to funding constraints that prevented UPR from participating in the project, the proposed location of the new RCDE facility was changed from the previously approved site. Instead of demolishing the Quonset Hut, it will remain as the site for UPR. This decision requires moving the RCDE facility to a new site on 700 North, between the Lillywhite and the Industrial Science buildings. The shape of the new site will require a change in the layout of the building and includes additional space. The additional space and the fact that the Quonset Hut will continue to be used, also result in the need for increased O&M support. The estimated cost of \$10 million, to be funded from RCDE revenues, is unchanged. These revised parameters are summarized in the following table and were adopted by the Infrastructure and General Government Joint-appropriations Subcommittee for inclusion in the legislation approving the facility:

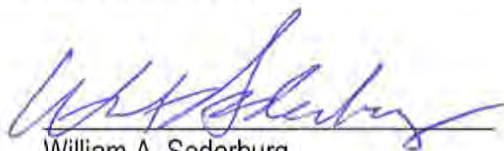
|          | Total Cost Estimate | Gross Sq. Feet | State Funded O&M Request | Source of Funding  |
|----------|---------------------|----------------|--------------------------|--------------------|
| Approved | \$10 million        | 30,000         | \$153,356                | RCDE & UPR Revenue |
| Revised  | \$10 million        | 38,000         | \$291,080                | RCDE Revenue       |

It is important to note that the future request for the state-appropriated O&M support was not authorized by the legislature. USU has advised the office of the Legislative Fiscal Analyst that despite this decision on O&M funding, they must have more space, both for the people working this critical educational component, and for classrooms to deliver the courses required. Presently, USU is delivering over 2,000 individual courses through distance education, providing a significant opportunity for students in rural areas across the state. Without state provided funds, tuition and fees from regional campus students will have to be used to pay the O&M expenses, thereby diminishing the resources available to RCDE to support the cost of instruction to these students.

The following attachments are included to provide additional information about the project: the letter from USU requesting ratification of the changes, a revised Capital Development Project Request, and a campus map showing the proposed location of the facility. Representatives of the University will be present to respond to any questions you might have.

Commissioner's Recommendation

The Commissioner recommends Board ratification of these project revisions.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment





4 March 2011

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:

The location of the Regional Campuses & Distance Education (RCDE) building has changed from the previously approved site. The site change for the RCDE building was necessary due to funding constraints that prevented Utah Public Radio from participating in the project. Utah Public Radio will remain in the existing facility; space that was originally presented to be demolished. Since the existing facility will not be demolished at this time, the amount requested for operation and maintenance was adjusted to account for this change.

The shape of the new site will require the layout of the building to change but the facility will still house RCDE, Utah Educational Network (UEN), and the Faculty Assistance Center for Teaching (FACT) departments as well as classrooms for RCDE classes and general university use.

Utah State University requests this information item be placed on the calendar for the 25 March 2011 meeting to ratify support for the site change.

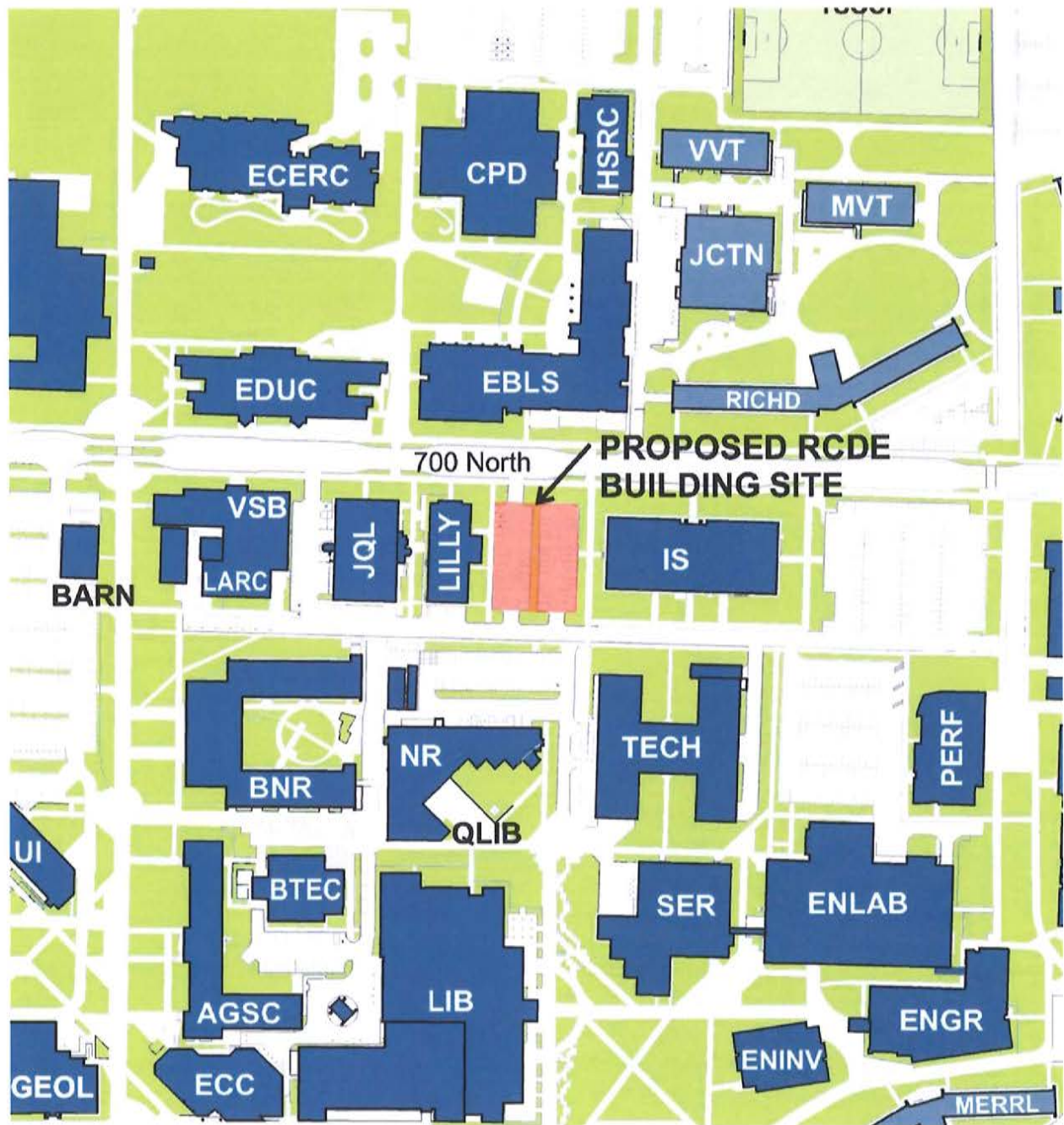
Sincerely,

David T. Cowley  
Vice President for Business and Finance

c: Stan Albrecht  
Gregory L. Stauffer



Proposed RCDE Building Site



**FY2012**  
**Other Funded Capital Development Project Request**  
**(REVISED)**

**Agency/Institution:** Utah State University

**Project Name:** Regional Campuses and Distance Education (RCDE) Building

**Preliminary Cost Estimate:** \$10 M

**Total Project Space (Gross Square Feet)** 38,000

New Space (Gross Square Feet) 38,000

Remodeled Space (GSF) 0

Space to be Demolished (GSF) 0

**Increase in State Funded O&M** \$ 291,080

**New Program Costs** \$0

**New FTEs Required for O&M** 3

**New FTEs Required for Programs** 0

**Sources of Funding** \$10 M

This project will be funded by the RCDE department.

**Previous State Funding** \$0

**Project Description:**

Utah State University's Regional Campuses and Distance Education (RCDE), in partnership with other university and state affiliated units, propose to construct a building on the USU Logan central campus. The new building is anticipated to be roughly 38,000 square feet, 3-4 stories with or without a basement.

The building will house three departments on campus: Regional Campuses and Distance Education (RCDE), Utah Educational Network (UEN), and the Faculty Assistance Center for

Teaching (FACT). The building will provide new distance education classrooms, which will be available to all colleges on campus.

The new building will be constructed along 700 North, in an existing parking lot and adjacent to the Lillywhite and Industrial Science buildings.

### **Project Justification:**

RCDE is experiencing significant growth and success, as online enrollment and regional campuses continue to expand. These programs represent the largest enrollment growth at USU in recent years. Additionally, the classrooms built by the RCDE program are largely used in the evening hours. The classrooms will become available for central scheduling when not needed for RCDE.

### **Planning/Programming:**

RCDE has completed programming the building, with the design and construction phases to follow quickly. The building has an anticipated completion date for the summer of 2012.

### **Site and Infrastructure:**

The site has been selected for several reasons. The building size is conducive to this smaller site on 700 North, and the utility tunnel is close by. The site also allows for future expansion if the RCDE program continues to grow.

The new building is in close proximity to existing buildings and pedestrian paths. Access to these buildings will need to be considered during the construction phase.

This site will be very convenient for students accessing the new classrooms during the day, and faculty lots will be available for student parking in the evening.



March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Legislative Update: Capital Facilities Funding

The recently concluded State Legislature funded Capital Development Projects totaling \$88,516,000 of which USHE received \$48,535,000 which is 55% of the statewide total. They also provided \$53,648,600 of statewide Capital Improvement Funding and authorized several USHE non-state funded projects. These project approvals are broken down into the following categories:

1. General Obligation Bond Capital Facilities Funding – Three capital facilities requests were funded by legislative authorization to issue general obligation bonds as follows: WSU Davis Campus Professional Classrooms Building and Central Plant, \$31,535,000; USU Business Building Addition/Remodel, \$14,000,000; and SLCC Herriman Land Purchase, \$3,000,000. The relevant amounts of future O&M funding (\$725,000 for WSU and \$797,000 for USU) were also authorized to be transferred when the buildings are completed. The \$3,000,000 provided for the SLCC Herriman land purchase is partial funding for the \$9.9 million total cost of that land. The Regents' highest priority request of \$50 million for the UU HTW and Electrical Infrastructure was not funded.
2. Capital Improvement Funding – The \$53,648,600 funded, while an increase of \$2,963,200 over the current year amount of \$50,685,400, continues to be far below the statutory minimum that requires this funding to be .9% of the replacement cost of state buildings. The amount provided is .63%, and the legislature again accommodated this departure from statute by amending the statute for the fourth consecutive year. Funding this item at the statutory minimum would have required an additional \$31.5 million. The USHE portion of these funds will be determined by the State Building Board in their meeting on April 6, 2011, but the tentative USHE allocation is approximately \$27.5 million, or about 60% of the amount allocated statewide after subtracting a portion for statewide programs and contingencies.
3. Non-state Funded Projects - Several non-state funded projects were approved that are summarized in the table that follows. The authorizations include approval to build, plan, and bond as noted in the table.



| Institution | Project                                      | Amount       | Building Authority | Bonding Authority | O&M Request* |
|-------------|----------------------------------------------|--------------|--------------------|-------------------|--------------|
| UU          | Ambulatory Care Complex Parking Structure    | \$16,328,000 | Yes                | Yes               | n/a          |
| UU          | Healthcare Medical Services Building         | \$25,857,000 | Yes                | Yes               | n/a          |
| UU          | Dee Glen Smith Athletics Complex Expansion   | \$20,000,000 | Yes                | Yes               | n/a          |
| UU          | South Jordan Health Care Facility            | \$66,000,000 | n/a                | Yes               | n/a          |
| USU         | Art Barn Addition                            | \$2,500,000  | Yes                | n/a               | \$35,000     |
| USU         | Regional Campuses & Distance Education Bldg. | \$10,000,000 | Yes                | n/a               | \$291,080    |
| USU         | Athletics Competition & Practice Facility    | \$7,500,000  | Yes                | n/a               | \$61,000     |
| WSU         | Davis Campus Professional Classrooms Bldg.   | \$8,400,000  | Yes                | Yes               | n/a          |
| UVU         | Student Life & Wellness Building             | \$40,000,000 | Yes                | Yes               | n/a          |
| UVU         | Parking Structure                            | \$8,000,000  | Yes                | Yes               | n/a          |
| Snow        | Student Housing                              | \$15,689,000 | Yes                | Yes               | n/a          |

Several of these projects were not eligible for state-funded O&M funding and none was requested by the institutions. Three USU projects did qualify under long-standing criteria used by the Regents, DFCM, and the Legislature but were not authorized to ask for the O&M when the projects come on line. This makes a total of 17 buildings over the past three years that were either not funded for qualifying O&M or were not authorized to seek the O&M funding at the appropriate time. The total amount of foregone O&M funding now totals \$3.8 million as noted in the following table.

| Institution | Project                                       | Unfunded O&M |
|-------------|-----------------------------------------------|--------------|
| FY 2010     |                                               |              |
| UU          | Sutton Geology Building                       | \$ 480,600   |
| UU          | Lassonde Entrepreneurial Center               | 58,600       |
| UU          | Red Butte Arboretum Visitors Center           | 6,800        |
| UU          | Moran Eye Center Phase I                      | 235,000      |
| UU          | Meldrum Building                              | 76,400       |
| USU         | Agriculture Equine Education Center           | 389,400      |
| USU         | Tooele Regional Campus                        | 137,900      |
| USU         | Early Childhood Development Building          | 541,400      |
| WSU         | Hurst Lifelong Learning Center                | 487,600      |
| DSC         | Training Facility                             | 210,500      |
| UVU         | Murdock Property                              | 129,200      |
| FY 2011     |                                               |              |
| UU          | Eyring Chemistry Building Addition            | 344,900      |
| USU         | Botanical Center Classroom Building           | 58,300       |
| SUU         | Southern Utah Museum of Arts                  | 238,000      |
| FY 2012     |                                               |              |
| USU         | Regional Campus & Distance Education Building | 291,000      |
| USU         | Art Barn                                      | 35,000       |
| USU         | Athletics practice & Competition Center       | 61,000       |
| Total       |                                               | \$ 3,781,600 |

Some of these projects are already on-line, and since O&M expenses are essentially fixed costs, they have required institutions to reduce other budgets to compensate. When additional projects come on-line the ensuing costs will result in further reallocations. Ultimately, the ability of institutions to attract non-state funds to meet future capital facilities needs might be jeopardized should this lack of support for O&M funding continue.

Commissioner's Recommendation

This is an information item. No action is required.

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

William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Legislative Update: Budget Summary

Background

The recently completed 2011 Legislative Session brings numerous changes to the budgets within the Utah System of Higher Education. The System experienced several important budgetary victories during the Session, and a couple of important new programs and buildings received funding. At the same time, appropriations were not made available for employee salary increases, enrollment growth, or O&M dollars on non-state funded building projects, and the System received an average on-going base reduction of 2.25%.

Issue

The following seven tables summarize major budget changes that occurred as a result of actions taken during the 2011 Legislative Session:

- Summary of Appropriations, 2011 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities for 2011-12
- 2011-12 Operating Budget Comparison (Tax Funds Only)
- 2011-12 Tax Fund Appropriations by Institution (Pre Recession to Present)
- 2011-12 Tax Fund Appropriations by Institution (FY2010-11 Vs FY2011-12)
- Comparison of New Appropriated Ongoing Operating Budgets
- 2011-12 Appropriations Detail (6 pages)

Footnotes that apply to changes in appropriations detail that are displayed throughout these documents can be found on the bottom half of the first attached summary, labeled "Summary of Appropriations, 2011 General Session (Tax Funds Only)".

Commissioner's Recommendation

This item is for information only.

  
William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/PCM  
Attachment



**Summary of Appropriations, 2011 General Session (Tax Funds Only)**

(Includes 8 Two- &amp; Four-year Institutions, SBR Statewide Programs, and SBR Administration)

(Includes Federal Stimulus (ARRA) Funding)

|                                                                           | <u>Appropriations</u> | <u>% Change From<br/>Base</u> |
|---------------------------------------------------------------------------|-----------------------|-------------------------------|
| <b>2008-09 On-going Operating Appropriations Base Budget*</b>             | <b>\$766,958,600</b>  |                               |
| <hr/>                                                                     |                       |                               |
| 2008-09 - 2010-11 On-going Adjustments                                    |                       |                               |
| On-going Budget Changes (2008-09 - 2010-11)                               | (92,955,000)          | -12.1%                        |
| 2010-11 One-time Adjustments                                              |                       |                               |
| One-time Adjustments**                                                    | (586,500)             |                               |
| <b>Total Budget Adjustments</b>                                           | <b>(93,541,500)</b>   |                               |
| <b>Revised 2010-11 Appropriation (Base, One-Time &amp; Supplementals)</b> | <b>\$673,417,100</b>  |                               |
| <hr/>                                                                     |                       |                               |
| 2011-12 On-going Adjustments                                              |                       |                               |
| Program Increases <sup>(2)</sup>                                          | (12,713,600)          | -1.7%                         |
| Subtotal - On-going Adjustments                                           | (\$12,713,600)        | -1.7%                         |
| <b>2011-12 On-going Budget</b>                                            | <b>\$661,290,000</b>  | -13.8%                        |
| 2011-12 One-time Adjustments                                              |                       |                               |
| Program Increases <sup>(3)</sup>                                          | 6,540,500             | 0.9%                          |
| Subtotal - One-time Adjustments                                           | \$6,540,500           | 0.9%                          |
| <b>2011-12 Appropriation (Base plus 2011-12 Adjustments)</b>              | <b>\$667,830,500</b>  | -12.9%                        |

\* Base Budget Prior to Budget Cuts - Base Budget used to Calculate all Percentages Listed Above

\*\*Primarily Federal Stimulus (ARRA) Funds

**(1) Supplemental Adjustments**

|                                                |                |
|------------------------------------------------|----------------|
| SB 3 (USU ARRA Funding Swap - State Tax Funds) | (\$17,887,300) |
| SB 3 (USU ARRA Funding Swap - ARRA Funds)      | \$17,887,300   |
| <b>Total Supplemental Adjustments</b>          | <b>\$0</b>     |

**(2) Program Increases - Ongoing**

|                                                  |              |
|--------------------------------------------------|--------------|
| SB 7 Base Budget Bill                            | (47,180,300) |
| SB 2 Partial Restoration of Base Budget Cut      | 34,285,400   |
| SB 2 Risk Management Premium Reduction           | (281,900)    |
| SB 2 Regents' & New Century Scholarship          | 888,000      |
| SB 2 Health Insurance Reduction                  | (5,386,900)  |
| HB 57 (USU Vet Med Partnership)                  | 1,700,000    |
| SB 3 Partial Restoration of Health Ins Reduction | 1,500,000    |
| SB 3 (U of U Health Sciences)                    | 1,762,100    |

**(3) Program Increases - One-Time**

|                                    |               |
|------------------------------------|---------------|
| SB 2 O&M One-Time Cut              | (\$2,859,200) |
| SB 3 (SUU Shakespeare)             | \$500,000     |
| SB 3 (USU Caine Music Dept)        | \$50,000      |
| SB 3 (USU Large Animal Prog)       | \$2,000,000   |
| SB 3 Early College                 | \$54,000      |
| SB 3 Excellence in Education       | 4,485,700     |
| SB 3 (USU Financial Literacy)      | \$10,000      |
| SB 2 Excellence in Education (MBF) | \$1,000,000   |
| SB 3 (U of U Health Sciences)      | 1,300,000     |

Total Program Increases - Ongoing

(\$12,713,600)

Total Program Increases - One-time

\$6,540,500

# Utah System of Higher Education

Legislative Action on Capital Facilities for 2011-12

## STATE-FUNDED CAPITAL IMPROVEMENTS

\$ 53,648,600

Capital Improvement Funds are appropriated to the State Building Board which allocates funds to projects of up to \$2.5 million. USHE typically receives 55-60 percent of these funds.

### STATE FUNDED CAPITAL DEVELOPMENT PROJECTS

|                                                   | Project                                                                | Phase | Legislative Action |               | Future State O&M |
|---------------------------------------------------|------------------------------------------------------------------------|-------|--------------------|---------------|------------------|
|                                                   |                                                                        |       | Cash               | GO Bond       |                  |
| H.B. 4                                            | Weber State University - Professional Programs Classroom Bldg. (Davis) |       |                    | \$ 31,535,000 | \$ 31,535,000    |
| H.B. 4                                            | USU - Business Bldg. Addition/Remodel                                  |       |                    | 14,000,000    | 45,535,000       |
| H.B. 4                                            | SLCC - Herriman Land-bank Purchase                                     |       |                    | 3,000,000     | 48,535,000       |
| TOTAL - STATE-FUNDED CAPITAL DEVELOPMENT PROJECTS |                                                                        |       |                    | \$ 48,535,000 | \$ 1,522,000     |

### OTHER FUNDS PROJECTS

|                              | Project                                                                | Funding Source | Legislative Action |                     | Future State O&M |
|------------------------------|------------------------------------------------------------------------|----------------|--------------------|---------------------|------------------|
|                              |                                                                        |                | Project Approval   | State O&M Requested |                  |
| S.B. 5                       | UU - Ambulatory Care Complex Parking (Phase I)                         | Bonding        | \$ 16,328,000      | n/a                 | n/a              |
| S.B. 5                       | UU - Healthcare Medical Services Building                              | Bonding        | 25,857,000         | n/a                 | n/a              |
| S.B. 5                       | UU - Dee Glen Smith Athletic Center Expansion                          | Bonding        | 20,000,000         | n/a                 | n/a              |
| S.B. 5                       | UU - South Jordan Health Center Purchase                               | Bonding        | 66,000,000         | n/a                 | n/a              |
| S.B. 5                       | USU - Regional Campus & Distance Education Building                    | Inst. Funds    | 10,000,000         | \$ 291,000          | Not Authorized   |
| S.B. 5                       | USU - Art Barn Renovation                                              | Donations      | 2,500,000          | 35,000              | Not Authorized   |
| S.B. 5                       | USU - Athletics Competitive/Practice Facility                          | Donations      | 7,500,000          | 61,000              | Not Authorized   |
| S.B. 5                       | Weber State University - Professional Programs Classroom Bldg. (Davis) | Bonding        | 8,400,000          |                     |                  |
| S.B. 5                       | Snow - Student Housing                                                 | Bonding        | 15,689,000         | n/a                 | n/a              |
| S.B. 5                       | UVU - Student Life & Wellness Building                                 | Bonding        | 40,000,000         | n/a                 | n/a              |
| S.B. 5                       | UVU - Parking Structure                                                | Bonding        | 8,000,000          | n/a                 | n/a              |
| TOTAL - OTHER FUNDS PROJECTS |                                                                        |                | \$ 220,274,000     | \$ 387,000          | 0                |



**2011-12 Operating Budget Comparison (Tax Funds Only)**

Board of Regents' Request as compared to Governor Herbert's budget recommendation

|                                                                   | Board of Regents   | Governor Herbert   |                       | Final Appropriation |                       |                       |
|-------------------------------------------------------------------|--------------------|--------------------|-----------------------|---------------------|-----------------------|-----------------------|
|                                                                   | Amount             | Amount             | Above/<br>(Below) SBR | Amount              | Above/<br>(Below) Gov | Above/<br>(Below) SBR |
| <b>Utah System of Higher Education Budget Priorities</b>          |                    |                    |                       |                     |                       |                       |
| <b>Compensation</b>                                               |                    |                    |                       |                     |                       |                       |
| Base Compensation Package)                                        |                    |                    | \$0                   |                     | \$0                   | \$0                   |
| (Merit/Retention Funding)                                         |                    |                    |                       |                     |                       |                       |
| <b>Enrollment Growth/Economic Development Funding</b>             |                    |                    |                       |                     |                       |                       |
| Enrollment Growth (47% of Unfunded Growth)                        | 11,500,000         | 0                  | (11,500,000)          | \$0                 | 0                     | (11,500,000)          |
| Regents' Priorities                                               |                    |                    |                       |                     |                       |                       |
| Participation Initiatives                                         | 3,494,800          | 0                  | (3,494,800)           | \$0                 | 0                     | (3,494,800)           |
| Completion Initiatives                                            | 3,045,900          | 0                  | (3,045,900)           | \$0                 | 0                     | (3,045,900)           |
| Economic Development Initiatives                                  | 4,959,300          | 0                  | (4,959,300)           | \$0                 | 0                     | (4,959,300)           |
| <b>Operational Imperatives</b>                                    |                    |                    |                       |                     |                       |                       |
| O & M for Non-State Funded Projects                               | 2,985,400          | 0                  | (2,985,400)           | \$0                 | 0                     | (2,985,400)           |
| Internal Service Fund Adjustments                                 | 0                  | (289,100)          | (289,100)             | (\$281,900)         | 7,200                 | (281,900)             |
| SB 7 Base Budget Bill                                             | 0                  | 0                  | 0                     | (\$47,180,300)      | (47,180,300)          | (47,180,300)          |
| SB 2 Partial Restoration of Base Budget Cut                       | 0                  | 0                  | 0                     | \$34,285,400        | 34,285,400            | 34,285,400            |
| SB 2 Health Insurance Reduction                                   | 0                  | 0                  | 0                     | (\$5,386,900)       | (5,386,900)           | (5,386,900)           |
| SB 2 Partial Restoration of Health Ins. Reduction                 | 0                  | 0                  | 0                     | \$1,500,000         | 1,500,000             | 1,500,000             |
| SB 3 (USU Vet Med Program)                                        | 0                  | 0                  | 0                     | \$1,700,000         | 1,700,000             | 1,700,000             |
| SB 3 (U of U Health Sciences)                                     | 0                  | 0                  | 0                     | \$1,762,100         | 1,762,100             | 1,762,100             |
| <b>USHE Programs</b>                                              |                    |                    |                       |                     |                       |                       |
| Regents' Scholarship                                              | 2,492,000          | 0                  | (2,492,000)           | \$600,000           | 600,000               | (1,892,000)           |
| UCOPE                                                             | 5,000,000          | 0                  | (5,000,000)           |                     | 0                     | (5,000,000)           |
| Higher Education Technology Initiative (HETI)                     | 1,366,700          | 0                  | (1,366,700)           |                     | 0                     | (1,366,700)           |
| Utah Academic Library Consortium (UALC)                           | 185,000            | 0                  | (185,000)             |                     | 0                     | (185,000)             |
| New Century Scholarship                                           | 4,921,000          | 0                  | (4,921,000)           | \$288,000           | 288,000               | (4,633,000)           |
| <b>Subtotal - USHE Priority Ongoing Increases</b>                 | <b>39,950,100</b>  | <b>(289,100)</b>   | <b>(40,239,200)</b>   | <b>(12,713,600)</b> | <b>(12,424,500)</b>   | <b>(52,663,700)</b>   |
| <b>One-Time Requests</b>                                          |                    |                    |                       |                     |                       |                       |
| Higher Education Technology Initiative (HETI)                     | \$1,366,700        | \$0                | (\$1,366,700)         | \$0                 |                       | (\$1,366,700)         |
| Utah Academic Library Consortium (UALC)                           | 185,000            | 0                  | (\$185,000)           | 0                   |                       | (185,000)             |
| New Century Scholarship                                           | 0                  | 2,500,000          | \$2,500,000           | (2,500,000)         |                       | 0                     |
| Regents' Scholarship                                              | 0                  | 1,600,000          | \$1,600,000           | (1,600,000)         |                       | 0                     |
| SB 2 Excellence In Education (Mission-Based Funding)              | 0                  | 1,000,000          | \$1,000,000           | \$1,000,000         | 0                     | 1,000,000             |
| Utah Cluster Acceleration Program                                 | 0                  | 500,000            | \$500,000             |                     | (500,000)             | 0                     |
| Online Education                                                  | 0                  | 500,000            | \$500,000             |                     | (500,000)             | 0                     |
| SB O&M One-Time Cut                                               | 0                  | 0                  | \$0                   | (\$2,859,200)       | (2,859,200)           | (2,859,200)           |
| SB 3 (SUU Shakespeare)                                            | 0                  | 0                  | \$0                   | \$500,000           | 500,000               | 500,000               |
| SB 3 (USU Caine Music Dept.)                                      | 0                  | 0                  | \$0                   | \$50,000            | 50,000                | 50,000                |
| SB 3 (USU Large Animal Prog.)                                     | 0                  | 0                  | \$0                   | \$2,000,000         | 2,000,000             | 2,000,000             |
| SB 3 Early College                                                | 0                  | 0                  | \$0                   | \$54,000            | 54,000                | 54,000                |
| SB 3 Excellence in Education                                      | 0                  | 0                  | \$0                   | \$4,485,700         | 4,485,700             | 4,485,700             |
| SB 3 USU Financial Literacy                                       | 0                  | 0                  | \$0                   | \$10,000            | 10,000                | 10,000                |
| SB 3 (U of U Health Sciences)                                     | 0                  | 0                  | \$0                   | \$1,300,000         | 1,300,000             | 1,300,000             |
| Online Education                                                  |                    |                    | 0                     |                     | 0                     | 0                     |
| <b>Total One-time Increases</b>                                   | <b>\$1,551,700</b> | <b>\$6,100,000</b> | <b>\$4,548,300</b>    | <b>\$6,540,500</b>  | <b>\$440,500</b>      | <b>4,988,800</b>      |
| <b>Supplemental Request</b>                                       |                    |                    |                       |                     |                       |                       |
| O&M Requests for Non-State Funded Projects                        | \$2,473,000        | \$0                | (\$2,473,000)         |                     | \$0                   | (\$2,473,000)         |
| <b>Total Supplemental Increases</b>                               | <b>\$2,473,000</b> | <b>\$0</b>         | <b>(\$2,473,000)</b>  | <b>\$0</b>          | <b>\$0</b>            | <b>(\$2,473,000)</b>  |
| <b>Total Appropriation (Ongoing, One-time &amp; Supplemental)</b> | <b>43,974,600</b>  | <b>5,810,900</b>   | <b>(38,163,900)</b>   | <b>(6,173,100)</b>  | <b>(11,984,000)</b>   | <b>(50,147,900)</b>   |

# Utah System of Higher Education

## 2011-12 Tax Fund Appropriations by Institution (Pre Recession to Present)

Includes Stimulus (ARRA) Funds

|                                    | (a)                                      |        | (b)                                                                 |                       | (b)           |                               | (c)                   |              | (d)                                |                       | (e)           |                             |
|------------------------------------|------------------------------------------|--------|---------------------------------------------------------------------|-----------------------|---------------|-------------------------------|-----------------------|--------------|------------------------------------|-----------------------|---------------|-----------------------------|
|                                    | 2008-09<br>Beginning On-<br>Going Budget | Amount | 2008-09 - 2010-11<br>Ongoing Changes (Multi-<br>Year Consolidation) | Amount                | % Change      | 2011-12<br>Ongoing Changes ** | Amount                | % Change     | 2008-09 - 2010-12<br>Total Changes | Amount                | % Change      | 2011-12<br>Operating Budget |
|                                    |                                          |        |                                                                     |                       |               |                               |                       |              |                                    |                       |               | Amount                      |
| <b>2 &amp; 4 Year Institutions</b> |                                          |        |                                                                     |                       |               |                               |                       |              |                                    |                       |               |                             |
| University of Utah                 | \$264,801,700                            |        | (\$32,656,000)                                                      | (\$32,656,000)        | -12.3%        | (\$3,877,500)                 | (\$3,877,500)         | -1.5%        | (\$35,716,300)                     | (\$35,716,300)        | -13.5%        | \$229,085,400               |
| Utah State University              | 181,104,900                              |        | (22,391,600)                                                        | (22,391,600)          | -12.4%        | (2,355,500)                   | (2,355,500)           | -1.3%        | (\$22,932,900)                     | (\$22,932,900)        | -12.7%        | 158,172,000                 |
| Weber State University             | 72,375,800                               |        | (9,292,500)                                                         | (9,292,500)           | -12.8%        | (1,640,600)                   | (1,640,600)           | -2.3%        | (\$10,933,100)                     | (\$10,933,100)        | -15.1%        | 61,442,700                  |
| Southern Utah University           | 34,351,500                               |        | (4,126,600)                                                         | (4,126,600)           | -12.0%        | (798,200)                     | (798,200)             | -2.3%        | (\$4,424,800)                      | (\$4,424,800)         | -12.9%        | 29,926,700                  |
| Snow College                       | 22,701,800                               |        | (3,414,700)                                                         | (3,414,700)           | -15.0%        | (479,600)                     | (479,600)             | -2.1%        | (\$3,894,300)                      | (\$3,894,300)         | -17.2%        | 18,807,500                  |
| Dixie State College                | 23,883,300                               |        | (2,441,800)                                                         | (2,441,800)           | -10.2%        | (542,500)                     | (542,500)             | -2.3%        | (\$3,696,300)                      | (\$3,696,300)         | -15.5%        | 20,187,000                  |
| Utah Valley University             | 68,568,000                               |        | (7,303,800)                                                         | (7,303,800)           | -10.7%        | (1,732,000)                   | (1,732,000)           | -2.5%        | (\$9,864,000)                      | (\$9,864,000)         | -14.4%        | 58,704,000                  |
| Salt Lake Community College        | 70,530,500                               |        | (6,158,300)                                                         | (6,158,300)           | -8.7%         | (1,709,700)                   | (1,709,700)           | -2.4%        | (\$8,458,400)                      | (\$8,458,400)         | -12.0%        | 62,072,100                  |
| SBR Statewide Programs *           | 25,426,200                               |        | (4,648,700)                                                         | (4,648,700)           | -18.3%        | 484,900                       | 484,900               | 1.9%         | \$1,375,900                        | \$1,375,900           | 5.4%          | 26,802,100                  |
| SBR Administration                 | 3,214,900                                |        | (521,000)                                                           | (521,000)             | -16.2%        | (62,900)                      | (62,900)              | -2.0%        | (\$583,900)                        | (\$583,900)           | -18.2%        | 2,631,000                   |
| <b>Subtotal - 2 &amp; 4 year</b>   | <b>\$766,958,600</b>                     |        | <b>(\$92,955,000)</b>                                               | <b>(\$92,955,000)</b> | <b>-12.1%</b> | <b>(\$12,713,600)</b>         | <b>(\$12,713,600)</b> | <b>-1.7%</b> | <b>(\$99,128,100)</b>              | <b>(\$99,128,100)</b> | <b>-12.9%</b> | <b>\$667,830,500</b>        |

### Notes:

\*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

\*\*Refer to Page 1 for detail regarding on-going budget changes

\*\*\*Refer to Page 1 for detail regarding one-time budget changes



# Utah System of Higher Education

## 2011-12 Tax Fund Appropriations by Institution (FY2010-11 VS FY2011-12)

Includes Stimulus (ARRA) Funds

|                                    | (a)                          |  | (b)                     |              | (c)                         |             | (d)                       |              | (e)                      |  |
|------------------------------------|------------------------------|--|-------------------------|--------------|-----------------------------|-------------|---------------------------|--------------|--------------------------|--|
|                                    | 2010-11 Adjusted Base Budget |  | 2011-12 Ongoing Changes |              | 2011-12 One-time Changes ** |             | 2011-12 Total Changes *** |              | 2011-12 Operating Budget |  |
|                                    | Amount                       |  | Amount                  | % Change     | Amount                      | % Change    | Amount                    | % Change     | Amount                   |  |
| <b>2 &amp; 4 Year Institutions</b> |                              |  |                         |              |                             |             |                           |              |                          |  |
| University of Utah                 | \$232,145,700                |  | (\$3,877,500)           | -1.7%        | \$817,200                   | 0.4%        | (\$3,060,300)             | -1.3%        | \$229,085,400            |  |
| Utah State University              | 158,713,300                  |  | (2,355,500)             | -1.5%        | 1,814,200                   | 1.1%        | (541,300)                 | -0.3%        | 158,172,000              |  |
| Weber State University             | 63,083,300                   |  | (1,640,600)             | -2.6%        | 0                           | 0.0%        | (1,640,600)               | -2.6%        | 61,442,700               |  |
| Southern Utah University           | 30,224,900                   |  | (798,200)               | -2.6%        | 500,000                     | 1.7%        | (298,200)                 | -1.0%        | 29,926,700               |  |
| Snow College                       | 19,287,100                   |  | (479,600)               | -2.5%        | 0                           | 0.0%        | (479,600)                 | -2.5%        | 18,807,500               |  |
| Dixie State College                | 21,441,500                   |  | (542,500)               | -2.5%        | (712,000)                   | -3.3%       | (1,254,500)               | -5.9%        | 20,187,000               |  |
| Utah Valley University             | 61,264,200                   |  | (1,732,000)             | -2.8%        | (828,200)                   | -1.4%       | (2,560,200)               | -4.2%        | 58,704,000               |  |
| Salt Lake Community College        | 64,372,200                   |  | (1,709,700)             | -2.7%        | (590,400)                   | -0.9%       | (2,300,100)               | -3.6%        | 62,072,100               |  |
| SBR Statewide Programs *           | 20,777,500                   |  | 484,900                 | 2.3%         | 5,539,700                   | 26.7%       | 6,024,600                 | 29.0%        | 26,802,100               |  |
| SBR Administration                 | 2,693,900                    |  | (62,900)                | -2.3%        | 0                           | 0.0%        | (62,900)                  | -2.3%        | 2,631,000                |  |
| <b>Subtotal - 2 &amp; 4 year</b>   | <b>\$674,003,600</b>         |  | <b>(\$12,713,600)</b>   | <b>-1.9%</b> | <b>\$6,540,500</b>          | <b>1.0%</b> | <b>(\$6,173,100)</b>      | <b>-0.9%</b> | <b>\$667,830,500</b>     |  |

### Notes:

\*The increases for SBR Statewide Programs are a result of appropriations which will directly flow to institutions or students

\*\*Refer to Page 1 for detail regarding o.

\*\*\*Refer to Page 1 for detail regarding one-time budget changes

# Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years <sup>(1)</sup>

|                                              | INCREASE FROM PREVIOUS YEAR |        | USHE Share of                  |
|----------------------------------------------|-----------------------------|--------|--------------------------------|
|                                              | STATE TAX FUNDS             |        | State Tax Funds <sup>(2)</sup> |
| <b>2001-02</b>                               |                             |        |                                |
| Regents' Request                             | \$85,602,500                | 15.9%  |                                |
| Gov. Leavitt's Recommendation                | \$66,885,100                | 12.4%  |                                |
| Final Appropriation                          | \$29,639,800                | 5.5%   | 15.7%                          |
| <b>2002-03</b>                               |                             |        |                                |
| Regents' Request                             | \$42,178,300                | 7.2%   |                                |
| Gov. Leavitt's Recommendation                | (\$10,058,000)              | -1.7%  |                                |
| Final Appropriation <i>(General Session)</i> | (\$18,267,000)              | -3.1%  |                                |
| Revised Appropriation <sup>(3)</sup>         | (\$23,925,400)              | -4.1%  | 16.0%                          |
| <b>2003-04</b>                               |                             |        |                                |
| Regents' Request                             | \$74,073,600                | 13.1%  |                                |
| Gov. Leavitt's Recommendation                | \$18,464,500                | 3.3%   |                                |
| Final Appropriation                          | (\$677,800)                 | -0.1%  | 15.8%                          |
| <b>2004-05</b>                               |                             |        |                                |
| Regents' Request                             | \$89,568,000                | 15.8%  |                                |
| Gov. Walker's Recommendation                 | \$22,694,500                | 4.0%   |                                |
| Final Appropriation                          | \$14,565,200                | 2.6%   | 15.0%                          |
| <b>2005-06</b>                               |                             |        |                                |
| Regents' Request                             | \$52,965,700                | 9.1%   |                                |
| Gov. Huntsman's Recommendation               | \$32,567,500                | 5.6%   |                                |
| Final Appropriation                          | \$41,801,600                | 7.2%   | 14.9%                          |
| <b>2006-07</b>                               |                             |        |                                |
| Regents' Request                             | \$69,149,700                | 11.1%  |                                |
| Gov. Huntsman's Recommendation               | \$52,354,300                | 8.4%   |                                |
| Final Appropriation                          | \$31,439,300                | 5.0%   | 13.9%                          |
| <b>2007-08</b>                               |                             |        |                                |
| Regents' Request                             | \$77,471,200                | 11.9%  |                                |
| Gov. Huntsman's Recommendation               | \$61,454,600                | 9.5%   |                                |
| Final Appropriation                          | \$82,120,600                | 12.6%  | 12.9%                          |
| <b>2008-09</b>                               |                             |        |                                |
| Regents' Request                             | \$94,432,700                | 12.9%  |                                |
| Gov. Huntsman's Recommendation               | \$61,762,900                | 8.4%   |                                |
| Final Appropriation                          | \$34,822,400                | 4.8%   | 14.2%                          |
| <b>2009-10</b>                               |                             |        |                                |
| Regents' Request                             | \$37,488,600                | 4.9%   |                                |
| Gov. Huntsman's Recommendation               | (\$75,792,000)              | -9.9%  |                                |
| Final Appropriation                          | (\$126,348,200)             | -16.5% | 13.9%                          |
| <b>2010-11</b>                               |                             |        |                                |
| Regents' Request                             | \$61,478,900                | 9.6%   |                                |
| Gov. Herbert's Recommendation                | \$3,953,900                 | 0.6%   |                                |
| Final Appropriation                          | \$33,393,200                | 5.2%   | 13.7%                          |
| <b>2011-12</b>                               |                             |        |                                |
| Regents' Request                             | \$39,950,100                | 5.9%   |                                |
| Gov. Herbert's Recommendation                | (\$289,100)                 | 0.0%   |                                |
| Final Appropriation                          | (\$12,713,600)              | -1.9%  |                                |

(1) Includes ongoing requests, recommendations and appropriations for 8 USHE institutions and Board of Regents line item

(2) This column includes both ongoing and one-time appropriations (Taken from USHE Data Book Tab G Table 4 calculations)



# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

|                                                                                                                                        | USHE TOTAL    | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| <b>2010-11 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts</b> |               |                    |                       |                        |                          |              |                     |                        |                             |                        |
| Total Expenditures                                                                                                                     | 1,133,047,700 | 401,229,100        | 247,024,500           | 111,182,400            | 53,351,500               | 25,822,000   | 31,843,000          | 128,118,200            | 106,852,500                 | 27,624,500             |
| Tax Fund Expenditures                                                                                                                  | 654,644,000   | 223,748,300        | 154,311,500           | 61,197,800             | 29,041,000               | 18,870,700   | 20,212,600          | 57,976,600             | 61,964,100                  | 27,321,400             |
| General Fund                                                                                                                           | 457,768,300   | 198,243,200        | 107,125,600           | 60,249,400             | 10,423,900               | 2,686,000    | 835,000             | 53,402,400             | 11,212,700                  | 13,590,100             |
| Education Fund                                                                                                                         | 196,875,700   | 25,505,100         | 47,185,900            | 948,400                | 18,617,100               | 16,184,700   | 19,377,600          | 4,574,200              | 50,751,400                  | 13,731,300             |
| Uniform School Fund                                                                                                                    | 0             | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Dedicated Credits                                                                                                                      | 443,473,800   | 161,229,200        | 81,877,400            | 48,099,100             | 23,451,000               | 6,534,900    | 11,113,500          | 68,098,000             | 43,070,700                  | 0                      |
| Mineral Lease                                                                                                                          | 1,745,800     | 0                  | 1,745,800             | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Federal Funds                                                                                                                          | 22,978,500    | 6,824,700          | 8,311,100             | 1,885,500              | 859,500                  | 416,400      | 516,900             | 2,043,600              | 1,817,700                   | 303,100                |
| Cigarette Tax                                                                                                                          | 4,284,500     | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Tobacco Settlement                                                                                                                     | 4,000,000     | 4,000,000          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Trust Funds/Other                                                                                                                      | 1,921,100     | 1,142,400          | 778,700               | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| FTE Funded Targets                                                                                                                     | 94,909        | 22,810             | 16,852                | 12,275                 | 5,450                    | 2,722        | 4,021               | 14,396                 | 14,349                      | 0                      |

## 2010-11 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

|                                               |              |            |              |           |              |           |           |            |           |   |
|-----------------------------------------------|--------------|------------|--------------|-----------|--------------|-----------|-----------|------------|-----------|---|
| Total Expenditures                            | 54,832,900   | 15,494,800 | 8,084,000    | 5,720,000 | 4,640,000    | 1,025,000 | 1,440,000 | 13,023,000 | 5,406,100 | 0 |
| Tax Fund Expenditures                         | (17,887,300) | 0          | (17,887,300) | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Adjustments                                   |              |            |              |           |              |           |           |            |           |   |
| Senate Bill 7 (Tuition Work Program Revision) | 55,162,200   | 15,494,800 | 8,413,300    | 5,720,000 | 4,640,000    | 1,025,000 | 1,440,000 | 13,023,000 | 5,406,100 | 0 |
| SB 3 (USU ARRA Funding Swap)                  | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Senate Bill 7 (Campus Requested Adjustments)  | (329,300)    | 0          | (329,300)    | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| UEN & MEC Adjustments                         | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Financing                                     |              |            |              |           |              |           |           |            |           |   |
| General Fund                                  | (2,887,300)  | 0          | (17,887,300) | 0         | 15,000,000   | 0         | 0         | 0          | 0         | 0 |
| Education Fund                                | (15,000,000) | 0          | 0            | 0         | (15,000,000) | 0         | 0         | 0          | 0         | 0 |
| Uniform School Fund                           | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Dedicated Credits                             | 55,162,200   | 15,494,800 | 8,413,300    | 5,720,000 | 4,640,000    | 1,025,000 | 1,440,000 | 13,023,000 | 5,406,100 | 0 |
| Mineral Lease                                 | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Federal Funds                                 | 17,887,300   | 0          | 17,887,300   | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Cigarette Tax                                 | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Tobacco Settlement                            | 0            | 0          | 0            | 0         | 0            | 0         | 0         | 0          | 0         | 0 |
| Trust Funds/Other                             | (329,300)    | 0          | (329,300)    | 0         | 0            | 0         | 0         | 0          | 0         | 0 |

## 2010-11 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

|                       |               |             |             |             |            |            |            |             |             |            |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures    | 1,187,880,600 | 416,723,900 | 255,108,500 | 116,902,400 | 57,991,500 | 26,847,000 | 33,283,000 | 141,141,200 | 112,258,600 | 27,624,500 |
| Tax Fund Expenditures | 636,756,700   | 223,748,300 | 136,424,200 | 61,197,800  | 29,041,000 | 18,870,700 | 20,212,600 | 57,976,600  | 61,964,100  | 27,321,400 |
| General Fund          | 454,881,000   | 198,243,200 | 89,238,300  | 60,249,400  | 25,423,900 | 2,686,000  | 835,000    | 53,402,400  | 11,212,700  | 13,590,100 |
| Education Fund        | 181,875,700   | 25,505,100  | 47,185,900  | 948,400     | 3,617,100  | 16,184,700 | 19,377,600 | 4,574,200   | 50,751,400  | 13,731,300 |
| Uniform School Fund   | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits     | 498,636,000   | 176,724,000 | 90,290,700  | 53,819,100  | 28,091,000 | 7,559,900  | 12,553,500 | 81,121,000  | 48,476,800  | 0          |
| Mineral Lease         | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Federal Funds         | 40,865,800    | 6,824,700   | 26,198,400  | 1,885,500   | 859,500    | 416,400    | 516,900    | 2,043,600   | 1,817,700   | 303,100    |



# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

|                                      | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|--------------------------------------|------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| Cigarette Tax                        | 4,284,500  | 4,284,500          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Tobacco Settlement                   | 4,000,000  | 4,000,000          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Trust Funds/Other                    | 1,591,800  | 1,142,400          | 449,400               | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Tax Funds % Change from Ongoing Base | -2.7%      | 0.0%               | -11.3%                | 0.0%                   | 0.0%                     | 0.0%         | 0.0%                | 0.0%                   | 0.0%                        | 0.0%                   |

## Back out 2010-11 One-time Appropriations from Base

|                     |              |             |              |             |              |           |           |             |             |             |
|---------------------|--------------|-------------|--------------|-------------|--------------|-----------|-----------|-------------|-------------|-------------|
| Total Expenditures  | 596,500      | 1,572,700   | (7,000)      | 0           | 324,400      | 0         | 712,000   | 1,244,000   | 590,400     | (3,850,000) |
| General Fund        | 25,440,600   | 7,741,100   | 22,289,100   | 1,885,500   | (13,816,100) | 416,400   | 1,228,900 | 3,287,600   | 2,408,100   | 0           |
| Education Fund      | 11,806,300   | 656,300     | 0            | 0           | 15,000,000   | 0         | 0         | 0           | 0           | (3,850,000) |
| Uniform School Fund | 0            | 0           | 0            | 0           | 0            | 0         | 0         | 0           | 0           | 0           |
| Mineral Lease       | 0            | 0           | 0            | 0           | 0            | 0         | 0         | 0           | 0           | 0           |
| Dedicated Credits   | 0            | 0           | 0            | 0           | 0            | 0         | 0         | 0           | 0           | 0           |
| Federal Funds       | (36,660,400) | (6,824,700) | (22,296,100) | (1,885,500) | (859,500)    | (416,400) | (516,900) | (2,043,600) | (1,817,700) | 0           |
| Trust Funds/Other   | 0            | 0           | 0            | 0           | 0            | 0         | 0         | 0           | 0           | 0           |

## 2011-12 Beginning Base Budget (2010-11 Appropriated less 2010-11 One-time)

|                       |               |             |             |             |            |            |            |             |             |            |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures    | 1,188,467,100 | 418,296,600 | 255,101,500 | 116,902,400 | 58,315,900 | 26,847,000 | 33,995,000 | 142,385,200 | 112,849,000 | 23,774,500 |
| Tax Fund Expenditures | 674,003,600   | 232,145,700 | 158,713,300 | 63,083,300  | 30,224,900 | 19,287,100 | 21,441,500 | 61,264,200  | 64,372,200  | 23,471,400 |
| General Fund          | 480,321,600   | 205,984,300 | 111,527,400 | 62,134,900  | 11,607,800 | 3,102,400  | 2,063,900  | 56,690,000  | 13,620,800  | 13,590,100 |
| Education Fund        | 193,682,000   | 26,161,400  | 47,185,900  | 948,400     | 18,617,100 | 16,184,700 | 19,377,600 | 4,574,200   | 50,751,400  | 9,881,300  |
| Uniform School Fund   | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits     | 498,636,000   | 176,724,000 | 90,290,700  | 53,819,100  | 28,091,000 | 7,559,900  | 12,553,500 | 81,121,000  | 48,476,800  | 0          |
| Mineral Lease         | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Federal Funds         | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0           | 0           | 303,100    |
| Cigarette Tax         | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Tobacco Settlement    | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Trust Funds/Other     | 1,591,800     | 1,142,400   | 449,400     | 0           | 0          | 0          | 0          | 0           | 0           | 0          |

## 2011-12 Ongoing Base Corrections, Transfers, and Adjustments

|                                               |              |              |              |             |             |             |             |             |             |             |
|-----------------------------------------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Expenditures                            | (14,714,700) | (4,728,900)  | (6,138,900)  | (1,075,500) | (545,500)   | (344,100)   | (378,600)   | (998,000)   | (941,600)   | 436,400     |
| Tax Fund Expenditures                         | (11,500,100) | (4,658,800)  | (3,012,100)  | (1,071,500) | (543,600)   | (342,000)   | (377,800)   | (992,700)   | (938,100)   | 436,500     |
| Adjustments                                   | (14,714,700) | (4,728,900)  | (6,138,900)  | (1,075,500) | (545,500)   | (344,100)   | (378,600)   | (998,000)   | (941,600)   | 436,400     |
| Senate Bill 7 (Tax Funds Reduction)           | (47,180,300) | (16,250,100) | (11,110,000) | (4,415,900) | (2,115,700) | (1,350,100) | (1,501,000) | (4,288,500) | (4,506,000) | (1,643,000) |
| Senate Bill 2 (Tuition Work Program Revision) | (3,116,400)  | 0            | (3,116,400)  | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Senate Bill 7 (Other Adjustment)              | 0            | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Senate Bill 2 (Tax Funds Restoration)         | 34,285,400   | 11,808,900   | 8,073,500    | 3,209,000   | 1,537,500   | 981,100     | 1,090,800   | 3,116,400   | 3,274,500   | 1,193,700   |
| Senate Bill 2 (Campus Req Tax Fund Realloc)   | 0            | 0            | 0            | 0           | 0           | 0           | 0           | 0           | 0           | 0           |
| Senate Bill 2 (Risk Mgmt. Dedicated Credits)  | (98,200)     | (70,100)     | (10,400)     | (4,000)     | (1,900)     | (2,100)     | (800)       | (5,300)     | (3,500)     | (100)       |
| Senate Bill 2 (Risk Management Prem Dec.)     | (281,900)    | (217,600)    | (22,300)     | (10,100)    | (4,000)     | (7,200)     | (2,700)     | (7,900)     | (7,900)     | (2,200)     |



# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

|                                               | USHE TOTAL   | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|-----------------------------------------------|--------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| Senate Bill 2 (CTE Reallocation)              | 788,700      | 0                  | 46,700                | 145,500                | 38,600                   | 34,200       | 35,100              | 187,300                | 301,300                     | 0                      |
| Senate Bill 2 (Regents' & New Century Scholar | 888,000      | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 888,000                |
| Financing                                     | 0            | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| General Fund                                  | (26,801,000) | (13,825,500)       | (9,355,500)           | (1,069,900)            | (543,200)                | (341,200)    | (377,500)           | (991,400)              | (936,600)                   | 639,800                |
| Education Fund                                | 15,300,900   | 9,166,700          | 6,343,400             | (1,600)                | (400)                    | (800)        | (300)               | (1,300)                | (1,500)                     | (203,300)              |
| Uniform School Fund                           | 0            | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Dedicated Credits                             | (3,214,600)  | (70,100)           | (3,126,800)           | (4,000)                | (1,900)                  | (2,100)      | (800)               | (5,300)                | (3,500)                     | (100)                  |
| Trust Funds/Other                             | 0            | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |

## 2011-12 Adjusted Beginning Base Budget

|                       |               |             |             |             |            |            |            |             |             |            |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures    | 1,173,752,400 | 413,557,700 | 248,962,600 | 115,826,900 | 57,770,400 | 26,502,900 | 33,616,400 | 141,387,200 | 111,907,400 | 24,210,900 |
| Tax Fund Expenditures | 652,503,500   | 227,486,900 | 155,701,200 | 62,011,800  | 29,681,300 | 18,945,100 | 21,063,700 | 60,271,500  | 63,434,100  | 23,907,900 |
| General Fund          | 453,520,600   | 192,158,800 | 102,171,900 | 61,065,000  | 11,064,600 | 2,761,200  | 1,686,400  | 55,698,600  | 12,684,200  | 14,229,900 |
| Education Fund        | 208,982,900   | 35,328,100  | 53,529,300  | 946,800     | 18,616,700 | 16,183,900 | 19,377,300 | 4,572,900   | 50,749,900  | 9,678,000  |
| Uniform School Fund   | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits     | 495,421,400   | 176,653,900 | 87,163,900  | 53,815,100  | 28,089,100 | 7,557,800  | 12,552,700 | 81,115,700  | 48,473,300  | (100)      |
| Mineral Lease         | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Federal Funds         | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0           | 0           | 303,100    |
| Cigarette Tax         | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Tobacco Settlement    | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Trust Funds/Other     | 1,591,800     | 1,142,400   | 449,400     | 0           | 0          | 0          | 0          | 0           | 0           | 0          |

## 2011-12 Ongoing Increases

|                       |             |             |             |           |           |           |           |             |           |          |
|-----------------------|-------------|-------------|-------------|-----------|-----------|-----------|-----------|-------------|-----------|----------|
| Compensation          | (7,037,600) | (1,801,900) | (1,748,800) | (782,400) | (399,200) | (178,200) | (239,500) | (1,021,100) | (852,000) | (14,500) |
| Tax Fund Expenditures | (5,386,900) | (1,350,500) | (1,382,800) | (587,700) | (299,600) | (143,500) | (179,800) | (766,000)   | (652,500) | (14,500) |
| Health                | (7,037,600) | (1,801,900) | (1,748,800) | (782,400) | (399,200) | (178,200) | (239,500) | (1,021,100) | (852,000) | (14,500) |
| Financing             | (6,900)     | (1,600)     | 0           | 0         | 0         | 0         | 0         | 0           | 0         | (5,300)  |
| General Fund          | (5,380,000) | (1,358,900) | (1,382,800) | (587,700) | (299,600) | (143,500) | (179,800) | (766,000)   | (652,500) | (9,200)  |
| Education Fund        | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0         | 0        |
| Uniform School Fund   | (1,650,700) | (441,400)   | (366,000)   | (194,700) | (99,600)  | (34,700)  | (59,700)  | (255,100)   | (199,500) | 0        |
| Dedicated Credits     | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0         | 0        |
| Mineral Lease Fund    | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0         | 0        |
| Federal Funds         | 0           | 0           | 0           | 0         | 0         | 0         | 0         | 0           | 0         | 0        |

# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

|                                      | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|--------------------------------------|------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| Other Ongoing Increases Expenditures | 4,985,400  | 2,141,800          | 2,851,400             | 18,600                 | 45,000                   | 5,900        | 15,100              | 26,700                 | (119,100)                   | 0                      |
| Ongoing Increases                    |            |                    |                       |                        |                          |              |                     |                        |                             |                        |
| SB 3 (USU Vet Med Dedicated Credits) | 812,000    | 0                  | 812,000               | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| HB 57 (USU Vet Med Program)          | 1,700,000  | 0                  | 1,700,000             | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (Insurance Add Back)            | 1,500,000  | 379,700            | 386,100               | 164,100                | 83,600                   | 40,100       | 50,200              | 214,000                | 182,200                     | 0                      |
| SB 3 (Reallocation of Funding)       | 0          | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (CTE Reallocation)              | (788,700)  | 0                  | (46,700)              | (145,500)              | (38,600)                 | (34,200)     | (35,100)            | (187,300)              | (301,300)                   | 0                      |
| SB 3 (U of U Health Sciences)        | 1,762,100  | 1,762,100          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Financing                            |            |                    |                       |                        |                          |              |                     |                        |                             |                        |
| General Fund                         | 2,664,600  | 1,762,500          | 1,653,300             | (145,500)              | (38,600)                 | (43,400)     | (35,100)            | (187,300)              | (301,300)                   | 0                      |
| Education Fund                       | 1,508,800  | 379,300            | 386,100               | 164,100                | 83,600                   | 49,300       | 50,200              | 214,000                | 182,200                     | 0                      |
| Dedicated Credits                    | 812,000    | 0                  | 812,000               | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |

## 2011-12 Ongoing Appropriated Adjustments, Reductions, and Increases

|                       |             |           |           |           |           |           |           |           |           |          |
|-----------------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| Total Expenditures    | (2,052,200) | 339,900   | 1,102,600 | (763,800) | (354,200) | (172,300) | (224,400) | (994,400) | (971,100) | (14,500) |
| Tax Fund Expenditures | (1,213,500) | 781,300   | 656,600   | (569,100) | (254,600) | (137,600) | (164,700) | (739,300) | (771,600) | (14,500) |
| General Fund          | 2,667,700   | 1,760,900 | 1,653,300 | (145,500) | (38,600)  | (43,400)  | (35,100)  | (187,300) | (301,300) | (5,300)  |
| Education Fund        | (3,871,200) | (979,600) | (996,700) | (423,600) | (216,000) | (94,200)  | (129,600) | (552,000) | (470,300) | (9,200)  |
| Uniform School Fund   | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
| Dedicated Credits     | (838,700)   | (441,400) | 446,000   | (194,700) | (99,600)  | (34,700)  | (59,700)  | (255,100) | (199,500) | 0        |
| Mineral Lease         | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
| Federal Funds         | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
| Cigarette Tax         | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
| Tobacco Settlement    | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |
| Trust Funds/Other     | 0           | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0         | 0        |

## 2011-12 Ongoing Appropriated Budget

|                                                |               |             |             |             |            |            |            |             |             |            |
|------------------------------------------------|---------------|-------------|-------------|-------------|------------|------------|------------|-------------|-------------|------------|
| Total Expenditures                             | 1,171,700,200 | 413,907,600 | 250,065,200 | 115,063,100 | 57,416,200 | 26,330,600 | 33,392,000 | 140,392,800 | 110,936,300 | 24,196,400 |
| Tax Fund Expenditures                          | 661,290,000   | 228,268,200 | 156,357,800 | 61,442,700  | 29,426,700 | 18,807,500 | 20,899,000 | 59,532,200  | 62,662,500  | 23,893,400 |
| General Fund                                   | 456,178,300   | 193,919,700 | 103,825,200 | 60,919,500  | 11,026,000 | 2,717,800  | 1,651,300  | 55,511,300  | 12,382,900  | 14,224,600 |
| Education Fund                                 | 205,111,700   | 34,348,500  | 52,532,600  | 523,200     | 18,400,700 | 16,089,700 | 19,247,700 | 4,020,900   | 50,279,600  | 9,668,800  |
| Uniform School Fund                            | 0             | 0           | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits                              | 494,582,700   | 176,212,500 | 87,609,900  | 53,620,400  | 27,989,500 | 7,523,100  | 12,493,000 | 80,860,600  | 48,273,800  | (100)      |
| Mineral Lease                                  | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Federal Funds                                  | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0          | 0           | 0           | 303,100    |
| Cigarette Tax                                  | 4,284,500     | 4,284,500   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Tobacco Settlement                             | 4,000,000     | 4,000,000   | 0           | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Trust Funds/Other                              | 1,591,800     | 1,142,400   | 449,400     | 0           | 0          | 0          | 0          | 0           | 0           | 0          |
| Ongoing Tax Funds % Change from Adj. Beg. Base | -0.2%         | 0.3%        | 0.4%        | -0.9%       | -0.9%      | -0.7%      | -0.8%      | -1.2%       | -1.2%       | -0.1%      |
| One-time Increases Total Expenditures          | 6,540,500     | 817,200     | 1,814,200   | 0           | 500,000    | 0          | (712,000)  | (828,200)   | (590,400)   | 5,539,700  |



# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

| USHE TOTAL                        | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|-----------------------------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| Tax Fund Expenditures             | 817,200            | 1,814,200             | 0                      | 500,000                  | 0            | (712,000)           | (828,200)              | (590,400)                   | 5,539,700              |
| Senate Bill 2 (O&M One-Time Cut)  | (482,800)          | (245,800)             | 0                      | 0                        | 0            | (712,000)           | (828,200)              | (590,400)                   | 0                      |
| SB 3 (SUU Shakespeare)            | 0                  | 0                     | 0                      | 500,000                  | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (USU Caine Music Department) | 0                  | 50,000                | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (USU Large Animal Funding)   | 0                  | 2,000,000             | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (CTE Reallocation)           | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 (ARRA Funding Swap)          | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 Excellence in Education      | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 3 Early College                | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 4,485,700              |
| HB 3 (Funding Swap)               | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 54,000                 |
| SB 3 (USU Financial Literacy)     | 0                  | 10,000                | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| SB 2 (Excellence in Education)    | 0                  | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 1,000,000              |
| SB 3 (U of U Health Sciences)     | 1,300,000          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |

## Financing

|              |         |           |   |         |   |           |           |           |           |
|--------------|---------|-----------|---|---------|---|-----------|-----------|-----------|-----------|
| General Fund | 817,200 | 1,814,200 | 0 | 500,000 | 0 | (712,000) | (828,200) | (590,400) | 5,539,700 |
|--------------|---------|-----------|---|---------|---|-----------|-----------|-----------|-----------|

## 2011-12 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

|                                              |               |             |             |             |            |            |             |             |            |
|----------------------------------------------|---------------|-------------|-------------|-------------|------------|------------|-------------|-------------|------------|
| Total Expenditures                           | 1,178,240,700 | 414,724,800 | 251,879,400 | 115,063,100 | 57,916,200 | 26,330,600 | 139,564,600 | 110,345,900 | 29,736,100 |
| Tax Fund Expenditures                        | 667,830,500   | 229,085,400 | 158,172,000 | 61,442,700  | 29,926,700 | 18,807,500 | 58,704,000  | 62,072,100  | 29,433,100 |
| General Fund                                 | 462,718,800   | 194,736,900 | 105,639,400 | 60,919,500  | 11,526,000 | 2,717,800  | 54,583,100  | 11,792,500  | 19,764,300 |
| Education Fund                               | 205,111,700   | 34,348,500  | 52,532,600  | 523,200     | 18,400,700 | 16,089,700 | 4,020,900   | 50,279,600  | 9,668,800  |
| Uniform School Fund                          | 0             | 0           | 0           | 0           | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits                            | 494,582,700   | 176,212,500 | 87,609,900  | 53,620,400  | 27,989,500 | 7,523,100  | 80,860,600  | 48,273,800  | (100)      |
| Mineral Lease                                | 1,745,800     | 0           | 1,745,800   | 0           | 0          | 0          | 0           | 0           | 0          |
| Federal Funds                                | 4,205,400     | 0           | 3,902,300   | 0           | 0          | 0          | 0           | 0           | 303,100    |
| Cigarette Tax                                | 4,284,500     | 0           | 0           | 0           | 0          | 0          | 0           | 0           | 0          |
| Tobacco Settlement                           | 4,000,000     | 0           | 0           | 0           | 0          | 0          | 0           | 0           | 0          |
| Trust Funds/Other                            | 1,591,800     | 1,142,400   | 449,400     | 0           | 0          | 0          | 0           | 0           | 0          |
| Total Tax Funds % Change from Adj. Beg. Base | 0.8%          | 0.7%        | 1.6%        | -0.9%       | 0.8%       | -0.7%      | -2.6%       | -2.1%       | 23.1%      |

## 2011-12 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

|                       |               |             |             |             |            |            |             |             |            |
|-----------------------|---------------|-------------|-------------|-------------|------------|------------|-------------|-------------|------------|
| Total Expenditures    | 1,178,240,700 | 414,724,800 | 251,879,400 | 115,063,100 | 57,916,200 | 26,330,600 | 139,564,600 | 110,345,900 | 29,736,100 |
| Tax Fund Expenditures | 667,830,500   | 229,085,400 | 158,172,000 | 61,442,700  | 29,926,700 | 18,807,500 | 58,704,000  | 62,072,100  | 29,433,100 |
| General Fund          | 462,718,800   | 194,736,900 | 105,639,400 | 60,919,500  | 11,526,000 | 2,717,800  | 54,583,100  | 11,792,500  | 19,764,300 |
| Education Fund        | 205,111,700   | 34,348,500  | 52,532,600  | 523,200     | 18,400,700 | 16,089,700 | 4,020,900   | 50,279,600  | 9,668,800  |
| Uniform School Fund   | 0             | 0           | 0           | 0           | 0          | 0          | 0           | 0           | 0          |
| Dedicated Credits     | 494,582,700   | 176,212,500 | 87,609,900  | 53,620,400  | 27,989,500 | 7,523,100  | 80,860,600  | 48,273,800  | (100)      |

# 2011-12 Appropriations Detail (including 2010-11 Supplementals)

March, 2011

## Utah System of Higher Education Total

|                    | USHE TOTAL | University of Utah | Utah State University | Weber State University | Southern Utah University | Snow College | Dixie State College | Utah Valley University | Salt Lake Community College | SBR/Statewide Programs |
|--------------------|------------|--------------------|-----------------------|------------------------|--------------------------|--------------|---------------------|------------------------|-----------------------------|------------------------|
| Mineral Lease      | 1,745,800  | 0                  | 1,745,800             | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Federal Funds      | 4,205,400  | 0                  | 3,902,300             | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 303,100                |
| Cigarette Tax      | 4,284,500  | 4,284,500          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Tobacco Settlement | 4,000,000  | 4,000,000          | 0                     | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |
| Trust Funds/Other  | 1,591,800  | 1,142,400          | 449,400               | 0                      | 0                        | 0            | 0                   | 0                      | 0                           | 0                      |



March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2010

Issue

State law (Utah Codes 51-7-13(3)(c) & 51-8-303(6)) and associated Board of Regents policy (R541) require that the Board of Regents submit an annual report to the Governor and the Legislature summarizing investments made by USHE. This analysis is compiled from investment reports submitted by the institutions. On a monthly and annual basis each institution prepares investment reports that are reviewed and approved by the treasurer of the institution attesting to the compliance of said institution to UPMIFA (Uniform Prudent Management of Institutional Funds Act) and the State Money Management Act, and submitted for approval to each of the institution's Board of Trustees. (Responsibility for approving of these reports was delegated by the Board of Regents.)

The annual report is also audited by the internal auditor(s) of each institution to verify compliance. Complete institutional reports (monthly and annual) are on file in the Commissioner's Office. The following graphs are a summary of what was approved by each institution and demonstrate the relative size of institutional investments and the asset allocations in place at each school. This report is presented for Board of Regents information prior to being submitted to the Governor and Legislature.

In order to provide the required audited numbers to the Governor and the Legislature, this report cannot be prepared prior to the State Auditors completing their audit schedules with the institutions. (The investment figures used in this report tie to the audited "Statement of Net Assets" found in the financial statements for each institution.) While that impacts the timeliness of this annual report, please be aware that the Trustees and the Office of the Commissioner do receive monthly updates on the investments made by the institutions.

Note the report divides the total USHE investments into classes of regulation: Graphs 1 & 2 depict invested endowment funds that are regulated by UPMIFA; Graphs 3 & 4 illustrate invested foundation funds that are federally regulated; and Graphs 5 & 6 show investments of all other funds which are regulated by the State Money Management Act.

Commissioner's Recommendation

This is an information item.

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

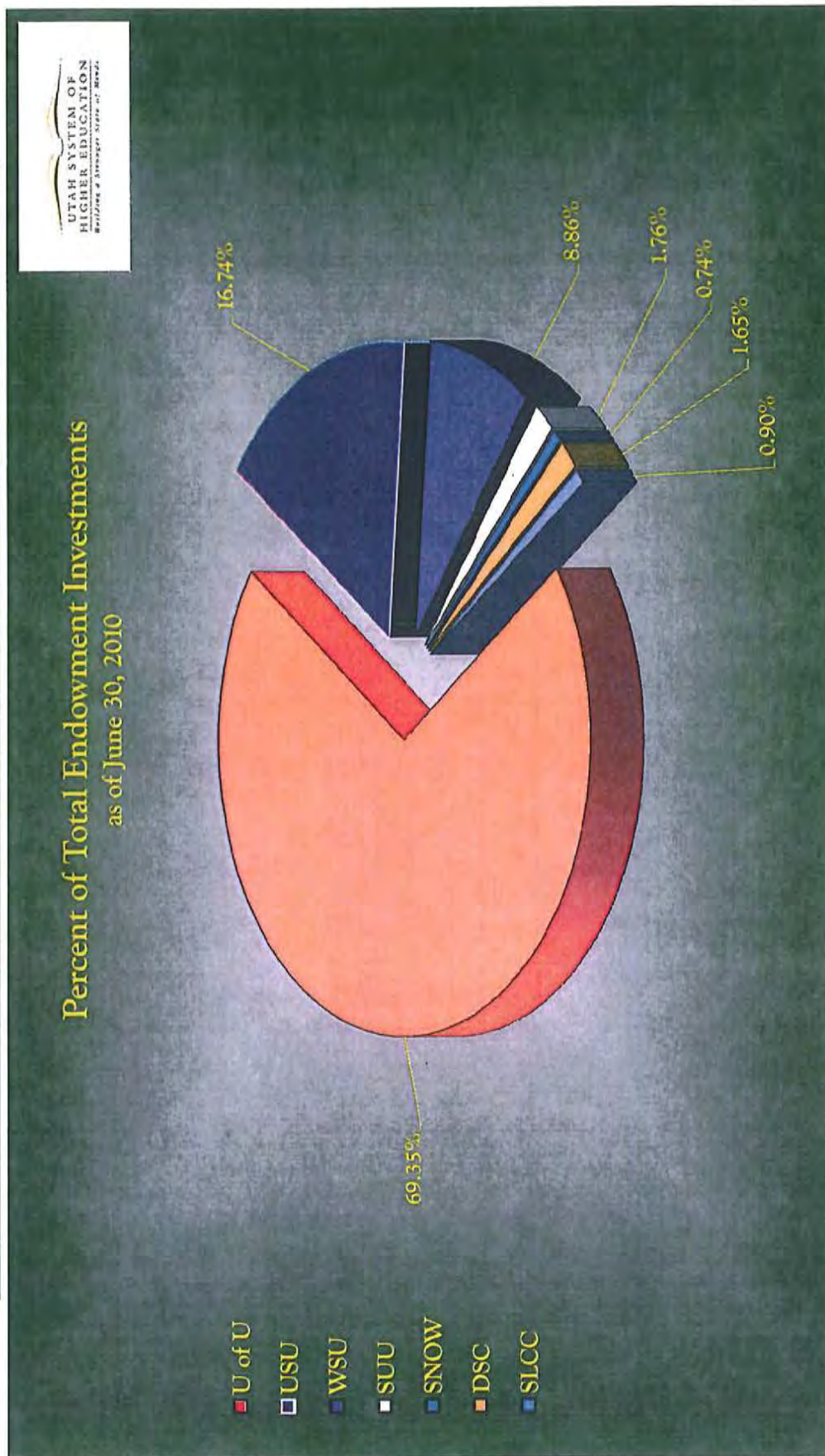
William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/DAM  
Attachment



GRAPH 1: This graph indicates the June 30, 2010 total endowment funds invested for each USHE institution. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541.

| E N D O W M E N T I N V E S T M E N T S |             |                |                |               |               |              |               |              |
|-----------------------------------------|-------------|----------------|----------------|---------------|---------------|--------------|---------------|--------------|
| TOTAL \$ INVESTED                       |             | U of U         | USU            | WSU           | SUU           | SNOW         | DSC           | SLCC         |
| \$                                      | 715,455,929 | \$ 496,129,822 | \$ 119,733,490 | \$ 63,412,187 | \$ 12,590,831 | \$ 5,315,263 | \$ 11,837,146 | \$ 6,437,190 |
|                                         |             | 69.35%         | 16.74%         | 8.86%         | 1.76%         | 0.74%        | 1.65%         | 0.90%        |

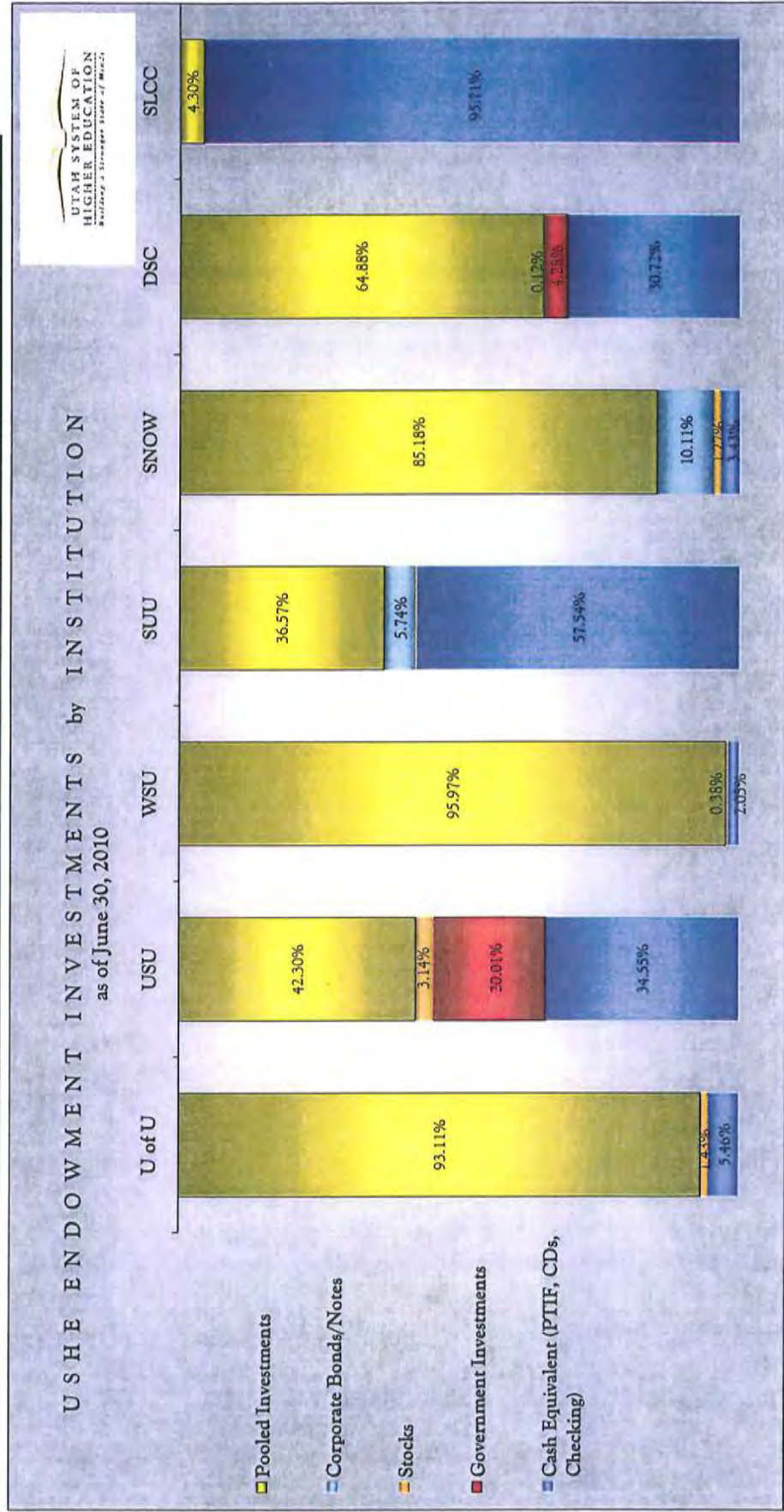


\* Note: UVU manages its endowments within the foundation



GRAPH 2: This graph indicates the June 30, 2010 investment allocation of endowment funds for each USHE institution.

| E N D O W M E N T I N V E S T M E N T S |        |        |        |        |        |        |        |
|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|
| CATEGORY OF INVESTMENT                  | U of U | USU    | WSU    | SUW    | DSC    | SLCC   |        |
| Other Investments                       |        |        | 1.60%  |        |        |        |        |
| Pooled Investments                      | 93.11% | 42.30% | 95.97% | 36.57% | 85.18% | 64.88% | 4.30%  |
| Corporate Bonds/Notes                   |        |        |        | 5.74%  | 10.11% |        |        |
| Stocks                                  | 1.43%  | 3.14%  | 0.38%  | 0.16%  | 1.27%  | 0.12%  |        |
| Government Investments                  |        | 20.01% |        |        | 4.28%  |        |        |
| Cash Equivalent (PTIF, CDs, Checking)   | 5.46%  | 34.55% | 2.05%  | 57.54% | 3.43%  | 30.72% | 95.71% |

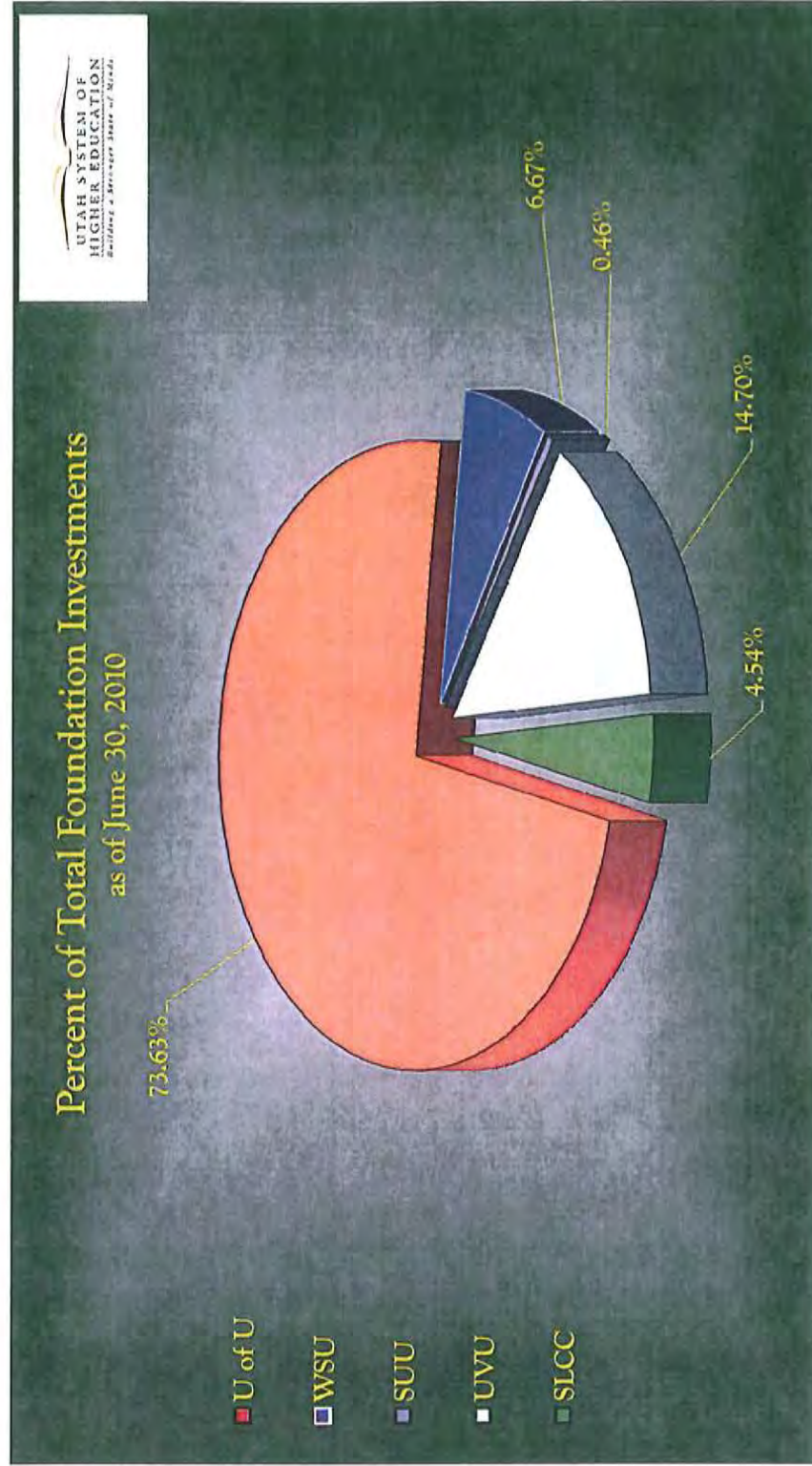


\* Note: UVU manages its endowments within its foundation



GRAPH 3: This graph indicates the June 30, 2010 total foundation funds invested for each USHE institution. Foundation investments are approved by the Foundation's Board of Trustees. They operate under requirements of nonprofit 501 (c)(3) foundations.

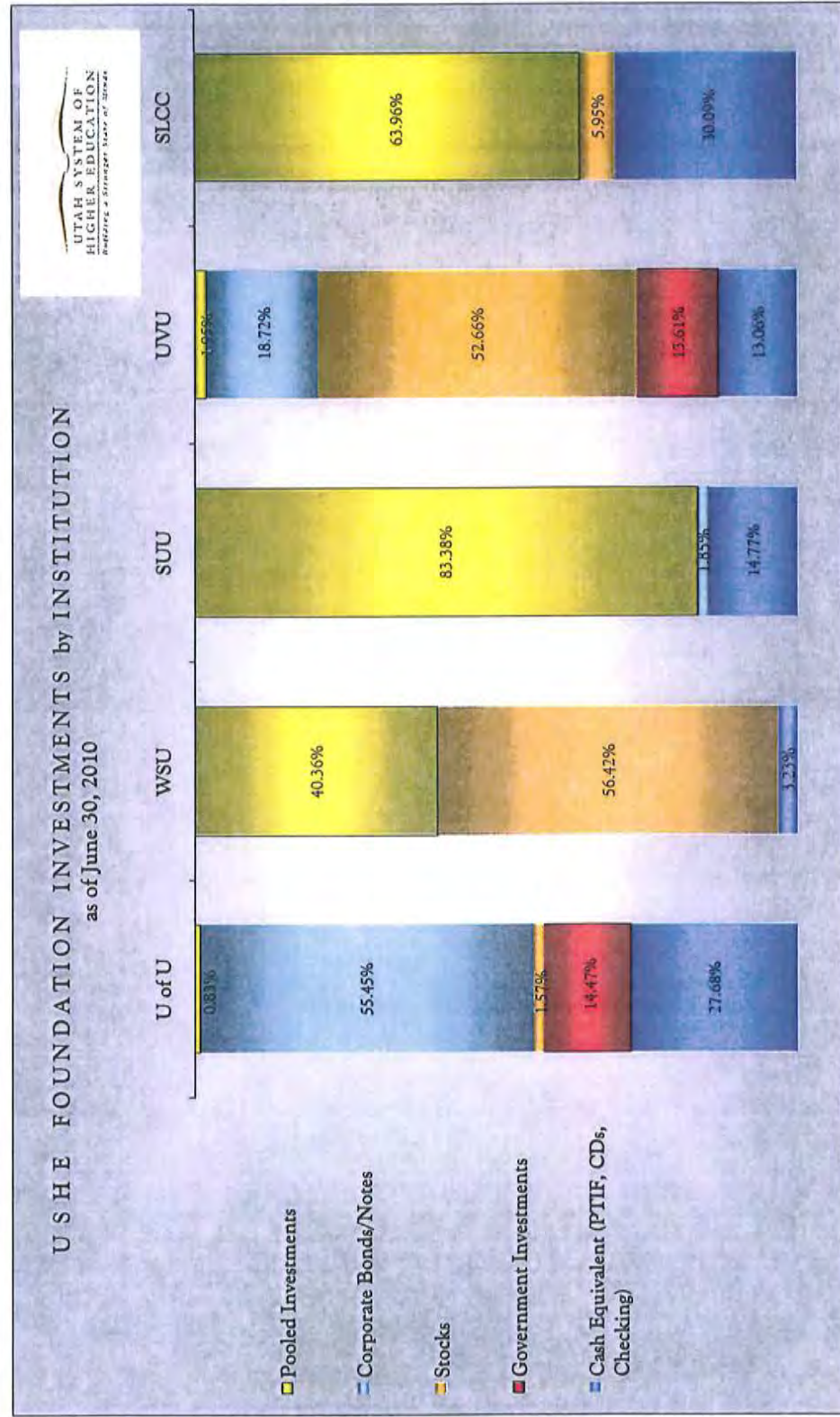
| F O U N D A T I O N I N V E S T M E N T S |               |              |            |               |              |
|-------------------------------------------|---------------|--------------|------------|---------------|--------------|
| TOTAL \$ INVESTED                         | U of U        | WSU          | SUU        | UVU           | SLCC         |
| \$ 124,491,920                            | \$ 91,657,449 | \$ 8,308,426 | \$ 578,182 | \$ 18,300,770 | \$ 5,647,093 |
|                                           | 73.63%        | 6.67%        | 0.46%      | 14.70%        | 4.54%        |



\*Note: Snow College does not have investments in a foundation; DSC's foundation reports separately.

GRAPH 4: This graph indicates the June 30, 2010 investment allocation of foundation funds for each USHE institution.

| F O U N D A T I O N I N V E S T M E N T S |        |        |        |        |        |
|-------------------------------------------|--------|--------|--------|--------|--------|
| CATEGORY OF INVESTMENT                    | U of U | WSU    | SUU    | UVU    | SLOC   |
| Pooled Investments                        | 0.83%  | 40.36% | 83.38% | 1.95%  | 63.96% |
| Corporate Bonds/Notes                     | 55.45% | 0.00%  | 1.85%  | 18.72% | 0.00%  |
| Stocks                                    | 1.57%  | 56.42% | 0.00%  | 52.66% | 5.95%  |
| Government Investments                    | 14.47% | 0.00%  | 0.00%  | 13.61% | 0.00%  |
| Cash Equivalent (PTIF, CDs, Checking)     | 27.68% | 3.23%  | 14.77% | 13.06% | 30.09% |

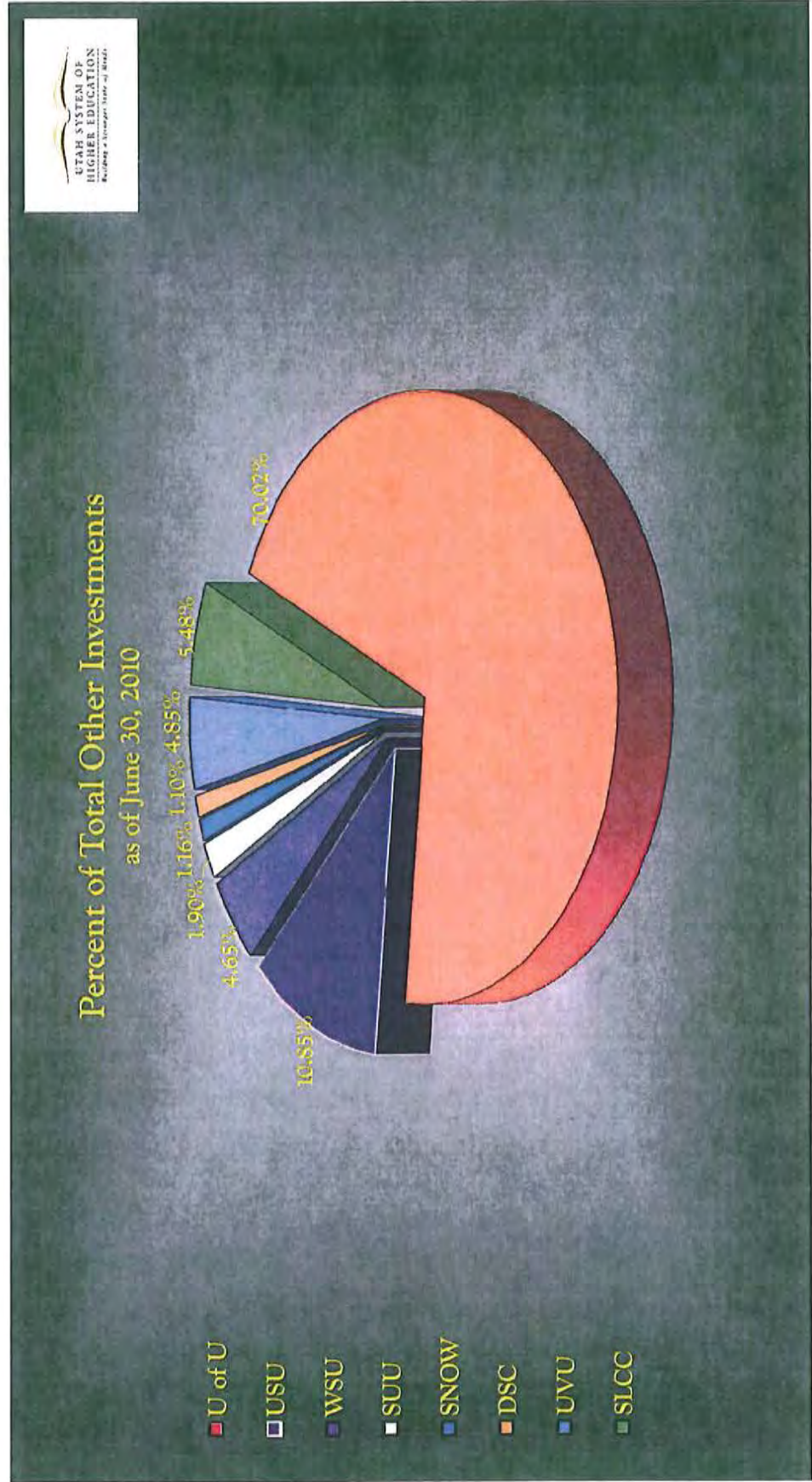


\*Note: Snow College does not have investments within a foundation.  
DSC's foundation reports separately. USU reports foundation financial information with the institution's financial statements.



GRAPH 5: This graph indicates the June 30, 2010 total other funds (not endowment or foundation) invested for each USHE institution. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository.

| O T H E R I N V E S T M E N T S |                  |                |               |               |               |               |               |               |
|---------------------------------|------------------|----------------|---------------|---------------|---------------|---------------|---------------|---------------|
| TOTAL \$ INVESTED               | U of U           | USU            | WSU           | SUU           | SNOW          | DSC           | UVU           | SLCC          |
| \$ 1,694,515,802                | \$ 1,186,457,150 | \$ 183,814,393 | \$ 78,769,022 | \$ 32,110,089 | \$ 19,624,777 | \$ 18,649,903 | \$ 82,231,743 | \$ 92,858,725 |
|                                 | 70.02%           | 10.85%         | 4.65%         | 1.89%         | 1.16%         | 1.10%         | 4.85%         | 5.48%         |





GRAPH 6: This graph indicates the June 30, 2010 investment allocation of other funds (not endowment or foundation) for each USHE institution.

| O T H E R I N V E S T M E N T S       |        |        |        |        |        |         |         |        |  |
|---------------------------------------|--------|--------|--------|--------|--------|---------|---------|--------|--|
| CATEGORY OF INVESTMENT                | U of U | USU    | WSU    | SUU    | SNOW   | DSC     | UVU     | SLCC   |  |
| Pooled Investments                    | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%  |  |
| Corporate Bonds/Notes                 | 0.00%  | 0.00%  | 0.00%  | 9.62%  | 5.18%  | 0.00%   | 0.00%   | 74.66% |  |
| Stocks                                | 0.07%  | 0.00%  | 0.00%  | 0.00%  | 0.00%  | 0.00%   | 0.00%   | 0.00%  |  |
| Government Investments                | 80.87% | 31.50% | 17.91% | 0.00%  | 44.69% | 0.00%   | 0.00%   | 0.00%  |  |
| Cash Equivalent (PTIF, CDs, Checking) | 19.06% | 68.50% | 82.09% | 90.38% | 50.13% | 100.00% | 100.00% | 25.34% |  |





March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: USHE – Spring 2011 Enrollment Report

Issue

The number of students attending Utah's colleges and universities continues to surge according to the Spring 2011 third week enrollment report. The Utah System of Higher Education (USHE) enrollment for the Spring 2011 semester increased by 5,179 full-time equivalent students--an increase of 4.9%. This is the third straight year enrollment has seen strong growth.

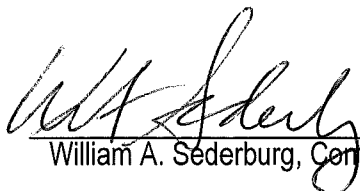
Headcount includes all students enrolled at an institution, while FTE (Full Time Equivalent) approximates the number of students enrolled full-time (15 semester hours for undergraduate students and 10 semester hours for graduate students) each semester. Additionally, the system serves several thousand students in non-traditional programs which are not budget-related and do not receive any taxpayer support.

Total, budget-related headcounts and FTE numbers are included in the following attachments. (Budget-related are enrollments eligible for state funding.) Also included in the attachments are USHE headcounts summarized by gender and ethnicity.

Recommendation

This item is for information only.

WAS/CKM /JAC/GLS  
Attachment

  
William A. Sederburg, Commissioner

## Utah System of Higher Education

### Spring 2011 3rd Week Headcount Enrollment Report - Credit Only

| <b>TOTAL HEADCOUNT<br/>(Budget Related &amp; Self<br/>Support)</b> | <b>PRIOR*</b>  | <b>CURRENT*</b> | <b>CHANGE #</b> | <b>CHANGE %</b> |
|--------------------------------------------------------------------|----------------|-----------------|-----------------|-----------------|
| UU                                                                 | 28,556         | 30,136          | 1,580           | 5.53%           |
| USU                                                                | 23,229         | 24,820          | 1,591           | 6.85%           |
| WSU                                                                | 20,806         | 22,002          | 1,196           | 5.75%           |
| SUU                                                                | 7,448          | 7,993           | 545             | 7.32%           |
| SNOW                                                               | 3,265          | 3,299           | 34              | 1.04%           |
| DSC                                                                | 7,389          | 7,944           | 555             | 7.51%           |
| USU-CEU                                                            | 2,135          | 2,296           | 161             | 7.54%           |
| UVU                                                                | 26,322         | 28,417          | 2,095           | 7.96%           |
| SLCC                                                               | 28,934         | 29,019          | 85              | 0.29%           |
| <b>USHE</b>                                                        | <b>148,084</b> | <b>155,926</b>  | <b>7,842</b>    | <b>5.30%</b>    |

\* Headcount can reflect multiple students attending multiple institutions

| <b>BUDGET RELATED<br/>HEADCOUNT</b> | <b>PRIOR</b>   | <b>CURRENT</b> | <b>CHANGE #</b> | <b>CHANGE %</b> |
|-------------------------------------|----------------|----------------|-----------------|-----------------|
| UU                                  | 28,112         | 29,784         | 1,672           | 5.95%           |
| USU                                 | 20,934         | 22,166         | 1,232           | 5.89%           |
| WSU                                 | 17,951         | 18,927         | 976             | 5.44%           |
| SUU                                 | 6,606          | 6,691          | 85              | 1.29%           |
| SNOW                                | 3,686          | 3,576          | (110)           | -2.98%          |
| DSC                                 | 7,062          | 7,738          | 676             | 9.57%           |
| USU-CEU                             | 2,079          | 2,271          | 192             | 9.24%           |
| UVU                                 | 24,305         | 25,649         | 1,344           | 5.53%           |
| SLCC                                | 27,251         | 27,271         | 20              | 0.07%           |
| <b>USHE</b>                         | <b>137,986</b> | <b>144,073</b> | <b>6,087</b>    | <b>4.41%</b>    |

Notes: Source for "Prior" year and "Current" headcount information from USHE Data Warehouse

## Utah System of Higher Education

### Spring 2011 3rd Week FTE Student Enrollment Report

| <b>TOTAL FTE<br/>(Budget<br/>Related &amp; Self<br/>Support)</b> | <b>PRIOR</b> | <b>CURRENT</b> | <b>CHANGE #</b> | <b>CHANGE %</b> |
|------------------------------------------------------------------|--------------|----------------|-----------------|-----------------|
| UU                                                               | 23,665       | 24,981         | 1,316           | 5.56%           |
| USU                                                              | 16,502       | 17,392         | 890             | 5.39%           |
| WSU                                                              | 13,524       | 14,347         | 823             | 6.08%           |
| SUU                                                              | 6,099        | 6,352          | 253             | 4.15%           |
| SNOW                                                             | 2,876        | 2,986          | 110             | 3.81%           |
| DSC                                                              | 5,352        | 5,870          | 517             | 9.67%           |
| USU-CEU                                                          | 1,516        | 1,618          | 103             | 6.79%           |
| UVU                                                              | 18,634       | 19,843         | 1,209           | 6.49%           |
| SLCC                                                             | 16,843       | 16,801         | (42)            | -0.25%          |
| USHE                                                             | 105,010      | 110,190        | 5,179           | 4.93%           |

| <b>BUDGET<br/>RELATED<br/>FTE</b> | <b>PRIOR</b> | <b>CURRENT</b> | <b>CHANGE #</b> | <b>CHANGE %</b> |
|-----------------------------------|--------------|----------------|-----------------|-----------------|
| UU                                | 23,413       | 24,769         | 1,356           | 5.79%           |
| USU                               | 15,553       | 16,314         | 761             | 4.89%           |
| WSU                               | 12,265       | 12,759         | 494             | 4.02%           |
| SUU                               | 5,802        | 5,895          | 93              | 1.60%           |
| SNOW                              | 2,819        | 2,953          | 134             | 4.74%           |
| DSC                               | 5,261        | 5,806          | 545             | 10.36%          |
| USU-CEU                           | 1,488        | 1,605          | 117             | 7.88%           |
| UVU                               | 17,278       | 18,200         | 922             | 5.34%           |
| SLCC                              | 16,043       | 16,052         | 8               | 0.05%           |
| USHE                              | 99,922       | 104,352        | 4,430           | 4.43%           |

Notes: Rounding Error - FTEs are calculated then rounded to the nearest one

## Utah System of Higher Education

Spring 2011 3rd Week USHE Total Unduplicated\* Headcount by Gender (credit only)

| GENDER  | PRIOR   | CURRENT | CHANGE # | CHANGE % |
|---------|---------|---------|----------|----------|
| Female  | 71,699  | 76,449  | 4,750    | 6.62%    |
| Male    | 76,192  | 79,244  | 3,052    | 4.01%    |
| Unknown | 193     | 233     | 40       | 20.73%   |
| Total   | 148,084 | 155,926 | 7,842    | 5.30%    |

## Utah System of Higher Education

Spring 2011 3rd Week USHE Unduplicated\* Headcount by Ethnicity (credit only)

| Ethnicity                           | PRIOR   | CURRENT | CHANGE # | CHANGE % |
|-------------------------------------|---------|---------|----------|----------|
| American Indian Alaskan             | 1,713   | 1,719   | 6        | 0.35%    |
| Asian                               | 3,591   | 3,898   | 307      | 8.55%    |
| Black or African American           | 1,820   | 2,000   | 180      | 9.89%    |
| Hispanic or Latino                  | 8,249   | 10,362  | 2,113    | 25.62%   |
| Native Hawaiian or Pacific Islander | 1,336   | 1,291   | (45)     | -3.37%   |
| Non Resident Alien                  | 4,229   | 4,243   | 14       | 0.33%    |
| Unspecified                         | 13,509  | 11,942  | (1,567)  | -11.60%  |
| White                               | 113,405 | 119,757 | 6,352    | 5.60%    |
| Multiple Categories                 | 232     | 714     | 482      | 207.76%  |
| Total                               | 148,084 | 155,926 | 7,842    | 5.30%    |



March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Energy Conservation Measures (ECMs) in USHE Institutions

Issue

The purpose of this agenda item is to bring the Regents up to date regarding the Energy Conservation Measures (ECM) that have been undertaken and that are currently in process at USHE institutions.

Background

Formal energy performance contracting in USHE was initiated in 1999 with a project at the University of Utah. It began with the legislature authorizing the University to construct a new "East Campus Central Plant" to be "financed through a third party to the extent that energy savings resulting from the project are used to pay the annual debt service." The legislative authorization also required the University to obtain approval by the Board of Regents before entering into a financing arrangement.

The University undertook a creative public-private partnership with Viron Corporation, an Energy Service Company (ESCO) and determined that the energy cost savings would be more than sufficient to offset the annual lease/purchase payments necessary to amortize the cost of the proposed project. The eventual project was completed in five phases during the period of 1999 to 2004.

On January 17, 2003 the execution of a lease/purchase agreement for purchase and installation of electrical co-generation and central chiller equipment in USU's new Central Energy Plant was presented to the Regents as an information item, having been authorized on November 11, 2002 by the Commissioner.

On June 4, 2004 the Regents approved an ESCo project for Utah Valley University patterned after the University of Utah project. The project included a new energy management control system, an independent campus electrical substation, and a new cooling tower.

In 2008, the legislature created a State Building Energy Program by enacting UCA 63A-5-701. The intent of this program is to move forward with large-scale energy efficiency and renewable energy projects in state-owned and operated facilities. The key elements of the statute as it pertains to implementation of energy projects are summarized in Attachment I. These projects can be undertaken by entering into

"performance contracting agreements" with third party companies or done internally by the institutions as long as the stream of expected savings in utilities costs is the source of revenue used to defray the costs and debt service of the projects.

These initiatives have had the strong support of the Office of the Commissioner and the Regents. A summary of the projects in the system that are currently underway or whose details are being finalized is provided in Attachment II for your information. The projects are all being coordinated through DFCM and have all gone through the process of an Investment Grade Audit (IGA) to establish the amounts of energy savings that can be anticipated.

Several projects are subsequently being contracted with ESCOs that provide a wide range of energy efficiency solutions for colleges, enabling institutions to finance energy improvements through savings generated by those improvements. Performance contracts with ESCOs involve energy audits, design and implementation of energy conservation measures, and maintenance of the installed systems to ensure future energy savings. They often involve lease/purchase agreements with the ESCo or with a third party financier.

Other projects are being done internally by the institutions involved after completion of the Investment Grade Audit has been completed by an ESCo, and are financed internally with the on-going streams of energy savings. In each case, the projects are undertaken only after determining that the energy savings over a reasonable period of time will pay the full cost of the projects.

#### Commissioner's Recommendation

This is an information item. While no action is required, it is the Commissioner's recommendation that the Regents be informed about this important activity.



William A. Sederburg  
Commissioner of Higher Education

WAS/GLS/WRH  
Attachment

**ATTACHMENT I**  
**USHE Energy Conservation Measure (ECM) Project Implementation Since 2009**

Key elements of the 2008 State Building Energy Program statute as it pertains to implementation of the projects are:

1. "State agencies" are authorized to enter into "energy savings agreements" to "implement energy efficiency measures."
2. "State agencies" are defined to include state institutions of higher education as defined in UCA 53B-3-102.
3. DFCM is designated as the agency to:
  - a. develop and administer the state building energy efficiency program
  - b. Provide information and assistance to state agencies in their efforts to improve efficiency
  - c. Analyze energy consumption by state agencies to identify opportunities for improved energy efficiency
  - d. Submit an annual report to the Governor that identifies strategies and goals for energy efficiency and conservation and report on energy management programs and strategies undertaken in the previous year.
4. State agencies are authorized to enter into energy savings agreements for a term up to 20 years. Prior to entering into an agreement agencies are required to:
  - a. Utilize DFCM to oversee the projects unless they are exempted from DFCM oversight or the oversight is delegated under the provisions of UCA 63A-5-206 (essentially a project is exempted if the project cost is \$100,000 or less or if there is a memo of understanding between DFCM and the institution)
  - b. Obtain prior approval of the governor or the governor's designee
  - c. Provide the Office of the Legislative Fiscal Analyst with a copy of the proposed agreement
5. The agencies are authorized to finance the costs associated with implementation of the energy efficiency measures using the stream of expected savings in utility costs as **the** funding source for repayment.
  - a. Though not specifically stated in the statute, it recognizes that this is a stream of money that otherwise would be expended on energy costs, so it simply enables the intuitions to use the savings as a source of funds for the projects, including paying back borrowed money if necessary.
  - b. Though not included in the statute, in practice, the ESCo providers guarantee the level of savings anticipated as the source of the revenue stream to repay any borrowed funds required by the agreements.

With the statutory framework in place, USHE institutions are positioned to work with DFCM and the Governor's Office in upgrading campus facilities with energy-saving projects.

At the August 28, 2009 USBR Board meeting, John Harrington, DFCM Energy Director made a presentation about DFCM's plans to move forward under the statutory authority with large-scale energy efficiency and renewable energy projects at all USHE institutions except Snow and CEU using a public/private partnership, tax exempt municipal lease funding, and \$8.5 million (subsequently increased to \$11.8 million) in ARRA federal stimulus funds. Smaller-scale energy projects were also projected for Snow and CEU to be funded with ARRA stimulus funds as a matching grant to the existing state revolving loan funds for energy efficiency projects. This presentation was an information item, but clearly advised the Board as to what was going to happen. Board minutes state that the program would be managed by DFCM and that it was hoped that the ARRA funds would leverage up to \$50 million through energy savings projects.

On August 10, 2010 a letter was sent from Gregg Buxton to Governor Herbert requesting authorization, as required by statute, to move ahead with several "Energy Savings Agreements" at various state owned facilities and sites. SUU, UVU, DSC, and SLCC were specifically identified in that letter which subsequently was approved on September 8, 2010 by John Nixon on behalf of the Governor. The letter also mentioned DFCM's intent to use ARRA funds awarded for energy efficiency and renewable projects, together with other available funds to achieve optimal cost savings for the state.



## **ATTACHMENT II**

### **Current Project Summaries**

**Introduction** – The DFCM energy program group in their oversight role have been instrumental in moving this State Building Energy Program forward in USHE institutions. In addition to assuring that the projects meet the statutory requirements of the program, they have provided assistance in selection and working with the performance contract providers, developing RFPs, finding sources of money, retention of rebates, participation in institutional energy projects management meetings, and providing effective project management.

**ESCO Projects Currently in Process** – There are five projects that are currently in process and, in accordance with statute, are being overseen by DFCM:

Dixie State College – DSC has contracted with Johnson Controls, an ESCo, to do their \$3.8 million ECM project. Johnson Controls performed an Investment Grade Audit (IGA) on electrical, water and HVAC systems and determined that 21 of a total of 57 projects evaluated had sufficient payback to warrant proceeding with the initiative. DSC will also receive DFCM ARRA funds grants in the amount of about \$470,000 for an external lighting project and \$160,000 for Solar Voltaic panel installation. These grants are not part of the performance contract with Johnson Controls.

Performance agreements have been signed between DFCM and Johnson Controls and a lease/purchase agreement has been signed between DSC and All American Investment Group, with the annual utilities savings from the project designated as the source of funding for payment.

The annual utilities savings are estimated to be \$283,883. An independent energy auditing firm has been engaged by DFCM to monitor and verify that the savings experienced are as specified in the performance contract and will provide sufficient annual savings to pay the lease/purchase agreement. The terms of the performance agreement with Johnson Controls require that they make up the difference if the utilities savings are not adequate to make the full payments.

Southern Utah University – SUU contracted with Chevron Energy Solutions to perform an Investment Grade Audit (IGA), and after evaluating the results decided not to enter into an energy savings agreement, but to do the work themselves on items that revealed the best conservation measures. This work will be done in priority order over a three year period, based on the return on investment and impact on campus operations and maintenance. Total costs are estimated to be just over \$1 million, including \$120,000 for the IGA fee. The costs will be funded internally over the three year period and paid back with existing energy savings, a \$100,751 incentive buy-down on the largest project and the annual energy cost savings to be realized as a result of the project of \$180,983.

Utah Valley University – After several months of evaluation and engineering UVU is in the process of finalizing a second ESCo project (their first project was done in 2004). This ESCo project is scheduled to be done through a performance contract with Chevron Energy at a total cost is \$1,222,789 to be financed by the following sources:

|                                                      |                |
|------------------------------------------------------|----------------|
| Rebates, Incentives & Grants                         | \$7,934        |
| Energy rebates from library project (held by DFCM)   | 200,000        |
| DFCM Revolving Fund interest free loan               | 250,000        |
| Excess energy savings from the previous ESCO project | 664,855        |
| UVU budgeted funds                                   | <u>100,000</u> |
| Total                                                | \$1,222,789    |

This project is expected to provide annual energy savings of \$83,600 plus additional annual energy savings of \$69,100 from new energy efficient infrastructure that will be provided. Thus, the total annual energy savings is estimated to be \$152,700.

In addition to this project, UVU was awarded a \$550,000 DFCM ARRA Grant for three energy efficiency projects as noted in a subsequent item in this report.

Salt Lake Community College – Last week SLCC received the results of an Investment Grade Audit (IGA) for a proposed ESCo project on their campuses. SLCC and DFCM are in the process of reviewing the audit to determine the final scope of work for the project. After that is determined an Independent Energy Engineer will review the savings calculations and assumptions prior to entering into a performance contract with the ESCo.

The proposal includes about \$7 million in projects on the Jordan, Meadowbrook, Miller, Redwood, and South City campuses. The scope of the work will include lighting retrofits, control system upgrades, a new electrical substation, and mechanical upgrades. It is anticipated that the energy savings measures undertaken will yield annual cost savings of about \$450,000.

Weber State University – In 2009 WSU began to explore use of energy savings performance contracting by selecting Ameresco, an ESCo, to complete an Investment Grade Audit (IGA) of their campus. That audit was completed in January of 2010 and identified almost \$9.2 million of viable projects that would significantly reduce energy consumption. The DFCM energy group has been integrally involved in helping WSU with all aspects of the development of this project, including facilitating the selection of the ESCo firm to work with, participating in all of the project development meetings, and providing the ongoing project management of the various projects.

After careful evaluation, the University decided the higher energy savings could be achieved at lower costs by managing the energy projects internally if an alternative funding method could be identified. Two of the projects identified were subsequently funded by DFCM with \$1,048,100 of ARRA Grant funds as described in a later section of this report. Other adjustments were made, resulting in a total project amount of approximately \$7.5 million to be financed internally. The University decided to use multiple sources of funds, including endowment funds, as a method to fund the identified energy projects. The endowment funds will be repaid with interest from energy savings generated. Some additional energy projects identified by Facilities Management were also included as well. The following is a summary of the funding sources being used:

|                                    |               |
|------------------------------------|---------------|
| Endowment "Internal Lease/Purchase | \$4,166,500   |
| Capital Improvement Allocations    | 1,971,500     |
| Institutional Funds                | 748,200       |
| Energy Rebates                     | 563,600       |
| Other Grants                       | <u>71,000</u> |
| Total                              | \$7,520,800   |

Construction on these projects has been underway since July of 2010. \$440,000 of energy savings was achieved during FY 2010, with \$520,000 estimated during FY 2011. This savings is expected to ramp up to an estimated annual amount of \$900,000.

**DFCM ARRA Grant Projects** – The \$11.8 million of ARRA allocated to DFCM for use in the State Building Energy Plan is used in a variety of ways to leverage other funds in energy conservation measures. Some of the funds have been allocated to augment the pool of short-term revolving loan funds and have been allocated to USHE institutions as reported below. In other cases, they have been allocated as outright grants that do not have to be repaid. The following list summarizes the grants made to USHE institutions:

|                                  |             |
|----------------------------------|-------------|
| University of Utah –             |             |
| Energy Efficiency Projects       | \$1,000,000 |
| Solar Photovoltaic Panels        | 1,122,000   |
| Utah State University –          |             |
| HPER Classrooms & Halls Lighting | 39,222      |
| SER Lighting                     | 71,512      |
| Solar Photovoltaic Panels        | 700,000     |
| Weber State University -         |             |
| Dee Events Center Chillers       | 750,000     |
| Solar Photovoltaic Panels        | 304,000     |
| Southern Utah University –       |             |
| Replacement Chiller              | 250,000     |
| Solar Photovoltaic Panels        | 160,000     |
| Snow College –                   |             |
| Family Life Lighting             | 13,000      |
| Science Building Lighting        | 35,000      |
| Washburn Shops Lighting          | 65,697      |
| College of Eastern Utah          |             |
| BDAC Lighting                    | 29,873      |
| Career Center Lighting           | 38,488      |
| Dixie State College –            |             |
| LED Outside Lighting             | 470,000     |
| Solar Photovoltaic Panels        | 160,000     |
| Utah Valley University –         |             |
| Chiller                          | 250,000     |
| Geothermal Installation          | 150,000     |
| Solar Photovoltaic Panels        | 150,000     |
| Salt Lake Community College –    |             |
| Efficiency Upgrade               | 250,000     |

|                           |                |
|---------------------------|----------------|
| Solar Photovoltaic Panels | <u>160,000</u> |
| Total DFCM ARRA Grants    | \$6,168,792    |

**DFCM Funded Projects from State Revolving Loan Funds** – As noted earlier, in addition to the ESCO projects authorized by the Governor, DFCM has assisted in some energy efficiency projects at USHE institutions funded through use of the State Facility Energy Efficiency Fund (SFEEF), a revolving loan fund used for energy efficiency projects. Since August of 2009 four USHE projects have been allocated funds through this program:

|                                             |                |
|---------------------------------------------|----------------|
| Utah State University                       |                |
| HPER Gyms Lighting Retrofit                 | \$62,470       |
| Biotech/CPD/Geology Lighting                | 115,247        |
| Steam Pipe Jacketing                        | 398,000        |
| Weber State University – Steam Line Repairs | <u>300,000</u> |
| Total                                       | \$875,717      |



March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: UHEAA Update

Issue

It is a time of transition for UHEAA as the agency makes major changes in its business model from being a student loan provider to being a student loan servicer under the Federal Direct Loan (DL) program. UHEAA expects to have a strong role going forward building on a proven track record of outstanding customer service and responsible fiscal management. UHEAA's priorities remain: 1) servicing the existing \$1.9 billion student loan portfolio economically, 2) restructuring UHEAA's student loan bonds, and 3) obtaining a DL servicing contract and adapting UHEAA into the new student loan world. A summary of current issues related to UHEAA is provided below.

1. **Existing Student Loan Portfolio.** One year ago, the U.S. Congress passed and President Obama signed a law which ended the Federal Family Education Loan (FFEL) program and instituted the DL program, which mandates all student loans be made using U.S. Treasury funds. After 34 years of providing FFEL loans in partnership with local lenders, UHEAA is no longer originating student loans and has 54 fewer employees than 24 months ago. UHEAA also successfully removed from its portfolio low-yielding loans which could not be economically financed after Congress reduced the rate of return on student loans. Utilizing the U.S. Secretary of Education's student loan liquidity program, UHEAA placed 238,000 low-yielding student loans totaling \$910 million with the Secretary. UHEAA continues to service the existing, higher-yielding FFEL portfolio of student loans as follows:

|                      |               |
|----------------------|---------------|
| Number of Borrowers: | 147,000       |
| Number of Loans:     | 393,000       |
| Dollar Amount:       | \$1.9 billion |

These loans are being serviced economically with a record low default rate of 1.9%, less than one third of national 7.0% rate. UHEAA's default prevention campaigns and innovative collection techniques have reduced the student loan default rate for three years in a row despite the downturn in the economy (see Attachment 1).

2. **Financial Restructuring.** In late December 2010, UHEAA completed a AAA-rated \$390 million student loan bond restructuring, bringing UHEAA's total refinancing in 2010 to \$1.3 billion. UHEAA expects to complete further restructuring in the coming weeks to move completely away from the troubled bond insurer, Ambac, and eliminate the remaining high-cost bank bonds. UHEAA has also reopened discount

negotiations with the largest bond holder, UBS. The restructuring UHEAA has accomplished to date has brought favorable economic advantages to the Board which helps position UHEAA for its future role and preserves equity earned within the bond indentures.

3. **Direct Loan Servicing.** Obtaining a DL servicing contract with the U.S. Department of Education (ED) is essential to UHEAA's future. UHEAA submitted a response to ED's request for proposal for DL servicing in late November 2010. In January 2011, ED indicated UHEAA's proposal was *"one of the most highly rated."* Pricing and volume information are expected from ED by March 18, 2011. UHEAA remains well positioned to become a DL servicer and is encouraged to be among the top proposers. UHEAA continues its preparation to meet Federal security requirements for DL servicing and anticipates servicing DL program loans by the summer or fall of 2011, depending on ED's schedule.
4. **Washington Update: Federal Student Aid Cuts.** Congress and the White House have been searching for a long-term resolution to the 2011 Federal budget. Since a budget agreement has not yet been reached, temporary spending measures have been utilized to fund Federal expenditures and keep the government operating. On March 2, 2011, President Obama signed a short-term spending bill to prevent a government shutdown, giving Congress more time to debate a spending bill for the remainder of this fiscal year. Unfortunately, the short-term spending bill eliminated the Leveraging Educational Assistance Partnership (LEAP) program as recommended in President Obama's budget proposal for 2012. LEAP provides higher education grants to the neediest of needy students. UHEAA administers the LEAP program using state appropriations to match Federal LEAP funds to make more need-based grant aid available. In 2009-10, 3,252 students received LEAP awards averaging approximately \$600 each for a total \$1.95 million. Since LEAP is now eliminated, UHEAA has notified the campus financial aid directors and is preparing for the wind down of the LEAP program.

Increased numbers of students enrolling in college and qualifying for financial aid have put pressure on the long-term sustainability of the Pell Grant program, the backbone of financial aid to needy students. In 2012, the program faces a \$20 billion shortfall even with an injection of \$17 billion over the last two years. To deal with the shortfall, the House has already passed a bill which would reduce the maximum Pell Grant of \$5,550 by \$845. While President Obama has proposed eliminating year-round Pell, he opposes the Pell reductions in the House bill. The Senate is drafting its version of a spending bill, but it is unknown if the Senate bill will include Pell Grant cuts. If the House version of the bill prevails, Utah Pell Grants would be reduced by approximately \$64 million to 16,000 students. Elimination of LEAP and potential reductions in Pell Grant will materially erode students' purchasing power to pay for higher education.

#### Commissioner's Recommendation

This report is for information only. No action is needed.

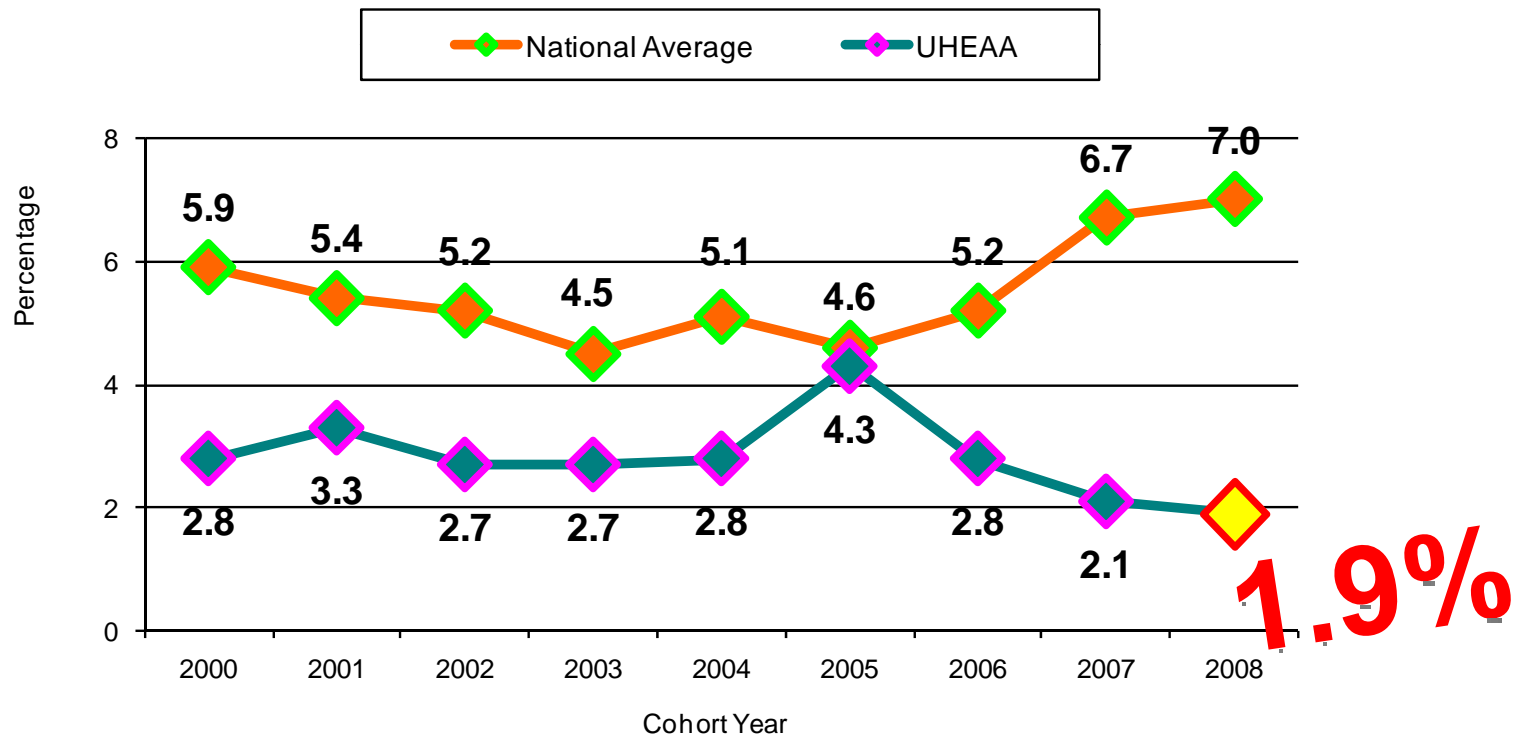
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William A. Sederburg  
Commissioner of Higher Education

WAS/DAF

# LOWEST IN HISTORY

## UHEAA's Cohort Default Rates



March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: University of Utah – Minor in Modern Dance

Issue

The University of Utah requests approval to offer a Minor in Modern Dance, effective Fall 2011. The Minor was approved by the institutional Board of Trustees on December 14, 2010.

Background

The mission of the University of Utah's Department of Modern Dance is to promote student and faculty growth as professional dance artists, critical inquirers, and community members. The Department is dedicated to contributing to the growth of the discipline of modern dance through research, teaching, and service of the highest caliber. The Department of Modern Dance consistently ranks in the top three departments in the nation.

The addition of a Minor in Modern Dance will provide an option for students at the University of Utah who wish to continue to pursue Dance at a higher level but do not wish to take the full BFA major. Instead, students would be able to earn a Minor upon successful completion of the program.

The ability to offer a Minor will undoubtedly increase student credit hour productivity and provide more in-depth opportunities for the TAs and auxiliary faculty members to teach. Southern Utah University and Weber State University both offer dance minors that are similar in some respects. However, the University of Utah's minor offers more theory-based courses and is more Modern Dance-focused with a well-rounded curriculum which includes courses in Service Learning, Kinesiology, and Culture and History.

Policy Issues

No policy issues were raised.



Commissioner's Recommendation

The Commissioner recommends the Regents approve the University of Utah's request to offer a Minor in the Modern Dance baccalaureate program effective Fall 2011.



William A. Sederburg, Commissioner

WAS/PCS  
Attachment

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

Request to Offer a Minor in Modern Dance  
University of Utah

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

March 16, 2011

## **Section I: The Request**

The University of Utah requests approval to offer a Minor in Modern Dance, effective Fall 2011. The Minor was approved by the institutional Board of Trustees on December 14, 2010.

## **Section II: Program Description**

### **Complete Program Description**

The Department of Modern Dance at the University of Utah is nationally accredited through the National Association of Schools of Dance (NASD). The Department offers a 4 year, 78 Credit Hour Bachelor of Fine Arts Degree (BFA) at the undergraduate level and proposes to offer a new Minor in Modern Dance beginning Fall 2011 (pending approval by the Board of Regents). The Minor offers a viable option for students who are interested in pursuing intensive study and training in Modern Dance but who do not want to major in the field. Admission to the Minor will be by application and audition. The Minor requires a minimum of 18 credits including a minimum of 6 upper-division credits to be selected from specified non-major and major courses (see Appendix A). Currently, there are approximately 100 undergraduate and 25 graduate students enrolled in the major and several hundred non-major students who register for non-major classes each year.

### **Purpose of Degree**

The Modern Dance program prepares students to be broadly and deeply knowledgeable about the discipline and larger world of dance. In order to earn a BFA, students are expected to possess high level technical and performance skills and expertise as well as competencies in choreography and teaching in order to be prepared to be successful in the dance profession, graduate programs, or other positions in the dance profession. The MFA degree is intended to provide the breadth and depth of knowledge necessary to prepare graduates for professional careers in Dance, including college and university teaching. The MFA degree incorporates an individualized thesis project design. The addition of a Minor in Modern Dance will provide another option for students who want to continue to pursue Dance at a high level but who don't wish to take the full BFA major.

### **Institutional Readiness**

The Modern Dance Major's program has been in existence within the institution for over 40 years. There will be no impact on institutional readiness with the proposed addition of a Minor.

### **Faculty**

The faculty for the Major will remain stable. The curriculum for the Minor consists of courses already being taught by graduate teaching assistants, auxiliary faculty, and/or regular faculty. No additional faculty are needed.

### **Staff**

The staff for the Major will remain stable. No additional staff will be needed for the Minor.

### **Library and Information Resources**

Library resources are ample, appropriate and in place. There will be no additional needs.

### **Admission Requirements**

Acceptance into the Minor in Modern Dance program is based on an application/audition process. The student must:

- 1) be an undergraduate with any major other than Modern Dance who is in good standing at the University of Utah,
- 2) complete and submit the Minor in Modern Dance Application form (available to download at [www.dance.utah.edu](http://www.dance.utah.edu)) including the approval signature from the advisor in the major department, and 3) pass a performance audition which includes Modern Technique and Improvisation. Auditions for the Minor will take place concurrently with the auditions for the major. Admission requirements for the BFA and MFA will remain the same. Admission to the University is required and admission to the major's program is by audition.

### **Student Advisement**

The faculty advisor within the Department will personalize the curricular plan for each Modern Dance Minor based upon the student's past experience and ability, and will be responsible to guide a student's study in order for him/her to meet expected proficiencies required for a Minor in Modern Dance. Current College of Fine Arts academic advisors are able to handle any additional University advising that might be needed.

### **Justification for Graduation Standards and Number of Credits**

All courses for the Minor must be taken for a letter grade and completed with a "C-" or better to count toward the Minor in Modern Dance. Students must also maintain a minimum cumulative GPA of 2.0 throughout his/her Minor coursework in the Department. Students must complete a minimum of 18 credit hours (minimum of 6 upper division) from the selection of Modern Dance courses listed under Appendix A. Each student's curriculum will be designed with guidance from Department and academic advisors. Total credit hours required for Modern Dance Minor equals 18 minimum. The credit hour and grade standards for the Minor are in compliance with the University of Utah's requirements.

### **External Review and Accreditation**

The Department of Modern Dance holds accreditation with the National Association of Schools of Dance (NASD). The Minor will be reviewed by NASD this summer (2011) and no objections are anticipated.

### **Projected Enrollment for Major including BFA MFA and Minor**

| Year | Student Headcount | # of Faculty | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|--------------------------|---------------------------|
| 1    | 10                | 11           | 20:1                     | In compliance             |
| 2    | 15                | 11           | 20:1                     | Remain in compliance      |
| 3    | 20                | 11           | 20:1                     |                           |
| 4    | 25                | 11           | 20:1                     |                           |
| 5    | 25                | 11           | 20:1                     |                           |

Enrollments in the proposed Minor are projected to be between 20-25 students at any given time.

### **Expansion of Existing Program**

The only change to the existing program would be the inclusion of 20-25 more students in the non-major and specified major's courses. All of the courses are currently being offered. Changes in administrative structures would be: listing the Minor requirements in the University catalog, creating an information packet for interested students and assigning a faculty advisor within the Department. There will be no changes in faculty or staff, no new physical facilities or modification to existing facilities, and no additional equipment commitment. This is not a reinstated program or a program for off-campus delivery.

## **Section III: Need**

### **Program Need**

There are students attending the University of Utah who want to continue to develop expertise in Modern Dance but who do not want to do the full four-year major (BFA degree). Offering the option of a Minor (minimum 18 credits including a minimum of six upper-division credits) will serve students who are attending the University of Utah, and who desire to receive a Minor in Dance while they are majoring in other disciplines. The proposed curricular design offers Dance Minors the possibility to complete two fine arts general education requirements, the Diversity requirement, and the CW (upper-division writing requirement) all within the Minor. The department's ability to offer a Minor will undoubtedly increase student credit hour productivity and provide more in-depth opportunities for TAs and auxiliary faculty members to teach.



**Labor Market Demand**

Students who earn a Minor in Modern Dance would not be gaining labor market skills per se. However, they would be adding valuable dimension and experience to the qualifications they have gained in earning their major degrees and could seek advanced graduate degrees in Dance with the credential of the Modern Dance Minor.

**Student Demand**

This proposal is in response to numerous inquiries and requests, over the span of many years, from students who want a Minor in Modern Dance.

**Similar Programs**

Southern Utah University and Weber State University both offer Dance Minors that are similar in some respects. However, the proposed University of Utah Minor offers more theory-based courses and is more Modern Dance focused with a well-rounded curriculum that includes courses in Service Learning, Kinesiology, and Culture and History.

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

Students who would choose a Minor in Modern Dance would be attending the University of Utah as majors in other disciplines. There would be no impact on or need to collaborate with other USHE institutions if students chose to seek the Modern Dance Minor.

**Benefits**

The proposed Minor would offer an additional important option for students who desire to continue to expand their dance knowledge and expertise and their ability to earn a Minor from the Department of Modern Dance.

**Consistency with Institutional Mission**

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. The addition of a Minor in Modern Dance would increase options for students and encourage inter- and cross-disciplinary possibilities for students on the campus. The curricular requirements for the Minor integrate dance theory and practice, which is consistent with the core values of the institution.

**Section IV: Program and Student Assessment****Program Assessment**

Grade Requirements: All courses for the Minor must be taken for a letter grade and completed with a "C-" or better to count toward the Minor in Modern Dance. Students must also maintain a minimum cumulative GPA of 2.0 throughout his/her Minor course work in the Department.

**Expected Standards of Performance**

These standards are adapted from the Expected Learning Outcomes developed previously for the Dance BFA majors:

Demonstrate an understanding and embodiment of technical, creative, and aesthetic ideas/theories, historical knowledge, and best practices related specifically to contemporary dance.

Demonstrate an understanding of concepts, theories, and approaches related to creative practices and research (interpretive and generative) in the study of Modern Dance.

Be able to effectively articulate a justification and/or argument related to advocacy for the importance of dance and the arts in society in writing and/or verbally.

Be prepared to pursue more advanced dance studies including graduate studies in dance if desired.

Possess the understanding and global perspectives through which to engage in the larger field of dance and the arts and their importance in the world.

## Section V: Finance

### Budget

This is the existing budget for the Modern Dance Department. The proposed Minor will not require additional budget resources.

| Financial Analysis Form for All R401 Documents |                 |                 |                  |                  |                  |
|------------------------------------------------|-----------------|-----------------|------------------|------------------|------------------|
| Students                                       | Year 1          | Year 2          | Year 3           | Year 4           | Year 5           |
| Projected FTE Enrollment                       | 131             | 135             | 135              | 140              | 140              |
| Cost Per FTE                                   | 7440            | 7167            | 7532             | 7463             | 7463             |
| Student/Faculty Ratio                          | 9:1             | 9:1             | 9:1              | 9:1              | 9:1              |
| Projected Headcount                            | 131             | 135             | 135              | 140              | 140              |
| Projected Tuition                              | Year 1          | Year 2          | Year 3           | Year 4           | Year 5           |
| Gross Tuition                                  |                 |                 |                  |                  |                  |
| Tuition to Program                             | 43625           | 44200           | 44400            | 44900            | 45100            |
| 5 Year Budget Projection                       |                 |                 |                  |                  |                  |
|                                                | Year 1          | Year 2          | Year 3           | Year 4           | Year 5           |
| Expense                                        |                 |                 |                  |                  |                  |
| Salaries & Wages                               | 796149          | 796149          | 820033           | 844635           | 844635           |
| Benefits                                       | 112397          | 112397          | 115769           | 119245           | 119245           |
| Total Personnel                                | 881546          | 881546          | 935802           | 963880           | 963880           |
| Current Expense                                | 66000           | 66000           | 66000            | 66000            | 66000            |
| Travel                                         | 20000           | 20000           | 15000            | 15000            | 15000            |
| Capital                                        |                 |                 |                  |                  |                  |
| Library Expense                                |                 |                 |                  |                  |                  |
| <b>Total Expense</b>                           | <b>\$967546</b> | <b>\$967546</b> | <b>\$1016802</b> | <b>\$1044880</b> | <b>\$1044880</b> |
| Revenue                                        | Year 1          | Year 2          | Year 3           | Year 4           | Year 5           |
| Legislative Appropriation                      | 686612          | 686612          | 707210           | 728500           | 728500           |
| Grants & Contracts                             | 35000           | 30000           | 30000            | 30000            | 30000            |
| Donations                                      | 7000            | 7000            | 7000             | 7000             | 7000             |
| Reallocation (other funds/transfers in)        | 200000          | 200000          | 231000           | 240000           | 240000           |
| Tuition to Program                             | 3200            | 3200            | 3400             | 3400             | 3600             |
| Fees                                           | 43425           | 44000           | 44000            | 45000            | 45000            |
| <b>Total Revenue</b>                           | <b>\$970812</b> | <b>\$970812</b> | <b>\$1022610</b> | <b>\$1053900</b> | <b>\$1064100</b> |
| Difference                                     |                 |                 |                  |                  |                  |
| Revenue-Expense                                | \$3266          | \$3266          | \$5808           | \$9020           | \$9220           |

This analysis does not include scholarship fund endowments and awards.

Amounts based on FY10 & FY11 actual and projections from Management Reports and NASD compilation reports.

**Funding Sources**

The proposed creation of a Minor will generate an increase in enrollments for the Department of Modern Dance, thereby moderately increasing SCH and productivity funds. When estimating enrollments, faculty believe there would be between 20-25 students at any given time.

**Reallocation**

No additional funding is required. Existing courses and faculty comprise and deliver the curriculum.

**Impact on Existing Budgets**

No additional funding is required. There will be no impact on existing budgets with the exception of a moderate increase in SCH for the Department.

## Appendix A: Program Curriculum

Students must complete a minimum of 18 credit hours (minimum of 6 upper division) from the selection of Modern Dance courses listed below. Each student's curriculum will be designed with guidance from Department and Academic advisors.

Introductory Courses Majors and Non-Majors – Groupings for Studio and Theory.

Upper Division Courses Major's – Groupings for Studio and Theory  
Modern Dance Minors (Choose courses to equal 6 credits minimum)

Total Credit Hours Required for Modern Dance Minor = 18 minimum

### All Program Courses Available for a Minor in Modern Dance

| Course Prefix & Number                 | Title                                                                                                      | Credit Hours |
|----------------------------------------|------------------------------------------------------------------------------------------------------------|--------------|
| <b>Modern Technique Studio Courses</b> |                                                                                                            |              |
| Minimum of 2 semesters                 |                                                                                                            |              |
| DANC 1200                              | Non Majors Beginning Modern Dance*<br>(This course has multiple sections focusing on different genres.)    | 1            |
| DANC 1310, 1320                        | Major's Technique Level 1 (by placement)*                                                                  | 3            |
| DANC 2310, 2320                        | Major's Dance Technique Level 2 (by placement)*                                                            | 3            |
| DANC 1020                              | Non Majors Intermediate Modern Dance*<br>(This course has multiple sections focusing on different genres.) | 1            |
| DANC 1030                              | Non Major's Advanced Modern Dance Technique*                                                               | 2            |
| DANC 2610                              | West African                                                                                               | 1            |
| DANC 1023                              | Dance Composition (Section 001 or 002)<br>(Fulfills FA General Education requirement)                      | 3            |
| DANC 1075                              | Dance- Creative Process<br>(Fulfills FA General Education requirement)                                     | 3            |
| DANC 1330, 1340                        | Beginning Ballet for Modern Majors                                                                         | 2            |
| DANC 1210                              | Cultural Dance Forms (includes Jazz technique)                                                             | 2            |
|                                        | *This course can be taken more than once for credit.                                                       |              |
|                                        | <b>Sub-Total</b>                                                                                           | <b>21</b>    |
|                                        |                                                                                                            |              |
| <b>Theory Courses</b>                  |                                                                                                            |              |
| Minimum of 1 semester                  |                                                                                                            |              |
| DANC 1010                              | Dance in Culture<br>(Fulfills FA General Education and Diversity requirements)                             | 3            |
| DANC 1410, 1420                        | Modern Workshop I (by placement)                                                                           | 2            |
| DANC 2410, 2420                        | Modern Workshop II (by placement)                                                                          | 2            |
|                                        | *This course can be taken more than once for credit.                                                       |              |
|                                        | <b>Sub-Total</b>                                                                                           | <b>7</b>     |
| <b>Upper Division Courses</b>          |                                                                                                            |              |
| Minimum of 6 credits                   |                                                                                                            |              |



| Course Prefix & Number | Title                                                                               | Credit Hours |
|------------------------|-------------------------------------------------------------------------------------|--------------|
| DANC 4420              | Service Learning in Modern Dance (by placement)                                     | 3            |
| DANC 4510, 4511        | Kinesiology I                                                                       | 3            |
| DANC 4571              | Movement in Culture<br>(Fulfills Upper Division Communication/ Writing requirement) | 3            |
| DANC 4711              | Dance History                                                                       | 3            |
| DANC 3310, 3320        | Major's Technique Level 3 (by placement)*                                           | 3            |
| DANC 4310, 4320        | Major's Technique Level 4 (by placement)*                                           | 3            |
| DANC 3410              | Advanced Improvisation (by placement)                                               | 2            |
| DANC 4388              | Dance Performance*                                                                  | 1-6          |
|                        | *This course can be taken more than once for credit.                                |              |
|                        | <b>Sub-Total</b>                                                                    | <b>21-26</b> |
|                        |                                                                                     |              |
|                        | <b>Total Number of Credits</b>                                                      | <b>49-54</b> |

#### **New Courses to Be Added in the Next Five Years**

There is no plan to develop or add new courses to the Minor in the next five years.

### Appendix B: Sample Program Schedule

|           |                           |   |
|-----------|---------------------------|---|
| Fall 2011 |                           |   |
| DANC 1310 | Major's Technique Level 1 | 3 |
| DANC 1410 | Modern Workshop 1         | 2 |

|             |                           |   |
|-------------|---------------------------|---|
| Spring 2012 |                           |   |
| DANC 1320   | Major's Technique Level 1 | 3 |
| DANC 1420   | Modern Workshop 1         | 2 |
| DANC 4711   | Dance History             | 3 |

|           |                        |   |
|-----------|------------------------|---|
| Fall 2012 |                        |   |
| DANC 3410 | Advanced Improvisation | 2 |
| DANC 4510 | Kinesiology 1          | 3 |
| DANC 4388 | Dance Performance      | 1 |

|                    |    |
|--------------------|----|
| Total Credit Hours | 19 |
|--------------------|----|

### **Appendix C: Faculty**

|                     |                                |                                           |
|---------------------|--------------------------------|-------------------------------------------|
| Ellen Bromberg      | Associate Professor            | MFA                                       |
| Juan Carlos Claudio | Assistant Professor (Lecturer) | MFA                                       |
| Abby Fiat           | Professor                      | MFA                                       |
| Pamela Geber        | Associate Professor            | MFA                                       |
| Satu Hummasti       | Associate Professor            | MFA                                       |
| Stephen Koester     | Associate Professor            | BA & Commensurate Professional Experience |
| Sharee Lane         | Associate Professor            | Commensurate Professional Experience      |
| I-Fen Lin           | Instructor                     | MFA                                       |
| Brent Schneider     | Professor                      | MFA                                       |
| Jon Scoville        | Professor (Lecturer)           | BA & Commensurate Professional Experience |
| Donna White         | Professor                      | MFA                                       |

\*Additional qualified advanced graduate teaching assistants will be teaching the lower division non-major's courses.

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah State University – Master of Science Degree in Financial Economics

Issue

Officials at Utah State University (USU) request approval to offer a Master of Science Degree in Financial Economics, beginning Fall Semester 2011. The USU Institutional Board of Trustees approved this program on January 7, 2011. The Regents' Program Review Committee approved the proposed degree on February 16, 2011 and recommended it be moved to the full board for approval.

Background

The proposed Master of Science in Financial Economics (MSFE) is a reflection of the USU Department of Economics and Finance's commitment to create a graduate program of distinction at the intersection of economics and finance. The proposed master's degree is specifically designed to capitalize on student demand for a terminal master's degree focused on finance, the expertise and focus of the department, and the mission, vision and strategy of the Jon M. Huntsman School of Business.

The proposed degree will be housed in the Department of Economics and Finance in the Jon M. Huntsman School of Business. As measured by graduates, the Department of Economics and Finance has the largest undergraduate program offered at Utah State University. The focus of the undergraduate program in the Economics and Finance Department is to prepare students for careers in financial institutions. The proposed MS degree is to complement this program. This proposal would bring the Economics and Finance graduate program into alignment with the expertise of its faculty, the interests of students, and Utah State University's goal to increase graduate enrollment.

Policy Issues

Other Utah System of Higher Education Institutions have reviewed this proposal, given input, and are supportive of Utah State University offering this degree.



Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request to Offer a Master of Science in Financial Economics, effective Fall Semester, 2011.

  
William A. Sederburg, Commissioner

WAS/GW  
Attachment

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

**Master of Science in Financial Economics  
Utah State University**

**Prepared for  
William A. Sederburg  
By  
Gary Wixom**

**March 16, 2011**

## **Section I: The Request**

The Department of Economics and Finance in the Jon M. Huntsman School of Business at Utah State University requests approval to offer a Master of Science in Financial Economics effective fall semester 2011.

## **Section II: Program Description**

### **Program Description**

The Master of Science in Financial Economics (MSFE) is designed as a terminal, professional degree in financial economics. The curriculum includes courses in the key areas of finance and the supporting areas of economics and quantitative methods. It is intended to prepare students for a wide range of careers both within and outside the financial industry, including risk management, asset management, macroeconomic and financial forecasting, trading, and financial and economic research.

### **Purpose**

The proposal indicates that the Jon M. Huntsman School of Business will offer a Master of Science in Financial Economics (MSFE) and that this degree program be housed in the Department of Economics and Finance.

As measured by the number of graduates, The Department of Economics and Finance (E&F) currently provides the largest undergraduate program offered by Utah State University. The focus of this undergraduate program is to prepare students for careers in financial institutions. Major initiatives of E&F's undergraduate program include focusing the curriculum on finance and the supporting areas of economics, an emphasis on analytical rigor, and preparing students for the series of Chartered Financial Analysis (CFA) exams. The purpose of this proposal is to develop a master's program that is complimentary to and as robust as this undergraduate program. This proposal will bring E&F's graduate program into alignment with the expertise of its faculty, the interests of students, and Utah State University's goal to increase graduate enrollment.

Based on discussions with industry specialists, internal research, and the popularity of similar programs, it is expected that enrollment in the department's graduate program will increase from the current three to four students per year to 20 to 30 students per year.

### **Institutional Readiness**

In the spring of 2008, the Department of Economics at Utah State University was restructured. The Department of Economics and Finance was formed as a separate unit in the Huntsman School of Business by combining the finance faculty and elements of the economics faculty, and the Department of Applied Economics was formed as a separate unit in the College of Agriculture. The specific purpose of this administrative realignment was as follows:

- USU expects the more focused academic units to achieve a greater alignment with the missions of the colleges in which they reside – becoming more of an intellectual force in their respective colleges. *The respective deans will have the opportunity to shape the future of each department and to mold them to reflect the priorities of the colleges.*

- Because of their greater relevancy to the other majors in their college, USU also expects the more focused academic units to contribute more substantially to the growth and development of students in other majors located in their college.
- *USU expects the more focused academic units to be engaged more in the strategic future of their respective colleges.*
- *USU expects the more focused academic units to gain greater national visibility for their expertise in more defined areas of academic inquiry.*
- Finally, because the respective deans will have a vested interest in the success of the department in their college, USU expects the more focused academic units to acquire greater financial support from their respective colleges because their efforts and actions will be perceived as more central to the future of their respective colleges.

The current proposal is consistent with the goals of the administrative realignment as outlined above

Since inception, the Department of Economics and Finance has hired seven additional faculty members and will welcome to campus this coming academic year the inaugural Jon M. Huntsman Visiting Presidential Professors in Economics and Finance. A significant portion of the funding for these new faculty members has come from external sources. These new faculty members are primarily experts in finance and/or financial economics. Therefore, the department has built a group of highly trained and skilled professors in the area that constitutes its strategic focus, which is on the topics that constitute the intersection of the disciplines of finance and economics (i.e., financial economics). All faculty members are and will continue to be involved in teaching undergraduate courses. A more robust graduate program, however, will help faculty members stay current in their fields. Further, a more focused and professionally oriented master's program will provide an opportunity for the department's undergraduate students to continue within the department with their graduate studies.

#### **Faculty, Staff and Library Resources**

The department currently offers one graduate degree, a MS (MA) in Economics. As noted in Appendix A, the proposed curriculum for the MSFE requires nine academic courses and, initially, the MSFE curriculum will share four of the courses that are part of the current MS (MA) Economics curriculum. Of this latter set of four courses, E&F provides two of the courses and the Department of Applied Economics (APEC) offers the other two: microeconomic theory I and mathematical economics I. Therefore, this proposal requires five additional courses. The department currently has faculty who are prepared to teach these five additional courses. As a result of focusing its undergraduate program, differential tuition, and internal reallocation, the department has the resources to initiate this degree.

The department currently has 19 tenure track positions (one position is open and a faculty search is in progress) and three non-tenure track faculty. Further, the department has four part-time faculty members who teach for the department on an ongoing basis. Three of these individuals have terminal degrees (i.e., J.D. and/or Ph.D.) and the other has substantial professional



experience at one of the country's premier financial institutions and teaches at the University of Utah. All faculty members who will teach in the MSFE program are actively involved in related research and regularly attend professional conferences.

As the department currently offers a robust undergraduate program in economics and finance and a master's degree in economics, sufficient staff, and library resource are currently available.

### **Admission Requirements**

The admission requirements will be consistent with the existing admission requirements for the current master's program. Admission to the current program requires a minimum grade point average (GPA) of 3.0 (4.0 = A) for the last 60 semester credits earned prior to applying for the program. Educational requirements include previous bachelors (BA or BS) level (or above) courses in intermediate microeconomic theory, econometrics/statistics, mathematical economics/calculus and corporate finance. A student whose prior academic performance warrants admission, although some prerequisite courses have not been taken, may be admitted provisionally. These students will be required to make up deficiencies by enrolling in appropriate courses prior to beginning the MSFE program. The Huntsman School of Business currently offers applicable preparatory courses during the summer semester as part of its MBA program.

Either the GRE or the GMAT is required. Scores must be at or above the 40<sup>th</sup> percentile for the verbal portion of the examinations and above the 60<sup>th</sup> percentile for the quantitative portion. A TOEFL score will be required of all students whose native tongue is not English.

### **Student Advisement**

Historically, E&F budgets to support a faculty member designated as a Graduate Program Director. The compensation typically has been the equivalent of a "summer month." This individual, along with the department head and a staff assistant, coordinates the process of admitting students into the program, advising students of program requirements,<sup>1</sup> and insuring that Graduate School rules and procedures are met. The MSFE will require a modest increment to the budget for graduate student advisement, which will be covered by department resources.

### **Credit Hour Requirements**

The MSFE will require 27 credit hours of academic course work and three credit hours of research credits (i.e., Plan B) for a total of 30 credit hours. Appendix A provides the curriculum for the proposed degree.

### **External Review and Accreditation**

Prominent economists and finance professionals within academia, the Federal Reserve System, and the private financial sector were contacted regarding this proposal; support for this proposal was unanimous. The following are brief biographies of selected individuals contacted:

#### *Lars Hansen.*

Dr. Hansen is a world famous economist and is currently the H. J. Livingston Distinguished Service Professor in Economics, at the University of Chicago. He was the past president of the

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<sup>1</sup> As noted below, the current and proposed Master's programs have "lock-step" curricula; hence, little advising is necessary regarding curriculum issues.

Econometric Society and chairman of the Economics Department at Chicago. He is also the winner of numerous prestigious prizes, including the Erwin Plein Nemmers Prize in Economics in 2006 and the Frisch Medal in 1984. He is the author of path breaking research articles in quantitative methods and financial economics, including the recent book "Handbook of Financial Econometrics."

Dr. Hansen noted the importance of including a set of rigorous and quantitative based economics courses in the MSFE curriculum

*Mark Jensen.*

Dr. Jensen is a Financial Economist and Associate Policy Advisor at the Federal Reserve Bank of Atlanta, as well as a Fellow of the Center on Financial Innovation and Financial Stability at the Federal Reserve Bank of Atlanta. He is also the President of the Society for Nonlinear Dynamics and Econometrics.

Dr. Jensen also commented on the relevance of a finance oriented degree that included a set of economics courses.

*James Schallheim.*

Dr. Schallheim is the Jake Garn Professor of Finance at the University of Utah. He is also the director of the MS Finance program at the University of Utah. Dr. Schallheim commented on the success of the University of Utah's graduate programs in finance and the role of the CFA credential in their master's program.

*Bonnie Newman.*

Ms. Newman holds a CFA certificate and is employed at Wells Capital Management. She stressed the value of the CFA certificate in the marketplace and presented stark differences in salaries for financial professionals with and without the CFA designation. She suggested that a master's program with a focus on finance orient and prepare students to take the CFA exam.

*Rulon Pope.*

Dr. Pope is a Professor of Economics at BYU and the former head of that distinguished department. He was asked to speak at a departmental faculty meeting because of a rather unique aspect of BYU's economics department – a distinguished program that attracts first-rate talent but does not have a Ph.D. program. Dr. Pope spoke on the need of and methods for keeping faculty at the "cutting edge" of their fields in the absence of a Ph.D. program.

Further, a faculty committee of individuals with considerable interest and expertise developed the current proposal. For example, Mr. Paul Fjeldsted, a current faculty and committee member, was the Managing Director of Citigroup Global Markets Inc. where he was responsible for structuring and trading credit derivatives on the emerging markets of Central and South America.

Programs within the Huntsman School of Business are accredited by the Association to Advance Collegiate Schools of Business (AACSB). This accreditation is renewed every five years. The next HSB review will be in 2011/12. It is anticipated that the MSFE program will not materially affect that review.

### Projected Enrollment

| Year    | Student Headcount | No. of Faculty <sup>2</sup> | Student-to-Faculty Ratio | Accreditation Req'd Ratio |
|---------|-------------------|-----------------------------|--------------------------|---------------------------|
| 2011/12 | 15                | 2                           | 8                        | N/A                       |
| 2012/13 | 20                | 2                           | 10                       | N/A                       |
| 2013/14 | 25                | 2                           | 13                       | N/A                       |
| 2014/15 | 25                | 2                           | 13                       | N/A                       |
| 2015/16 | 25                | 2                           | 13                       | N/A                       |

### Expansion of Existing Programs

Students in Current MS-Economics Program:

| Academic Year | No. of Graduates |
|---------------|------------------|
| 2005/06       | 4                |
| 2006/07       | 5                |
| 2007/08       | 8                |
| 2008/09       | 3                |
| 2009/10       | 3                |

## Section III: Need

### Program Need

The proposed Master of Science in Financial Economics is a reflection of the department's commitment to create a graduate program of distinction at the intersection of economics and finance. The proposed master's degree is specifically designed to capitalize on student demand for a terminal master's degree focused on finance, the expertise of the faculty of E&F, and the mission, vision and strategy of the Department of Economics and Finance.

### Labor Market Demand

The curriculum for the proposed program resembles the master's degree in finance offered at the Bendheim Center for Finance, Princeton University, which reports the following:<sup>3</sup>

The distinctive feature of Princeton's Master in Finance program is its strong emphasis on financial economics in addition to financial engineering and computational methods.

Graduates of the USU program have a solid understanding of the fundamental quantitative tools from economic theory, probability, statistics, optimization and

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<sup>2</sup>This is the full-time equivalent number of faculty that will be involved in teaching in the MSFE program. However, approximately seven faculty members will participate in teaching in the program. For example, a faculty member may only teach one course in the MSFE and teach several undergraduate finance and/or economics courses.

<sup>3</sup> see [www.princeton.edu/bcf/graduate](http://www.princeton.edu/bcf/graduate)

computer science, all of which are becoming increasingly vital in the financial industry. While there has been much debate in recent months about the role of quantitative finance in the financial crisis, the financial industry has increasingly placed strong emphasis on quantitative tools and analysis as it seeks to rebuild itself and strengthen risk management practices.

The Master in Finance program is intended to prepare students for a wide range of careers both inside and outside the financial industry, including financial engineering and risk management, quantitative asset management, macroeconomic and financial forecasting, quantitative trading, and applied research.

Regarding finance professionals, the Bureau of Labor Statistics (BLS) reports the following:<sup>4</sup>

A bachelor's degree in finance, accounting, or a related field is the minimum academic preparation, *but employers increasingly select graduates with a master's degree in business administration, economics, finance, or risk management* (emphasis added).

Financial managers play an increasingly important role in mergers and consolidations and in global expansion and related financing.

Financial managers may broaden their skills and exhibit their competency by attaining professional certification... For example, the CFA Institute confers the Chartered Financial Analyst designation...<sup>5</sup>

Employment growth for financial managers is expected to be about as fast as the average for all occupations. However, applicants will likely face strong competition for jobs. *Those with a master's degree and a certification will have the best opportunities* (emphasis added).

Employment of financial analysts...is expected to grow much faster than the average for all occupations.

For those aspiring to financial analyst jobs, a strong academic background is absolutely essential. Good grades in courses such as finance, accounting, and economics are very important to employers... certification is helpful in maintaining employment

The BLS reports the following median annual earnings for finance professionals by industry (2006 data):

| <u>Industry</u>    | <u>Median Annual Earnings</u> |
|--------------------|-------------------------------|
| Securities Markets | \$131,730                     |

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<sup>4</sup> Occupational Outlook Handbook, 2008-09 Edition, [www.bls.gov/oco/ocos010.htm](http://www.bls.gov/oco/ocos010.htm)

<sup>5</sup> The MSFE curriculum is designed to help students achieve the CFA designation.



|                                     |           |
|-------------------------------------|-----------|
| Companies (Corporate Finance)       | \$105,410 |
| Nondepository Credit Intermediation | \$86,340  |
| Local Government                    | \$72,790  |
| Depository Credit Intermediation    | \$77,580  |

It also should be noted that the economic developments of the past two years informed the development of this proposal. There appears to be broad acceptance that part of the problem that led to the financial crisis was a deficiency in analytical rigor and ethical behavior within the financial industry. Analytical rigor and a focus on ethics, which are pillars of both the Huntsman School of Business and the CFA institute, will be integrated into the curriculum that constitutes the proposed master's degree. This is part of the concentrated effort to "brand" Huntsman graduates as ethical leaders with demonstrated analytical skills.

### **Student Demand**

Recently, the association of MBA students in the Huntsman School of Business surveyed USU MBA students to determine the business fields in which they are most interested. By a large margin, finance was the most popular choice. However, students currently do not have the opportunity to obtain a graduate degree in finance in the Huntsman School. Further, conversations with key professionals in academia, business, and government and the successful experience of other universities in offering a similar degree, including the University of Utah which enrolls approximately 60 students per year, indicate that the MSFE will be a popular program among students. Indeed, the MSFE will offer a skill set and training that will allow students to pursue the Chartered Financial Analyst (CFA) credential and enter a high-demand, well-paid labor market.

### **Similar Programs and Collaboration with and Impact on other USHE Institutions**

The University of Utah offers an MS in Finance, which is similar to the current proposal. The University of Utah is the only USHE institution that offers a graduate degree in finance. Both the University of Utah's MS in Finance and the proposed MS in Financial Economics qualify and prepare students to take the CFA exam. The MSFE curriculum is essentially equal parts finance and economics, and more focused on quantitative methods (i.e., mathematical economics, computational methods and econometrics are all required courses).

Dr. James Schallheim, the Jake Garn Professor of Finance at the University of Utah and director of the MS Finance program, spoke to the E&F faculty at its 2009 fall retreat. He spoke in detail about the curriculum at the University of Utah and was very helpful in answering questions about offering a similar degree in the Huntsman School. Further, Dr. Schallheim also substantiated the belief that there is strong demand among students for this type of degree and the importance of linking the degree curriculum to the CFA exam.

### **Benefits to Utah State University and USHE**

The MSFE is a reflection of the Department of Economics and Finance's commitment to create a graduate program of distinction at the intersection of economics and finance. The degree is specifically designed to capitalize on student demand for a terminal master's degree focused on finance, the expertise and focus of the department, and the mission, vision and strategy of the Jon M. Huntsman School of Business.

The department has built a group of highly trained and skilled professors in the area that constitutes its strategic focus, which is on the topics that constitute the intersection of the disciplines of finance and economics (i.e., financial economics). All faculty members are and will continue to be involved in teaching undergraduate courses. A more robust graduate program, however, will help faculty members stay current in their fields. Further, a more focused and professionally oriented master's program will provide an opportunity for this department's undergraduate students as well as undergraduate students at other USHE schools to pursue graduate studies in financial economics.

### **Consistency with Institutional Mission**

Regarding Utah State University, the Utah State Board of Regents has stated the following:<sup>6</sup>

USU serves as the state's land-grant institution under state and federal legislation and is a primary center of university research and of graduate, professional, and undergraduate education in numerous authorized fields of study.

USU goals and objectives for graduate education include:<sup>7</sup>

Professional Development. Provide excellent professional development opportunities at the master's and doctoral levels, enabling USU students to be highly successful in the marketplace.

Utah State University is currently authorized to offer a Master of Science in Economics through the Department of Economics and Finance. The current proposal is a response to a change in the marketplace, which demands more focused economic/finance master's degrees. Further, as noted above, this proposal is consistent with the vision of the Huntsman School of Business and the Department of Economics and Finance.

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

### **Program Assessment and Student Performance Standards.**

The proposed master's program is primarily a terminal professional degree in financial economics. The most internationally recognized and credible credential for financial professionals is the Chartered Financial Analyst (i.e., CFA), which is earned by passing a series of analytically rigorous exams. The curriculum of the proposed MSFE is designed to help students pass the first CFA exam (i.e., level I exam) at the end of their second semester in the program.<sup>8</sup> An important metric in measuring the success of the program will be the proportion of enrolled students taking the exam and the pass rate.

## **Section V: Finances**

### **Budget**

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<sup>6</sup> [www.utahsbr.edu/col03a.html](http://www.utahsbr.edu/col03a.html)

<sup>7</sup> [http://usu.edu/aaa/pdf/accreditation/2007 Strategic Plan.pdf](http://usu.edu/aaa/pdf/accreditation/2007%20Strategic%20Plan.pdf)

<sup>8</sup> The CFA level I exam is offered in June.

The current request is essentially an incremental change to a small, existing master's program. Initially it will require only five additional courses, which as noted above is equivalent to a single faculty member devoted to teaching in the program. *Beyond the resource equivalent of a faculty member, this proposal will not have a material effect on the department's total costs of providing a graduate program. However, it is likely that the proposed change will dramatically decrease costs per student* and generate significant revenue for the department through differential tuition, which is applied to graduate programs within the Huntsman School of Business. The department currently has the faculty resources to teach these five additional courses.

The current MS program is small and, therefore, expensive on a per student basis. Three students entered the program in both 2008 and 2009. Of these six students, five received graduate assistantships of \$9,000 per year. Further, the department does not have a designated source of funding for graduate assistantships but rather has provided these assistantships on an *ad hoc* basis that is not sustainable.

As outlined above, it is anticipated that there will be much stronger demand by students for the MSFE, and that students will enroll in the program without the added incentive of a graduate assistantship. Further, differential tuition will be used to achieve program excellence. For example, differential tuition has already helped the department hire two finance faculty members in the past year that it could not have hired with only the funds allocated from central administration. In addition, differential tuition has been used to secure the Wharton Database, and is being used to fund access to the Bloomberg database. For additional financial information, please see the data below.

**Utah State University**  
Economics & Finance Graduate Program

| Financial Analysis Form for All R401 Documents |            |            |            |            |            |
|------------------------------------------------|------------|------------|------------|------------|------------|
|                                                | 2010/11    | 2011/12    | 2012/13    | Year 4     | Year 5     |
| <b>Students</b>                                |            |            |            |            |            |
| Projected FTE Enrollment <sup>1</sup>          | 4          | 15         | 20         | 25         | 25         |
| Cost Per FTE                                   | \$ 56,000  | \$ 24,000  | \$ 18,000  | \$ 14,400  | \$ 14,400  |
| Student/Faculty Ratio                          | 4          | 8          | 10         | 13         | 13         |
| Projected Headcount                            | 4          | 15         | 20         | 25         | 25         |
| <b>Projected Tuition</b>                       |            |            |            |            |            |
| Gross Tuition <sup>2</sup>                     | \$ 36,635  | \$ 142,876 | \$ 198,121 | \$ 257,558 | \$ 267,860 |
| Differential Tuition to Program                | \$ 15,920  | \$ 62,088  | \$ 86,095  | \$ 111,924 | \$ 116,401 |
| <b>5 Year Budget Projection</b>                |            |            |            |            |            |
|                                                | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
| <b>Expense</b>                                 |            |            |            |            |            |
| Salaries & Wages                               | \$ 132,000 | \$ 252,000 | \$ 252,000 | \$ 252,000 | \$ 252,000 |
| Benefits                                       | 57,000     | 108,000    | 108,000    | 108,000    | 108,000    |
| Total Personnel                                | 189,000    | 360,000    | 360,000    | 360,000    | 360,000    |
| Plan B Committee                               |            | 30,000     | 30,000     | 30,000     | 30,000     |
| Assistantships                                 | 36,000     | 0          | 0          | 0          | 0          |
| Current Expense                                |            |            |            |            |            |
| Travel                                         |            |            |            |            |            |
| Capital                                        |            |            |            |            |            |
| Library Expense                                |            |            |            |            |            |
| Total Expense                                  | 225,000    | 390,000    | 390,000    | 390,000    | 390,000    |
| <b>Revenue</b>                                 |            |            |            |            |            |
| Legislative Appropriation                      |            |            |            |            |            |
| Grants & Contracts                             | 36,000     |            |            |            |            |
| Existing Resources <sup>3</sup>                | 173,080    | 327,912    | 303,905    | 278,076    | 273,599    |
| Tuition to Program                             | 15,920     | 62,088     | 86,095     | 111,924    | 116,401    |
| Course Fees                                    |            |            |            |            |            |
| Total Revenue                                  | \$ 225,000 | \$ 390,000 | \$ 390,000 | \$ 390,000 | \$ 390,000 |
| <b>Difference</b>                              |            |            |            |            |            |
| Revenue-Expense                                | \$ 0       | \$ 0       | \$ 0       | \$ 0       | \$ 0       |
| <b>Comments</b>                                |            |            |            |            |            |

<sup>1</sup> Numbers represent total number of students in the program.



<sup>2</sup> Gross tuition generated by the program

<sup>3</sup> The department has been offering an MS in economics for decades, and therefore, part of the department's budget is meant to provide the resources for this program. In addition, the department currently allocates external funds in support of the MS program.

### **Budget Comments**

The budget above is based on the following parameters and assumptions:

E&F's current graduate program requires the equivalent of one faculty member at an annual salary of \$120,000.

The proposed program will require the equivalent of two faculty members to teach graduate courses. Hence, the MSFE requires the equivalent of one additional faculty member devoted to teaching graduate courses. However, the department has applied external resources in hiring the additional faculty resources necessary to teach the additional five courses.

The incremental salary cost for the graduate advisor and staff support is \$12,000

Benefits have been calculated at 43 percent

The Plan B Committee expense will be summer months paid to members of a standing committee that will be established to supervise plan B papers.

### **Funding Sources**

The department has resources available to reallocate to this degree. After ten years, the program should have enough students that differential tuition will be sufficient to make the program self sustaining.

### **Reallocation**

The proposal will utilize some reallocation of resources within the department.

### **Impact on Existing Budgets**

There has been concern that the current proposal will impact the Economics Ph.D. program offered by the Department of Applied Economics (APEC). This concern is based on the fact that E&F currently offers four of the courses that constitute part of the curriculum for the economics Ph.D.. These courses are Macro Theory I, Macro Theory II, Econometrics I, and Econometrics II. To help alleviate this concern, E&F has agreed to continue to offer and staff these four courses for the three academic years beginning with 2010/11. Over the next three years, therefore, the current proposal will not have an effect on APEC's Ph. D. program. Regarding long-term concerns, the Office of the Provost, APEC and E&F have entered into an agreement that has satisfied APEC's concerns regarding the economics Ph.D. program. Among other terms, the two departments have agreed that after the 2012/2013 academic year, multiple listing will end for the eight courses that currently constitute the curricula of the MS (MA) in Economics degree and the first-year of the Ph.D. in Economics degree. Of course this does not prevent either department from including in its graduate curricula economics courses offered by the other department.

Given sufficient student interest, E&F will continue to accept students into its MS(MA) economics program. In the event that the department stops admitting students into this program, current MS(MA) students will not be affected as it is a one-year program.

## **Appendix A: Program Curriculum**

### **A. Program Courses (\* indicates a new course)**

*Core Courses (There are no electives) (all courses are three credits):*

ECN 7230, Macroeconomic Theory I

ECN 7130, Microeconomic Theory I

ECN 7310, Econometrics I

ECN 7350, Mathematical Economics I

ECN 7320 Computational Methods\*

Investments\*

Derivatives\*

Fixed Income/International Finance\*

Corporate Finance\*

Thesis credits (Plan B)

Total Number of Credit Hours: 30

### **B. Courses to be Added in the Next Five Years**

Other than the new courses noted in Section A above, it is not anticipated that any new courses will be developed in the next five years.

## Appendix B: Program Schedule for MSFE

| <u>Fall Semester – Economics Core (15 credits)</u> | <u>Credits</u> |
|----------------------------------------------------|----------------|
| Mathematical Economics I                           | 3              |
| Macroeconomic Theory I                             | 3              |
| Microeconomic Theory I                             | 3              |
| Econometrics I                                     | 3              |
| <br>                                               |                |
| <u>Spring Semester – Finance Core</u>              |                |
| Investments                                        | 3              |
| Derivatives                                        | 3              |
| Fixed Income                                       | 3              |
| Corporate Finance                                  | 3              |
| Quantitative/Computational Methods                 | 3              |
| <br>                                               |                |
| <u>Summer Semester</u>                             |                |
| Thesis Credits (Plan B Paper)                      | 3              |



### Appendix C: Teaching Faculty for Program

| <u>Name</u>                      | <u>Degree/Institution</u>                                                           | <u>Specialty</u>                                       |
|----------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------|
| Frank Caliendo                   | PhD Economics, Utah State University, 2003                                          | Macroeconomics and Mathematical Methods                |
| James Feigenbaum<br>(Hired 2009) | PhD Economics, University of Iowa, 2003<br>PhD Physics, University of Chicago, 1998 | Macroeconomics, Econophysics, and Mathematical Methods |
| Ben Blau<br>(Hired 2009)         | PhD Finance, University of Mississippi, 2008                                        | Investments and Financial Markets                      |
| Paul Fjeldsted<br>(Hired 2009)   | MBA, Harvard Business School, 1990                                                  | Fixed-income markets and Financial Institutions        |
| Scott Findley<br>(Hired 2010)    | PhD Economics, Colorado State, 2007                                                 | Macroeconomics and Public Finance                      |
| Tyler Brough<br>(Hired 2010)     | PhD Finance, University of Arizona, 2010                                            | Financial Markets<br>Quantitative Methods              |
| Nick Guo<br>(Hired 2010)         | PhD Economics, University of Minnesota, 2010                                        | Financial Economics<br>Macroeconomics                  |

March 16, 2011

MEMORANDUM

TO: Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Arts, Bachelor of Science, and Minor in Marketing

Issue

Utah Valley University requests approval to offer the Bachelor of Arts and Bachelor of Science degrees in Marketing, effective Fall 2011. In addition, this proposal includes the request to add a Minor in Marketing. This action was approved by the UVU Board of Trustees on October 28, 2010.

Background

The Department of Marketing in the Woodbury School of Business at Utah Valley University proposes Bachelor of Science and Bachelor of Arts degrees in Marketing, along with a Minor in Marketing. The Department currently has a Bachelor of Science in Business Management with an emphasis in Marketing. The purpose of this change is to bring the marketing degrees into alignment within the Woodbury School of Business with other degrees that have changed from emphases to baccalaureate degrees: Accounting, Economics, and Finance.

The study of marketing provides students with a variety of intellectual tools which prepares them for a significant number of careers in business, government, and non-profit organizations. These include advertising, (copywriters, art directors, production managers, account development executives, account planners, and media planners or buyers), brand and product management, sales and sales management, retailing, marketing research, new-product planning, marketing logistics (physical distribution), public relations, and not-for-profit services. Undergraduate marketing education also provides excellent background for further graduate work in marketing, business, and law. The minor provides the opportunity for students majoring in other fields to obtain a specialization in marketing.

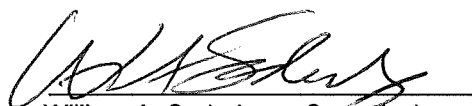
These marketing degrees will be housed in the existing Department of Marketing. No additional faculty or administrative staff will be required to support the proposed programs within the first five years of operation.

### Policy Issues

No policy issues were raised by USHE institutions. However, one Programs Review Committee (PRC) member raised concerns about the increase in number of degrees that occurs when structuring curriculum with a degree for each specialization rather than using an "umbrella" degree with emphases. It was noted that students prefer individual degrees so that transcripts clearly indicate the student's specialization (e.g., marketing) as part of the degree title, thus making it easier to communicate with potential employers.

### Commissioner's Recommendation

The Commissioner recommends the Regents review and approve the Utah Valley University request to offer the Bachelor of Arts, Bachelor of Science and Minor in Marketing, effective Fall semester, 2011.

  
William A. Sederburg, Commissioner

WAS/PCS  
Attachment

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

Request to Offer Bachelor and Arts, Bachelor of Science, and a Minor in Marketing  
Utah Valley University

Prepared for:  
William A. Sederburg  
by  
Phyllis C. Safman

March 16, 2011

## **Section I: Request**

Utah Valley University requests approval to offer Bachelor of Science and Bachelor of Arts degrees in Marketing effective Fall 2011. In addition, this proposal includes the request to add a Minor in Marketing. Utah Valley University currently has a BS degree in Business Management with an emphasis in Marketing. The purpose of this change is to bring the marketing degrees into alignment with the other degrees in the Woodbury School of Business that have changed from emphases to bachelor's degrees: Accounting, Economics, and Finance. The proposed BS/BA and Minor all use the same courses and faculty as does the BS in Business Management with an emphasis in Marketing, but offer additional options to students. This action was approved by the UVU Board of Trustees on October 28, 2010.

## **Section II: Program Description**

### **Complete Program Description**

The Department of Marketing in the Woodbury School of Business at Utah Valley University proposes Bachelor of Science and Bachelor of Arts degrees in Marketing, along with a Minor in Marketing.

The study of marketing will provide students with a variety of intellectual tools that prepare them for a significant number of careers in business, government, and non-profit organizations. Undergraduate marketing education has proven to be useful for preparation for careers in the private and public sectors, as well as an excellent background for further graduate work in marketing, business, and law.

The UVU Woodbury School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in December 2006. This degree will comply with the same level of learning quality, assessment, and administration associated with accreditation standards. The degree will prepare students with the skills to be competitive in a global economy and enable them to meet the challenges they must address in the effort to support the US economy as it looks to the future. Students will be offered several approaches to their study of the marketing discipline. The curriculum will include courses in standard marketing areas such as advertising and promotion, sales and sales management, consumer behavior, and marketing research, as well as the emerging emphases on services and digital marketing. As a part of an engaged university, the Department of Marketing offers classes using service learning, case studies, group work, as well as traditional lecture and discussion formats. Changing the marketing emphasis to a degree will make it consistent with the other degrees in the Woodbury School of Business and will initially require no changes. As the demand for the degree increases, other resources may be required.

The proposed curriculum will include:

Bachelor of Science in Marketing (123 credit hours)

|                                   |                 |
|-----------------------------------|-----------------|
| General Education Core Courses    | 36 credit hours |
| Business School Core Requirements | 50 credit hours |
| Discipline Core Requirements      | 12 credit hours |
| Discipline Elective Requirements  | 15 credit hours |
| Elective Requirements             | 10 credit hours |



## Bachelor of Arts in Marketing (126 credit hours)

|                                   |                 |
|-----------------------------------|-----------------|
| General Education Core Courses    | 37 credit hours |
| Business School Core Requirements | 50 credit hours |
| Discipline Core Requirements      | 12 credit hours |
| Discipline Elective Requirements  | 15 credit hours |
| Elective Language Requirements    | 12 credit hours |

## Minor in Marketing (18 credit hours)

|                            |                 |
|----------------------------|-----------------|
| Marketing Core Requirement | 12 credit hours |
| Marketing Electives        | 6 credit hours  |

Details of the programs for both bachelor degrees and the minor are provided in Appendix A. The Appendix includes details about the courses grouped into the categories outlined above.

### **Purpose of Degree**

Marketing majors have opportunities in multiple careers. These include advertising, (copywriters, art directors, production managers, account development executives, account planners, and media planners or buyers), brand and product management, sales and sales management, retailing, marketing research, new-product planning, marketing logistics (physical distribution), public relations, and not-for-profit services. While beginning marketing salaries equal or exceed those of other business disciplines, quick promotion to higher responsibility and salary is possible. In addition, marketing positions provide excellent training for middle and upper management. According to Armstrong and Kotler<sup>1</sup>, nearly one-third of all Americans are now employed in marketing-related positions. Because skills gained in pursuit of a degree in marketing would have such wide application, the degree will support the growing commitment of UVU to contribute to the economic development of the region and the state.

### **Institutional Readiness**

These degrees will be housed in the Department of Marketing in the Woodbury School of Business. In December 2006 the UVSC School of Business (now the UVU Woodbury School of Business) was awarded its accreditation by AACSB with its attendant requirements for rigor in scholarship and emphasis on the need for assessing learning outcomes of students who graduate from the school's programs. The addition of these marketing degrees will have limited personnel and budgetary impact, because all the faculty and resources are already in place to support the program. A marketing emphasis for the degree in business management has been in place at the university for over 15 years. The required and elective upper-division courses supporting the degrees are currently taught by qualified faculty who are in compliance with the accreditation requirements of AACSB. This includes faculty with proven records of scholarship and histories of applied research, and commitment to the process of teaching students how to use these principles in the workplace.

These bachelors' degrees in marketing support the UVU institutional mission of engaged learning, including preparing professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The marketing degrees support the mission of UVU as a regional center for providing quality education that will enable students to obtain well paid employment after

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<sup>1</sup> Armstrong, G. and Kotler, P. (2009), *Marketing: An Introduction*, 9e, Upper Saddle River, NJ: Pearson Prentice Hall.

graduation. Finally, the application of scholarship generated through the marketing discipline of these degrees has the potential for expanding regional development and providing support services for both public and private institutions in the community.

### **Faculty**

The Department of Marketing has five full-time faculty, all of whom will be directly involved in the delivery of this degree. Four of the five faculty have Ph.D.s, and the other faculty member is currently completing a doctoral degree. Three of the faculty members have Ph.D.s in Marketing, one has a Ph.D. in MIS/Education and the Ph.D. candidate will have an Ed.D. in Curriculum and Instruction. The latter two faculty have dissertations on marketing, and their research and business experience will allow them to be academically qualified according to AACSB standards. All five marketing faculty have extensive experience in teaching upper-division courses that are required for the degrees. A new faculty line has been awarded to the Department of Marketing. That line will be filled by a lecturer for the 2010-11 academic year, while the department searches for a new faculty member.

In the Fall of 2009, with the exception of one section of Principles of Marketing, full-time faculty taught all of the credit hours offered in the Marketing emphasis for the Marketing Department. As new courses are brought on line for this degree, there will be sufficient flexibility within the existing full-time faculty to meet the needs of the degree without adding faculty during the first three years of implementation. The enrollment at UVU is increasing at a rate of over 10 percent per year, and classes in the Woodbury School of Business are reflecting that growth. The only budget increase for the degree will be to add faculty as demand increases.

### **Staff**

These marketing degrees will be housed in the existing Department of Marketing. No additional administrative staff will be required to support the programs within the first five years of operations. In addition, the Woodbury School of Business has sufficient capacity within its own advisory group. None other is required.

### **Library and Information Resources**

The new UVU library offers excellent resources for the faculty, staff, and students. With the extensive database of journal articles and the efficient interlibrary loan system, information is available quickly and easily for faculty and students to pursue research. The Woodbury School of Business has an active working relationship with the library specialist who works with faculty in the acquisition of business journals, books, and databases and offers workshops for classes as requested.

The Woodbury School of Business maintains five sophisticated computer labs that provide a variety of electronic research and learning resources for students and faculty. These labs, as well as individual faculty access to state of the art computer equipment, contribute to an extensive array of electronic research databases, resource materials, and other informational sources appropriate to the development of marketing scholarship.

The faculty makes frequent use of the library provision of the Utah Article Delivery Service, which enables individuals to obtain copies of nearly any electronic/print professional journal articles within a 48-hour time frame. These arrangements provide adequate access to library and other informational resources.

### **Admission Requirements**

The proposed marketing degrees will follow the same admission requirements expected by the Woodbury School of Business. Students may declare their major as freshmen, but they will be expected to meet further matriculation requirements as they enter their junior year. These include an overall GPA of 2.5 or above and eight prerequisite classes (ACC2010, 2020, ECON 2010, 2020, MATH 2200, MGMT 2340, MGMT 2390) with a grade of C- or above and one class (DGM 2010) with a grade of B or higher.

### **Student Advisement**

The Woodbury School of Business maintains a dedicated seven-person advisory group that provides support for all the students seeking the several degrees offered by the school. The marketing degrees will be included with those already offered, including business management, hospitality, economics, finance, accounting, and legal studies. It is also anticipated that faculty members will work closely with individual students as each prepares to enter the area of the workforce that most interests them in the last year of their curriculum. The degrees will prepare students for positions in all areas of marketing.

### **Justification for Graduation Standards and Number of Credits**

The proposed degree programs are within the regular guidelines in USHE policy for BA and BS degrees.

### **External Review and Accreditation**

Although no formal external review of the curriculum developed for this program occurred, the faculty examined other marketing degree programs throughout the state. Through their collective career experience, faculty have also had experience with programs at the University of North Texas, Idaho State University, New Mexico State University, Purdue University, and the University of Southern Illinois-Carbondale. The curriculum for the UVU degrees is standard for degrees in marketing.

The program will be located within the Woodbury School of Business which is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and as such intends to comply with all the learning assessments, scholarship and quality requirements associated with that process.

### **Projected Enrollment**

In the Fall semester, 2009, students in the Strategic Marketing course did a study of the Department of Marketing. Based on the graduation numbers and current enrollment and focus groups with students, they estimated the number of current year graduates to be 40. The Marketing Research class, a requirement for majors, increased by 22 percent last year (from 59 students in 2008-2009 to 72 students in 2009-2010). As of November 2010, there were 389 declared marketing students at UVU, 189 of which are upper-division students. As students must be admitted into the Woodbury School of Business their junior year, Student Headcount estimates are only junior- and senior-level students. Based on these numbers, a conservative estimate of enrollment for the first five years of the program would be:

| Year | Student Headcount | # of Faculty | Student –to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|---------------------------|---------------------------|
| 1    | 192               | 6            | 32.1                      | Not applicable            |
| 2    | 200               | 6            | 33.3                      |                           |
| 3    | 208               | 6            | 34.7                      |                           |
| 4    | 218               | 6            | 36.1                      |                           |
| 5    | 225               | 6            | 37.5                      |                           |

## Expansion of Existing Program

The request is to move an existing emphasis in Business Management to a Bachelor Degree program in Marketing.

|                                     | Fall 06                                           | Fall 07                                           | Fall 08 | Fall 09 | Fall 10 |
|-------------------------------------|---------------------------------------------------|---------------------------------------------------|---------|---------|---------|
| Declared Majors (Juniors/Seniors)   | 72                                                | 85                                                | 113     | 158     | 185     |
| FTE in Marketing Department courses | n/a<br>combined<br>with<br>Business<br>Management | n/a<br>combined<br>with<br>Business<br>Management | 301     | 299     | 324     |

## Section III: Need

### Program Need

The primary responsibility of marketers is to build customer relationships so that the needs, wants, and demands of the consumer can be fulfilled. The first step is to understand the customer, which is accomplished through both quantitative and qualitative research. Developing products (including services and ideas) to meet customer needs is a second critical function. New product development and product management are important components of this process. Marketers are responsible for the distribution of products and ensuring that the products reach the consumer. This includes retailing, wholesaling, physical transportation, and all logistics functions. Marketers promote the product so that consumers are aware of the benefits that are available. They do this through advertising, personal sales, sales promotion, and public relations. In addition, the pricing of products is a marketing function. Because of the wide variety of employment opportunities, the market for graduates with degrees in marketing is large and varied. Large corporations have individual departments for each of the above functions and hire specialists in those areas. Small businesses require employees with skills in all of the functions mentioned above. Firms that maintain a solid marketing program do better in times of economic stress than those that cut back on areas of marketing.

The bachelor degree in Business Management with a Minor in Marketing provides the skills for a graduate to enter any of the above fields of marketing. Because the Woodbury School of Business has elected to provide degrees in the business disciplines, rather than emphases, the Department of Marketing needs this degree to be consistent with the rest of the school.

### Labor Market Demand

The State of Utah has designated what it characterizes as "Five Star" occupations—those that will have the highest growth in new job openings over the next decade. Two of the top nine occupations listed are marketing managers and sales managers.<sup>2</sup> In addition, the Utah Occupational Projections for 2006-2016 forecast that the average annual growth rate for occupations in advertising, marketing, promotions, public relations, and sales managers will be 2.9 percent. The following marketing careers are also predicted to

<sup>2</sup> Information downloaded January 2010 <http://jobs.utah.gov/careers/>

increase: purchasing managers (2.2 percent), transportation, storage, and distribution managers (2.1 percent), property, real estate and community association managers (1.6 percent), funeral directors, (3.0 percent), lodging managers (2.9%), medical and health service managers (2.9 percent), and social and community service managers (2.4%). While the economy is currently in a slump, it is predicted that it will rebound, and marketing skills will be critical in assisting firms to recover and in creating new firms that will continue to grow the economy.

*The Bureau of Labor Statistics Occupational Outlook Handbook 2010-11 Edition*<sup>3</sup> lists marketing occupations in several different areas. The prediction for employment is based on growth from 2008 to 2018. A sample of the projections includes the following occupations: advertising, marketing, promotions, public relations, and sales managers (13 percent); advertising and promotions managers (2 percent), marketing managers (12 percent), sales managers (15 percent); insurance sales agents (12 percent); advertising sales agents (7 percent); and retail salespersons (8 percent). While some positions, such as retail sales, do not require a degree, the handbook states, "Although advancement opportunities are limited, having a college degree . . . may help retail salespersons move into management positions."

Salaries for graduates with degrees in marketing vary considerably as do the jobs themselves. Entry-level retail jobs may begin at minimum wage, though few college graduates take such employment. Managers of retail sales workers in Utah County have a median hourly wage of \$15.23. According to the Utah Department of Workforce Services,<sup>4</sup> two of the best "five star" jobs requiring a bachelor's degree are marketing managers at an average of \$39.40 per hour and sales managers at an average of \$37.00 per hour. Industries such as hospitality and tourism are important in Utah, and marketing is critical to their success as it is for all industries.

### **Student Demand**

The Woodbury School of Business had 3,853 students enrolled in Fall 2009. Currently, there are seven bachelor degrees available: Accounting, Business Management, Economics, Finance, Hospitality Management, and Paralegal Studies. The business management degree is further specialized into four emphases: entrepreneurship, international business, marketing, and general business. The proposed Marketing degree would give students access to an eighth bachelor degree within the Woodbury School of Business. It is important that students have the full set of degree choices that are available in business schools throughout the United States. Because the Woodbury School of Business has elected to have degrees in the disciplines and has changed the emphases in accounting and finance to bachelor degrees, it seems reasonable to complete the offerings by changing the marketing emphasis to a degree. The Marketing Minor should be particularly attractive to students in other colleges and schools at UVU who need the expertise to market their skills. Theater, music, art, dance, and health care are only a few of the areas that will be anxious to add a minor in marketing.

In August, 2009, the Department of Marketing conducted a survey in most sections of the marketing classes and received 440 responses from current students at the institution.<sup>5</sup> Of those responding, 207 indicated that they would be interested in a BA/BS in Marketing if it was available at UVU and 145 reported they might be interested. The conservative estimate of junior and senior students projected for the degree

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<sup>3</sup> Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, downloaded January 2010 <http://www.bls.gov/oco>

<sup>4</sup> Information downloaded January 2010 <http://jobs.utah.gov/careers/>

<sup>5</sup> A copy of the survey instrument is included in Appendix D.



in the above tables appears justified by the results of this student survey. The Department of Marketing has only been in existence as a separate department for two years. It is anticipated that the existence of a department with enthusiastic faculty will further increase the demand for this degree. Enrollment in marketing courses for Spring, 2010 showed an increase of 16.6% over Spring of 2009.

### **Similar Programs**

Throughout the United States, a marketing degree is standard in a business school, along with accounting, finance, and management. Other areas, such as business information systems and economics may also be included. Each of the five other baccalaureate offering institutions in the Utah System of Higher Education offer a similar degree, as does Brigham Young University. Some offer a bachelor degree with an emphasis in marketing (Utah State University, Weber State University, and Brigham Young University); the University of Utah offers a major in marketing; and Southern Utah University offers a bachelor of marketing. It should be noted that the request is to change the degree from an emphasis in marketing to a bachelor of marketing. The purpose is to make the degree consistent with the other degrees in the Woodbury School of Business.

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

Because the purpose of this request is to change the current Bachelor of Science in Business Management with an emphasis in Marketing to a Bachelor of Science in Marketing, the issue was not discussed with other institutions. All of the USHE institutions offer similar degrees, and the UVU degree will not differ from the current emphasis. The Department of Marketing has collaborated with other institutions through the annual majors meetings. The bachelor of arts degree and the minor are additions that will allow students some flexibility and should not have any impact on any other institutions.

### **Benefits**

The availability of a marketing degree will contribute to the ongoing effort of UVU to become a comprehensive undergraduate institution in central Utah. The continued expansion of population in Utah County, including the need for a broader offering of education opportunities for its young people, is met in part by having marketing programs available to meet this challenge. The marketing degree is useful for students seeking graduate study as already outlined in earlier sections of this narrative. The sales and marketing skills learned in the marketing disciplines will also contribute to another objective within the UVU mission of becoming a regional source in support of economic development for the community. People with marketing expertise have the potential to assist in analyses of expanding employment opportunities, supporting business activities, and improving the quality of public services in the community. Graduates of these degrees will often seek admission to other USHE institutions throughout the state as they pursue graduate studies in marketing and other professional disciplines.

### **Consistency with Institutional Mission**

Utah Valley University is continually upgrading and expanding the quality of its offerings and seeking to develop, as a part of its mission, professionally competent people. The University has evolved into a comprehensive undergraduate teaching institution designed to prepare people for personal and professional success. Students graduating from UVU are among the more highly compensated baccalaureate degree graduates from the Utah higher education system and an increasing number are going on to successful placement in graduate work. This marketing program meets the current Regent Policy (R312) description of the UVU mission.

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

### **Program Assessment**

The Woodbury School of Business, which will be responsible for the administration of these marketing degrees, has completed a successful accreditation process through AACSB International. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the measurement of learning outcomes of students who pass through their programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all of the stakeholders including students and faculty.

### **Program Assessment:**

#### **Program Goals:**

- I. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements.
- II. Curriculum will be evaluated and updated to maintain a quality level consistent with the standards currently available in the discipline.
- III. Student learning and satisfaction will be monitored. Evaluation criteria will be articulated to assure student learning, graduation levels, and post-graduation success.
- IV. Employers and graduate institutions will be surveyed to determine the quality of program graduates.

#### **Goal Measurement:**

- I. Periodic Assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
- II. Students will be evaluated through varied assessment measures including discipline specific exams, written reviews, and personal interviews.
- III. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
- IV. Enrollment and graduation trends will be monitored.
- V. Post-graduation employment and graduate degree placement will be monitored.

### **Student Assessment:**

#### **Educational Objectives:**

- I. Students should have basic discipline knowledge and be able to apply that knowledge and integrate these skills in critical problem solving situations.
- II. Students should be able to adapt to changing economic and social environments.
- III. Students should have strong oral and written communication capability.
- IV. Students should develop expertise in research and scholarly activities.
- V. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above, basic General Learning Competencies that focus on an evaluation of program and student outcomes in connection with core course competencies for all Woodbury School of Business graduates will be tracked. These will include the following:

### Learning Competencies:

- I. Adaptability and lifelong learning
- II. Critical and analytical thinking
- III. Discipline specific skills
- IV. Diverse environment of business
- V. Ethical and legal perspectives
- VI. Information technology
- VII. Quantitative analysis
- VIII. Collaborative skills
- IX. Verbal and written communication
- X. Engaged learning and community engagement

### Expected Standards of Performance

A variety of methods will be used to assess the learning outcomes of students in the marketing program as a part of the broader Woodbury School of Business learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: Content/Learning, Post-Graduation Outcomes and Measures of Student Satisfaction.

Content/Learning will be evaluated at the school level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple choice exams and written case study evaluations. These reviews will assess skill levels in core business subjects as well as specific business discipline related material. There will be an ongoing review of Post-Graduation Outcomes which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, student satisfaction surveys will be conducted again at all three levels of the program.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. These marketing degrees will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

### Section V: Finance

|                                       | Year 1                         | Year 2  | Year 3  | Year 4  | Year 5  |
|---------------------------------------|--------------------------------|---------|---------|---------|---------|
| Students                              |                                |         |         |         |         |
| Projected FTE Enrollment              | no additional courses required |         |         |         |         |
| Cost Per FTE in current Marketing     |                                |         |         |         |         |
| Department Courses                    | \$4,130                        | \$4,130 | \$4,130 | \$4,130 | \$4,130 |
| Student/Faculty Ratio in current      |                                |         |         |         |         |
| Marketing Department                  | 20.00                          | 20.80   | 21.63   | 22.50   | 23.40   |
| Projected Headcount (Juniors/Seniors) | 200                            | 208     | 216     | 225     | 234     |
| Projected Tuition                     |                                |         |         |         |         |
| Projected Gross Tuition               | no additional courses required |         |         |         |         |

Tuition Allocated to the Program

no additional courses required

**Funding Sources**

Budgetary impact of the new degree will be limited. The proposed degrees will be administered by the Department of Marketing, which is already in place and will, therefore, not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. As this proposal is to create a standalone bachelor's degree from an existing emphasis and no new courses are proposed, this degree will require no additional financial resources. Thus, the financial analysis form is not required.

**Reallocation**

Not applicable.

**Impact on Existing Budgets**

There will be a minimal impact on existing budgets with the development of these degree programs

## Appendix A: Program Curriculum

| All Program Courses                                                     |                                        | Program Descriptions                                       | 123 Credits |
|-------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------|-------------|
| <b>BS in Marketing</b>                                                  |                                        |                                                            |             |
| <b>General Education Requirements</b>                                   |                                        | <b>36 Credits</b>                                          |             |
| •                                                                       | ENGL 1010                              | Introduction to Writing                                    | 3.0         |
| •                                                                       | ENGL 2010                              | Intermediate Writing – Humanities/Social Sciences          | 3.0         |
| or                                                                      |                                        |                                                            |             |
| •                                                                       | ENGL 2020                              | Intermediate Writing – Science and Technology              |             |
| •                                                                       | MATH 1050                              | College Algebra                                            | 4.0         |
| or                                                                      |                                        |                                                            |             |
| An Advanced Placement (AP) Mathematics Test with a score of 3 or higher |                                        |                                                            |             |
| Complete one of the following:                                          |                                        |                                                            | 3.0         |
| •                                                                       | HIST 2700                              | US History to 1877 (3.0)                                   |             |
| and                                                                     |                                        |                                                            |             |
| •                                                                       | HIST 2710                              | US History since 1877 (3.0)                                |             |
| •                                                                       | HIST 1700                              | American Civilization (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)                                     | 2.0         |
| Distribution Courses                                                    |                                        |                                                            |             |
| •                                                                       | ECON 2020                              | Macroeconomics (Fulfills Social/Behavioral Science credit) | 3.0         |
| •                                                                       | Biology                                |                                                            | 3.0         |
| •                                                                       | Physical Science                       |                                                            | 3.0         |
| •                                                                       | Additional Biology or Physical Science |                                                            | 3.0         |
| •                                                                       | Humanities Distribution                |                                                            | 3.0         |
| •                                                                       | Fine Arts Distribution                 |                                                            | 3.0         |
| <b>Discipline Core Requirements:</b>                                    |                                        | <b>62 Credits</b>                                          |             |
| Business Foundation Courses:                                            |                                        |                                                            |             |
| •                                                                       | ACC2010                                | Financial Accounting (3.0)                                 |             |
| and                                                                     |                                        |                                                            |             |
| •                                                                       | ACC 2020                               | Managerial Accounting (3.0)                                |             |
| or                                                                      |                                        |                                                            |             |
| •                                                                       | ACC 2030                               | Principles of Accounting (6.0)                             | 6.0         |
| •                                                                       | Business Computer Proficiency Exam     |                                                            |             |
| or                                                                      |                                        |                                                            |             |
| •                                                                       | DGM 2010                               | Business Computer Proficiency                              | 3.0         |
| •                                                                       | MATH 1100                              | Introduction to Calculus                                   | 4.0         |
| •                                                                       | MGMT 2200                              | Business Communication                                     | 3.0         |
| •                                                                       | ECON 2010                              | Microeconomics                                             | 3.0         |



|                        |           |                                                           |     |
|------------------------|-----------|-----------------------------------------------------------|-----|
| •                      | MGMT 2340 | Business Statistics I                                     | 3.0 |
| •                      | MGMT 2390 | Effective Business Presentations                          | 3.0 |
| Business Core Courses: |           |                                                           |     |
| •                      | INFO 3120 | Principles of Information Systems – A Managerial Approach | 3.0 |
| •                      | LEGL 3000 | Business Law                                              | 3.0 |
| •                      | MGMT 3000 | Organizational Behavior                                   | 3.0 |
| •                      | FIN 3100  | Principles of Finance                                     | 3.0 |
| •                      | MGMT 3450 | Operations Management                                     | 3.0 |
| •                      | MGMT 3600 | Principles of Marketing                                   | 3.0 |
| •                      | MGMT 3890 | Career Preparation                                        | 2.0 |
| •                      | MGMT 4800 | Strategic Management                                      | 3.0 |
| •                      | MGMT 4830 | Strategic Management Capstone Simulation                  | 1.0 |
| •                      | MGMT 493R | Entrepreneurship Lecture Series (1.0)                     |     |
| or                     |           |                                                           |     |
| •                      | MGMT 495R | Executive Lecture Series                                  | 1.0 |
| Marketing Core:        |           |                                                           |     |
| •                      | MKTG 335G | International Marketing                                   | 3.0 |
| •                      | MKTG 3620 | Consumer Behavior                                         | 3.0 |
| •                      | MKTG 4600 | Marketing Research                                        | 3.0 |
| •                      | MKTG 4650 | Strategic Marketing                                       | 3.0 |

#### **Elective Requirements 25 Credits**

Select 15 credits from the following (3 credits must be upper division): **15.0**

- MKTG 3220 Retail Management (3.0)
- MKTG 3630 Services Marketing (3.0)
- MKTG 3650 Selling and Sales Management (3.0)
- MKTG 3660 Internet Marketing (3.0)
- MKTG 3670 Advertising and Promotion (3.0)
- MKTG 4400 Competitive Intelligence (3.0)
- MKTG 481R Internship (1.0)

Select 10 credits from any courses outside the Woodbury School of Business **10.0**

#### **Graduation Requirements**

1. Completion of a minimum of 123 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.
2. Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of business courses. No grade lower than a C- in core and specialization courses.
3. Residency hours: Minimum of 30 credit hours of business 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.
5. Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural requirement.

NOTE: Students will be limited to 15 hours of upper-division credit until matriculation.

|                        |                    |
|------------------------|--------------------|
| <b>BA in Marketing</b> | <b>126 Credits</b> |
|------------------------|--------------------|

|                                       |                   |
|---------------------------------------|-------------------|
| <b>General Education Requirements</b> | <b>37 Credits</b> |
|---------------------------------------|-------------------|

- |   |           |                                                   |     |
|---|-----------|---------------------------------------------------|-----|
| • | ENGL 1010 | Introduction to Writing                           | 3.0 |
| • | ENGL 2010 | Intermediate Writing – Humanities/Social Sciences | 3.0 |

or

- |   |           |                                               |     |
|---|-----------|-----------------------------------------------|-----|
| • | ENGL 2020 | Intermediate Writing – Science and Technology |     |
| • | MATH 1050 | College Algebra                               | 4.0 |

or

|                                                                                                           |     |
|-----------------------------------------------------------------------------------------------------------|-----|
| An Advanced Placement (AP) Mathematics Test with a score of 3 or higher<br>Complete one of the following: | 3.0 |
|-----------------------------------------------------------------------------------------------------------|-----|

- |   |           |                                 |  |
|---|-----------|---------------------------------|--|
| • | HIST 2700 | US History to 1877 <b>(3.0)</b> |  |
|---|-----------|---------------------------------|--|

and

- |   |           |                                           |  |
|---|-----------|-------------------------------------------|--|
| • | HIST 2710 | US History since 1877 <b>(3.0)</b>        |  |
| • | HIST 1700 | American Civilization <b>(3.0)</b>        |  |
| • | HIST 1740 | US Economic History <b>(3.0)</b>          |  |
| • | POLS 1000 | American Heritage <b>(3.0)</b>            |  |
| • | POLS 1100 | American National Government <b>(3.0)</b> |  |

Complete the following:

- |   |           |                                           |     |
|---|-----------|-------------------------------------------|-----|
| • | PHIL 2050 | Ethics and Values                         | 3.0 |
| • | HLTH 1100 | Personal Health and Wellness <b>(2.0)</b> |     |

or

- |   |          |                               |     |
|---|----------|-------------------------------|-----|
| • | PES 1097 | Fitness for Life <b>(2.0)</b> | 2.0 |
|---|----------|-------------------------------|-----|

Distribution Courses

- |   |                                                            |                                                            |     |
|---|------------------------------------------------------------|------------------------------------------------------------|-----|
| • | ECON 2020                                                  | Macroeconomics (Fulfills Social/Behavioral Science credit) | 3.0 |
| • | Biology                                                    |                                                            | 3.0 |
| • | Physical Science                                           |                                                            | 3.0 |
| • | Additional Biology or Physical Science                     |                                                            | 3.0 |
| • | Humanities Distribution (Any Foreign Language 202G course) |                                                            | 4.0 |
| • | Fine Arts Distribution                                     |                                                            | 3.0 |

|                                      |                   |
|--------------------------------------|-------------------|
| <b>Discipline Core Requirements:</b> | <b>62 Credits</b> |
|--------------------------------------|-------------------|

Business Foundation Courses:

- |   |         |                                   |  |
|---|---------|-----------------------------------|--|
| • | ACC2010 | Financial Accounting <b>(3.0)</b> |  |
|---|---------|-----------------------------------|--|

and

- |   |          |                                    |  |
|---|----------|------------------------------------|--|
| • | ACC 2020 | Managerial Accounting <b>(3.0)</b> |  |
|---|----------|------------------------------------|--|

or

- |   |                                    |                                       |     |
|---|------------------------------------|---------------------------------------|-----|
| • | ACC 2030                           | Principles of Accounting <b>(6.0)</b> | 6.0 |
| • | Business Computer Proficiency Exam |                                       |     |

or

- |   |           |                                  |     |
|---|-----------|----------------------------------|-----|
| • | DGM 2010  | Business Computer Proficiency    | 3.0 |
| • | MATH 1100 | Introduction to Calculus         | 4.0 |
| • | MGMT 2200 | Business Communication           | 3.0 |
| • | ECON 2010 | Microeconomics                   | 3.0 |
| • | MGMT 2340 | Business Statistics I            | 3.0 |
| • | MGMT 2390 | Effective Business Presentations | 3.0 |

Business Core Courses:

- INFO 3120 Principles of Information Systems – A Managerial Approach 3.0
- LEGL 3000 Business Law 3.0
- MGMT 3000 Organizational Behavior 3.0
- FIN 3100 Principles of Finance 3.0
- MGMT 3450 Operations Management 3.0
- MGMT 3600 Principles of Marketing 3.0
- MGMT 3890 Career Preparation 2.0
- MGMT 4800 Strategic Management 3.0
- MGMT 4830 Strategic Management Capstone Simulation 1.0
- MGMT 493R Entrepreneurship Lecture Series (1.0)

or

- MGMT 495R Executive Lecture Series 1.0

Marketing Core:

- MKTG 335G International Marketing 3.0
- MKTG 3620 Consumer Behavior 3.0
- MKTG 4600 Marketing Research 3.0
- MKTG 4650 Strategic Marketing 3.0

#### **Elective Requirements 27 Credits**

Select 15 credits from the following (3 credits must be upper division): 15.0

- MKTG 3220 Retail Management (3.0)
- MKTG 3630 Services Marketing (3.0)
- MKTG 3650 Selling and Sales Management (3.0)
- MKTG 3660 Internet Marketing (3.0)
- MKTG 3670 Advertising and Promotion (3.0)
- MKTG 4400 Competitive Intelligence (3.0)
- MKTG 481R Internship (1.0)

Complete 12 credits of any foreign language course 1010, 1020, 2010 sequence 12.0

#### **Graduation Requirements**

1. Completion of a minimum of 126 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.
2. Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all Woodbury School of business courses. No grade lower than a C- in core and specialization courses.
3. Residency hours: Minimum of 30 credit hours of business 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.
5. Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural requirement.

NOTE: Students will be limited to 15 hours of upper-division credit until matriculation.

|                           |                   |
|---------------------------|-------------------|
| <b>Minor in Marketing</b> | <b>18 Credits</b> |
|---------------------------|-------------------|

|                                      |                   |
|--------------------------------------|-------------------|
| <b>Discipline Core Requirements:</b> | <b>12 Credits</b> |
|--------------------------------------|-------------------|

- |             |                         |     |
|-------------|-------------------------|-----|
| • MKTG 335G | International Marketing | 3.0 |
| • MKTG 3620 | Consumer Behavior       | 3.0 |
| • MKTG 4600 | Marketing Research      | 3.0 |
| • MKTG 4650 | Strategic Marketing     | 3.0 |

|                              |                  |
|------------------------------|------------------|
| <b>Elective Requirements</b> | <b>6 Credits</b> |
|------------------------------|------------------|

|                                      |     |
|--------------------------------------|-----|
| Select 6 credits from the following: | 6.0 |
|--------------------------------------|-----|

- |             |                                    |
|-------------|------------------------------------|
| • MKTG 3220 | Retail Management (3.0)            |
| • MKTG 3630 | Services Marketing (3.0)           |
| • MKTG 3650 | Selling and Sales Management (3.0) |
| • MKTG 3660 | Internet Marketing (3.0)           |
| • MKTG 3670 | Advertising and Promotion (3.0)    |
| • MKTG 4400 | Competitive Intelligence (3.0)     |
| • MKTG 481R | Internship (1.0)                   |

**New Courses to be Added in the Next Five Years**

Currently no new courses are anticipated. New courses may be added as faculty expertise and interest dictate, but the program is sufficient as outlined.

## Appendix B: Program Schedule

### Semester 1

|                                 |      |   |
|---------------------------------|------|---|
| ENGL                            | 1010 | 3 |
| Physical Science                |      | 3 |
| GE elective(MAT 1010 suggested) | 4    |   |
| HLTH                            | 1100 | 2 |
| or PES                          | 1097 |   |
| DGM                             | 2010 | 3 |
| Total 15                        |      |   |

or Test

### Semester 2

|                       |      |   |
|-----------------------|------|---|
| ENGL 2010 or 2020     |      | 3 |
| Biology               |      | 3 |
| MATH                  | 1050 | 4 |
| American Institutions |      | 3 |
| Fine Arts             |      | 3 |
| Total 16              |      |   |

### Semester 3

|                      |      |   |
|----------------------|------|---|
| MATH                 | 1100 | 4 |
| Biol or Phys Science |      | 3 |
| PHIL                 | 2050 | 3 |
| ECON                 | 2010 | 3 |
| MGMT                 | 2200 | 3 |
| Total 16             |      |   |

### Semester 4

|             |      |   |
|-------------|------|---|
| GE elective |      | 3 |
| ACC         | 2010 | 3 |
| ECON        | 2020 | 3 |
| MGMT        | 2390 | 3 |
| Humanities  |      | 3 |
| Total 15    |      |   |

**Graduate with A.S. Degree at this point**

Elective- upper-division: See approved list.

GE Elective can be any class outside of the School of Business, any level numbered 1000 or higher. Students required to take enrichment classes in Math or English will need additional semesters to complete this degree.

### Semester 5

|          |      |   |
|----------|------|---|
| ACC      | 2020 | 3 |
| MGMT     | 2340 | 3 |
| MGMT     | 3000 | 3 |
| MKTG     | 3600 | 3 |
| INFO     | 3120 | 3 |
| Total 15 |      |   |

**Matriculate**

### Semester 6

|          |      |   |
|----------|------|---|
| FIN      | 3100 | 3 |
| MGMT     | 3450 | 3 |
| MKTG     | 335G | 3 |
| MKTG     | 3620 | 3 |
| LEGL     | 3000 | 3 |
| Total 15 |      |   |

### Semester 7

|                    |      |   |
|--------------------|------|---|
| MGMT               | 3890 | 2 |
| MKTG               | 4600 | 3 |
| Marketing elective |      | 9 |
| MGMT 493R or 495R  |      | 1 |
| Total 15           |      |   |

### Semester 8

|                     |      |   |
|---------------------|------|---|
| MKTG                | 4650 | 3 |
| Marketing Electives |      | 6 |
| MGMT                | 4800 | 3 |
| MGMT                | 4830 | 1 |
| GE elective         |      | 3 |
| Total 16            |      |   |

**Graduate with B.S. Degree at this point**



## **Appendix C: Faculty**

### **Current Faculty / Full Time Tenured or Tenure Track**

**Deborah Baird** ABD Curriculum/Instruction Utah State University  
Faculty member at UVU since 1993. Prior to coming to UVU, Ms. Baird had experience as a marketing consultant for small businesses and owned and operated her own retail establishment. Areas of specialization include retailing, promotion, and andragogy and distance education.

**Paul Dishman** Ph.D. Marketing University of North Texas  
Faculty member since 2009. Prior to coming to UVU, Mr. Dishman taught at Brigham Young University, Idaho State University, and Texas Women's University and has had extensive experience in marketing consulting. He also spent a semester in Montenegro as a Fulbright Scholar. Areas of specialization include competitive intelligence, strategy and industrial marketing.

**Neal Maxfield** MBA University of Utah  
Lecturer since 2008 and Adjunct since 2005. Prior to coming to UVU, Mr. Maxfield was president of Maxfield's Candy Company and of Neal's Chocolates. He teaches principles of marketing and has a wealth of experience to share with the students.

**Deepa Pillai** ABD Marketing Southern Illinois University, Carbondale  
New faculty, starting 2010. She has nine years of experience in the advertising industry, planning and coordinating media activity for clients including Citibank, Grundig, Energizer, and Colgate-Palmolive.

**Harry Taute** Ph.D. Marketing New Mexico State University  
Faculty member since 2005. Prior to coming to UVU, Dr. Taute had extensive experience in sales management, marketing management, and marketing research. Areas of specialization are sales and sales management, marketing research, and emotional information management.

**Letty Workman** Ph.D. MIS/Ed Utah State University  
Faculty member since 2000. Prior to coming to UVU, Dr. Workman taught at Westminster College, Ohio University, and Purdue University and was a regional group buyer and division manager in the industry. Areas of expertise are advertising, retailing, branding, and service learning.

## Appendix D

### Survey Instrument Administered to Micro/Macro students in September 2006

#### Would you be interested in having a marketing bachelor degree at UVU?

The purpose of this survey is to determine student interest in a bachelor degree in Marketing. The current degree is a BS in Business Management with an emphasis in Marketing.

Please respond to each of the following items:

(1) Gender:            Male            Female

(2) Age:            \_\_\_\_\_

(3) Year in School:    Freshman      Sophomore      Junior      Senior

(4) Would you be interested in pursuing a BS/BA in Marketing if it were available at UVU?

Yes                  No                  Not Sure at this time

(5) Current Major:

BS in Business Administration with an emphasis in:

Marketing \_\_\_\_\_

General Business \_\_\_\_\_

Entrepreneurship \_\_\_\_\_

International Business \_\_\_\_\_

BS in Accounting \_\_\_\_\_

BS in Economics \_\_\_\_\_

BS in Finance \_\_\_\_\_

BS in Hospitality Management \_\_\_\_\_

Other (Please specify) \_\_\_\_\_

(6) Do you plan to obtain an MBA after you complete your bachelor degree?

Yes                  No                  Not sure at this time

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Science Degree in Personal Finance Planning

Issue

Utah Valley University requests approval to offer a Bachelor of Science Degree in Personal Finance Planning, effective Fall Semester, 2011. This action was approved by the UVU Board of Trustees on October 28, 2010. The Program Review Committee reviewed the proposal on February 16, 2011 and recommended it be moved to the full board for approval.

Background

This proposal for a Personal Financial Planning (PFP) degree is intended to support and extend the recently approved BA/BS in Finance degree approved by the Board of Regents (July 17, 2009), which focuses on corporate finance. The proposed program will provide an opportunity to support the UVU mission for student and community engagement. The PFP students will be involved in an extensive internship program (many of which will be in an international setting). The proposed program will prepare students through these proposed internships and applied courses to be able to sit for the Certified Financial Planner (CFP®) certification, which is becoming increasingly necessary to work in the industry.

The proposed program will provide a local community clinic that provides financial counseling for UVU students and minority groups in the valley. Many existing students who have completed the finance and banking emphasis in the general business management degree have already chosen a personal financial planning career by using the training they have received at UVU.

On-campus surveys of students have been conducted which give evidence of the desire of students to be trained as professionals in this industry. UVU anticipates this program will provide UVU with a unique ability to meet the needs of professional planners and serve individuals in the community who can benefit from these professional services.

### Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal and given input. UVU has responded to these questions, and USHE institutions 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 Personal Finance Planning, effective Fall Semester, 2011.

  
\_\_\_\_\_  
William A. Sederburg, Commissioner

WAS/GW  
Attachment

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

Bachelor's of Science Degree in Personal Finance Planning  
Utah Valley University

Prepared for  
William A. Sederburg  
By  
Gary Wixom

March 16, 2011



## **Section I: The Request**

The Department of Finance and Economics in the Woodbury School of Business (WSB) at Utah Valley University requests approval to offer a Bachelor of Science degree in Personal Financial Planning, beginning Fall Semester, 2011. This action was approved by the UVU Board of Trustees on October 28, 2010.

## **Section II: Program Description**

### **Complete Program Description**

The Bachelor of Science degree in Personal Financial Planning (PFP) will provide graduates with a specific set of intellectual and professional skills designed to prepare them for accreditation as Certified Professional Planners (CFP®), and other professional certification programs within the financial planning industry. Graduates with a bachelor degree in PFP will enter a dynamic industry at a time when economic conditions have been in turmoil and the need for ethical and professional personal financial planning expertise can do much to assist individuals, small business owners, retirees, and others.

The UVU Woodbury School of Business is accredited by AACSB and this PFP program will adhere to all the standards and requirements of that organization. The PFP degree will prepare students with the skills necessary to be competitive in a global economy as well as to provide personal financial counseling and planning to individuals who are facing a number of challenges in an environment that is constantly changing and requiring new approaches to support the process of obtaining and sustaining individual financial security. The curriculum will emphasize the critical importance of providing ethical standards in the analysis of individual and organizational financial theory, methods for developing and sustaining personal wealth, appropriate processes for managing personal risk, planning for retirement, and other procedures for analyzing and sustaining personal financial planning challenges.

The proposed curriculum will be limited to providing a single bachelor's degree that will provide graduates with the skills to take specific PFP industry accreditation programs:

Bachelor of Science in Personal Financial Planning (121 credit hours)

|                                   |                 |
|-----------------------------------|-----------------|
| General Education Core Courses    | 36 credit hours |
| Business School Core Requirements | 44 credit hours |
| PFP Core Requirements             | 41 credit hours |

Details of the courses required for the PFP are provided in Appendix A -- Program Advising Sheets. This Appendix outlines the details about courses grouped within the three categories outlined above as well as course descriptions of new courses developed specifically for this program

### **Purpose of the Degree**

Over the last several years, the Woodbury School of Business has been in the process of moving from a generalized business management degree with varied emphases to a group of enhanced degrees in specific fields with upgraded requirements to support student preparation in specific disciplines. This process has resulted in the development of both Economics and Finance degrees within the Department of Finance and Economics, including a minor and an integrated studies emphasis in both of these disciplines.

The Personal Financial Planning degree will provide a more focused approach in the professional development of personal financial planning professionals. These students will prepare for professional accreditation exams following their bachelor preparation in much the same way that accountants work with individuals and organizations. In recent years, there has been a trend in the PFP industry for the development of fee-for-service professionals who provide critical, ethical and analytical services to clients in the formulation and implementation of individual and family wealth management services. This PFP program has been developed to prepare graduates to meet the highly restrictive and professional development methods that have emerged from that process.

The PFP degree is part of the ongoing effort within UVU to achieve a comprehensive range of academic disciplines critical to the development of a regional university. PFP graduates have the potential to contribute both immediately after graduation in a professional business career, as well as going on to graduate training, leading to well-paid professional and academic careers. Individuals with PFP training will be well prepared to contribute to the economic development of the region of the state. Supporting this regional development is an important element of UVU's mission.

The PFP degree also meets a previously described effort by the WSB to provide specialized programs in personal financial planning within the context of the development of the finance degrees that were authorized several years ago. The growing complexity of financial markets, retirement planning, estate planning, and related activities has resulted in the need for professional planners who have the capability to deal with individual and institutional needs in these disciplines. Student interest in personal financial planning has been identified through student surveys designed for these purposes. The employment opportunities for graduates with these skills are exceptional.

### **Institutional Readiness**

The degree will be housed within the Department of Finance and Economics in the Woodbury School of Business. One of the important contributions of the UVU Woodbury School of Business' achievement of accreditation by AACSB has been the development of increased rigor in scholarship and an emphasis on the need for assessing learning outcomes of students who graduate from its programs. The proposal for a PFP degree has been made possible by the addition of several Ph.D. faculty who have completed appropriate academic training and have a stream of research that makes them fully qualified to meet the standards required by the accreditation procedures of AACSB. This degree will be highly interdisciplinary, drawing on faculty not only from the department, but also from other departments in the WSB, as well as social science and counseling disciplines in the College of Humanities and Social Science. The faculty projected to teach in the program have a proven record of scholarship and history of applied research, which they seek to apply within their teaching environment, as well as a commitment to the process of teaching students how to apply the theory in their discipline.

The PFP bachelor degree will support the UVU institutional mission of providing more opportunities for students to contribute to the local, state, national, and global community that the institution seeks to serve. It will offer a unique interdisciplinary undergraduate degree that provides students with a group of skills that are critical to meet the challenges of the complex economic environment that exists in the region. The program will provide graduates with the opportunity to obtain well-paid employment following their graduation and will provide them with the background that will enable them to move into a variety of graduate programs. Finally, the skills and capabilities these graduates will obtain from this degree have the potential for expanding regional development and providing support services for both public and private institutions in the community.

**Faculty**

The Department of Finance and Economics has recently added a specialized Ph.D. faculty member with expertise in teaching PFP courses. That individual, along with others already on the faculty will be directly involved in the delivery of courses for this degree. All of the faculty projected to teach in the program have discipline specific Ph.D.'s and an appropriate research stream that will qualify them in accordance with AACSB accreditation standards. In addition, there are several other faculty members with related Ph.D.'s in economics, statistics, and sister subjects that will support the PFP curriculum. One of the unique features of this program will be its interdisciplinary approach. For example, faculty will be drawn from accounting to teach personal income/small business taxation, from Legal Studies to teach estate planning and legal issues related to personal financial planning issues, and from the College of Humanities and Social Sciences to teach personal/family counseling courses.

The existing faculty will also be able to provide the continuing support for other Woodbury School of Business degree programs by providing required courses in finance. There may be a need for more faculty in the program several years in the future, as more students enroll in the personal financial planning components of this program, but there is currently sufficient faculty to initiate the program as it is developed over the next two to three years.

Budgetary and faculty impacts are outlined further in other parts of this proposal.

**Staff**

This Personal Financial Planning degree will be housed in the existing Department of Finance and Economics. No additional administrative staff will be required to support the program over the next several years of operation. In addition, the Woodbury School of Business has sufficient capacity within its current academic advisor group so that no staff expansion will be required to continue to manage that function effectively.

**Library and Information Resources**

The Digital Learning Center (DLC) completed in 2008 will make a major contribution to the development of scholarship opportunities for both the faculty teaching and students seeking the proposed degree. Over the past several years, prior to the completion of the DLC, faculty have been innovative in the use of the then existent facilities—including a wide range of web-based and consortium resources--in their efforts to maintain a significant level of research and scholarship. The Woodbury School of Business has an active working relationship with the library acquisition specialist who works with faculty in the acquisition of finance journals, books, and databases.

In addition, finance and other faculty in related fields have made extensive use of the Utah Higher Education academic library consortium that enables faculty and students to access materials from other higher education institutions throughout the State and from the private university, BYU, located in the same area. The Woodbury School of Business maintains three sophisticated computer labs that provide a variety of electronic research and learning resources for students and faculty. These labs, as well as individual faculty access to state-of-the-art computer equipment, contribute to an extensive array of electronic research databases, resource materials, and other informational sources appropriate to the development of business and finance scholarship.

The faculty also makes frequent use of the Utah Article Delivery Service, which makes it possible for researchers to obtain copies of nearly any electronic/print professional journal articles within a 48-hour period. These varied means of access to library and other informational resources have worked reasonably well in the past, and are further supported by the DLC.

The WSB has recently developed a state-of-the-art Finance Lab that is an important part of both UVU's MBA program as well as the PFP program. The Finance and Economics department has negotiated with a number of personal financial planning software providers to bring several sophisticated budgeting, wealth management, and other personal financial planning software applications to the lab. PFP students will have an opportunity to use state-of-the-art planning software in their training in this program.

### **Admission Requirements**

Admission requirements for students enrolled in the PFP degree will be managed as they have been in other WSB programs. Students may declare a PFP major as freshmen, but will be expected to meet specific matriculation requirements as they enter their junior year. Students will be required to complete all business foundation courses and submit a formal application through the WSB academic advisors.

### **Student Advisement**

The Woodbury School of Business supports an eight-person academic advisor group that provides advisement services for all the students seeking the varied degrees offered through the WSB. Advising for the PFP degree will be included within that framework. All the degrees in the Woodbury School of Business have a standard general education and business core set of requirements as well as specific major requirements. It is also anticipated that faculty members will work closely with individual students as each moves through the professional preparation during the last two years of his/her course of study. PFP students will be expected to complete a paid internship as a part of his/her professional preparation.

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

The proposed degree program is within the regular guidelines in USHE policy for BS degrees. The BS degree in PFP requires the completion of a minimum of 121 credit hours.

### **External Review and Accreditation**

Faculty and administrators involved in the preparation of this curriculum reviewed comparable curricula in a variety of schools across the country. This degree will be a unique bachelor degree offering within the Utah State Higher Education System, although there is minor in Personal Financial Planning at Utah State University. This program has been patterned to meet the requirements of the national CFP® accreditation group. The degree requirements have also been patterned after a highly successful program at Texas Tech University in Lubbock, Texas. UVU's most recent faculty addition is a graduate of that program, and several members of the WSB have toured that program and learned much from Texas Tech's experience in providing these types of degrees.

The program will be located within the Woodbury School of Business, which is accredited by AACSB and will comply with all the quality issues, learning assessment, and scholarship requirements associated with that process.

### **Projected Enrollment**

During the first five years of the program, the following numbers of students are projected to enter the PFP degree proposed in this narrative.

| Year | Student Headcount | # of Faculty | Student –to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|---------------------------|---------------------------|
| 1    | 20                | 75           | 16:1                      | N/A                       |
| 2    | 45                | 1.25         | 18.40:1                   |                           |
| 3    | 55                | 1.25         | 22.40:1                   |                           |
| 4    | 65                | 1.25         | 26.40:1                   |                           |
| 5    | 75                | 1.25         | 30.40:1                   |                           |

### **Expansion of Existing Program**

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

## **Section III: Need**

### **Program Need**

Over the last decade, the Woodbury School of Business has evolved from providing a generic business management bachelor's degree with varied emphases such as finance and banking and marketing to the development of more rigorous degrees with specific disciplinary learning objectives in such areas as economics, finance, and this proposed PFP degree. During that period, there was an average of 175-200 students enrolled in the finance and banking emphasis with approximately twenty graduating each year. The evolution of financial markets in the national economy with increasingly sophisticated securities and financial products, the growth of financial markets worldwide, and an increasing demand for financial management skills have necessitated the development of more sophisticated financial analysis professionals. The addition of the PFP professional degree will prepare better-trained professionals with the skills needed to manage this emerging financial environment.

Individuals who complete the PFP curriculum will be able to find employment in both public and private organizations, financial institutions, and through creating their own professional practices. They will learn the skills necessary to become professional in the preparation and analysis of financial plans, to support the sophistication required in investment analysis and management of investment portfolios, to conduct risk analysis and management, and to provide personal financial planning. Graduates of the program will be able to provide support for the short and long term financial goals of the individuals and organizations with whom they work.

### **Labor Market Demand**

The State of Utah has designated what it characterizes as "Five Star" occupations—those that will have the highest growth in demand for new job openings over the next decade. Several of the occupations so listed are in career tracks where people with finance and PFP training often migrate for their professional careers. These five occupations include chief executives, financial managers, management analysts, marketing managers, and sales managers.<sup>1</sup> PFP professionals will play an important role in analyzing the complex problems faced in the management of public and private organizations. These professionals need high level creative and critical thinking skills and problem solving capabilities; these skills will be taught within the courses proposed for this degree.

<sup>1</sup> Information downloaded March 2008 <http://jobs.utah.gov/careers/>



The Bureau of Labor Statistics Occupational Outlook Handbook 2008-2009 suggests that employment of people with financial training is expected to be above average over the course of the next decade. Among the careers available to individuals with financial education are banking, insurance, securities, commodities, and other investments. In addition, many individuals with other occupational titles such as risk managers, actuaries, market researchers, etc., often come from backgrounds that include financial training and experience. Graduates who obtain a degree in PFP are often likely to be employed in a job with a closely related occupational title, and those occupations represent some of the most rapidly growing opportunities in the US economy.<sup>2</sup>

### **Student Demand**

The Woodbury School of Business has about 3900 students enrolled in 2010 with some 300 of these students already pursuing the Finance and Banking emphasis in the Business Management degree, or who have already transferred to the Finance degree initiated in 2009. Currently, there are seven bachelor degrees existing or proposed within the WSB: accounting, economics; finance, hospitality management, paralegal studies, the general business management degree, and a proposed marketing degree. The proposed PFP degree would give access to an eighth bachelor degree for students of the Woodbury School of Business.

UVU's Director of Institutional Research, Robert Loveridge, recovered information from the ACT database that included questions about the desired major and career choices of prospective students. This database provided information regarding students who graduated from high school during the years of 2001 through 2006, who took the ACT exam, and chose to send UVU a copy of their scores. One of the questions these students were asked on the questionnaire was their anticipated major or top vocational choice should they enroll at the institution. The number of students who described Finance as their first choice as a major or as their first vocational choice was:

#### **ACT: Students Reporting Finance as Top Major or Vocational Choice**

| <u>Year</u> | <u>Number</u> |
|-------------|---------------|
| 2001        | 40            |
| 2002        | 25            |
| 2003        | 32            |
| 2004        | 26            |
| 2005        | 25            |
| 2006        | 16            |
| 2007        | 16            |
| 2008        | 44            |

Over the last several years, a growing number of students have asked faculty and advisors about the potential for having a PFP degree. In September 2008, the Department of Finance and Economics surveyed students taking both Woodbury School of Business classes as well as mid-level mathematics courses through the Mathematics Department of the College of Science and Health. Among the courses surveyed in the WSB were several different finance courses including micro/macroeconomics, business calculus, business statistics, a number of intermediate accounting courses, including the individual income

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<sup>2</sup> Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics, downloaded March 2008.  
<http://www.bls.gov/oco>

tax course. Math department courses surveyed included three levels of calculus, linear algebra, and differential equations. Surveys were completed by nearly one thousand students (990).

Of the 990 students, 391 (39%) expressed an interest in pursuing a degree in finance. The students were further asked about their specific interest in the Personal Financial Planning (PFP) degree or the corporate/investment finance degree. Some reported an interest in both, so there were a total of 432 responses, with 41% expressing preference for the PFP degree and 69% identifying the more traditional corporate/investment degree. The survey also asked students to describe their current major and 72 students in the sample reported finance as their major. Thirty-six percent identified PFP as their preferred degree and 72% described the corporate/investment degree as their first choice.

Another interesting outcome of the survey was that of the 225 students who described an accounting major as their current major, 49% described an interest in changing to a finance degree if it were available. Of those 225 students, 41% checked PFP as a preferable degree and 79% identified either the corporate/investment choice or both options. UVU also asked how many of those surveyed planned on seeking graduate education. Of the 990 students, 68% said "yes" while 79% of finance majors and 78% of accounting students expressed a desire to pursue graduate education.

### **Similar Programs**

This PFP bachelor degree will be the only degree of its type available in schools of business within institutions of higher education throughout the state. As noted earlier, Utah State University has a minor in Personal Financial Planning. UVU believes this program will provide a unique opportunity for students to prepare for a meaningful professional career in the industry. The purpose will be to provide highly ethical and professionally qualified PFP graduates who are prepared to do well in national certification processes.

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

UVU continues to work with representatives of the other USHE institutions in the Majors Meetings each year. Members of the Department of Finance and Economics have been involved in a series of research workshops to which the faculty of the other USHE institutions have been invited over the last several years.

### **Benefits**

The availability of the proposed PFP degree will contribute to the UVU's mission as a comprehensive regional undergraduate institution. The continued population growth in Utah County indicates a need for a broader offering of education opportunities for its young people; this need will be met, in part, by having a PFP program available to meet that challenge. The problem solving skills learned in the PFP degree will also contribute to the UVU mission to provide economic development for the region. People with financial management expertise have the potential to assist in analyses of expanding employment opportunities, supporting business activities, and of improving the quality of public services in the community. Graduates of this degree will seek admission to other USHE institutions as they pursue graduate studies in a variety of disciplines.

### **Consistency with Institutional Mission**

Utah Valley University is continually upgrading and expanding the quality of its offerings and seeking to "promote student success...build on a foundation of substantive scholarly and creative work to foster engaged learning...[and] serve as stewards of a globally interdependent community."<sup>3</sup> The university has

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<sup>3</sup> UVU Mission Statement. Retrieved May 2010 from <http://www.uvu.edu/planning/about/mission.html>

evolved into a quality undergraduate teaching institution designed to prepare people for personal and professional success. Students graduating from UVU are among the more highly compensated baccalaureate degree graduates from the Utah State Higher Education System and an increasing number are going on to successful placement in graduate work. This PFP program falls within the guidelines of the current Regent Policy (R312) description of the UVU mission, both in terms of its institutional definition within the framework of the Carnegie Classification of Institutions of Higher Education as well as its defined mission statement. UVU "is a teaching institution...[which] promotes student success, and meets regional educational needs."<sup>4</sup>

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

The Woodbury School of Business, which will be responsible for the administration of the PFP degree, is in the fifth year of being fully accredited through AACSB International—The Association to Advance Collegiate Schools of Business. One of the hallmark characteristics of AACSB accreditation is the requirement that participating institutions focus on the importance of measuring the learning outcomes of students who pass through WSB programs. This includes an expectation that degree program objectives will be articulated and efforts made to continually improve the processes critical to defining and meeting those objectives for all stakeholders, including students, faculty, and the institutional mission.

##### **Program Assessment**

###### **Program Goals:**

- I. Faculty recruitment and development will be sustained in accordance with guidelines established through existing AACSB accreditation requirements.
- II. Curriculum will be evaluated and regularly updated to maintain a quality level consistent with the standards currently available in the discipline.
- III. Student learning and satisfaction will be monitored. Evaluation criteria will be conducted to assure student learning, graduation levels, and post-graduation success.
- IV. Employers and graduate institutions will be surveyed to determine the quality of program graduates.
- V. Efforts will be made to place students in community-based internships and learning activities to better prepare them for future employment.

###### **Goal Measurement:**

- I. Periodic assessments of faculty teaching and scholarship activities will be monitored and recommendations for improvement provided.
- II. Students will be evaluated through varied assessment measures, including discipline specific exams, written reviews, and personal interviews.
- III. Students will be monitored in terms of successful scholarly activities achieved throughout the course of their academic experience.
- IV. Enrollment and graduation trends will be monitored.
- V. Post-graduation employment and graduate degree placement will be monitored.

##### **Expected Standards of Performance**

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<sup>4</sup>UVU Mission Statement. Retrieved Oct 2010 from <http://utahsbr.edu/policy/R312.pdf>

#### Educational Objectives:

- I. Students should have basic discipline knowledge and be able to apply that knowledge and integrate related skills in critical problem solving situations.
- II. Students should be able to adapt to changing economic and social environments.
- III. Students should have strong oral and written communication capability.
- IV. Students should develop expertise in research and scholarly activities.
- V. Students should be prepared for employment or graduate education.

In addition to the overall student assessment outlined above, UVU will track some basic general learning competencies that focus on an evaluation of program and student outcomes in connection with core course competencies. These will include the following:

#### Learning Competencies:

- I. Ethical and Legal Perspectives
- II. Teamwork and Interpersonal Skills
- III. Verbal and Written Communication
- IV. Information Technology
- V. Diverse Environment of Global Business
- VI. Quantitative Analysis
- VII. Critical and Analytical Thinking
- VIII. Adaptability and Life-Long Learning

A variety of methods will be conducted to assess the learning outcomes of students in the PFP program as a part of the broader Woodbury School of Business learning outcomes assessment process. In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include: content/learning, post-graduation outcomes and measures of student satisfaction.

Content/learning will be evaluated at the school level as well as within the degree program and within individual courses. Seniors will participate in cognitive evaluations using multiple-choice exams, written evaluations, and personal interviews. These reviews will assess skill levels in both core business subjects as well as specific discipline-related material. There will be an ongoing review of post-graduation outcomes which will assess student success in both employment and graduate school attendance. Alumni and employers will be surveyed as well as faculty and administrators of graduate programs where applicable. Finally, surveys of student satisfaction will be conducted again at all three levels of the program.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities. This PFP degree will be reviewed through both the AACSB and the UVU institutional effectiveness evaluation processes.

## Section V: Finance

Budgetary impact of the new degree will be limited. The proposed degree will be administered by the Department of Finance and Economics, which is already in place and will therefore not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. The projected five-year budget for the PFP degree is outlined below:

|                                                                                                                                                                                                                                                                                                                                                                                                                                               | Year 1   | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|-----------|-----------|-----------|
| <b>Students</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |          |           |           |           |           |
| Projected FTE Enrollment                                                                                                                                                                                                                                                                                                                                                                                                                      | 12       | 23        | 28        | 33        | 38        |
| Cost Per FTE                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$7,813  | \$5,881   | \$5,007   | \$4,404   | \$3,965   |
| Student/Faculty Ratio                                                                                                                                                                                                                                                                                                                                                                                                                         | 16.00    | 18.4      | 22.4      | 26.40     | 30.4      |
| Projected Headcount                                                                                                                                                                                                                                                                                                                                                                                                                           | 20       | 45        | 55        | 65        | 75        |
| <b>Projected Tuition</b>                                                                                                                                                                                                                                                                                                                                                                                                                      |          |           |           |           |           |
| Projected Gross Tuition                                                                                                                                                                                                                                                                                                                                                                                                                       | \$44,064 | \$84,456  | \$102,816 | \$121,176 | \$139,536 |
| Tuition Allocated to Program                                                                                                                                                                                                                                                                                                                                                                                                                  | See Note | See Note  | See Note  | See Note  | See Note  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |           |           |           |           |
| <b>Five Year Budget Projection</b>                                                                                                                                                                                                                                                                                                                                                                                                            |          |           |           |           |           |
| Salaries & Wages                                                                                                                                                                                                                                                                                                                                                                                                                              | \$63,750 | \$93,600  | \$97,344  | \$101,238 | \$105,287 |
| Benefits                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$21,000 | \$29,671  | \$30,858  | \$32,092  | \$33,376  |
| <b>Total Personnel Costs</b>                                                                                                                                                                                                                                                                                                                                                                                                                  | \$84,750 | \$123,271 | \$128,202 | \$133,330 | \$138,663 |
| Current                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$7,000  | \$10,000  | \$10,000  | \$10,000  | \$10,000  |
| Travel                                                                                                                                                                                                                                                                                                                                                                                                                                        | \$2,000  | \$2,000   | \$2,000   | \$2,000   | \$2,000   |
| Capital                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$0      | \$0       | \$0       | \$0       | \$0       |
| Library                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$0      | \$0       | \$0       | \$0       | \$0       |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$93,750 | \$135,271 | \$140,202 | \$145,330 | \$150,663 |
| <b>Revenue</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |          |           |           |           |           |
| Legislative Appropriation                                                                                                                                                                                                                                                                                                                                                                                                                     |          |           |           |           |           |
| Grants                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |           |           |           |           |
| Reallocated Funds                                                                                                                                                                                                                                                                                                                                                                                                                             |          |           |           |           |           |
| *Tuition Allocated to the Program                                                                                                                                                                                                                                                                                                                                                                                                             |          |           |           |           |           |
| Other (Projected Tuition)                                                                                                                                                                                                                                                                                                                                                                                                                     | \$93,750 | \$135,271 | \$140,202 | \$145,330 | \$150,663 |
| <b>Total Revenue</b>                                                                                                                                                                                                                                                                                                                                                                                                                          | \$93,750 | \$135,271 | \$140,202 | \$145,330 | \$150,663 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |           |           |           |           |
| <b>Difference</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |          |           |           |           |           |
| Revenue-Expense                                                                                                                                                                                                                                                                                                                                                                                                                               | \$0      | \$0       | \$0       | \$0       | \$0       |
| <p>*UVU does not allocate tuition revenues directly to any program. The projected gross tuition is only available because UVU's enrollments are increasing. UVU has funded and hired a salaried faculty member to support the program and will prioritize new resources (tuition generated by enrollment growth across the university and/or tax funds to support enrollment growth) through its Planning, Budget and Assessment process.</p> |          |           |           |           |           |



**Funding Sources:**

To support the degree, several new courses have been designed and will be implemented as students enter the upper-division stages of the curriculum. Many of these courses will be taught by existing faculty from several departments both within the WSB, as well as from other departments across the UVU campus. For example, arrangements have been made to have an interviewing skills course taught by faculty from the Behavioral Science department. Faculty from Accounting, Legal Services and other faculty will also teach appropriate courses in this interdisciplinary program.

These new courses will be implemented incrementally by existing faculty who will be largely responsible for teaching all the upper-division courses proposed for these degrees. For the first several years of degree implementation, advanced courses will only be taught once a year and will be appropriately scheduled to enable advanced-standing students to complete the required courses in a timely manner.

**Reallocation**

Not applicable.

**Impact on Existing Budgets:**

There will be a minimal impact on existing budgets with the development of these degree programs.

**Appendix A**  
**Personal Financial Planning (PFP) Program**

**Effective Term: Fall 2011**

**BS in Personal Financial Planning**

**121 Credits**

|                                        |                   |
|----------------------------------------|-------------------|
| <b>General Education Requirements:</b> | <b>36 Credits</b> |
|----------------------------------------|-------------------|

|                                |                                        |                                                            |     |
|--------------------------------|----------------------------------------|------------------------------------------------------------|-----|
| ▪                              | ENGL 1010                              | Introduction to Writing                                    | 3.0 |
| ▪                              | ENGL 2010                              | Intermediate Writing--Humanities/Social Sciences           | 3.0 |
| <b>or</b>                      | ENGL 2020                              | Intermediate Writing--Science and Technology (3.0)         |     |
| ▪                              | MATH 1050                              | College Algebra                                            | 4.0 |
| Complete one of the following: |                                        |                                                            | 3.0 |
| ▪                              | HIST 2700                              | US History to 1877 (3.0)                                   |     |
| <b>and</b>                     | HIST 2710                              | US History since 1877 (3.0)                                |     |
| ▪                              | HIST 1700                              | American Civilization (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)                         |     |
| ▪                              | PES 1097                               | Fitness for Life                                           | 2.0 |
| Distribution Courses           |                                        |                                                            |     |
| ▪                              | ECON 2020                              | Macroeconomics (fulfills Social/Behavioral Science credit) | 3.0 |
| ▪                              | Biology                                |                                                            | 3.0 |
| ▪                              | Physical Science                       |                                                            | 3.0 |
| ▪                              | Additional Biology or Physical Science |                                                            | 3.0 |
| ▪                              | Humanities Distribution                |                                                            | 3.0 |
| ▪                              | Fine Arts Distribution                 |                                                            | 3.0 |

|                                      |                   |
|--------------------------------------|-------------------|
| <b>Discipline Core Requirements:</b> | <b>85 Credits</b> |
|--------------------------------------|-------------------|

**Business Foundation Courses:**

|            |                                    |                                 |     |
|------------|------------------------------------|---------------------------------|-----|
| ▪          | ACC 2010                           | Financial Accounting (3.0)      |     |
| <b>and</b> | ACC 2020                           | Managerial Accounting (3.0)     |     |
| <b>or</b>  | ACC 2030                           | Principles of Accounting        | 6.0 |
| ▪          | Business Computer Proficiency Exam |                                 |     |
| <b>or</b>  | DGM 2010                           | Business Computer Proficiency * | 3.0 |
| ▪          | ECON 2010                          | Microeconomics                  | 3.0 |
| ▪          | MATH 1100                          | Introduction to Calculus        | 4.0 |
| ▪          | MGMT 2200                          | Business Communications         | 3.0 |
| ▪          | MGMT 2340                          | Business Statistics I           | 3.0 |

**Business Core Courses:**

|   |           |                                                           |     |
|---|-----------|-----------------------------------------------------------|-----|
| ▪ | LEGL 3000 | Business Law                                              | 3.0 |
| ▪ | MGMT 3000 | Organizational Behavior                                   | 3.0 |
| ▪ | FIN 3100  | Principles of Finance                                     | 3.0 |
| ▪ | FIN 4290  | Technological Applications in Personal Financial Planning | 3.0 |
| ▪ | MGMT 3450 | Operations Management                                     | 3.0 |
| ▪ | MGMT 3600 | Principles of Marketing                                   | 3.0 |

|                                                |           |                                              |     |
|------------------------------------------------|-----------|----------------------------------------------|-----|
| ▪                                              | MGMT 4800 | Strategic Management                         | 3.0 |
| and                                            | MGMT 4830 | Strategic Management Capstone Simulation     | 1.0 |
| ▪                                              | MGMT 493R | Entrepreneurship Lecture Series (1.0)        |     |
| or                                             | MGMT 495R | Executive Lecture Series                     | 1.0 |
| Personal Financial Planning Core Requirements: |           |                                              |     |
| ▪                                              | ACC 3400  | Individual Income Tax                        | 3.0 |
| ▪                                              | BESC 3800 | Interviewing Skills                          | 4.0 |
| ▪                                              | FIN 3060  | Introduction to the PFP Profession           | 3.0 |
| ▪                                              | FIN 3200  | Financial Counseling                         | 3.0 |
| ▪                                              | FIN 3210  | Retirement Planning                          | 3.0 |
| ▪                                              | FIN 3220  | Risk Management and Insurance                | 3.0 |
| ▪                                              | FIN 3400  | Investment Management                        | 3.0 |
| ▪                                              | FIN 4210  | Estate Planning Fundamentals                 | 3.0 |
| ▪                                              | FIN 4270  | Wealth Management Seminar                    | 3.0 |
| ▪                                              | FIN 4800  | Personal Financial Planning Capstone         | 3.0 |
| ▪                                              | FIN 481R  | Personal Financial Planning Internship (3.0) | 6.0 |
| ▪                                              | LEGL 4150 | Wills, Trusts and Probate                    | 3.0 |

#### Graduation Requirements:

- 1 Completion of a minimum of 121 semester credits required in the BS degree; at least 40 credit hours must be upper-division courses.  
Overall grade point average 2.0 or above with a minimum of 2.5 GPA in all
- 2 Woodbury School of Business courses. No grade lower than a "C-" in core and specialization courses.
- 3 Residency hours: Minimum of 30 credit hours of business 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.  
Students completing a bachelor degree following the 2008 or later catalog must
- 5 complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

NOTE: Students will be limited to 15 hours of upper-division credit until advanced standing status is completed.

#### 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. |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Date Printed: 20 May 2010

## **New Courses to be Added in the Next Five Years**

Several new courses have been developed specifically for the PFP program. These PFP courses were developed in part to provide students with the knowledge and skills that will enable them to successfully complete the accreditation process appropriate to obtain CFP® and other appropriate industry accreditation credentials. All students seeking the degree will be required to take these courses. In addition, there are several elective courses that have been developed which combined with existing courses will provide PFP students with the ability to extend their learning into specialized areas of concentration. The new and revised courses are outlined below.

*FIN 3060      Introduction to the PFP Profession      3:3:0*

Introduces the processes appropriate for entry into the personal financial planning (PFP) profession. Provides an overview of the skills and knowledge sets required to be a PFP professional including an outline of business models and practice management issues within the industry. Includes a review of basic PFP process such as the time value of money, cash and debt management, personal financial statement analysis, education funding, and related issues.

*BESC 3800      Interviewing Skills      4:4:0      Pre-req.: FIN 3060*

Develops knowledge of and skill in clinical interviewing. Familiarizes students with a broad range of clinical interviewing skills. Uses class discussions, video clips of master clinicians, instructor modeling, in-class practice, videotaped role plays, and class and instructor evaluations of role plays.

*FIN 3200      Financial Counseling II      3:3:0      Pre-req.: BESC 3800, FIN 3060*

Financial Counseling is an intensive course intended to fully prepare students to be effective financial counseling practitioners. Trains students to begin their role as effective financial counselors and planners. Develops counselor and client relationships skills as well as communication techniques to help identify and assist clients in an integrated financial planning environment. Provides an overview of the learning process needed to recognize the financial issues and concerns of many individuals and families and how to appropriately recommend solutions to help clients help themselves, while focusing on counselor sincerity and effectiveness in client reality.

*FIN 3210      Retirement Planning      3:3:0      Pre-req.: FIN 3060*

Examines the topics of retirement planning and retirement plans from both employer and individual client settings. Uses a case study approach to apply and integrate the material. Emphasizes the evaluation of financial alternatives. Provides learning activities that will facilitate student growth and development in written and oral communication skills.

*FIN 3220      Risk Management and Insurance      3:3:0      Pre-req.: FIN 3060*

Examines risk management and insurance planning for individual clients as well as employers of small corporations. Teaches the development of risk management and insurance plans with economic and behavioral theory. Uses a case study approach to apply and integrate the material. Emphasizes

evaluation of financial alternatives. Provides learning activities that facilitate growth and development in written and oral communication skills.

*FIN 3400 Investment Management 3:3:0 Pre-req.: FIN 3100*

Overviews the field of investments. Introduces stocks, bonds, put and call options, commodity and financial futures. Emphasizes both theory and practical aspects of investment management. Includes security valuation, market hypothesis, capital asset pricing, strategies for portfolio construction, performance measures, and risk/return relationships.

*FIN 4210 Estate Planning Fundamentals 3:3:0 Pre-req.: LEGL 4150*

Overview of gift, estate, and generation skipping transfer taxation, including financial and estate planning applications. Applies gift, estate, and generation skipping transfer taxation rules to personal financial planning scenarios. Studies financial regulations and taxation policy.

*FIN 4270 Wealth Management Seminar 3:3:0 Pre-req.: PFP Permission*

Introduction to investment theory, literature and theories which describe the unique process of household investment decision making, and an introduction to quantitative investment analysis and the instruments used to construct an efficient household portfolio. Uses quantitative and theoretical material which will require a basic knowledge of economics and finance, and the ability to work with spreadsheets. Applies practical concepts to prepare students to work as wealth managers in financial planning firms.

*FIN 4290 Technological Applications in PFP 3:3:0 Pre-req.: FIN 3060*

Introduces various financial planning software packages. Includes both goal based and cash flow based financial planning software, client relationship management software, investment research software, portfolio management software, and office support software. Provides access to a variety of premier software companies in the U.S. and Canada. Certification in core software packages is required. Includes training material and standards as outlined by software companies.

*FIN 4800 Personal Financial Planning Capstone 3:3:0 Pre-req.: PFP Permission*

Synthesizes the concept of a comprehensive personal financial plan. Reviews each of the major aspects of financial planning in the context of a comprehensive case, students will synthesize all information and create a comprehensive financial plan for a client. Analyze the financial planning profession and the various types of financial planning models. Provides an overview of software applications as well as interview skills, data gathering, working with clients, presentation skills, and the creation of a comprehensive financial plan.

*FIN 481R Personal Financial Planning Internship 3:3:0 Pre-req.: PFP Permission*

Provides supervised, practical, and professional experience for students preparing for careers in Personal Financial Planning. May be repeated for a maximum of eight credit hours.

*FIN 4160 Portfolio Management 3:3:0 Prerequisites: FIN 3400*



Examines portfolio theory and applied techniques used in selecting appropriate securities and managing the risk and return of a portfolio, with a focus on meeting investment objectives. Considers both stock and bond portfolios, and includes discussion of market efficiency, diversification, measurement of risk and of performance, bond duration and portfolio immunization, advanced bond pricing principles, bond swaps, term structure of interest rates, asset allocation, and portfolio hedging strategies.

*LEGL 4150      Wills, Trusts and Probate      3:3:0      Pre-req.: FIN 3060*

Examines purposes and methods of estate planning. Students should be able to draft simple wills, trusts, other estate planning documents and prepare court documents and correspondence necessary for an estate administration.

## Appendix B: Program Schedule

### Appendix B: Program Schedule

| Course                             | Description                                   | Semester Hours |
|------------------------------------|-----------------------------------------------|----------------|
| <b>Freshman Year of Residence</b>  |                                               |                |
| First Semester:                    |                                               |                |
| ENGL 1010                          | Introduction to Writing                       | 3.0            |
| MATH 1050                          | College Algebra                               | 4.0            |
| HIST 1740                          | US Economic History                           | 3.0            |
| PHIL 2050                          | Ethics and Values                             | 3.0            |
| ECON 2020                          | Macroeconomics (GE Social Science)            | <u>3.0</u>     |
|                                    |                                               | <b>16.0</b>    |
| Second Semester:                   |                                               |                |
| ACC 2030                           | Principles of Accounting                      | 6.0            |
| BIOL 1010                          | General Biology                               | 3.0            |
| PHSC 1000                          | Survey of Physical Science                    | 3.0            |
| DGM 2010                           | Business Computer Proficiency                 | 3.0            |
| ASTR 1040                          | Introduction to Astronomy                     | <u>3.0</u>     |
|                                    |                                               | <b>18.0</b>    |
| <b>Sophomore Year of Residence</b> |                                               |                |
| First Semester:                    |                                               |                |
| ECON 2010                          | Microeconomics                                | 3.0            |
| MATH 1100                          | Introduction to Calculus                      | 4.0            |
| ENGL 2020                          | Intermediate Writing – Science and Technology | 3.0            |
| HLTH 1100                          | Personal Health and Wellness                  | 2.0            |
| MGMT 2340                          | Business Statistics                           | <u>3.0</u>     |
|                                    |                                               | <b>15.0</b>    |
| Second Semester:                   |                                               |                |
| MGMT 2200                          | Business Communication                        | 3.0            |
| COMM 1050                          | Introduction to Public Speaking               | 3.0            |
| MUSIC 1010                         | Introduction to Music                         | 3.0            |
| LEGL 3000                          | Business Law                                  | 3.0            |
| MGMT 3000                          | Organizational Behavior                       | 3.0            |
| FIN 3100                           | Principles of Finance                         | <u>3.0</u>     |
|                                    |                                               | <b>18.0</b>    |
| <b>Junior Year of Residence</b>    |                                               |                |
| First Semester:                    |                                               |                |
| FN 3060                            | Introduction to the PFP Profession            | 3.0            |
| BESC 3800                          | Interviewing Skills                           | 4.0            |
| FIN 3220                           | Risk Management and Insurance                 | 3.0            |
| FIN 3400                           | Investment Management                         | 3.0            |
| MGMT 3450                          | Operations Management                         | <u>3.0</u>     |

**16.0**

**Second Semester:**

|           |                               |             |
|-----------|-------------------------------|-------------|
| FIN 3200  | Financial Counseling          | 3.0         |
| ACC 3400  | Individual Income Tax         | 3.0         |
| FIN 3210  | Retirement Planning           | 3.0         |
| FIN 4290  | Technical Applications of PFP | 3.0         |
| PES 1097  | Fitness for Life              | 2.0         |
| MGMT 3600 | Principles of Marketing       | <u>3.0</u>  |
|           |                               | <b>17.0</b> |

**Senior Year of Residence**

**First Semester:**

|           |                                        |             |
|-----------|----------------------------------------|-------------|
| FIN 481R  | Personal Financial Planning Internship | 4.0         |
| LEGL 4150 | Wills, Trusts, and Probate             | 3.0         |
| FIN 4210  | Estate Planning Fundamentals           | 3.0         |
| MGMT 495R | Executive Lecture                      | <u>1.0</u>  |
|           |                                        | <b>11.0</b> |

**Second Semester:**

|           |                                      |             |
|-----------|--------------------------------------|-------------|
| FIN 4270  | Wealth Management Seminar            | 3.0         |
| FIN 4800  | Personal Financial Planning Capstone | 3.0         |
| MGMT 4800 | Strategic Management Capstone        | 3.0         |
| MGMT 4830 | Strategic Management Simulation      | <u>1.0</u>  |
|           |                                      | <b>10.0</b> |

**Total Credits: 121.0**

## Appendix C

### Current Faculty / Full Time Tenured or Tenure Track

- Aaron S. Bartholomew      Juris Doctor      Attorney      Brigham Young University Law School  
Faculty member at UVU since 2007. Practicing attorney and director of WSB Legal Studies Program. Teaches application of legal concepts related to wills, trusts, and estates.
- Ian Wilson      Ph.D.      Sociology      University of Calgary  
WSB since 1989. Past Dean of the UVU School of Business and VP of Institutional Advancement. Teaches statistics and quantitative methods.
- Jacob Sybrowsky      Ph.D.      Personal Financial Planning      Texas Tech University  
Faculty member at UVU since January 2010. In process of finishing doctoral work in PFP at Texas Tech University with degree expected in 2010. WSB is his full time first academic experience although he has taught PFP courses extensively during his graduate work over the last several years.
- John A. Balden      Juris Doctor      Accounting      Cooley Law School  
Faculty member at UVU since 1996. Certified public accountant specializing in individual and corporate income taxation. Private practice in income tax compliance.
- Katherine D. Black      LL.M./JD      Accounting      McGeorge School of Law/UC Davis  
Faculty member at UVU since 2005. Prior to that, taught at Southern Utah University and Central Washington University. Areas of specialization include federal taxation of individuals, corporations, and partnerships/ estate and gift planning, tax procedures and business planning.
- Leo H. Chan      Ph.D.      Finance      University of Kansas  
Faculty member at UVU since 2008. Dr. Chan has taught at Delaware State University, College of Wooster, and the University of Kansas. He holds a Harvard Business School CRMA certificate and has taught corporate finance, investments, risk management, financial markets, and derivatives.
- Lowell M. Glenn      Ph.D.      Economics      The George Washington University  
Faculty member at UVU since 1999. Prior to that, Dr. Glenn had extensive experience in the public and private sectors, including visiting faculty at Brigham Young University and adjunct at UVU. Areas of specialization include economic history, labor, human resources development, and public finance.
- Norman D. Gardner      Ph.D.      Finance      University of Utah  
Faculty member at UVU since 1995. Dr. Gardner taught at Boise State University and has also had extensive consulting experience in the private sector, including leadership with the National Federation of the Blind. Areas of specialization include finance, securities and investments.
- Steven C. Clark      Ph.D.      Psychology      University of New Hampshire

Faculty member at UVU since 2000. Member of the American Psychological Association and Association for Psychological Science. Previously taught at Lamar University and lecturer at the University of New Hampshire. Teaches psychology and family counseling.

Vaughn S. Armstrong

Ph.D. Finance

Arizona State University

Faculty member at UVU since 2003. Prior to that, Dr. Armstrong was a visiting professor at Brigham Young University and a full-time professor at Washington State University for seven years. Areas of specialization include corporate finance, financial institutions, speculative securities analysis, and international finance.



March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Science in Environmental Science and Management, deletion of Emphasis in Environmental Management in the Bachelor of Earth Science, and renaming of Bachelor of Science in Earth Science to Bachelor of Science in Geology

Issue

Utah Valley University requests approval to offer a Bachelor of Science Degree in Environmental Science and Management, effective Fall Semester 2011. This action was approved by the UVU Board of Trustees on October 28, 2010. The Program Review Committee reviewed the proposal on February 16, 2011 and recommend it be moved to the full board for approval.

Background

The proposed Bachelor of Science in Environmental Science and Management, if approved, will replace the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management. In addition to this proposed degree program, the UVU Department of Earth Science has also submitted a proposal requesting the restructure of its Bachelor of Science in Earth Science, which would eliminate the emphasis in Environmental Management and change the name of the existing degree to Bachelor of Science in Geology.

The Bachelor of Science in Environmental Science and Management will be very similar to the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management. The program will include courses in environmental technology, geology, hydrology, chemistry, and geography. These courses will teach students about the physics and chemistry of water, air, and soil resources; introduce the laws and regulations that relate to the protection of those resources; explore the ethical issues that motivate people to either exploit or protect the environment; and introduce the technologies that are used to prevent disease and protect the environment.

The Bachelor of Science in Environmental Science and Management program is designed to prepare graduates for careers helping private industries comply with environmental regulations, working for companies that conduct environmental surveys and cleanups, working for government agencies that

enforce environmental regulations, and for graduate school programs that deal with environmental science and/or environmental policy.

#### Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal and given input. UVU has responded to these questions, and USHE institutions 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 of Science Degree in Environmental Science and Management, delete the Emphasis in Environmental Science and Management from the Bachelor of Science in Earth Science, and rename the Bachelor of Science in Earth Science as the Bachelor of Science Degree in Geology, effective Fall Semester, 2011.

  
\_\_\_\_\_  
William A. Sederburg, Commissioner

WAS/GW  
Attachment

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

Bachelor's of Science Degree in Environmental Science and Management  
Utah Valley University

Prepared for  
William A. Sederburg  
By  
Gary Wixom

March 16, 2011

## **Section I: The Request**

Utah Valley University requests approval to offer a Bachelor of Science in Environmental Science and Management degree effective Fall 2011. This action was approved by the UVU Board of Trustees on October 28, 2010.

## **Section II: Program Description**

### **Complete Program Description**

The proposed Bachelor of Science in Environmental Science and Management replaces the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management.

Coincident with this new degree program, the Department of Earth Science has also submitted a proposal requesting the restructure of their Bachelor of Science in Earth Science, which would eliminate the emphasis in Environmental Management and change the name of the existing degree to Bachelor of Science in Geology. The curriculum of the restructured Bachelor of Science in Geology will be virtually identical to the Bachelor of Science in Earth Science approved by the BOR in 2000.

The program will include courses in environmental technology, geology, hydrology, chemistry, and geography. These courses will teach students about the physics and chemistry of our water, air, and soil resources; introduce the laws and regulations that relate to the protection of those resources, explore the ethical issues that motivate people to either exploit or protect the environment, and introduce the technologies that are used to prevent disease and protect the environment. Students will be taught through classroom instruction and hands-on experience. To help students be more effective in their future careers, they will be required to practice their written and oral communication skills, as well as learn the basic skills of managing an organization. Internships are strongly recommended. The Bachelor of Science in Environmental Science and Management program is designed to prepare graduates for careers helping private industries comply with environmental regulations, working for companies that conduct environmental surveys and cleanups, working for government agencies that enforce environmental regulations, and for graduate school programs that deal with environmental science and/or environmental policy.

### **Purpose of Degree**

The first purpose of the Environmental Science and Management Program is to prepare students for careers as environmental professionals. In those careers, graduates of the program will work to prevent those diseases and illnesses, which are caused by pollution, to prevent pollution that is unsightly and unpleasant but may not be immediately harmful, and to protect the environment. This protection includes the living part of the environment, such as plants and animals, as well as the nonliving aspects, such as the clarity of the water and the cleanliness of the air. Environmental protection is improved by educating future environmental professionals and by raising awareness among the public.

### **Institutional Readiness**

Since the proposed degree will replace a virtually identical degree that has been offered since 2004 (the Bachelor of Science in Earth Science with an Emphasis in Environmental Management), this change will require no new institutional resources. The existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management is supported by the Chair of the Department of Earth Science, the

Department of Earth Science Administrative Assistant, and the Department of Earth Science Academic Advisor. This support will be sufficient for the proposed program.

### **Faculty**

No new faculty members are necessary to deliver the Environmental Science and Management program, since the needed faculty are currently serving the existing Environmental emphasis in Earth Science. Appendix C includes a list of faculty members who are key to UVU's Environmental Management program. Of the required core classes for the proposed degree (see Appendix A), 80% to 100% of the course sections will be taught by full-time, tenure track faculty members. All of the Environmental Management faculty members were hired at UVU because of their dedication to undergraduate education. These faculty members take great advantage of the faculty development opportunities at UVU, most notable training sessions by UVU's Faculty Center for Teaching Excellence and peer review programs in the Departments of Earth Science and Chemistry.

### **Staff**

Because this new program will replace the Environmental Management emphasis, this change will require no new staff.

### **Library and Information Resources**

The UVU library currently holds 447 titles related to environmental science (55 related to environmental science, 57 related to hydrology, 80 related to water resources, 51 related to water quality, 26 related to air quality, 139 related to soil resources and soil quality, and 39 related to Geographic Information Systems); which are sufficient to support the requirements of the new degree. Furthermore, students in the program will have access to books and journal articles from throughout the Utah System of Higher Education through the interlibrary loan program.

### **Admissions Requirements**

Upon admissions to UVU, students may declare Environmental Science and Management as their major and will be required to meet with an advisor from the Department of Earth Science. Incoming freshman would be welcome into the program their first semester at UVU.

### **Student Advisement**

Students in the Environmental Science and Management degree program will be required to meet at least once per year with the Earth Science advisor in order to plan their curricula and track their progress. Additionally, students will be encouraged to talk with Earth Science faculty members about choosing and preparing for internships, careers, and/or graduate programs.

### **Justification for Graduation Standards and Number of Credits**

The proposed program curriculum is listed in Appendix A, attached. The curriculum is designed to provide a firm grounding in environmental science and related fields of math and science. The degree program has enough flexibility to allow students to pursue their particular interests within the field of environmental science and management. A total of 125 credit hours is required for the proposed program.



### External Review and Accreditation

The proposed degree program was developed by the faculty of the UVU Department of Earth Science, and was strongly influenced by conversations with Florence Reynolds, Water Quality Administrator for Salt Lake City Public Works; Neil Taylor of the Utah Dept of Environmental Quality; and David Pitcher of the Central Utah Water Conservancy District. The degree program was reviewed by Renee Zollinger. Ms. Zollinger is the current Environmental Programs Manager for Salt Lake City Corporation, and she has over 20 years of experience consulting to industry and government on environmental issues.

There are no subject-specific accreditation requirements that apply to the proposed degree. The degree is however, designed to prepare students for several certification exams. Graduates working toward careers at health departments will take the Environmental Health Scientist test administered by the Utah Division of Occupational and Professional Licensing. Graduates of the existing program usually pass this exam on their first try; whereas graduates from other related programs (e.g., biology and chemistry) typically must take the exam three or four times before they pass.

### Projected Enrollment

| Year | Student Headcount | # of Faculty | Student -to-Faculty Ratio | Accreditation Req'd Ratio |
|------|-------------------|--------------|---------------------------|---------------------------|
| 1    | 58                | 5            | 12:1                      | N/A                       |
| 2    | 60                | 5            | 12:1                      |                           |
| 3    | 60                | 5            | 12:1                      |                           |
| 4    | 65                | 5            | 13:1                      |                           |
| 5    | 65                | 5            | 13:1                      |                           |

### Expansion of Existing Program

The Bachelor of Science in Earth Science with an Emphasis in Environmental Management has been offered since 2004. Below is a chart illustrating the headcount of students with that declared major and emphasis for each of the past five years.

| Year      | Student Headcount |
|-----------|-------------------|
| 2004/2005 | 42                |
| 2005/2006 | 53                |
| 2006/2007 | 47                |
| 2007/2008 | 52                |
| 2008/2009 | 58                |

## Section III: Need

### Program Need

Graduates of the proposed program, like the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management, are needed to protect the quality of Utah's soil, air, and water resources and to meet the demands for qualified environmental professionals by regional water system operators, industries, and regulatory agencies. The name change from "Bachelor of Science in Earth Science with an emphasis in Environmental Management" to "Bachelor of Science in Environmental Science and Management" is needed due to confusion over the name of the existing program. Many prospective students, as well as some employers of our graduates, have expressed confusion about what

exactly is meant by a "Bachelor of Science in Earth Science with an emphasis in Environmental Management". It is, on the other hand, well understood what is meant by a "Bachelor of Science in Environmental Science and Management" (see Student Demand, below).

### **Labor Market Demand**

The market demand for this degree program is demonstrated by the success of our graduates from the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management. Over 80% of the graduates from the existing Bachelor of Science in Earth Science with an Emphasis in Environmental Management program are finding jobs in their fields within a few months of graduating. These include jobs at engineering companies working with environmental cleanup and water resources, and jobs at government agencies that enforce environmental regulations.

Jobs in environmental science seem to be strong nation-wide. According to *Simply Hired Employment Trends* (<http://www.simplyhired.com>), environmental science jobs in the U.S. increased by 25% between September 2008 and March 2010. Furthermore, the *U.S. Bureau of Labor Statistics* ([http://www.bls.gov/oco/ocos311.htm#projections\\_data](http://www.bls.gov/oco/ocos311.htm#projections_data)) projects that between 2008 and 2018, the numbers of jobs in environmental science in the U.S. will increase by 28%.

### **Student Demand**

This change was requested by students in the existing program, so that the name of their degree program will better communicate the content of that program. This proposed change resulted from a formal exercise conducted by students in the Fall 2008 Environmental Management Systems class (ENVT 3530). Students in ENVT 3530 learn how to use the methods of ISO 14000 ("continuous process improvement") to improve the operations of an organization. Each time the class is taught, students in ENVT 3530 conduct a project in which they apply the methods of continuous process improvement to an existing operation. In Fall 2008, the students applied the methods to their own major (Bachelor of Science in Earth Science with an Emphasis in Environmental Management). The students collected and compiled employment advertisements and interviewed potential employers. The students concluded that the content of the degree program would be better communicated to potential employers by changing the name of the program from "Bachelor of Science in Earth Science with an Emphasis in Environmental Management" to "Bachelor of Science in Environmental Science and Management". Furthermore, the students concluded that the new name was a better match with the job titles listed in employment advertisements. These conclusions are consistent with comments from other students over the past couple years and with comments from Renee Zollinger, Environmental Programs Manager for Salt Lake City Corporation.

### **Similar Programs**

Similar programs offered in Utah:

- Utah State University, Applied Environmental Geosciences degree
- Weber State University, Bachelor of Science in Applied Environmental Geosciences
- University of Utah, Bachelor of Science in Geoscience with an Emphasis in Environmental Geoscience
- Utah Valley University, Bachelor of Science in Earth Science with an Emphasis in Environmental Management

The proposed program differs from existing similar programs in that each of the the similar programs is essentially a geology degree with some emphasis on environmental science. The proposed program, on the other hand, has a solid focus on environmental science and management. For example, students in the "Applied Environmental Geosciences" program at Utah State University are required to take 42 credit hours of geology classes and just 12 credit hours of environmental science classes<sup>1</sup>. Students in the "Bachelor of Science in Geoscience with an Emphasis in Environmental Geoscience" at the University of Utah are required to take 28 credit hours of geology classes and just 12 credit hours of environmental science classes. Students in the "Bachelor of Science in Applied Environmental Geosciences" at the Weber State University are required to take 31 credit hours of geology classes and 27 credit hours of environmental science classes. By comparison, students in the proposed program at UVU will be required to take at least 44 credit hours of environmental science classes, and from 4 to 12 credit hours of geology classes.

There are no similar degrees at any USHE institution south of Salt Lake city.

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

Because this is effectively a name change of an existing degree program, it should have no impact on other USHE institutions.

#### **Benefits**

The chief benefit of this change will be to the graduates of the program. A degree titled "Bachelor of Science in Environmental Science and Management" is more concise and better describes the nature of the degree program than "Bachelor of Science in Earth Science with an Emphasis in Environmental Management." The change will make it easier for those students to gain jobs or acceptance into graduate programs.

#### **Consistency with Institutional Mission**

These changes are consistent with UVU's mission to offer undergraduate programs that contribute to the quality of life and economic development at the local and state levels (R312-5.1.1). The changes are also consistent with UVU's roles of providing quality academic learning opportunities and promoting economic and cultural development to contribute to the quality of life of the region and state. The changes will contribute to quality of life issues by preparing graduates who will better protect the region's environmental quality. The changes will contribute to economic development issues by preparing graduates who can help Utah's expanding industry comply with environmental standards and regulations.

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

#### **Program Assessment**

The desired outcomes of the program are technical knowledge, skills in oral and written communication, skills in problem solving and reasoning, knowledge of applicable laws and regulations, and knowledge of professional options and responsibilities. Our success in achieving these outcomes is assessed by surveying students in the program, surveying graduates of the program between one and two years after

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<sup>1</sup> For the purposes of this comparison, "environmental science" classes are taken to be classes that deal with environmental aspects of biology, chemistry, geography, health, hydrology, meteorology, remote sensing, and public planning.

graduation, and surveying the supervisors of the program's graduates between one and two years after their graduation.

### **Expected Standards of Performance**

Graduates will be able to do the following at the time of graduation:

1. Understand and discuss the major environmental problems occurring in our society.  
Why Chosen: Defining the problem is key to solving the problem.  
Assessment Measures: Student understanding of major environmental issues will be measured by their academic success in discussion classes such as ENVT 1110 (Introduction to Environmental Management) and ENVT 3700 (Current Topics in Environmental Management).
2. Demonstrate an understanding of the major laws and regulations that are important to environmental managers and their organizations.  
Why Chosen: Graduates are frequently expected to have knowledge of current environmental laws and regulations.  
Assessment Measures: Student understanding and academic success in ENVT 3280 (Environmental Law) and ENVT 3530 (Environmental Management Systems).
3. Ability to communicate effectively both verbally and in writing.  
Why Chosen: Environmental managers often need to give presentations to their employers and to regulatory agencies. They also frequently need to write memos and letters.  
Assessment Measures: Most of the ENVT courses require term papers. Several courses, such as ENVT 3700 (Current Topics in Environmental Management) and ENVT 3530 (Environmental Management Systems), require oral presentations. Student communication skills will be measured through success in those courses. Student communication skills can also be measured as students participate in internships.
4. Have a working knowledge of the technologies used to prevent pollution and disease.  
Why Chosen: Environmental managers are expected to use various environmental technologies on almost a daily basis.  
Assessment Measures: Student technological expertise will be measured through 1) academic success in courses that focus on technology such as ENVT 1360 (Introduction to Drinking Water Treatment) and ENVT 1510 (Hazardous Materials Emergency Response); 2) participation in internships; and 3) independent certifications such the State of Utah licenses for water and wastewater operators.
5. Understand the role that environmental management plays, in relation to government agencies, private industry, and public perception, in protecting the environment.  
Why Chosen: People hold a wide variety of opinions about what environmental workers should be doing. A clear understanding of their duties will enable environmental managers to focus on matters of higher priority.  
Assessment Measures: Student understanding of the role of environmental managers will be measured by academic success in discussion courses and through participation in internships.

## **Section V: Finance**

### **Funding Sources**

Budgetary impact of the new degree will be limited. The proposed degree will be administered by the Department of Earth Sciences, which is already in place and will not require any additional advising personnel, administrative staff, or other related administrative expenditures during the initial years of operation. As this proposal is to create a standalone bachelor's degree from an existing emphasis and no new courses are proposed, this degree will require no additional financial resources. Thus, the financial analysis form is not required.

### **Reallocation**

Not applicable.

### **Impact on Existing Budgets**

There will be a minimal impact on existing budgets with the development of these degree program.



## Appendix A: Program Curriculum

### All Program Courses

| Course Prefix & Number           | Title                                            | Credit Hours |
|----------------------------------|--------------------------------------------------|--------------|
| <b>General Education Courses</b> |                                                  |              |
| ENGL 1010                        | Introduction to Writing                          | 3            |
| ENGL 2020                        | Intermediate Writing                             | 3            |
| MATH 1050                        | College Algebra                                  | 4            |
| American Institutions            | from list                                        | 3            |
| PHIL 2050                        | Ethics and Values                                | 3            |
| HLTH 1100 or PES 1097            | Personal Health and Wellness or Fitness for Life | 2            |
| BIOL 1010                        | General Biology                                  | 3            |
| GEO 1010                         | Introduction to Geology                          | 3            |
| GEO 1015                         | Introduction to Geology Lab                      | 1            |
| ENVT 1110                        | Introduction to Environmental Management         | 3            |
| Humanities                       | from list                                        | 3            |
| Fine Arts                        | from list                                        | 3            |
| Soc/Behavior                     | from list                                        | 3            |
|                                  | <b>Sub-Total</b>                                 | <b>37</b>    |
| <b>Science Core Courses</b>      |                                                  |              |
| CHEM 1010                        | Introduction to Chemistry                        | 3            |
| CHEM 1210                        | Principles of Chemistry I                        | 4            |
| CHEM 1215                        | Principles of Chemistry I Lab                    | 1            |
| CHEM 1220                        | Principles of Chemistry II                       | 4            |
| CHEM 1225                        | Principles of Chemistry II Lab                   | 1            |
| CHEM 3020                        | Environmental Chemistry                          | 3            |
| MATH 1060                        | Trigonometry                                     | 3            |
| MATH 1210                        | Calculus I                                       | 5            |
| MATH 2040                        | Statistics                                       | 4            |
|                                  | <b>Sub-Total</b>                                 | <b>28</b>    |
| <b>ENVT Core Courses</b>         |                                                  |              |
| ENVT 1200                        | Environmental Worker Safety                      | 3            |
| ENVT 1270                        | Environmental Microbiology                       | 3            |
| ENVT 1300                        | Environmental Lab and Sampling                   | 3            |
| ENVT 1510                        | Hazardous Materials Emergency Response           | 3            |
| ENVT 2560                        | Environmental Health                             | 3            |
| ENVT 2710                        | Environmental Careers                            | 1            |

|                               |                                                 |            |
|-------------------------------|-------------------------------------------------|------------|
| ENVT 2730                     | Introduction to Soils                           | 3          |
| ENVT 3000                     | GIS and GPS Applications for the Earth Sciences | 3          |
| ENVT 3630                     | Introduction to GIS                             | 3          |
| ENVT 3280                     | Environmental Law                               | 3          |
| ENVT 3530                     | Environmental Management Systems                | 3          |
| ENVT 3790                     | Hydrology I                                     | 4          |
| ENVT 4790                     | Hydrology II                                    | 4          |
| ENVT 3850                     | Environmental Policy                            | 3          |
|                               | <b>Sub-Total</b>                                | <b>44</b>  |
|                               |                                                 |            |
| <b>Major Elective Courses</b> | Need 16 Hours                                   |            |
| CHEM 1120                     | Elementary Biochemistry                         | 4          |
| CHEM 1125                     | Elementary Biochemistry lab                     | 1          |
| CHEM 2310                     | Organic Chemistry I                             | 4          |
| CHEM 2315                     | Organic Chemistry I lab                         | 1          |
| CHEM 2310                     | Organic Chemistry II                            | 4          |
| CHEM 2315                     | Organic Chemistry II lab                        | 1          |
| ENVT 1210                     | Water Reclamation                               | 3          |
| ENVT 1360                     | Introduction to Water Treatment                 | 3          |
| ENVT 3010                     | Environmental Toxicology                        | 3          |
| ENVT 3320                     | Hydraulics of Water                             | 3          |
| ENVT 3330                     | Water Resource Management                       | 3          |
| ENVT 3550                     | Site Investigation                              | 3          |
| ENVT 3700                     | Current Topics                                  | 3          |
| ENVT 3750                     | Land Use Planning                               | 3          |
| ENVT 3770                     | Natural Resource Management                     | 3          |
| ENVT 3800                     | Energy Use                                      | 3          |
| ENVT 282R                     | Environmental Internship                        | 1-5        |
| ENVT 482R                     | Environmental Internship                        | 1-3        |
| ENVT 495R                     | Special Projects                                | 1-6        |
| GEO 3080                      | Earth Materials                                 | 4          |
| GEO 3200                      | Geologic Hazards                                | 4          |
| GEO 4500                      | Sedimentary Geology                             | 4          |
|                               | <b>Sub- Total</b>                               | <b>16</b>  |
|                               | <b>Total Number of Credits</b>                  | <b>125</b> |

#### **New Courses to be Added in the Next Five Years**

Since the proposed degree will replace a virtually identical degree that has been offered since 2004, this change will require no new courses.

### Appendix B: Program Schedule

| Fall of First Year    | Title                                            | Credit Hours |
|-----------------------|--------------------------------------------------|--------------|
| ENGL 1010             | Introduction to Writing                          | 3            |
| American Institutions | from list                                        | 3            |
| HLTH 1100 or PES 1097 | Personal Health and Wellness or Fitness for Life | 2            |
| ENVT 1110             | Introduction to Environmental Management         | 3            |
| MATH 1050             | College Algebra                                  | 4            |
|                       | Semester total:                                  | 15           |
| Spring of First Year  | Title                                            | Credit Hours |
| ENGL 2020             | Intermediate Writing                             | 3            |
| Humanities            | from list                                        | 3            |
| ENVT 2710             | Environmental Careers                            | 1            |
| GEO 1010              | Introduction to Geology                          | 3            |
| GEO 1015              | Introduction to Geology Lab                      | 1            |
| MATH 1060             | Trigonometry                                     | 3            |
|                       | Semester total:                                  | 14           |
| Fall of Second Year   | Title                                            | Credit Hours |
| Fine Arts             | from list                                        | 3            |
| BIOL 1010             | General Biology                                  | 3            |
| CHEM 1010             | Introduction to Chemistry                        | 3            |
| MATH 1210             | Calculus I                                       | 5            |
|                       | Semester total:                                  | 14           |
| Spring of Second Year | Title                                            | Credit Hours |
| CHEM 1210             | Principles of Chemistry I                        | 4            |
| CHEM 1215             | Principles of Chemistry I Lab                    | 1            |
| ENVT 1200             | Environmental and Worker Safety                  | 3            |
| ENVT 1270             | Environmental Microbiology                       | 3            |
| MATH 2040             | Statistics                                       | 4            |
|                       | Semester total:                                  | 15           |

| Fall of Third Year    | Title                                  | Credit Hours |
|-----------------------|----------------------------------------|--------------|
| Soc/Behavior          | from list                              | 3            |
| CHEM 1220             | Principles of Chemistry II             | 4            |
| CHEM 1225             | Principles of Chemistry II Lab         | 1            |
| ENVT 1300             | Environmental Lab and Sampling         | 3            |
| ENVT 1510             | Hazardous Materials Emergency Response | 3            |
| ENVT 3630             | Introduction to GIS                    | 3            |
|                       | Semester total:                        | 17           |
| Spring of Third Year  | Title                                  | Credit Hours |
| ENVT 3000             | GIS and GPS Applications               | 3            |
| ENVT 2560             | Environmental Health                   | 3            |
| ENVT 2730             | Introduction to Soils                  | 3            |
| ENVT 3280             | Environmental Law                      | 3            |
| ENVT 3530             | Environmental Management Systems       | 3            |
|                       | Semester total:                        | 15           |
| Fall of Fourth Year   | Title                                  | Credit Hours |
| CHEM 3020             | Environmental Chemistry                | 3            |
| ENVT 3790             | Hydrology I                            | 4            |
|                       | Major elective courses                 | 10           |
|                       | Semester total:                        | 17           |
| Spring of Fourth Year | Title                                  | Credit Hours |
| PHIL 2050             | Ethics and Values                      | 3            |
| ENVT 3850             | Environmental Policy                   | 3            |
| ENVT 4790             | Hydrology II                           | 4            |
|                       | Major elective courses                 | 6            |
|                       | Semester total:                        | 16           |

### **Appendix C: Faculty**

List current faculty within the institution, with their qualifications, to be used in support of the program. Do not include resume.

Jim Callison, Department of Earth Science, Ph.D. in Watershed Management from University of Arizona. Teaches courses related to water resources, resource management, water treatment.

Eddy Cadet, Department of Earth Science, Ph.D. in Environmental Science (pending) from Tuskegee University. Teaches courses in environmental health and planning.

Steve Emerman, Department of Earth Science, Ph.D. in Geophysics from Cornell University. Teaches courses in hydrology.

Joel Bradford, Department of Earth Science, M.S. in Anthropology from the University of Utah. Teaches courses in environmental policy and worker safety.

Fern Caka, Department of Chemistry, Ph.D. in Analytical Chemistry from Brigham Young University, 1993. Teaches environmental chemistry.

RALPH ECKERT  
MAYOR



**SALT LAKE CITY CORPORATION**

OFFICE OF THE MAYOR

March 14, 2010

Dr. Daniel Horns  
Chairman  
Earth Science Department  
Utah Valley University  
800 West University Parkway  
Orem, Utah 84058

SUBJECT: Proposed Environmental Science and Management Degree Program

Dear Dr. Horns,

Thank you for providing me with an opportunity to review the proposed curriculum for the Environmental Science and Management degree program that UVU wishes to offer. I am very impressed with the robust science background that graduates of this program will be equipped with. Many graduates of Environmental Science programs from around the country do not have an adequate depth or breadth of knowledge about the critical components of any environmental science career. I heartily support your proposal to equip your students with a strong background in biology, chemistry, geology and mathematics. These are the baseline expectations held by any employer in the environmental market.

I am also very impressed that you are proposing practical, and technologically current, hands-on skill classes including GIS, laboratory skills, health and safety training, soils classes, and statistics. The combination of scientific background and practical skills sets this program apart from most of the environmental science programs I've seen. Your graduates will be very employable, and well-equipped to begin contributing to their future employers upon graduation.

Good luck with this program. I am confident that it will be a popular and successful degree program at UVU.

Sincerely,

Renee Zollinger  
Environmental Program Manager  
Salt Lake City

451 SOUTH STATE STREET, ROOM 306, SALT LAKE CITY, UTAH 84111

TELEPHONE: 801-535-7704 FAX: 801-535-6331

[www.slccorp.com](http://www.slccorp.com)





March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: University of Utah and Utah Valley University – New Emphases

The following have been submitted by the Programs and Planning Committee:

**University of Utah**

***New Emphases in the Bachelor of Music Degree***

- Classical Guitar Performance
- Instrumental Performance
- Jazz Composition
- Jazz Performance
- Music Composition
- Music Education-Choral
- Music Education-Instrumental
- Music History and Literature
- Music Theory
- Organ Performance
- Piano Performance
- Voice Performance

**Request**

These emphases are part of the Bachelor of Music – a professional degree. A common body of knowledge and skills that constitutes the basic foundation for each of the above emphases comprises the music core. Many courses within the 35 credit-hour core are sequential in nature with each course building upon the material covered in the previous semester. Students complete the music core by the end of the junior year, registering for an average of six credit hours of core classes each semester. The Music Core includes:

1. Music Theory I, II and III – MUSC 1110, 1130, 2110 (9)
2. Musicianship I, II, III and IV – MUSC 1120, 1140, 2120, 2140 (4)
3. Form and Analysis – MUSC 3540 (3)
4. Twentieth Century Techniques – MUSC 3550 (3)

5. Music History I, II, III and IV – MUSC 3630, 3640, 3650, 3660 (12)
6. Conducting – MUSC 2350 (2)
7. Concert Attendance (four semesters) – MUSC 1000 (4)

In addition to the courses above, students in all emphases are required to demonstrate keyboard competency by passing the Piano Proficiency Examination. This competency can also be satisfied by taking Keyboarding I, II, III and IV – MUSC 1150, 1160, 2150, 2160. Credit for the Keyboarding courses is not computed as part of the total hours for the BMUS degree.

Beyond the music core, each of the above listed emphases requires a significantly different concentration of coursework in performance, ensemble, and area-specific classes designed to build the technical skills and knowledge requisite for artistic self-expression as a performer, educator, composer, theoretician or historian. An appended degree requirement sheet for each of the proposed emphases details the courses required as well as provides a semester-by-semester plan for their completion. (The list of courses is available upon request.)

#### Need

At present when another institution or prospective employer is evaluating a University of Utah School of Music undergraduate transcript, it is necessary to review all course work in music to determine emphasis within the BMUS degree. Listing a specific emphasis on the undergraduate transcript would bring much needed clarity to the process of transferring while still an undergraduate, as well as facilitate application for graduate study and employment.

#### Institutional Impact

There will be no impact upon the School of Music as courses are already available. The approval of emphases will allow students who complete the emphases to have it placed on their diplomas.

#### Finance

There will be no financial impact on the School of Music or the University of Utah.

### Utah Valley University

#### ***1. New Emphasis in Computer Forensics and Security and Two Discontinuances***

#### Request

The Information Systems and Technology (IS&T) Department at Utah Valley University (UVU) is proposing the addition of one new emphasis and the discontinuation of two emphases within the existing Bachelor of Science (BS) in Information Technology (IT) degree, effective Fall, 2011. Emphases to be discontinued include Web Administration and Security and Database Administration and Security. The emphasis to be added is Computer Forensics and Security. This action was approved by the UVU Board of Trustees on December 9, 2010.

### Need

The current BS in Information Technology degree has three areas of emphasis. The proposal to discontinue two emphases and add one will enable faculty to better allocate resources among subjects in demand. In particular, the trend in IT is to focus on computer forensics and security. While Web Administration and Security and Database Administration are important in IT, today's graduates need more specialized training in computer forensics and security. Through information surveys and discussions, current two- and four-year students in Information Technology programs at UVU have expressed interest in a Computer Forensics emphasis option. The IS&T Department Advisory Board also supports the Computer Forensics emphasis.

The Web Administration and Database Administration emphases are being removed due to low enrollments in order to better align efforts around student interests and current trends in the field of IT.

The proposed emphasis offers the courses required for both ABET (IT accrediting body) and FEPAC (Forensics Accrediting body), should the IS&T Department decide to pursue these accreditations. Students completing the program will have taken courses that are cross-listed in Information Technology, Information Systems, Criminal Justice, Forensic Science, Computer Science, and Digital Media. This unique blend of existing courses will provide a solid foundation for employment in government or in the IT or computer forensic areas.

### Institutional Impact

The discontinuance of two existing emphases and the addition of Computer Forensics and Security allow faculty to respond to current needs in the IT field. The Department will be able to staff these courses more efficiently.

### Finance

No new funds are required to institute the proposed emphasis. The necessary equipment to be used in courses in the IT program has already been purchased.

## ***2. New Emphasis in Integrated Technology in the BS in Technology Management***

### Request

Utah Valley University requests the addition of the Integrated Technology emphasis within the existing Technology Management (TM) Bachelor of Science degree, effective Fall, 2011. This change will have minimal impact on the primary activities of the Department. This action was approved by the UVU Board of Trustees on December 9, 2010.

### Need

This emphasis is being requested because each year UVU has four or five students who have 45 technical credits in two related disciplines. Examples might include Computer Science and Information Technology or Drafting and Construction. The attached list (see Appendix A: Curriculum, Emphasis in Integrated

Technology) contains further examples of related technical areas within major categories. This new emphasis will allow such students to enter the Technology Management baccalaureate degree program to advance in their education.

#### Institutional Impact


The introduction of the proposed emphasis in Integrated Technology will have little impact on the Department of the University. It may assist students to complete their degree more efficiently.

#### Finance

No new funds are required and any budgetary impact on other programs or units within the institution will be minimal. This new emphasis will not affect enrollments in instructional programs of affiliated departments or programs since UVU is already enrolling these students on a case-by-case basis. No new courses are required. No changes will be required in any existing administrative structures, faculty and staff, physical facilities, or equipment.

#### Commissioner's Recommendation

The Commissioner recommends approval for the Discontinuances and new Emphases requiring Regents' approval.



William A. Sederburg, Commissioner

WAS/PCS  
Attachment

## Appendix A: Curriculum

### BS in Technology Management

**125 Credits**

|                                                                                                                         |                                                                                                               |                     |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Matriculation Requirements:</b>                                                                                      |                                                                                                               | <b>45.0 Credits</b> |
| Students must complete 45 technical credits ( <b>see Emphasis Requirements</b> )                                        |                                                                                                               | <b>45.0</b>         |
| •                                                                                                                       | See specific Technical Area for the 45 credit requirement.                                                    |                     |
| or                                                                                                                      | See Technology Management Emphasis in Integrated Technology                                                   |                     |
| <b>General Education Requirements:</b>                                                                                  |                                                                                                               | <b>35.0 Credits</b> |
| •                                                                                                                       | <u>ENGL 1010</u> Introduction to Writing <b>(3.0)</b>                                                         | 0.0                 |
| •                                                                                                                       | <u>ENGL 2010</u> Intermediate Writing--Humanities/Social Sciences <b>(3.0)</b>                                | 0.0                 |
| or                                                                                                                      | <u>ENGL 2020</u> Intermediate Writing--Science and Technology - Recommended <b>(3.0)</b>                      |                     |
| •                                                                                                                       | <u>MATH 1040</u> Introduction to Statistics <b>(3.0)</b>                                                      | 0.0                 |
|                                                                                                                         | Complete one of the following:                                                                                | 3.0                 |
| •                                                                                                                       | <u>HIST 2700</u> US History to 1877 <b>(3.0)</b>                                                              |                     |
| and                                                                                                                     | <u>HIST 2710</u> US History since 1877 <b>(3.0)</b>                                                           |                     |
| •                                                                                                                       | <u>HIST 1700</u> American Civilization <b>(3.0)</b>                                                           |                     |
| •                                                                                                                       | <u>HIST 1740</u> US Economic History <b>(3.0)</b>                                                             |                     |
| •                                                                                                                       | <u>POLS 1000</u> American Heritage <b>(3.0)</b>                                                               |                     |
| •                                                                                                                       | <u>POLS 1100</u> American National Government <b>(3.0)</b>                                                    |                     |
|                                                                                                                         | Complete the following:                                                                                       |                     |
| •                                                                                                                       | <u>PHIL 2050</u> Ethics and Values <b>(3.0)</b>                                                               | 0.0                 |
| •                                                                                                                       | <u>HLTH 1100</u> Personal Health and Wellness <b>(2.0)</b>                                                    |                     |
| or                                                                                                                      | <u>PES 1097</u> Fitness for Life <b>(2.0)</b>                                                                 | 0.0                 |
|                                                                                                                         | Distribution Courses                                                                                          |                     |
| •                                                                                                                       | Biology                                                                                                       | 3.0                 |
| •                                                                                                                       | Physical Science                                                                                              | 3.0                 |
| •                                                                                                                       | Additional Biology or Physical Science                                                                        | 3.0                 |
| •                                                                                                                       | Humanities Distribution                                                                                       | 3.0                 |
| •                                                                                                                       | Fine Arts Distribution                                                                                        | 3.0                 |
| •                                                                                                                       | <u>TECH 2000</u> Technology and Human Life Fulfills Social/Behavioral Science <b>(3.0)</b>                    | 3.0                 |
| <b>Discipline Core Requirements:</b>                                                                                    |                                                                                                               | <b>30.0 Credits</b> |
| Meet with Technology Management advisor to complete a degree plan prior to enrollment in Technology Management courses. |                                                                                                               |                     |
| •                                                                                                                       | <u>TECH 3000</u> Introduction to Technology Management <b>(3.0)</b>                                           | 3.0                 |
| •                                                                                                                       | <u>TECH 3010</u> Creativity Innovation and Change Management <b>(3.0)</b>                                     | 3.0                 |
| or                                                                                                                      | <u>MGMT 3170</u> Entrepreneurship <b>(3.0)</b>                                                                |                     |
| •                                                                                                                       | <u>TECH 3400</u> Project Management <b>(3.0)</b>                                                              | 3.0                 |
| •                                                                                                                       | <u>TECH 3850</u> Quality Assurance in Technology <b>(3.0)</b>                                                 | 3.0                 |
| •                                                                                                                       | <u>TECH 405G</u> Global Ethical and Professional Issues in Technology <b>(3.0)</b>                            | 3.0                 |
| •                                                                                                                       | <u>TECH 4420</u> Organization Information Technologies <b>(3.0)</b>                                           | 0.0                 |
| •                                                                                                                       | <u>TECH 4820</u> Current Topics in Technology Management <b>(2.0)</b>                                         | 2.0                 |
| •                                                                                                                       | <u>TECH 4910</u> Senior Capstone Project <b>(3.0)</b>                                                         | 0.0                 |
| •                                                                                                                       | <u>ACC 3000</u> Financial Managerial and Cost Accounting Concepts <b>(4.0)</b>                                | 0.0                 |
| •                                                                                                                       | <u>MGMT 3430</u> Human Resource Management <b>(3.0)</b>                                                       | 0.0                 |
| <b>Elective Requirements:</b>                                                                                           |                                                                                                               | <b>15.0 Credits</b> |
| •                                                                                                                       | Complete 15 credits from the following                                                                        | 15.0                |
| •                                                                                                                       | <u>TECH 301R</u> Technology Lecture Series - May not be taken concurrently with <u>TECH 4820</u> <b>(1.0)</b> |                     |
| •                                                                                                                       | <u>TECH 3700</u> Materials Management <b>(3.0)</b>                                                            |                     |
| •                                                                                                                       | <u>TECH 4000</u> Reliability Engineering and Safety <b>(3.0)</b>                                              |                     |
| •                                                                                                                       | <u>TECH 4200</u> Technology Marketing and Distribution <b>(3.0)</b>                                           |                     |
| •                                                                                                                       | <u>TECH 4400</u> Advanced Project Management <b>(3.0)</b>                                                     |                     |

- TECH 481R Internship - Up to 3 credits may be selected **(1.0)**
- TECH 489R Undergraduate Research in Technology Management **(1.0)**
- TECH 497R Independent Study - Up to 4 credit hours may be selected **(1.0)**
- LEGL 3000 Business Law **(3.0)**
- ENGL 4310 Advanced Technical Communication **(3.0)**
- MGMT 3450 Operations Management **(3.0)**
- MGMT 3470 Lean Management Systems **(3.0)**
- Up to 6 credits toward Leadership Certification with the Center for the Advancement of Leadership
- Students may select up to 9 credits of other upper division technology related courses with advisor approval.

#### Graduation Requirements:

- 1 Completion of a minimum of 125 semester credits
- 2 Overall grade point average of 2.0 (C) or above. (Departments may require a higher GPA.)
- 3 No grade lower than a C- in any TECH course.
- 4 Residency hours--minimum of 30 credit hours through course attendance at UVU, with at least 10 hours earned in the last 45 hours.
- 5 Completion of GE and specified departmental requirements.
- 6 Students completing a bachelor degree following the 2008 or later catalog must complete one course that meets the Global/Intercultural Requirement, indicated by a course number ending in G.

#### Note:

No upper-division Technology Management (i.e. Technology Management or Business Management) course work older than six years can be counted toward graduation.

### Emphasis in Integrated Technology

**45 Credits**

#### Emphasis Requirements:

45.0 Credits

- Completion of 45 credits from a single technical area or two related technical areas as approved by the Technology Management advisor. Credits must be earned through a recognized accredited institution. 45.0
- Possible Technical Areas may include:
  - Art & Visual Communication
    - Graphic Communications
    - Photography
    - Visual Arts
  - Automotive Technology
    - Collision Repair
    - Diesel Equipment
  - Aviation
  - Construction Technologies
    - Building Construction
    - Building Inspection
    - Cabinetry
    - Carpentry
    - Drafting
    - Facilities Management
    - HVAC
    - Masonry
    - Mechanics
    - Plumbing
    - Surveying



- 
- Welding
  - Computing/Digital Technologies
  - Broadcasting
  - Computer Science
  - Computer Support
  - Digital Media
  - Internetworking
  - Information Systems
  - Office Technology
  - Technical Computer Applications
  - Web Design
  - Electronics Technology
  - Electrical Automation
  - Electrician
  - Industrial Motor Controls
  - Lineman Technology
  - Residential Wiring
  - Manufacturing Technology
  - Robotics
  - Environmental Technology
  - Machinist
  - Materials Science
  - Operations Technology
  - Power Equipment Technology
  - Precision Machinery
  - Technical Drafting
  - Medical Technologies
  - Biotechnology Technician
  - Culinary Arts
  - Dental Hygiene
  - Health Care
  - Medical Coding and Billing
  - Occupational Therapy
  - Pharmacy Technician
  - Physical Therapy
  - Radiology Technology
  - Public Service Technologies
  - Criminal Justice
  - Firefighting
  - Paralegal

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R609, Regents' Scholarship

Issue

The Regents' Scholarship is currently in its fourth year of implementation. Each year our staff gains additional insights, which lead to improvements in administrative procedure. Accordingly, it is necessary to update the policy to reflect these changes and ensure effective management of this statewide scholarship program, which interfaces with the diverse curriculum of 41 school districts. Attached are proposed modifications to the policy that provide greater clarity and updates the policy to match current administrative practices. These are merely housekeeping in nature rather than substantive changes. Modifications include:

- Distinguishing between applicant and recipient
- Changes necessary to implement the award amount as a flat rate
- Rule for completing required course work
- Additional clarification regarding probation status and scholarship forfeiture
- More detailed information on the appeals process

Commissioner's Recommendation

The Commissioner recommends the Board consider and, if satisfied, approve the proposed revisions to Policy R609, Regents' Scholarship.

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William A. Sederburg, Commissioner

WAS/MMK  
Attachment

**R609-1. Purpose:** The Regent's' Scholarship encourages Utah High school students to prepare for college academically and financially by taking a core course of study To in grades 9-12 and saving for college. -This statewide scholarship is aligned encourage all Utah high school students to take a rigorous high school curriculum as outlined by with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. -The courses required by the scholarship are proven to help students -that will successfully become prepare them for college and career ready. In addition this scholarship encourages postsecondary education and the demands of the modern workforce; to provide incentives for all Utah high school students to prepare academically and financially for postsecondary education; to motivate high school students to complete meaningful course work through their senior year.; and to increase the numbers of Utahns enrolling in Utah colleges and universities.

## R609-2. References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program.
- 2.2. Utah Admin. Code §R277-700-6, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- 2.3. Policy and Procedures R604, New Century Scholarship.

## R609-3. Definitions

**3.1. "Applicant":** is a student who is in their last term in high school and on track to complete the high school graduation requirements a public school established by the State Board of Education and the student's school district or charter school or a private high in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents.

**3.1.3.2. "Base award":** a one-time scholarship to be awarded to applicants~~students~~ who complete the eligibility requirements of section 4.1 of this policy.

**3.2.3.3. "Board":** the Utah State Board of Regents.

**3.3.3.4. "Core Course of Study":** the ~~16.5-credit~~ Utah Scholars' Core Course of Study~~curriculum~~ taken during grades 9-12, includes:

~~3.3.1.3.4.1.~~ 3.4.1. 4.0 credits of English;

~~3.3.2.3.4.2.~~ 3.4.2. 4.0 credits of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II or Math 3);

~~3.3.3.3.4.3.~~ 3.4.3. 3.5 credits of social studies;

~~3.3.4.3.4.4.~~ 3.4.4. 3.0 credits of lab-based natural science (one each of Biology, Chemistry, and Physics); and

<sup>1</sup> Adopted by the Board of Regents May 30, 2008. Amended and approved by the Board of Regents on May 29, October 16, 2009, April 1, 2010.

2.0 credits of the same world or classical foreign language, other than English, taken in a progressive manner.  
~~3.3.5.~~3.4.5.

~~3.4.~~3.5. **“Exemplary Academic Achievement award”**: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.2 of this policy.

~~3.5.~~3.6. **“Full-time”**: A minimum of twelve college credit hours.

**3.67.** **“High school”**: A public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high ~~school~~school; it ~~must~~shall be accredited by a regional accrediting body approved by the Board.

**3.78.** **“Home-schooled”**: refers to a student who has not graduated from a Utah high school and received letter grades for the Core Course of Study in grades 9-12.

**3.98.** **“Recipient”**: A ~~n applicant~~student who receives an award under the requirements set forth in this policy.

**3.109.** **“Regents’ Diploma Endorsement”**: a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement ~~A~~award of the Regents’ Scholarship.

**3.101.** **“Reasonable progress”**: ~~enrolling and completing A recipient must complete~~ at least twelve credit hours during Fall and Spring semesters and earning a 3.0 GPA or higher each semester.

~~3.124.~~ **“Renewal Documents”**: a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of full-time enrollment for the semester which the recipient is seeking award payment.

**3.13.** **“Scholarship Review Committee”**: the committee approved to review Regents’ Scholarship applications and make final decisions regarding awards.

**3.14.** **“Two years of full-time equivalent enrollment”**: is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).

~~3.15.~~ **“UESP”**: the Utah Educational Savings Plan.

**3.16.** **“USHE”**: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, Utah Valley University, and Salt Lake Community College.

**3.175.** **“Eligible Institutions”**: USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

#### **R609-4 Conditions of the Regents’ Scholarship Program and Program Terms**

**4.1 Base award**: To qualify for the Regents’ Scholarship Base award, the applicant ~~must~~shall satisfy the following criteria:

**4.1.1 Complete the Core Course of Study** as defined in section 5-2-3-3.4 of this policy.

**4.1.2 GPA:** The applicant mustshall demonstrate completion of the Core Course of Study with a cumulative high school GPA of at least 3.0.

**4.1.3 Minimum Grade requirement:** the applicant shall have with-no individual core course grade lower than a "C" on a transcript. Certain courses may receive a weighted grade as outline under subsection 9.5 of this policy.

**4.1.14.1.4 ACT Score:** The applicant mustshall submit at least one verified ACT score.

**4.1.24.1.5 Utah High School Graduation:** The applicant mustshall have graduated from a Utah high school.

**4.1.6 Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.1.7 No Criminal Record Requirement:** A recipient shall not have a criminal record; with the exception of a misdemeanor traffic citation.

**4.1.8 Mandatory Fall SemesterTerm Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral from the Board under subsection 7.2.

**4.1.9 New Century Scholarship:** A recipient shall not receive a Regents' Scholarship and the New Century Scholarship established in Utah Code §53B-8-1058 and administered in R604

**4.2 Exemplary Academic Achievement award:** To qualify for the Regents' Scholarship Exemplary Academic Achievement award, the applicant mustshall satisfy all requirements for the Base award, and additionally meet all of the following requirements:

**4.2.1 Required GPA:** The applicant mustshall have a cumulative high school GPA of at least 3.5.

**4.2.2 Minimum Grade requirement:** the applicant shall have with-no individual core course grade lower than a "B" on a transcript. Certain courses may receive a weighted grade as outline under subsection 9.5 of this policy.

**4.2.3 Required ACT Score:** The applicant mustshall submit a verified composite ACT score of at least 26.

**4.2.4 Duty of Student to Report Reasonable Progress Toward Degree Completion:** In order to renew the Exemplary Academic Achievement award, the recipient -shall submit renewal documents, providing evidence of must maintain and report-reasonable progress toward degree completion. by achieving a 3.0 GPA each semesters and by enrolling full time (twelve credit hours) each semester.

**4.2.4.1** If the recipient fails to maintain a 3.0 GPA in a single semester the recipient is placed on probation and shall earn a 3.0 GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a 3.0 GPA for two consecutive

~~semesters or fails to enroll and complete twelve credit hours, except as outline in section 7.2 of this policy.~~ full-time, the scholarship will be revoked.

**4.2.4.2** ~~Students will be required to pay back the entire payment received for the semester in which the student did not enroll full-time.~~

**4.2.4.3** Each semester, the recipient ~~shall~~must submit renewal documents to the Scholarship Review Committee providing evidence of making reasonable progress, by the deadlines listed below:

~~official college transcript verifying his/her grades to demonstrate that he/she is meeting the required GPA and is making reasonable progress as well as detailed schedule as proof of full-time enrollment by the dates listed below. A recipient must apply for and receive and approved Leave of Absence if he or she will not enroll full-time in continuous Fall and Spring Semesters.~~

**4.2.4.2.1** ~~Proof of enrollment f~~For Fall S~~semester~~ renewal documents ~~and proof of completion of the previous semester shall~~must be submitted by September 30.

**4.2.4.2.2** ~~Proof of enrollment f~~For Spring/Winter S~~semester~~ and proof of completion of the previous semester renewal documents shallmust be submitted by February 15.

**4.2.4.2.3** ~~Proof of enrollment f~~For Summer S~~semester~~ and proof of completion of the previous semester shallmust be submitted by June 30.

**4.2.4.2.2** ~~Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.~~

~~4.2.4.2.3~~ **4.2.4.2.4** ~~Proof of enrollment if the recipient is you are attending Brigham Young University during Spring Semester term and proof of completion of the previous semester renewal documents shall~~must be submitted by May 30.

**4.2.2.1** ~~Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.~~

**4.2.3** ~~If a recipient student earns less than a 3.0 GPA in any single semester the recipient is placed on probation and, the student must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at anytime earns less than a 3.0 GPA the scholarship will be revoked.~~

**4.2.5** A recipient student will not be required to enroll full-time if the student can complete his/her degree program with fewer credits.

**4.3 Replacing Low Grades by Retaking a Course:** An applicant student may retake a course to replace a low ~~received~~ grade received. When retaking courses to replace a grade the following subsections apply:

**4.3.4 The Entire Course:** The applicant student ~~must~~shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject area. The math and foreign language requirement of progression ~~must~~shall be shown. ~~This is true even if the applicant student only received a lower grade in a single semester,~~ term, trimester, or quarter.



**4.3.5 The Higher of Two Grades:** The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.

**4.3.6 Approved Courses and Progression Determined by the Regents' Scholarship Review Committee:** The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject-area and if progression is required and demonstrated.

~~**4.4 Weighted Grade:** The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or a college course concurrent enrollment shall be weighted (only if college transcript is provided) according to the Scholarship Review Committee's standard procedures.~~

**Student Transfer:** A scholarship may be transferred to a different eligible institution upon request of the student.

**4.44.5 "P" and "I" Grades not Accepted:** Pass/fail or incomplete grades do not meet the minimum grade requirement, nor do they qualify towards the scholarship renewal requirements.

## R609-5 Application Procedures

**5.1 Application Deadline:** ~~Applicants~~Students mustshall submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. ~~Applicants~~Students who meet the priority deadline may be given first priority or consideration for the scholarship.

**5.2 Required Documentation:** Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all course work and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that mustshall be submitted with a scholarship application include:

~~5.1.15.2.1~~ the official online application;

~~5.1.25.2.2~~ an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

~~5.1.35.2.3~~ verified ACT score(s); and

~~5.1.45.2.4~~ a class schedule form, provided by the Board, demonstrating the courses and credits that the student will completed during grade twelve. Simply submitting a high school transcript does not satisfy this requirement.

**5.25.3 Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, and will not be reviewed.

## R609-6 Amount of Awards and Distribution of Award Funds

**6.1 Funding Constraints of Awards:** The Board may limit or reduce the Base award and/or the Exemplary Academic Achievement award, as well as supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

## **6.2 Amount of Awards**

**6.2.1 Base Award:** The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

~~6.2.2 Exemplary Academic Achievement Award: The exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on legislative funding and the number of applicants \$1250 per semester~~

~~6.2.3~~

~~For a students who graduates from high school in the 2009-10 school year and prior~~

~~If used at a USHE institution, the award is equal in value up to seventy-five percent of the tuition costs at the selected institution; or~~

~~If used at a private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges, the award is equal in value up to seventy-five percent of the tuition costs at the selected institution, not to exceed seventy-five percent of the average tuition costs of the USHE institutions.~~

~~6.2.4 F, or a student who graduates from high school in or after the 2010-11 school year or prior and still has remaining eligibility, the total maximum award is up to \$1250 per semester. The Exemplary Academic Achievement EA award maybe renewed for the 5,000, allocated semester-by-semester throughout whichever of the following time periods is the shortest offe the following: Recipients are not entitled to the maximum award.~~

~~6.2.2~~

~~6.2.4.1 Four semesters of full-time enrollment (minimum of twelve credit hours per semester);~~

~~6.2.2.1~~

~~6.2.5~~

~~6.2.5.1 Sixty-five credit hours; or~~

~~6.2.2.2~~

~~6.2.5.2~~

~~6.2.5.3 6.2.2.3~~ Until the student meets the requirements for a Baccalaureate degree.

## **6.3 Distribution of Award Funds**

**6.3.1 Enrollment** ~~Tuition~~ **Documentation:** The award recipient ~~must~~ shall submit to the Scholarship Review Committee a copy of the college class schedule verifying that the recipient student is enrolled full-time (twelve or more credits) at an eligible institution. Documentation ~~must~~ shall include: the recipient's student's name, the semester the recipient -will attend, the name of the institution they are attending and the number of credits in which the recipient student is enrolled.

**6.3.2 Award Payable to Institution:** The award will be made payable to the institution. The institution may pay over to the recipient -any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense, including: tuition, fees, books, supplies, equipment required for course instruction, or housing.

**6.3.3 Credit Hours Dropped aAfter Award Payment:** If a recipient student drops credit hours after having received the award which results in enrollment below twelve credit hours, the scholarship will be revoked.

~~**6.3.4 High School Graduates of 2010 and Before:** The following subsections only apply to recipients students who graduated from high school in 2010 and before:~~

~~**6.3.4.1 Tuition Calculation by the Board:** The Board will calculate the award disbursement amount based on the published tuition costs at the enrolled institution(s) and the availability of scholarship funding.~~

~~**6.3.4.2 Added Hours after Award Payment:** At the discretion of the Scholarship Review Committee and depending on funding, the student may be awarded up to seventy-five percent of the tuition costs of any hours added in the semester after the initial award has been made. The recipient must submit to the USHE a copy of the tuition invoice and a class schedule verifying the added hours before a supplemental award is made.~~

~~**6.3.4.3 Credit Hours Dropped after Award Payment:** If a recipient student drops credit hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly. If a recipient drops below, or the student shall repay the excess award amount to the USHE. If the student drops below twelve credit hours the scholarship will be revoked.~~

**6.46.3 UESP Supplemental aAward to Encourage College Savings:** Subject to available funding, an applicantstudent who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

~~**6.3.1** For each year the applicantstudent is 14, 15, 16, or 17 years of age that the applicantstudentapplicant had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the student's award if at least \$100 was deposited into the account for which the applicantstudent is named the beneficiary.~~

~~**6.3.2**  
**6.3.1**~~

~~**6.3.2** If no contributions are made to an applicantstudent's account during a given year, the matching amount will likewise be \$0.~~

**6.3.3** If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

**6.3.4** Matching funds apply only to contributions, not to transfers, earnings, or interest.

## R609-7 Time Constraints and Continuing Eligibility

**7.1 Time Limitation:** A Regents' Scholarship recipient ~~must~~shall use the award in its entirety within five years after his/her high school graduation date.

**~~7.2~~ Deferral or Leave of Absence:**

~~7.3~~

~~7.2~~ A recipient ~~shall~~may apply for to the Board of a deferral or leave of absence if they do not continuously enroll full-time.-

~~7.3.17.2.1~~ Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

~~7.3.27.2.2~~ An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

~~7.47.3~~ **No Guarantee of Degree Completion:** Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.

## **R609-8 Scholarship Determinations and Appeals**

**8.1 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions ~~are~~are made at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicant's completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application.

**8.2 Appeals:** Applicants and Recipients have the right may to appeal an adverse decision-.

**8.2.1** Appeals ~~must~~shall be (postmarked) denial of the scholarship by submitting a written appeal to the USHE within 30 days of date of notification by submitting a completed Appeal Application- found on the programs website.-

**8.2.2** An appeal filed before the applicant/recipient ~~receives~~receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**8.2.3** —The appeal ~~shall~~provide evidence that an adverse decision was made in error, such as ~~that~~as that in fact, the applicant/recipient -met all scholarship requirements and submitted all requested documentation by the deadline.

**8.2.4** —Appeals are ~~not~~accepted for late document submission.

**8.2.5** —A submission of an appeal does not guarantee a reversal of the original decision.

**8.2.6** It ~~is~~is the applicant/recipient's responsibility to ~~file~~file the appeal, including all supplementary documentation. All documents ~~shall~~be mailed to the Regents' Scholarship -address.

~~8.1.18.2.7~~ Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

## R609-9 Rules for Completing Course Work

9.1 Although a course may meet state and individual district high school graduation requirements, the course may not meet the scholarship requirements. If the required course(s) are not taught at the school the student attends they can elect to enroll in the Utah Electronic High School, distance education concurrent enrollment, or a course offered at another accredited Utah high school or college. Course work found at additional online sources shall be from accredited institution approved by the Board.

9.2 Applicants are required to complete the entire curriculum for a course. For example if a course is designed to be taken as a full year or for one full credit, the student shall complete the entire course in order to have it count towards the completion of a requirement for the scholarship.

9.3 Course work that is "tested out" of is not accepted for the Regents' Scholarship.

9.4 In each content area, the courses completed shall be unique.

9.4.1 Students cannot take a standard course, and then enroll in the honors version of the same class and count both towards meeting the credit requirement and, in cases, the requirement of progression.

9.4.2 Repeated course work does not count towards the credit fulfillment.

9.39.5 **Weighted Grade:** The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or a college course concurrent enrollment shall be weighted (only if college transcript is provided) according to the Scholarship Review Committee's standard procedures.

9.49.6 **College Course Work:** The Regents' Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If an applicant enrolls in and completes a college course worth three or more college credits, this may be counted as one full credit towards the scholarship requirements, however; the student then is evaluated on the college grade earned, with the weighted added to the college grade earned.

**R609-1. Purpose:** The Regents' Scholarship encourages Utah High school students to prepare for college academically and financially by taking a core course of study in grades 9-12 and saving for college. This statewide scholarship is aligned with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. The courses required by the scholarship are proven to help students become college and career ready. In addition this scholarship encourages high school students to complete meaningful course work through their senior year.

### R609-2. References

- 2.1. Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program.
- 2.2. Utah Admin. Code §R277-700-6, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- 2.3. Policy and Procedures R604, New Century Scholarship.

### R609-3. Definitions

- 3.1. **"Applicant":** is a student who is in their last term in high school and on track to complete the high school graduation requirements a public school established by the State Board of Education and the student's school district or charter school or a private high in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents.
- 3.2. **"Base award":** a one-time scholarship to be awarded to applicants who complete the eligibility requirements of section 4.1 of this policy.
- 3.3. **"Board":** the Utah State Board of Regents.
- 3.4. **"Core Course of Study":** the Utah Scholars Core Course of Study taken during grades 9-12, includes:
  - 3.4.1. 4.0 credits of English;
  - 3.4.2. 4.0 credits of mathematics taken in a progressive manner (at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II or Math 3;
  - 3.4.3. 3.5 credits of social studies;
  - 3.4.4. 3.0 credits of lab-based natural science (one each of Biology, Chemistry, and Physics); and
  - 3.4.5. 2.0 credits of the same world or classical, other than English, taken in a progressive manner.

<sup>1</sup> Adopted by the Board of Regents May 30, 2008. Amended and approved by the Board of Regents on May 29, October 16, 2009, April 1, 2010.



- 3.5. **“Exemplary Academic Achievement award”**: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.2 of this policy.
- 3.6. **“Full-time”**: A minimum of twelve college credit hours.
- 3.7. **“High school”**: A public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school; it shall be accredited by a regional accrediting body approved by the Board.
- 3.8. **“Home-schooled”**: refers to a student who has not graduated from a Utah high school and received letter grades for the Core Course of Study in grades 9-12.
- 3.9. **“Recipient”**: An applicant who receives an award under the requirements set forth in this policy.
- 3.10. **“Regents’ Diploma Endorsement”**: a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement award of the Regents’ Scholarship.
- 3.11. **“Reasonable progress”**: enrolling and completing at least twelve credit hours during Fall and Spring semesters and earning a 3.0 GPA or higher each semester.
- 3.12. **“Renewal Documents”**: a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of full-time enrollment for the semester which the recipient is seeking award payment.
- 3.13. **“Scholarship Review Committee”**: the committee approved to review Regents’ Scholarship applications and make final decisions regarding awards.
- 3.14. **“Two years of full-time equivalent enrollment”**: is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).
- 3.15. **“UESP”**: the Utah Educational Savings Plan.
- 3.16. **“USHE”**: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, Utah Valley University, and Salt Lake Community College.
- 3.17. **“Eligible Institutions”**: USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

#### **R609-4 Conditions of the Regents’ Scholarship Program and Program Terms**

- 4.1 **Base award**: To qualify for the Regents’ Scholarship Base award, the applicant shall satisfy the following criteria:
- 4.1.1 **Complete the Core Course of Study** as defined in section 3.4 of this policy.
- 4.1.2 **GPA**: The applicant shall demonstrate completion of the Core Course of Study with a cumulative high school GPA of at least 3.0.

**4.1.3 Minimum Grade requirement:** the applicant shall have no individual core course grade lower than a “C” on a transcript. Certain courses may receive a weighted grade as outline under subsection 9.5 of this policy.

**4.1.4 ACT Score:** The applicant shall submit at least one verified ACT score.

**4.1.5 Utah High School Graduation:** The applicant shall have graduated from a Utah high school.

**4.1.6 Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.1.7 No Criminal Record Requirement:** A recipient shall not have a criminal record; with the exception of a misdemeanor traffic citation.

**4.1.8 Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student’s high school graduation date or receive an approved deferral from the Board under subsection 7.2.

**4.1.9 New Century Scholarship:** A recipient shall not receive a Regents’ Scholarship and the New Century Scholarship established in Utah Code §53B-8-105 and administered in **R604**

**4.2 Exemplary Academic Achievement award:** To qualify for the Regents’ Scholarship Exemplary Academic Achievement award, the applicant shall satisfy all requirements for the Base award, and additionally meet all of the following requirements:

**4.2.1 Required GPA:** The applicant shall have a cumulative high school GPA of at least 3.5.

**4.2.2 Minimum Grade requirement:** the applicant shall have no individual core course grade lower than a “B” on a transcript. Certain courses may receive a weighted grade as outline under subsection 9.5 of this policy.

**4.2.3 Required ACT Score:** The applicant shall submit a verified composite ACT score of at least 26.

**4.2.4 Duty of Student to Report Reasonable Progress Toward Degree Completion:** In order to renew the Exemplary Academic Achievement award, the recipient shall submit renewal documents, providing evidence of reasonable progress toward degree completion.

**4.2.4.1** If the recipient fails to maintain a 3.0 GPA in a single semester the recipient is placed on probation and shall earn a 3.0 GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a 3.0 GPA or fails to enroll and complete twelve credit hours, except as outline in section 7.2 of this policy, the scholarship will be revoked.

**4.2.4.2** Each semester, the recipient shall submit renewal documents to the Scholarship Review Committee providing evidence of making reasonable progress, by the deadlines listed below:

**4.2.4.2.1** For Fall semester renewal documents shall be submitted by September 30.

**4.2.4.2.2** For Spring/Winter semester renewal documents shall be submitted by February 15.

**4.2.4.2.3** For Summer semester shall be submitted by June 30.

**4.2.4.2.4** If the recipient is attending Brigham Young University during Spring term renewal documents shall be submitted by May 30.

**4.2.5** A recipient will not be required to enroll full-time if the student can complete his/her degree program with fewer credits.

**4.3 Replacing Low Grades by Retaking a Course:** An applicant may retake a course to replace a low grade received. When retaking courses to replace a grade the following subsections apply:

**4.3.4 The Entire Course:** The applicant shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject-area. The math and foreign language requirement of progression shall be shown. This is true even if the applicant only received a lower grade in a single semester, term, trimester, or quarter.

**4.3.5 The Higher of Two Grades:** The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.

**4.3.6 Approved Courses and Progression Determined by the Regents' Scholarship Review Committee:** The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject-area and if progression is required and demonstrated.

**4.4 Student Transfer:** A scholarship may be transferred to a different eligible institution upon request of the student.

**4.5 "P" and "I" Grades not Accepted:** Pass/fail or incomplete grades do not meet the minimum grade requirement, nor do they qualify towards the scholarship renewal requirements.

## **R609-5 Application Procedures**

**5.1 Application Deadline:** Applicants shall submit a scholarship application to the Scholarship Review Committee no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship.

**5.2 Required Documentation:** Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all course work and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified. Required documents that shall be submitted with a scholarship application include:

**5.2.1** the official online application;

**5.2.2** an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA.

A final transcript showing the last semester of coursework will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

**5.2.3** verified ACT score(s); and

**5.2.4** a class schedule form, provided by the Board, demonstrating the courses and credits that the student will completed during grade twelve. Simply submitting a high school transcript does not satisfy this requirement.

**5.3 Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, and will not be reviewed.

## **R609-6 Amount of Awards and Distribution of Award Funds**

**6.1 Funding Constraints of Awards:** The Board may limit or reduce the Base award and/or the Exemplary Academic Achievement award, as well as supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

### **6.2 Amount of Awards**

**6.2.1 Base Award:** The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

**6.2.2 Exemplary Academic Achievement Award:** The exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on legislative funding and the number of applicants. The Exemplary Academic Achievement award maybe renewed for the shortest of the following:

**6.2.2.1** Four semesters of full-time enrollment (minimum of twelve credit hours per semester);

**6.2.2.2** Sixty-five credit hours; or

**6.2.2.3** Until the student meets the requirements for a Baccalaureate degree.

### **6.3 Distribution of Award Funds**

**6.3.1 Enrollment Documentation:** The award recipient shall submit to the Scholarship Review Committee a copy of the college class schedule verifying that the recipient is enrolled full-time (twelve or more credits) at an eligible institution. Documentation shall include: the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits in which the recipient is enrolled.

**6.3.2 Award Payable to Institution:** The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense including: tuition, fees, books, supplies, equipment required for course instruction, or housing.

**6.3.3 Credit Hours Dropped After Award Payment:** If a recipient drops credit hours after having received the award which results in enrollment below twelve credit hours, the scholarship will be revoked.

**6.3 UESP Supplemental Award to Encourage College Savings:** Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

**6.3.1** For each year the applicant is 14, 15, 16, or 17 years of age that the applicant had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the student's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

**6.3.2** If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.

**6.3.3** If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

**6.3.4** Matching funds apply only to contributions, not to transfers, earnings, or interest.

#### **R609-7 Time Constraints and Continuing Eligibility**

**7.1 Time Limitation:** A Regents' Scholarship recipient shall use the award in its entirety within five years after his/her high school graduation date.

**7.2 Deferral or Leave of Absence:** A recipient shall apply for a deferral or leave of absence if they do not continuously enroll full-time.

**7.2.1** Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

**7.2.2** An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

**7.3 No Guarantee of Degree Completion:** Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.

#### **R609-8 Scholarship Determinations and Appeals**

**8.1 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicant's completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application.

**8.2 Appeals:** Applicants and Recipients have the right to appeal an adverse decision.

**8.2.1** Appeals shall be (postmarked) within 30 days of date of notification by submitting a completed Appeal Application found on the programs website.

**8.2.2** An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**8.2.3** The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.

**8.2.4** Appeals are not accepted for late document submission.

**8.2.5** A submission of an appeal does not guarantee a reversal of the original decision.

**8.2.6** It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the Regents' Scholarship address.

**8.2.7** Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.

#### **R609-9 Rules for Completing Course Work**

**9.1** Although a course may meet state and individual district high school graduation requirements, the course may not meet the scholarship requirements. If the required course(s) are not taught at the school the student attends they can elect to enroll in the Utah Electronic High School, distance education concurrent enrollment, or a course offered at another accredited Utah high school or college. Course work found at additional online sources shall be from accredited institution approved by the Board.

**9.2** Applicants are required to complete the entire curriculum for a course. For example if a course is designed to be taken as a full year or for one full credit, the student shall complete the entire course in order to have it count towards the completion of a requirement for the scholarship.

**9.3** Course work that is "tested out" of is not accepted for the Regents' Scholarship.

**9.4** In each content area, the courses completed shall be unique.

**9.4.1** Students cannot take a standard course, and then enroll in the honors version of the same class and count both towards meeting the credit requirement and, in cases, the requirement of progression.

**9.4.2** Repeated course work does not count towards the credit fulfillment.

**9.5 Weighted Grade:** The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or a college course concurrent enrollment shall be weighted (only if college transcript is provided) according to the Scholarship Review Committee's standard procedures.

**9.6 College Course Work:** The Regents' Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If an applicant enrolls in and completes a college course worth three or more college credits, this may be counted as one full credit towards the scholarship requirements, however; the student then is evaluated on the college grade earned, with the weighted added to the college grade earned.



March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Revisions to Policy R604, New Century Scholarship

Issue

Over the past year, our staff has implemented a number of substantive policy and procedural changes to the New Century Scholarship program to implement SB 132, Higher Education Scholarship Amendments, which were enacted by the Legislature in 2010. Attached are modifications to the policy that provide greater clarity and updates the policy to match current administrative practices. These are merely housekeeping items rather than substantive changes. Modifications include:

- Distinction between applicant and recipient
- Changes necessary to implement the award amount to a flat rate
- Additional clarification pertaining to renewal process, probation status and scholarship forfeiture
- More detailed information on the Appeals process

Commissioner's Recommendation

The Commissioner recommends the Board consider and, if satisfied, approve the proposed revisions to Policy R604, New Century Scholarship.

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William A. Sederburg, Commissioner

WAS/MMK  
Attachment

**R604-1. Purpose:** The New Century Scholarship ~~encourages students~~ encourages students ~~was established to reward and encourage high performing students. The program rewards students who to~~ accelerate their education by earning an Associate's degree ~~while still~~ in high school ~~from an institution within the Utah System of Higher Education with a scholarship. This policy provides procedures for the administration of the scholarship.~~

## R604-2. References

- 2.1. Utah Code §53B-8-105 (2010).
- 2.2. Policy and Procedures R609, Regents' Scholarship.

## R604-3. Definitions

3.1. "Applicant": is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a Home school student.

3.2 "Associate's Degree": An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from or verified by a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.4.2. of this policy.

3.3. "Awards": New Century Scholarship funds.

3.3. "Board": The Utah State Board of Regents.

3.4. "Completes the requirements for an Associate's degree": Means that an applicant student completes either of the following:

3.4.1. all the required courses for an Associate's degree from a institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or

3.4.2. all the required courses for an equivalency to the Associate's degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.<sup>2</sup>

3.5. "Full-time": a minimum of twelve credit hours.

3.6. "High school": a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it ~~shall~~must be accredited by a regional accrediting body approved by the Board.

<sup>1</sup> Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. ~~Amended and approved by the Board of Regents~~ October 16, 2009, April 1, 2010, March 25, 2011.

<sup>2</sup> Please note the requirement to have the coursework certified by the campus registrar under subsection 5.4 of this policy.

3.7. **“High school graduation date”**: ~~the~~ The day on which the recipient’s class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.

3.8. **“Home-schooled”**: refers to a student who has not graduated from a Utah high school and received a high school grade point average.

3.9. **“Math and science curriculum”**: ~~the~~ The rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.

3.102. **“New Century Scholarship”**: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.4 of this policy.

3.110. **“Reasonable progress”**: enrolling and completing~~A recipient must complete~~ at least twelve credit hours during Fall and Spring semesters and earning a 3.0 GPA or higher each semester or apply for and receive an approved Deferral or Leave of Absence from the Board. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

3.124. **“Recipient”**: An applicant student who receives an award under the requirements set forth in this policy.

3.13. **“Renewal Documents”**: a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of full-time enrollment for the semester which the recipient is seeking award payment.

3.14. **“Scholarship Review Committee”**: the committee to review New Century Scholarship applications and make final decisions regarding awards.

3.15. **“Two years of full-time equivalent enrollment”**: is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).

3.16. **“The Utah System of Higher Education USHE”**: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, Utah Valley University, and Salt Lake Community College.

**R604-4. Recipient Requirements:** This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

**4.1 General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

4.1.1. complete the requirements for an Associate's degree<sup>3</sup> or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

4.1.1.1. with at least a 3.0 grade point average

4.1.1.2. by student's high school graduation date; and

4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative grade point average.

**4.2. Utah Home-schooled Students:** For Utah home-schooled students the following exceptions and requirements apply:

**4.2.1. High School Graduation Date for Home-schooled Students:**

4.2.1.1. **Completes High School in 2011 and After:** If a home-schooled applicant student would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the student would have completed high school;

4.2.1.2. **Completes High School in 2010 and Before:** If a home-schooled applicant student would have completed high school in 2010 or before, the high school graduation date (under subsection 4.1.1.2) is September 1 of the year the student would have completed high school.

**4.2.2. ACT Composite Score Requirement:** A composite ACT score of 26 or higher is required in place of the high school grade point average requirement (under subsection 4.1.2).

~~4.3. **Exception for High School Graduating Class of 2010 and Before:** For students whose high school graduation date is in 2010 or before the following exceptions apply:~~

~~4.3.1. **Change in Deadline:** The deadline to complete the requirements for an Associate's degree or the math and science curriculum (under subsection 4.1.1.2.) is changed to September 1 of the year of the student's graduation date; and the documentation submission deadline is October 15.~~

~~4.3.2. **No High School GPA Requirement:** Subsection 4.1.2. shall not apply.~~

**4.43. Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved Deferral or Leave of Absence from the Board under subsection 8.7 of this policy.

**4.54. Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.65. No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

**4.76. Regents Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

<sup>3</sup> Please refer to section 3.4 for clarification.

**R604-5 Application Procedures:** This section establishes the basic application procedures for an award.

**5.1 Application Contact:** Qualifying students will apply for the award through the Board.

**5.2 General Procedure:** An application for an award shall contain the following:

**5.2.1 Application Form:** the official application will become available on New Century website each November prior to the February 1 deadline.

**5.2.2. College Transcript:** an official college transcript showing college courses, AP and transfer work an [applicant student](#) has completed to meet the requirements for the Associate's degree and verification the date the award was earned; and

**5.2.3. High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

**5.2.4. ACT Score:** a copy of the student's verified ACT score (if applicable).

**5.3. Registrar Verification:** If an [applicant student](#) is enrolled at an institution which does not offer an Associate's degree or an institution that will not award the Associate's degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

**5.4. Application Deadline:** Students shall meet the following deadlines:

**5.4.1. Application Submission:** [ApplicantsStudents](#) must submit a scholarship application to the scholarship review committee no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

**5.4.2. Support Documentation Submission:** All necessary support documentation shall be submitted on or before [September August](#) 1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. [Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.](#)

**5.4.3. Priority Deadline:** A priority deadline may be established each year. [ApplicantsStudents](#) who meet the priority deadline may be given first priority of consideration for awards.

**5.5. Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

**R604-6 Awards:** This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

~~\_\_\_\_\_ 6.1 \_\_\_\_\_~~ **-Value of the Award:** ~~The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. maximum award~~ Unless an exception applies, the maximum total value of the award is \$5000. The award amount up to \$5000 is allocated over a time period described in subsection 7.1. Recipients are not entitled to the maximum award. The award amount is subject to Legislative funding and may be reduced. The total value may change in accordance with subsection 6.3. The award shall be disbursed semester-by-semester over the shortest of the following time periods:

6.1.1. Four semesters of full-time enrollment (minimum of twelve credit hours per semester.)

6.1.2. Sixty credit hours;

6.1.3 Until the student meets the requirements for a Baccalaureate degree.

~~\_\_\_\_\_ 6.2. \_\_\_\_\_~~ **Exception for High School Graduating Class of 2010 and Before:** For a recipient whose high school graduation date is in 2010 or before the maximum total value of the award is as follows:

~~6.2.1. \_\_\_\_\_~~ **Public Institutions:** At institutions within the Utah System of Higher Education the award, depending on available funding and may be reduced, is up to seventy-five percent of the tuition costs.

~~6.2.2. \_\_\_\_\_~~ **Private Nonprofit Institutions:** At an eligible private nonprofit institution of higher education the value of the award is, depending on available funding and may be reduced, up to seventy-five percent of the tuition costs, but shall not exceed seventy-five percent of the average tuition costs at Baccalaureate granting institutions within the Utah System of Higher Education.

~~\_\_\_\_\_ 6.3. \_\_\_\_\_~~ **Changes in Award Amount:** This subsection details the instances when award amounts may be changed by the Board.

~~6.3.1 \_\_\_\_\_~~ **The Board May Increase Award:** ~~The Board may increase the total value of the award in subsection 6.1. by an amount not to exceed the average percentage tuition increase approved by the Board for institutions in the Utah System of Higher Education.~~

**6.3.2. The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award under both subsections 6.1.

~~and 6.2.~~

**6.4. Eligible Institutions:** An award may be used at either

**6.4.1. Public Institution:** a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

**6.4.2. Private Nonprofit Institution:** a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Association of Schools and Colleges that offers Baccalaureate programs.

**6.5. Enrollment at Multiple Institutions:** The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the



award goes to a flat rate the award may only be used at the institution from which the students is earning a Baccalaureate degree.

**6.6. Student Transfer:** The award may be transferred to a different eligible institution upon the request of the recipient.

**6.7 Financial Aid and other Scholarships:** With the exception of the Regents' Scholarship (as detailed in subsection 4.7 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

**R604-7 Disbursement of Award:** This section details the disbursement of the award amounts. ~~Subsection 7.1. through 7.5. apply to all recipients, whereas 7.6. applies only to recipients whose high school graduation date is in or before 2010.~~

**7.1. Disbursement Schedule of Award:** The award shall be disbursed semester-by-semester over the shortest of the following time periods:

7.1.1. Four semesters of full-time enrollment;

7.1.2. sixty credit hours; or

7.1.3. until the recipient meets the requirements for a baccalaureate degree.

**7.2. EnrollmentTuition Documentation:** The recipient shall submit to the Scholarship Review Committee Board a detailed copy of a class schedule verifying that the recipient is enrolled full-time (twelve or more credits) at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits in the the recipient number of hours is enrolled.  
~~The Board will calculate the award based on available funding.~~

**7.3. Award Payable to Institution:** The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

**7.4. Dropped Hours after Award:** If a recipient student drops credit hours after having received the award which results in enrollment below full-time the scholarship will be revoked (see 8.1) unless the student needs fewer than twelve hours for completion of a degree. ~~Students will be required to pay back the entire payment received for that semester.~~

~~**7.5. Exception for High School Graduating Class of 2010 and Before:** For a recipient whose high school graduation date is in 2010 or before the following additional provisions apply:~~

~~**7.5.1. Tuition Calculation by the Board:** The Board will calculate the award disbursement amount based on the published tuition costs at the enrolled institution(s) and the availability of scholarship funding.~~

~~**7.5.2. Added Hours After Award:** The award will be increased up to seventy-five percent of the tuition costs of any hours added in the semester after the initial award has been made, depending on available funding. Recipient shall submit to the Board a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.~~

~~7.5.3.—Dropped Hours After Award: If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to the Board. If a recipient fails to complete a minimum of twelve semester hours, the scholarship will be revoked (see 8.1) unless the student needs fewer than twelve hours for completion of a degree. Students will be required to pay back the entire payment received for that semester.~~

**R604-8. Continuing Eligibility:** This section establishes the expectations of recipients to [renew their award](#).

~~8.1 **Rexcel in their Baccalaureate coursework. The scholarship is not an entitlement; recipients are expected to maintain high standards.**~~

~~8.1.—Reasonable Progress Toward Degree Completion:~~ The Board may cancel a [recipients student's future scholarship awards](#) if the student fails [to](#):

**8.1.1. Maintain 3.0 GPA:** to maintain a 3.0 grade point average [or higher](#) for each semester for which he or she has received awards; or

**8.1.2. Reasonable Progress:** to make reasonable progress (twelve credit hours) toward the completion of a [B](#)baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll full-time in continuous Fall and Spring semesters.

**8.2. Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she is meeting the required grade point average and is completing a minimum of twelve semester hours. Students will not be paid for the coming semester until the requested documentation has been received. [If the recipient fails to maintain maintain a 3.0 GPA or higher for two consecutive semesters or fails to enroll and complete twelve credit hours, the scholarship will be revoked.](#) These documents must be submitted by the following dates:

**8.2.1.** Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

**8.2.2.** Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.3.** Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

**8.2.4.** Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.5.** Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

**8.2.6.** Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

**8.3. Probation:** If a recipient earns less than a 3.0 GPA in any single semester, the recipient must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at anytime earns less than a 3.0 GPA the scholarship or the award will be revoked.

**8.4. Final Semester:** A recipient will not be required to enroll full-time if the recipient can complete the degree program with fewer credits.

**8.5. No Awards after Five Years:** The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

**8.6. No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

**8.7. Deferral or Leave of Absence:**

**8.7.1.** A recipient shall may apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll- full-time.

**8.7.2.** A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

**8.7.3.** Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

## **R604-9 Appeals**

**9.1 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made, at the discretion of a Scholarship Review Committee. Awards are, based on available Legislative funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application, whether the decision is a scholarship award or denial of scholarship.

**9.2. Appeals:** Applicants and recipients have the right to may appeal an adverse decision.

**9.2.1** Appeals shall be(postmarked) denial of the scholarship by submitting a written appeal to the Board within 30 days of date of notification by submitting a completed Appeal Application found on the program website.

**9.2.2** An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**9.2.3.** The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.

**9.2.4** Appeals are not accepted for late document submission.

**9.2.5** A submission of an appeal does not guarantee a reversal of the original decision.

9.2.6 It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the New Century Scholarship address.

9.2.7 Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education

~~dNew Century must recipient not file must documents receipt of the decision letter. Appeals will be reviewed and decided by an appeals committee appointed by the commissioner of higher education. A list of required documents for an appeal is listed on the New Century Scholarship Appeal Form.~~

**R604-1. Purpose:** The New Century Scholarship encourages students to accelerate their education by earning an Associate's degree I in high school from an institution within the Utah System of Higher Education.

## R604-2. References

- 2.1. Utah Code [§53B-8-105](#) (2010).
- 2.2. Policy and Procedures [R609](#), Regents' Scholarship.

## R604-3. Definitions

- 3.1. "Applicant": is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a Home school student.
- 3.2. "Associate's Degree": An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from or verified by a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.4.2. of this policy.
- 3.3. "Awards": New Century Scholarship funds.
- 3.3. "Board": The Utah State Board of Regents.
- 3.4. "Completes the requirements for an Associate's degree": Means that an applicant completes either of the following:
  - 3.4.1. all the required courses for an Associate's degree from a institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or
  - 3.4.2. all the required courses for an equivalency to the Associate's degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.<sup>2</sup>
- 3.5. "Full-time": a minimum of twelve credit hours.
- 3.6. "High school": a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

<sup>1</sup> Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010.

<sup>2</sup> Please note the requirement to have the coursework certified by the campus registrar under subsection 5.4 of this policy.

- 3.7. “High school graduation date”:** the day on which the recipient’s class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.
- 3.8. “Home-schooled”:** refers to a student who has not graduated from a Utah high school and received a high school grade point average.
- 3.9. “Math and science curriculum”:** the rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.
- 3.10. “New Century Scholarship”:** a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4.4 of this policy.
- 3.11. “Reasonable progress”:** enrolling and completing at least twelve credit hours during Fall and Spring semesters and earning a 3.0 GPA or higher each semester. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.
- 3.12. “Recipient”:** An applicant who receives an award under the requirements set forth in this policy.
- 3.13. “Renewal Documents”:** a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of full-time enrollment for the semester which the recipient is seeking award payment.
- 3.14. “Scholarship Review Committee”:** the committee to review New Century Scholarship applications and make final decisions regarding awards.
- 3.15. “Two years of full-time equivalent enrollment”:** is equal to four semesters of full-time enrollment (minimum of twelve credit hours per semester).
- 3.16. “The Utah System of Higher Education USHE”:** the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, Utah Valley University, and Salt Lake Community College.

**R604-4. Recipient Requirements:** This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

**4.1 General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

**4.1.1.** complete the requirements for an Associate’s degree<sup>3</sup> or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

**4.1.1.1.** with at least a 3.0 grade point average

**4.1.1. 2.** by student’s high school graduation date; and

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<sup>3</sup> Please refer to section 3.4 for clarification.



- 4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative grade point average.

**4.2. Utah Home-schooled Students:** For Utah home-schooled students the following exceptions and requirements apply:

**4.2.1. High School Graduation Date for Home-schooled Students:**

**4.2.1.1. Completes High School in 2011 and After:** If a home-schooled applicant would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the student would have completed high school;

**4.2.1.2. Completes High School in 2010 and Before:** If a home-schooled applicant would have completed high school in 2010 or before, the high school graduation date (under subsection 4.1.1.2) is September 1 of the year the student would have completed high school.

**4.2.2. ACT Composite Score Requirement:** A composite ACT score of 26 or higher is required in place of the high school grade point average requirement (under subsection 4.1.2).

**4.3. Mandatory Fall Term Enrollment:** A recipient shall enroll full-time at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved Deferral or Leave of Absence from the Board under subsection 8.7 of this policy.

**4.4. Citizenship Requirement:** A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

**4.5. No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

**4.6. Regents Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

**R604-5 Application Procedures:** This section establishes the basic application procedures for an award.

**5.1 Application Contact:** Qualifying students will apply for the award through the Board.

**5.2 General Procedure:** An application for an award shall contain the following:

**5.2.1 Application Form:** the official application will become available on New Century website each November prior to the February 1 deadline.

**5.2.2. College Transcript:** an official college transcript showing college courses, AP and transfer work an applicant has completed to meet the requirements for the Associate's degree and verification the date the award was earned; and

**5.2.3. High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

**5.2.4. ACT Score:** a copy of the student's verified ACT score (if applicable).

**5.3. Registrar Verification:** If an applicant is enrolled at an institution which does not offer an Associate's degree or an institution that will not award the Associate's degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

**5.4. Application Deadline:** Students shall meet the following deadlines:

**5.4.1. Application Submission:** Applicants must submit a scholarship application to the scholarship review committee no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

**5.4.2. Support Documentation Submission:** All necessary support documentation shall be submitted on or before September 1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.

**5.4.3. Priority Deadline:** A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority of consideration for awards.

**5.5. Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

**R604-6 Awards:** This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

**6.1 Value of the Award:** The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. The total value may change in accordance with subsection 6.3. The award shall be disbursed semester-by-semester over the shortest of the following time periods:

**6.1.1.** Four semesters of full-time enrollment (minimum of twelve credit hours per semester.)

**6.1.2.** Sixty credit hours;

**6.1.3** Until the student meets the requirements for a Baccalaureate degree.

**6.3. Changes in Award Amount:** This subsection details the instances when award amounts may be changed by the Board.

**6.3.2. The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award under both subsections 6.1.

**6.4. Eligible Institutions:** An award may be used at either

**6.4.1. Public Institution:** a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

**6.4.2. Private Nonprofit Institution:** a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Association of Schools and Colleges that offers Baccalaureate programs.

**6.5. Enrollment at Multiple Institutions:** The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the award goes to a flat rate the award may only be used at the institution from which the students is earning a Baccalaureate degree.

**6.6. Student Transfer:** The award may be transferred to a different eligible institution upon the request of the recipient.

**6.7 Financial Aid and other Scholarships:** With the exception of the Regents' Scholarship (as detailed in subsection 4.7 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

**R604-7 Disbursement of Award:** This section details the disbursement of the award amounts.

**7.1. Disbursement Schedule of Award:** The award shall be disbursed semester-by-semester over the shortest of the following time periods:

**7.1.1.** Four semesters of full-time enrollment;

**7.1.2.** sixty credit hours; or

**7.1.3.** until the recipient meets the requirements for a baccalaureate degree.

**7.2. Enrollment Documentation:** The recipient shall submit to the Scholarship Review Committee a detailed copy of a class schedule verifying that the recipient is enrolled full-time (twelve or more credits) at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits the recipient is enrolled.

**7.3. Award Payable to Institution:** The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

**7.4. Dropped Hours after Award:** If a recipient drops credit hours after having received the award which results in enrollment below full-time the scholarship will be revoked (see 8.1) unless the student needs fewer than twelve hours for completion of a degree. .

**R604-8. Continuing Eligibility:** This section establishes the expectations of recipients to renew their award.

**8.1 Reasonable Progress Toward Degree Completion:** The Board may cancel a recipients scholarship if the student fails to:

**8.1.1. Maintain 3.0 GPA:** to maintain a 3.0 grade point average or higher for each semester for which he or she has received awards; or

**8.1.2. Reasonable Progress:** to make reasonable progress (twelve credit hours) toward the completion of a Baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll full-time in continuous Fall and Spring semesters.

**8.2. Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she is meeting the required grade point average and is completing a minimum of twelve semester hours. Students will not be paid for the coming semester until the requested documentation has been received. If the recipient fails to maintain a 3.0 GPA or higher for two consecutive semesters or fails to enroll and complete twelve credit hours, the scholarship will be revoked. These documents must be submitted by the following dates:

**8.2.1.** Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

**8.2.2.** Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.3.** Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

**8.2.4.** Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

**8.2.5.** Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

**8.2.6.** Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

**8.3. Probation:** If a recipient earns less than a 3.0 GPA in any single semester, the recipient must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at anytime earns less than a 3.0 GPA the scholarship will be revoked.

**8.4. Final Semester:** A recipient will not be required to enroll full-time if the recipient can complete the degree program with fewer credits.

**8.5. No Awards after Five Years:** The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

**8.6. No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

**8.7. Deferral or Leave of Absence:**

**8.7.1.** A recipient shall apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll- full-time.

**8.7.2.** A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

**8.7.3.** Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

## **R604-9 Appeals**

**9.1 Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made, at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application..

**9.2. Appeals:** Applicants and recipients have the right to appeal an adverse decision.

**9.2.1** Appeals shall be(postmarked) within 30 days of date of notification by submitting a completed Appeal Application found on the program website.

**9.2.2** An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.

**9.2.3.** The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.

**9.2.4** Appeals are not accepted for late document submission.

**9.2.5** A submission of an appeal does not guarantee a reversal of the original decision.

**9.2.6** It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the New Century Scholarship address.

**9.2.7** Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education

March 16, 2010

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Awards for New Century and Regents' Scholarships

Issue

As required by state law, the Board of Regents sets the amount of awards for the New Century and Regents' Scholarship programs after each legislative session. The number of students applying for the Regents' Scholarship continues to grow, while the number of applicants for the New Century has declined slightly. Based on the number of applicants, the use of carry-forward funding and a 2011 legislative appropriation, there is sufficient funding available for full funding of both scholarships at a new flat-rate amount of \$1,250 per semester (and \$1,000 base award for Regents' Scholars). The change in 2011 from a percentage of tuition to a flat rate at a maximum of \$1,250 per semester has been advertised to students and high schools during the past year.

Background

With strong legislative support, two scholarships have been established, administered by the Commissioner's Office in behalf of the State Board of Regents, to encourage high school students to prepare for and attend college. One of these, the New Century Scholarship, has been in existence for twelve years. The Regents' Scholarship is in its fourth year.

The scholarships are under the management of Assistant Commissioner Melissa Miller Kincart and direction of Associate Commissioner David Buhler. The Utah Higher Education Assistance Authority (UHEAA) continues to provide significant administrative support for both programs. Meaningful strides have been made the past twenty months to ensure that both programs are run effectively and that deadlines and standards are fully and fairly implemented.

The 2011 Legislature appropriated \$888,000 in new, on-going funding for the scholarships. Legislation adopted several years ago moves the scholarships to a flat rate in 2011. It allows for the possibility that the percentage of tuition approach may be used for students who graduated from high school prior to 2011; however, the level of awards is subject to legislative funding. The Legislature's Higher Education Appropriations Subcommittee adopted a motion to fund the Regents' Exemplary Scholarship and the New Century Scholarship at a flat-rate of \$1,250 per semester in 2011-12 for all recipients, as well as a \$1,000 base award for the Regents' scholarship. The savings incentive award based on a UESP account was not



specifically addressed by the Legislature this year, but it is provided for by statute and can be fully funded (up to a \$400 match) for qualifying students.

The funding appropriated, combined with non-lapsing balances, is sufficient for the 2011-12 academic year; however, additional funds will be needed to sustain the program in future years. The amount needed will depend on the growth of the programs. As has been the practice since the summer of 2009, all communications to students and high schools have been clear that the level of funding for the scholarships is based on legislative appropriation and the number of qualified students.

#### Growth in Number of Awards

The following charts show the total number of awards granted for the New Century and Regents' Scholarships since 2008-09. Fiscal year 2011-12 is an estimate based on the applications received that are still under review (and work yet to be completed by students):

#### **New Century Scholarship**

|                               | <b>Total Number of Awards</b> |
|-------------------------------|-------------------------------|
| <b>FY 2008-2009</b>           | <b>998</b>                    |
| <b>FY 2009-2010</b>           | <b>1,206</b>                  |
| <b>FY 2010-2011</b>           | <b>1,347</b>                  |
| <b>FY 2011-2012 estimated</b> | <b>1,226</b>                  |

#### **Regents' Scholarship**

|                               | <b>Total Number of Base Awards</b> | <b>Total Number of Exemplary Awards</b> | <b>Total Number of Awards</b> |
|-------------------------------|------------------------------------|-----------------------------------------|-------------------------------|
| <b>FY 2008-2009</b>           | <b>79</b>                          | <b>116</b>                              | <b>195</b>                    |
| <b>FY 2009-2010</b>           | <b>115</b>                         | <b>278</b>                              | <b>393</b>                    |
| <b>FY 2010-2011</b>           | <b>205</b>                         | <b>506</b>                              | <b>711</b>                    |
| <b>FY 2011-2012 estimated</b> | <b>427</b>                         | <b>828</b>                              | <b>1,255</b>                  |

Commissioner's Recommendation

The Commissioner recommends the Board adopt the following:

1. For Fiscal and Academic Year 2011-2012, all newly qualified and continuing Regents' Scholarships will be awarded as follows:
  - a. Base Award: \$1,000
  - b. Exemplary Award: 1,250 per semester
  - c. UESP Match: up to \$400 maximum.
2. For Fiscal and Academic Year 2011-2012, all newly qualified and continuing New Century Scholarships will be awarded as follows:
  - a. \$1,250 per semester

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William A. Sederburg  
Commissioner of Higher Education

WAS/DB

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Proposed Changes to Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

Issue

Regents' Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination, gives clear guidelines on how degrees and credits transfer among institutions within the Utah System of Higher Education. Periodically, the policy must be updated to reflect different expectations in learning and transfer among USHE and non-USHE institutions. All changes to policy R470 were vetted by the Commissioner's Office, the Chief Academic Officers, the Regents' General Education Task Force, and the Statewide Articulation Committee over a seven-month period which allowed for recommendations, changes, and additional review.

Proposed Changes to Policy R470

The most important changes were made to the learning expectations in General Education. Modeled after the Essential Learning Outcomes (ELOs) as developed by the Association of American Colleges and Universities along with many colleges, universities, and business leaders, General Education Credit and Core Requirements now include the four essential learning outcomes: Acquire Intellectual and Practical Skills, Gain Knowledge of Human Cultures and the Physical and Natural Worlds, Develop Personal and Social Responsibility, and Demonstrate Integrative Learning. The Faculty Majors' Meetings have been working for several years to integrate the Essential Learning Outcomes into their academic disciplines – the ELOs map to accreditation and professional association student learning expectations.

Two changes were made to 3.2, General Education Core Requirements. Because some USHE institutions offer English 2100, Technical Writing, in lieu of English 2010, Intermediate Writing, the policy now reflects that if institutional policies allow, a receiving institution may accept the English 2100 as fulfilling the English 2010 requirement. Added to the policy for meeting core mathematics requirement was Mathematics 1050, College Algebra, which may be taken to meet the quantitative literacy requirement.

Section 8.4.2 was deleted because it contradicted section 7.1.1, Transfer of Partially Completed General Education Credits. A new section was added to address acceptance of credits from regionally-accredited, non-USHE institutions (8.4.2.2).

Other changes were made to clarify the existing policy for acceptance of Advanced Placement credit and update the options for students who take the CLEP test in composition. Minor, non-substantive edits were made throughout.

Commissioner's Recommendation

The Commissioner recommends the Regents review policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination, and approve the proposed changes.



William A. Sederburg, Commissioner

WAS/PCS  
Attachment

## **R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination**

**R470-1. Purpose:** To assure reciprocity and consistency in the structure and core requirements for General Education programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System, to establish common lower-division pre-major requirements and support timely progress toward student graduation; to provide policies and principles for the transfer of credit among System institutions; and to establish the credit by examination policy.

### **R470-2. References**

**2.1.** Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission and Classification of Students)

**2.2.** Utah Code §53B-16-102 (Changes in Curriculum)

**R470-3. General Education Policy:** The purpose of General Education is to help students prepare for the 21<sup>st</sup> century by gaining knowledge and proficiency in: 1) Intellectual and Practical Skills; 2) Knowledge of Human Cultures and the Physical and Natural World; 3) Personal and Social Responsibility; and 4) Integrative Learning. This policy assures there is coherence and consistency in the structure and core requirements of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

**3.1. General Education Credit and Core Requirements:** To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from at least 30 to 39 semester credits, including credits required in the three core areas of Composition, Mathematics, and American Institutions. Institutions are encouraged to allow students who demonstrate competencies by other means, such as Advanced Placement (AP) tests, International Baccalaureate (IB), College Level Examination Program (CLEP), Prior Learning Assessment, and departmental challenge examinations, to satisfy General Education requirements.

**3.1.1. Acquire Intellectual and Practical Skills:** Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, teamwork and problem solving. Also included are visual, kinesthetic, design and aural forms of artistic communication.

**3.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds:** Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts, focused by engagement with "big" questions – both contemporary and enduring.

**3.1.3 Develop Personal and Social Responsibility:** Including civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through active involvement with diverse communities and real-world challenges.

**3.1.4. Demonstrate Integrative Learning:** Including synthesis and advanced accomplishment across general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Integrated learning is expected to be part of all courses and programs.

**3.2. General Education Core Requirements:** Students must satisfy all of the following General Education core requirements, which will be included at all institutions: Students shall be required to complete English 1010, Introduction to Writing (3 credits), and English 2010, Intermediate Writing (3 credits). Some institutions offer English 2100, Technical Writing. While English 2010 is preferred, if institutional policy allows, English 2100 may satisfy the English 2010 requirement. Students may satisfy the mathematics requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), Mathematics 1040, Statistics (3 credits), or Mathematics 1050 (3 or 4 credits), College Algebra. All of the courses in the mathematics General Education curriculum require high school intermediate algebra or 2 years of high school algebra as prerequisites. Students also may satisfy the requirement by completing at least one institutionally approved mathematics course at the level of college algebra or which requires college algebra as a prerequisite. USHE institutions may determine if an ACT, SAT or placement examination score is sufficiently high enough to waive English 1010 or Quantitative Literacy requirements. American Institutions: Students shall satisfy this requirement by completing one of the following courses: Economics 1740, (3 credits); United States Economic History 1740, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable competencies may also satisfy the requirement. Some institutions may require a two course sequence in the areas of economics, political science, or history which satisfies comparable competencies.

**3.3. General Education Breadth Requirements beyond the Core:** In addition to completing all core requirements described in 3.1, students will be required to complete 18 to 27 credits beyond the General Education core. These courses shall be in the areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual USHE institutions. Outside the core requirements, USHE institutions are encouraged to establish unique course requirements which reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Institutional General Education requirements may be accessed through the [www.HigherEdUtah.org](http://www.HigherEdUtah.org) Website.

**3.4. Substitution of Courses in Pre-Major Area for General Education Requirements:** To encourage timely decisions by students to select pre-major areas while promoting educational breadth, institutions may allow students with declared pre-majors in areas listed in section 3.3. to substitute study and achievement in their pre-major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same pre-major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework in their major area.

**3.5. Similar Names, Common Numbers, and Equal Credits for General Education Courses:** To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards, should have similar names, common numbers, and equal credits. The Statewide Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

**3.6. General Education Common Competencies and Learning Goals:** To support efforts to assess the results of General Education instruction, common competencies and learning goals underlying General Education areas shall be identified by the General Education Task Force and faculty during their Majors' meetings under the direction of the Chief Academic Officers. These competencies and learning goals will be utilized at all USHE institutions. All General Education courses will be expected to address the identified competencies and learning goals.

**R470-4. Committees for General Education Procedures:** To implement the General Education policy, the following committees shall be established:

**4.1. Regents' General Education Task Force:** The Regents' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by



the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic staff will sit with the General Education Task Force. This Task Force shall:

**4.1.1.** Establish overarching learning goals in the core and other General Education areas, based on recommendations made by the General Education faculty and Majors' Meeting groups.

**4.1.2.** Propose methods to assess student learning outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

**4.1.3.** Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Statewide Articulation Committee, as requested and appropriate.

**4.2. General Education Area Work Groups:** The General Education Area Work Groups include Fine Arts, Humanities, Social and Behavioral Sciences, Life Sciences, and Physical Sciences, Computer Literacy, Composition, and Mathematics. These work groups may be comprised of two representatives from each USHE institution, nominated by the appropriate academic dean and appointed by the Academic Vice President, and non-voting or ex officio members as needed for expertise on particular issues. These work groups may be convened by the General Education Task Force as needed. These task forces shall:

**4.2.1.** Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning outcomes in relation to the competencies. These recommendations are to be submitted to the General Education Task Force for review.

**4.2.2.** Meet annually during the "What is an Educated Person?" conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

**4.2.3.** Submit recommendations for review by the General Education Task Force.

**R470-5. Course Numbering Code:** Courses of similar level shall be given numbers in accordance with the following code.

**5.1. Lower-Division Courses:** This includes all USHE institutions.

- 0001-0999 Remedial or preparatory courses—noncredit
- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, seminars, special topics, workshops, private lessons, tutoring.)

**5.2. Upper-Division Courses:** This includes courses at the University of Utah, Utah State University, Weber State University, Southern Utah University, Utah Valley University, and Dixie State College of Utah. These numbers are meant to act as a guide.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Internship courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)

- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair.)
- 5800-5999 Advanced upper-division and graduate independent study designations (seminars, directed reading, individual projects, et cetera - by permission of department chair.)

**5.3. Honors Programs:** These courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College, and Utah Valley University.

- Honors courses will be clearly designated in institutional catalogs.

**5.4. Graduate Courses:** These can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, and Utah Valley University. These numbers are meant to act as a guide.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)
- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7800-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

**R470-6. Lower-Division Pre-Major Requirements:** In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that pre-majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division pre-major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

**6.1. USHE Major Committees:** To achieve these objectives, the Office of the Commissioner shall organize USHE Majors' Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Majors' Committees in order to achieve the greatest possible congruence between pre-major emphases at community colleges and lower-division major requirements at four-year institutions.

**6.1.1.** The Chief Academic Officers of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the President may also nominate faculty representatives in major areas within a discipline.

**6.1.2.** Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

**6.2. Committee Responsibilities:** It shall be the responsibility of each USHE Major Committee to:

**6.2.1.** Reach agreement on specific required lower-division pre-major courses that are common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

**6.2.2.** Continually review standards of skills and content matter that should be satisfied in required lower-division pre-major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

**6.2.3.** Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; and community colleges do not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees.

**6.2.4.** Review lower-division courses now commonly numbered to assure they fulfill General Education and pre-major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor as specified in the Utah Code.

**6.3. Maximum Credits:** Each committee will establish a maximum number of credits for lower-division pre-major coursework required in each discipline.

**6.3.1.** Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA or AS degree.

**6.3.2.** Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA or AS degree.

**6.3.3.** If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, the committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements—a degree may not be awarded unless the General Education and program requirements for that degree are met.

**6.4. Admission to Upper-Division Major Program:** Completion of required lower-division pre-major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

**6.5. Disclosure of Partial Program:** If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division pre-major courses in a given discipline and emphasis, it will inform prospective students interested in that pre-major area that the institution does not offer all of the needed lower-division pre-major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE .

**R470-7. Transfer of Credit Policy:** USHE colleges and universities shall facilitate transfer from institution to institution.

## **7.1. Transfer of General Education Credits**

**7.1.1. Transfer of Partially Completed General Education Credits:** For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

**7.1.2. Transfer of Completed General Education Credits through Program Completion:** An AA or AS degree earned at any USHE institution will meet the General Education requirements of other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) should be accepted by the receiving USHE institution.

**7.1.2.1. Letter of Completion Using non-USHE Credits/Courses:** Students who enter a USHE school with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

**7.1.2.2. Length of Time for Acceptance and Applicability of Credit:** USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students may petition an institution's transcript office for an exception to the 15 year limit, and that office will consult with the appropriate academic departments before making a decision.

**7.2. Transfer of Non-General Education Credits:** Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

**7.2.1. Application of Credit:** Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

**7.2.2. Transfer with Upper-Division Status:** Institutions shall enable community college students (if they fully complete an AA or AS degree and a prescribed pre-major area that comports and articulates with the receiving institution's pre-major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division pre-major courses at the receiving institution.

**7.2.3. Exceptions to Applying Pre-Major Coursework Credit:** Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in 6.3.3, 6.4, and 6.5 above. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

## **R470-8. Credit Transfer Principles within USHE**

**8.1. Institutional Integrity:** In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

**8.2. Transfer Statements:** Because USHE institutions are part of a statewide system, institutions should clearly communicate online and in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

**8.3. Minimum Standards:** Course quality, content, level, and amount of credit earned should be comparable to those courses at the receiving institution.

## **8.4. Individual Student Consideration**

**8.4.1. Anticipated Program:** Information of program and course requirements, including transfer and articulation agreements between two-year and four-year institutions, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

**8.4.2. Accredited Institutions:** A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain.

**8.4.2.1. Students Entering with Associates' degrees from Regionally Accredited non-USHE Institutions:** Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three core areas required of USHE students: mathematics, composition and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three core areas may need to be addressed.

**8.4.2.2. Students Entering from Regionally Accredited Institutions with Associates' degrees but without Pre-Major-specific Courses:** Students who enter USHE institutions with the AA/AS degree but are deficient in pre-requisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare these students for success in their chosen major once they are accepted.

**8.4.2.3. Students Entering from Regionally Accredited Institutions without Associates' degrees:** Students who enter the USHE from regionally accredited institutions without having completed an associate's degree must have their transcripts evaluated by the receiving institution to determine if additional pre-major and/or General Education coursework will be required to meet USHE institutional requirements.

**8.5. Institutions without Regional, National nor Specialized Accreditation:** Receiving institutions should evaluate on a case by case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

**8.5.1. Foreign Institutions and Proprietary Schools:** In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

**8.6. Credits from Extra Institutional Settings:** In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra institutional settings (structured and non-structured) including the military, religious, career, and technical institutions.

**8.7. Basic Responsibilities of All Institutions:** The basic responsibilities of both sending and receiving institutions include:

**8.7.1.** Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work,

**8.7.2.** Advising students as to the acceptability of credits shown on individual transcripts,

**8.7.3.** Making clear and prompt decisions on credit acceptance and application,

**8.7.4.** Informing potential students of services in the institution.

**R470-9. Credit by Examination Policy:** The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

**9.1. Examinations that Replace Specific Coursework:** Individual departments may use examinations/assessments consistent with the standards set in Major Committees to award credit that replaces specific General Education coursework.

**9.1.1. Departmentally Devised Examinations:** Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally approved examinations upon the request of students.

**9.1.2. External Standardized Examinations:** External standardized examinations should be evaluated by individual departments as they become available, to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

**9.1.2.1. Advanced Placement Examinations:** The following policies for the awarding of credit for Advanced Placement have been determined by a statewide committee with representatives from all USHE institutions:

**9.1.2.1.1.** Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or up to 4 semester hours of credit for a half year course.

**9.1.2.1.2.** A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

**9.1.2.1.3.** A score of 1 should receive no credit.

**9.1.2.2. CLEP (College Level Examination Program):** CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

**9.1.2.2.1. Composition:** The College Composition or College Composition Modular examination will satisfy the introduction to writing requirement.

**9.1.2.2.2. Quantitative Literacy:** College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

**9.1.2.2.3. American Institutions:** The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

**9.1.2.2.4. Life Science:** The Biology Subject examination will satisfy the Life Science requirement.



**9.1.2.2.5. Physical Science:** The Chemistry Subject examination will satisfy the Physical Science requirement.

**9.1.2.2.6. Humanities:** The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

**9.1.2.2.7. Social and Behavioral Sciences:** The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

**9.1.2.2.8. Other General Education:** CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

**9.1.3. International Baccalaureate:** Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

**9.2. Prior Learning Assessments:** Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

**9.3. Allowable Credit:** Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally devised or standardized subject area examinations.

March 16, 2011

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Southern Utah University, Dixie State College, and Utah Valley University – Three-Year Reports

The following Three-Year Reports have been submitted for consideration by the Regents as recommendations from the Programs Committee.

**Southern Utah University**

**1. BA in Art History and BA in Studio Arts  
*College of Performing and Visual Arts***

*The BA in Art History and BA in Studio Arts (now titled the BA in Art) were approved by the Regents in July 2007. The programs began admitting students in Fall 2007.*

**Program Description**

The Bachelor of Arts in Art History is a liberal arts degree requiring 46 credits in the major. It focuses on the history of art and design in the context of a broad program of general studies. This degree provides a foundation for the student to conceptualize, process and critique art and design within a historical and stylistic context; as well as to think, speak, and write clearly and effectively. The Utah State Board of Regents approved the degree in the Summer/Fall of 2007 with students admitted in fall of 2007. As the program was new and approval came just as the school year began, there was no official enrollment by the third week reports. The Banner system showed there were four students in the program by the end of the semester. The enrollment data in the accompanying chart are from semester-end reports in Banner.

The Bachelor of Arts in Studio Arts was an existing liberal arts degree (Bachelor of Arts in Art) for which SUU requested the name change to the Bachelor of Arts in Studio Arts. When it became clear the Bachelor of Arts in Studio Arts was a degree title being confused with the Bachelor of Fine Arts in Studio Arts degree, it was requested the degree return to the original title (Bachelor of Arts in Art). A Bachelor of Science in Art has also become effective in the fall of 2010. The Bachelor of Arts in Art is primarily a degree designation for students waiting to matriculate into the Bachelor of Fine Arts degrees. As such, the enrollment in the Bachelor of Arts in Art varies greatly, dependent upon the number of students "holding" (because they have not yet matriculated into a BFA in Graphic Design, Studio Art, or Secondary Art Education). Throughout the

three-year period covered for the enrollment data of this report, the department made a concerted effort to move students into their degree specialization within the Bachelor of Fine Arts degree. This explains the shrinking number in the BA in Studio Arts (BA in Art) while the overall enrollment numbers in the Department of Art and Design increased. The dwindling numbers in the BA in Studio Arts (BA in Art) is simply the result of a decision to move students into the BFA programs for tracking purposes.

For the majority of students, the Department of Art and Design advises students to earn a professional BFA degree rather than a BA. The opportunities for students holding the BFA degree are much greater. The exception to this is the Art History degree, which prepares students to enter graduate school in art history, law, English and any number of humanities areas. To get a true picture of the department, the following chart shows the demand on the programs, and consequently, the faculty.

### Enrollment Data

| <b>BA Art/Art History</b> |           |           |           |           |           |           |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Enrollment Data           |           |           |           |           |           |           |
|                           | 2007-2008 |           | 2008-2009 |           | 2009-2010 |           |
| Students                  | Est.      | Actual    | Est.      | Actual    | Est.      | Actual    |
| FTE Enrollment*           |           | 213.42    |           | 226.83    |           | 260.02    |
| Cost Per FTE*             |           | \$3,734   |           | \$3,605   |           | \$3,301   |
| Student/Faculty Ratio*    | 15        | 18.40     | 15        | 17.30     | 15        | 17.90     |
| <b>Headcount (majors)</b> |           |           |           |           |           |           |
| <b>BA in Art</b>          |           | <b>46</b> |           | <b>10</b> |           | <b>6</b>  |
| <b>BA in Art History</b>  |           | <b>4</b>  |           | <b>9</b>  |           | <b>10</b> |
| Tuition                   | Est.      | Actual    | Est.      | Actual    | Est.      | Actual    |
| Tuition to Program        |           |           |           |           |           |           |

\*Data for FTE Enrollment, Cost per FTE, and Student/Faculty Ratio is for the entire Department of Art and Design.

There is significant overlap in the course-taking behaviors of students in any of the baccalaureate programs in Art. Students in all of the baccalaureate degree programs in Art take both studio art and art history courses in pursuing their various degrees.

### Employment Information

1. SUU graduated its first two students in Art History in May 2010. No employment information is currently available on those students.
2. SUU makes a concerted effort to advise students into a BFA degree instead of a BA in Studio Arts (BA in Art). No graduates in the BA in Art (originally approved as the BA in Studio Arts) occurred during the period under review.

### **2. Master of Public Administration** **College of Humanities and Social Sciences**

*The Master of Public Administration was approved by the Regents in April 2007. The programs began*

*admitting students in April 2007. First Semester Classes Offered: Fall 2007.*

### Program Description

The 36-semester-hour MPA program is a professional degree suitable to all students interested in pursuing a career in management within the public or non-profit sectors. Versatile in its design, students may choose from the Generalist or Justice Administration Tracks, customizing the program to suit their personal interests and career objectives.

The MPA at SUU is considered a professional degree program which offers students an opportunity to develop the conceptual and analytical skills necessary to be an effective public manager. Reflecting the best practices for programs of this type (Bremer, 2008), the MPA program offers professional education encompassing fiscal control, quantitative analysis, organization management, decision analysis, and a significant emphasis on the operation of government institutions and legal procedures.

In addition to the academic coursework, students gain important experience in supervised field work and applied research. A choice of emphases within the curriculum makes it possible to pursue intensive training in a specific subfield of public administration, including justice administration and local government.

The MPA is considered a terminal degree frequently sought by professionals entering or pursuing a career in the public or nonprofit sectors. Students are required to complete 36 graduate credit hours while maintaining a minimum 3.2 GPA to earn the degree. Graduate hours are divided between required core courses (18 hours) and emphasis courses (15 hours). Students may also elect courses from SUU's other graduate programs, including Professional Communication, Business, Education, and Arts Administration.

The MPA program is designed to meet the needs of individuals seeking employment or service in the public sector. The program emphasizes careers in government and non-profit sectors. Upon graduation, students in the program should be able to effectively communicate both critically and creatively about areas of public management, value fairness and equity, and advocate powerfully on behalf of the public. The SUU MPA program seeks to prepare students for leadership and management roles in the public sector.

### Enrollment Data

The following table shows enrollment data, including yearly estimates and actual numbers, for the last three years:

| Enrollment Data                                |            |            |            |            |            |            |
|------------------------------------------------|------------|------------|------------|------------|------------|------------|
|                                                | 2007-2008  |            | 2008-2009  |            | 2009-2010  |            |
| Students                                       | Est.       | Actual     | Est.       | Actual     | Est.       | Actual     |
| FTE Enrollment (FTE majors)                    | 28         | 10.83      | 32         | 25.95      | 35         | 31.37      |
| Cost Per FTE (FTE majors)                      | \$3,455.04 | \$5,827.71 | \$3,253.09 | \$2,680.69 | \$3,067.74 | \$2,201.54 |
| Student/Faculty Ratio (FTE majors/FTE faculty) | 22.40      | 7.18       | 21.33      | 12.73      | 23.33      | 14.63      |
| <b>Headcount</b>                               |            | <b>20</b>  |            | <b>34</b>  |            | <b>49</b>  |
| Tuition                                        | Est.       | Actual     | Est.       | Actual     | Est.       | Actual     |
| Tuition to Program                             |            |            |            |            |            |            |

### Employment Information

Graduates with the Master of Public Administration degree typically seek employment in the public sector, including local, state, and federal agencies. Graduates also seek employment in the non-profit sector including charitable organizations, political action groups, and similar areas. The following survey, from the 2009 graduating class, provides information about job placement and active employment:

### Employment Information about 2009 Graduates

| Employer                                                                                                                                       | Job Title                     | City       | State | Salary* | Grad School           |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------|-------|---------|-----------------------|
|                                                                                                                                                |                               |            |       |         | Phoenix School of Law |
| Washington City                                                                                                                                | City Manager                  | Washington | UT    | H       |                       |
| Five Co Assoc of Governments                                                                                                                   | Human Service Planner         | St. George | UT    | C       |                       |
| US Holocaust Memorial Museum                                                                                                                   | Intern                        | Washington | DC    | A       |                       |
| Enoch City                                                                                                                                     | City Manager                  | Enoch      | UT    | G       |                       |
| Mission City                                                                                                                                   | Municipal Court Administrator | Mission    | KS    | G       |                       |
| Center for Independence                                                                                                                        | Disability Advocate & Trainer | St. George | UT    | B       |                       |
| *Salary code A=Under \$20,000; B=\$20,-24,999; C=\$25-29,999; D=\$30-34,999; E=\$35-39,999; F=\$40-44,999; G=\$45-49,999; H=\$50,000 or higher |                               |            |       |         |                       |

### **3. MS in Sports Conditioning and Performance** ***Beverly Taylor Sorenson College of Education and Human Development***

*The MS in Sports Conditioning and Performance was approved by the Regents in July 2007. The programs began admitting students in August 2007.*

### Program Description

The Master of Science Degree in Sports Conditioning and Performance offered by the Department of Physical Education and Performance is intended to provide students with academic training, applied experience, and research opportunities preparing them for successful careers in coaching, sports conditioning, and exercise leadership.

### Enrollment Data

| <b>Enrollment Data</b>                         |                  |           |                  |            |                  |            |
|------------------------------------------------|------------------|-----------|------------------|------------|------------------|------------|
|                                                | <b>2007-2008</b> |           | <b>2008-2009</b> |            | <b>2009-2010</b> |            |
| Students                                       | Est.             | Actual    | Est.             | Actual     | Est.             | Actual     |
| FTE Enrollment (FTE majors)                    | 20               | 9.25      | 25               | 32.13      | 30               | 52.78      |
| Cost Per FTE (FTE majors)                      | \$4,215.00       |           | \$3,492.28       | \$2,454.17 | \$3,154.07       | \$1,611.47 |
| Student/Faculty Ratio (FTE majors/FTE faculty) | 20.00            | 7.93      | 25.00            | 8.76       | 24.00            | 26.39      |
| <b>Headcount</b>                               |                  | <b>16</b> |                  | <b>62</b>  |                  | <b>77</b>  |
| Tuition                                        | Est.             | Actual    | Est.             | Actual     | Est.             | Actual     |
| Tuition to Program                             |                  |           |                  |            |                  |            |

### Employment Information (Graduates)

1. Student #1: PEHP Instructor/Southern Utah University
2. Student #2: Graduate Student/University of Utah
3. Student #3: Coach/Teacher, Utah Public Schools
4. Student #4: Conditioning Specialist/U.S. Armed Forces
5. Student #5: Coach/Teacher, Utah Public Schools
6. Student #6: Coach/Teacher, Arizona Public Schools
7. Student #7: Physical Therapy Assistant, Dixie State College
8. Student #8: Teacher/Nevada Public Schools
9. Student #9: Teacher/Nevada Public Schools
10. Student #10: Coach/Teacher, Nevada Public Schools
11. Student #11: Coach/Teacher, Nevada Public Schools
12. Student #12: Coach/Teacher, Utah Public Schools
13. Student #13: Teacher/Nevada Public Schools
14. Student #14: Sports Performance Trainer for Utah Intermountain Health Care
15. Student #15: Coach/Teacher, Utah Public Schools
16. Student #16: Teacher/Utah, private educational institution

### Additional Narrative

As indicated by the enrollment data table and graph, the department is in line with the estimated number of FTE Students, but the actual head count has exceeded expectations. Many of the students in MSSCP are



currently teaching and have full-time jobs. These demographics were anticipated when developing the program and provided the main justification for delivering the majority of the classes on-line.

In a recent survey of SUU Graduate Students (n=93), three of the 26 questions seem to have specific relevance to the MSSCP program. Thirteen of the 93 respondents were sports conditioning graduate students. The following is a question/response comparison of MSSCP students with the other SUU graduate students for questions 18, 23 and 24:

| Question                                                                             | Strongly Agree % | Agree % | Combined % |
|--------------------------------------------------------------------------------------|------------------|---------|------------|
| 18. Curriculum was important in my selection of graduate school.                     |                  |         |            |
| MSSCP                                                                                | 53.8             | 30.8    | 84.6       |
| Other SUU Graduate Students                                                          | 22.0             | 50.5    | 72.5       |
| 23. Availability of online classes was important in my selection of graduate school. |                  |         |            |
| MSSCP                                                                                | 92.3             | 00.0    | 92.3       |
| Other SUU Graduate Students                                                          | 27.2             | 20.7    | 47.9       |
| 24. The expectations I had coming into the program have been met.                    |                  |         |            |
| MSSCP                                                                                | 07.7             | 61.5    | 69.2       |
| Other SUU Graduate Students                                                          | 13.0             | 58.7    | 71.7       |

The response of the students seem to indicate the specialized curriculum and on-line delivery of the classes were important aspects of the program and that student expectations were met at a rate comparable with other SUU graduate programs.

In a final comparison to other SUU graduate programs (n=7), MSSCP ranked third in FTE Students and was the third lowest in cost per FTE Student. The program seems to be healthy and is serving a need of teacher/coaches and other fitness professionals.

## **Dixie State College**

### **1. BS in Biology Department of Biology**

#### **Program Description**

The Biology Department at Dixie State College started admitting students to its baccalaureate program in August 2006 (when the Regents first approved the Biology degree) and granted its first baccalaureate degrees in Biology to three graduates in May 2008. Nineteen students graduated with the BS Biology degree in May 2009, and eighteen graduated in May 2010. In August 2007, the Regents approved a BS in Biology Secondary Education and an additional BS in Biology Secondary Education with Integrated Science. Interest is beginning to pick up in the Secondary Education emphases, but at this point, no students have completed all of the requirements for graduation. The vast majority of students are

interested in the BS in Biology because they wish to pursue graduate education or gain entrance into professional schools (medical, dental, veterinary, physician assistant, etc.) after graduating from DSC.

This report summarizes how the Biology Program's projections/expectations compare to the actual numbers over the past three years. Currently, students may earn the BS degree in Biology, Biology Secondary Education, or Biology Secondary Education with Integrated Science. Both of the secondary education options include secondary certification.

#### Enrollment Data

| <b>Enrollment Data</b>       |                       |               |                       |               |                       |               |
|------------------------------|-----------------------|---------------|-----------------------|---------------|-----------------------|---------------|
|                              | <b>Year 1 (06-07)</b> |               | <b>Year 2 (07-08)</b> |               | <b>Year 3 (08-09)</b> |               |
| <b>Students</b>              | <b>Est.</b>           | <b>Actual</b> | <b>Est.</b>           | <b>Actual</b> | <b>Est.</b>           | <b>Actual</b> |
| <b>FTE Enrollment*</b>       | 40                    | 9             | 60                    | 27            | 75                    | 23            |
| <b>Cost Per FTE</b>          | 8,488                 | 2,524         | 6,348                 | 1725          | 5,703                 | 1,961         |
| <b>Student/Faculty Ratio</b> | 13:1                  | 17:1          | 17:1                  | 20:1          | 16:1                  | 22:1          |
| <b>Headcount*</b>            | 40                    | 53            | 60                    | 90            | 75                    | 151           |
| <b>Tuition</b>               | <b>Est.</b>           | <b>Actual</b> | <b>Est.</b>           | <b>Actual</b> | <b>Est.</b>           | <b>Actual</b> |
| <b>Tuition to Program**</b>  | 339,510               | 43,933        | 380,875               | 44,682        | 427,748               | 45,360        |

\*Headcount reflects increase in number of students participating, although the lower-than-expected FTE may be reflecting the increased part-time status of students due to current economic conditions.

\*\* The difference between estimated tuition and the actual is a reflection between the philosophical change for calculation between the original submission of the proposal and the current procedure. It is anticipated that the current set of discussions about this chart will standardize the calculations based on common definitions.

#### Employment Information

Graduates with the BS in Biology at DSC who applied to professional schools have had a high rate of success in gaining entrance to schools of medicine, dentistry, chiropractic medicine, physician assistant, pharmacy, and other programs, as described below.

2008 Biology Graduates: Total = 3

- One student was accepted to A.T. Stillwater Medical School in Kirksville, Ohio.
- One student is enrolled in the pharmacy school at College of Southern Nevada.
- One graduate owns a health care business for the elderly.

2009 Biology Graduates: Total = 19

- Five students are enrolled in medical schools: Western University of Health Sciences Medical School, two at Rocky Vista Medical School in Colorado, A.T. Stillwater Medical School, and Midwestern University Medical School.
- Four students are in dental schools: Tufts Dental School, Oklahoma State University Dental School, Case Western Dental School, and Midwestern Arizona Dental School.
- Three students are in pharmacy programs: One at Southern Nevada School of Pharmacy and two in Midwestern Arizona Pharmacy School.
- One student is enrolled in the National College of Natural Medicine.
- One student is enrolled in a physical therapy program at the University of Nebraska.

- One student is in a PhD Bio-Engineering program at Vanderbilt University. (This student was in the first tier of 22 out of 900 candidates that Vanderbilt interviewed. Sixteen of the 22 students in this first tier were from Harvard, Yale, Stanford, and Princeton.)
- One student did a summer research internship at Virion Systems in Rockville, Maryland, and after being out of school for a year. They have decided to apply to graduate school.

2010 Biology Graduates: Total = 18

Data on the most recent graduates is still forthcoming; however, pre-professional students have thus far been accepted into medical, dental, pharmacy, and graduate programs:

- Four students have been accepted into medical schools: Lake Erie Medical School, University of Utah Medical School, Drexel University Medical School, and Western University of Health Sciences Medical School.
- One student has been accepted into dental school at Temple University Dental School.
- Two students have been accepted into pharmacy schools at University of Southern Nevada and Husson University School of Pharmacy.
- One student has been accepted into the Physician Assistant program at the University of Utah.
- One student has been accepted into a graduate school program at the University of Texas.

Consideration should be given to require biochemistry as an upper-division course in the BS Biology degree or to strongly advise students to take biochemistry should they ever decide to apply to professional or graduate schools.

## **Utah Valley University**

### **1. AAS in Mechatronics Technology College of Technology and Computing**

*The AAS Mechatronics Technology degree was approved by the State Board of Regents on June 8, 2007. The first group of students was admitted into the program during Fall 2008. The program will have its first graduates in December 2010.*

#### **Program Description**

Mechatronics is a synergistic combination of mechanical engineering, electrical engineering, and software engineering – all integrated through the design process. The AAS Mechatronics Technology program at UVU prepares students to work in the maintenance and support of mechatronics systems in a variety of applications. Mechatronics technicians are involved in robotics, automated manufacturing and packaging, automobile control systems, aircraft control systems, heating and cooling systems, renewable energy systems, and a growing number of other applications.

Students study the fundamentals of computer science, electronics, and mechanical systems. Focus is also placed on building and exercising mechatronic systems such as small robots and computer-controlled model vehicles. Students become proficient in the construction, operation, and programming of computer-controlled sensors, controllers, and mechanical devices working together as a system.

This action was reviewed by the UVU Board of Trustees on December 9, 2010.

### Enrollment Description

R401 budgets are based on new courses and thus include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following table includes the estimates from policy R401 for the new courses and the actual data for all courses in the department.

| <b>Enrollment Data</b>       |                                          |                                       |                                          |                                       |                                          |                                       |
|------------------------------|------------------------------------------|---------------------------------------|------------------------------------------|---------------------------------------|------------------------------------------|---------------------------------------|
|                              | <b>Year 1</b>                            |                                       | <b>Year 2</b>                            |                                       | <b>Year 3</b>                            |                                       |
| <b>Students</b>              | <b>Estimated<br/>for new<br/>courses</b> | <b>Actual<br/>for all<br/>courses</b> | <b>Estimated<br/>for new<br/>courses</b> | <b>Actual<br/>for all<br/>courses</b> | <b>Estimated<br/>for new<br/>courses</b> | <b>Actual<br/>for all<br/>courses</b> |
| <b>FTE Enrollment</b>        | 4.67                                     | 34.70                                 | 12.5                                     | 41.70                                 | 17.33                                    | 54.70                                 |
| <b>Cost Per FTE</b>          | \$3371                                   | \$5947                                | \$4901                                   | \$5567                                | \$3932                                   | N/A                                   |
| <b>Student/Faculty Ratio</b> | 16.00                                    | 11.82                                 | 19.00                                    | 44.71                                 | 23.00                                    | 18.66                                 |
| <b>Headcount</b>             | 20                                       | 5                                     | 45                                       | 26                                    | 75                                       | 28                                    |
| <b>Tuition</b>               | <b>Est.</b>                              | <b>Actual</b>                         | <b>Est.</b>                              | <b>Actual</b>                         | <b>Est.</b>                              | <b>Actual</b>                         |
| <b>Tuition to Program*</b>   | \$13,132                                 | \$104,100                             | \$35,150                                 | \$132,940                             | \$48,732                                 | \$189,481                             |

### Employment Information

There have not been any graduates from the program; however, there has been a great deal of interest from several companies looking for employees with the skills the students are acquiring from the program.

## **2. BA/BS in Economics** **Woodbury School of Business**

### Program Description

The Bachelor of Science and Bachelor of Arts degrees in Economics were approved by the State Board of Regents on April 20, 2007. The Regents simultaneously approved a Minor in Economics and an Integrated Studies Emphasis in Economics. The first group of students was accepted into the program during the Fall 2007 semester—even though there was no written information available in the course catalog that year. As outlined in the State Board of Regents April 20, 2007 meeting minutes, this degree in Economics was designed to “help prepare students for careers in business, government, and education, as well as provide an excellent background for further graduate work in economics, business, and law.”

The enthusiasm and quality of economics students in the Woodbury School of Business (WSB) has been a further indication of the value of AACSB accreditation, which the institution received in 2006. The quantitative skill of WSB students has increased significantly, as evidenced by the success of students in courses such as advanced statistics, econometrics, mathematical economics, and other rigorous theory and application courses taught within the degree. The value of the degree is further demonstrated by its impact on increasing the quantitative capabilities of related degrees such as Finance. Many of the finance

majors have taken advantage of these economics courses to improve their professional competence in quantitative financial analysis. A number of students in other disciplines are also choosing the economics minor to expand their analytical skills as they prepare for the future. The institution looks forward to the continued growth of the degree as an important element in preparing students to meet the challenges of their professional lives.

This action was reviewed by the UVU Board of Trustees on December 9, 2010.

### Enrollment Description

R401 budgets are based on new courses and thus include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following table includes the estimates from policy R401 for only the new upper division courses and the actual data for all upper division courses in the department.

| <b>Enrollment Data</b>       |                                            |                                          |                                            |                                          |                                            |                                          |
|------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------------|------------------------------------------|--------------------------------------------|------------------------------------------|
|                              | <b>Year 1</b>                              |                                          | <b>Year 2</b>                              |                                          | <b>Year 3</b>                              |                                          |
| <b>Students</b>              | <b>Est. for new upper division courses</b> | <b>Actual all upper division courses</b> | <b>Est. for new upper division courses</b> | <b>Actual all upper division courses</b> | <b>Est. for new upper division courses</b> | <b>Actual all upper division courses</b> |
| <b>FTE Enrollment</b>        | 4.8                                        | 90.77                                    | 9.6                                        | 104.67                                   | 12                                         | 120.6                                    |
| <b>Cost Per FTE</b>          | \$1847                                     | \$4214                                   | \$1808                                     | \$4340                                   | \$1658                                     | NA                                       |
| <b>Student/Faculty Ratio</b> | 10.67                                      | 22.17                                    | 10.67                                      | 27.26                                    | 12                                         | 25.09                                    |
| <b>Headcount</b>             | 12                                         | 9                                        | 24                                         | 45                                       | 27                                         | 65                                       |
| <b>Tuition</b>               | <b>Est.</b>                                | <b>Actual</b>                            | <b>Est.</b>                                | <b>Actual</b>                            | <b>Est.</b>                                | <b>Actual</b>                            |
| <b>Tuition to Program *</b>  | \$13,498                                   | \$272,310                                | \$26,995                                   | \$333,688                                | \$33744                                    | \$418,001                                |

\* UVU does not assign specific tuition to individual programs. The data in this tabular presentation as reported in the "Actual" columns is for the Finance and Economics Department as a whole, whereas the "Est." data was specific to the Economics degree in the budget section of the original R401 document.

### Employment Information

| <b>Term Graduated</b> | <b>Graduate School</b> | <b>Employed in Field</b> | <b>Employed Other</b> | <b>Unknown</b> |
|-----------------------|------------------------|--------------------------|-----------------------|----------------|
| Summer 2009 (2)       |                        | 2                        |                       |                |
| Spring 2010 (1)       | 1                      |                          |                       |                |
| December 2010 (2)     | 1                      | 1                        |                       |                |

Three students have graduated with a Bachelor of Science Degree in Economics: two in August 2009 and one in May 2010. Two more will graduate in December 2010. Four of the graduates will receive BS degrees and one will receive a BA degree.

### 3. BS in Biotechnology College of Science and Health

#### Program Description

The UVU Biotechnology Program was designed to prepare undergraduates for employment in the rapidly growing Biotechnology industry. It provides a foundation of traditional course work in cell and molecular biology and chemistry with added emphasis on laboratory skills and internship experience. It was designed as a free standing program at the UVU Orem campus, with a satellite program at SLCC West Jordan, to allow SLCC Biotechnology Associate Degree students to transfer to the UVU Biotechnology bachelor program.

The UVU BS in Biotechnology was approved by the Regents in June 2007 and fast-tracked to begin on the SLCC campus in August 2007 and UVU campus in August 2008. Fast-track implementation limited time for promotion and recruitment prior to the beginning of the program and may have contributed to a lag in enrollments. Multiple recruiting methods have since been implemented, including posters, program T-shirts, Biotechnology Summer Camps, and Biotechnology concurrent enrollment course offerings through eight high schools in the UVU service area. Equipment and funding to provide teacher training for the high school courses and Biotechnology Summer Camps were provided from a WIRED grant (UVU Biotechnology's share = \$968,758) from the U.S. Department of Labor and administered through the Utah Governor's Office of Economic Development and Utah Department of Workforce Services.

The SLCC AS in Biotechnology was not in place at the inception of the UVU program, so most SLCC students required additional lower division coursework before they were ready to transfer to the UVU program. This caused a lag in student transfers. SLCC has now implemented its AS Biotechnology degree, which helps students to transfer directly to the UVU program. Alignment of the programs and implementation of recruiting activities are helping to bring enrollments into line with projections.

This action was reviewed by the UVU Board of Trustees on December 9, 2010.

#### Enrollment Description

R401 budgets are based on new courses and, thus, include only the anticipated enrollments, costs, faculty, and tuition for the specific courses. Enrollment reports, faculty workload reports, and cost studies are not prepared at the individual course level. As a result, the following table includes the estimates from policy R401 for the new courses and the actual data for all courses in the department.

| <b>Enrollment Data</b>       |               |               |               |               |               |               |
|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                              | <b>Year 1</b> |               | <b>Year 2</b> |               | <b>Year 3</b> |               |
| <b>Students</b>              | <b>Est.</b>   | <b>Actual</b> | <b>Est.</b>   | <b>Actual</b> | <b>Est.</b>   | <b>Actual</b> |
| <b>FTE Enrollment</b>        | 0             | 3.67          | 5.00          | 9.13          | 6.67          | 11.97         |
| <b>Cost Per FTE</b>          | NA            | \$73,314      | \$54,340      | \$76,341      | \$39,057      | NA            |
| <b>Student/Faculty Ratio</b> | NA            | 3.67          | 5.00          | 4.57          | 7             | 3.99          |
| <b>Headcount</b>             | NA            | 11            | 30            | 57            | 70            | 83            |
| <b>Tuition</b>               | <b>Est.</b>   | <b>Actual</b> | <b>Est.</b>   | <b>Actual</b> | <b>Est.</b>   | <b>Actual</b> |
| <b>Tuition to Program</b>    | NA            | \$11,010      | \$15,000      | \$29,106      | \$20,010      | \$41,464      |



### Employment Information

To date, five students have been awarded a BS in Biotechnology. All were employed in biotechnology jobs upon graduation.

| <u>Student</u> | <u>Graduation</u> | <u>Employment</u>                          |
|----------------|-------------------|--------------------------------------------|
| Student 1      | Spring 2009       | ARUP                                       |
| Student 2      | Spring 2009       | Idaho Technologies                         |
| Student 3      | Spring 2009       | Utah State Biotechnology Coordinator, GOED |
| Student 4      | Fall 2009         | Idaho Technologies                         |
| Student 5      | Fall 2009         | Idaho Technologies                         |

### **NOTES:**

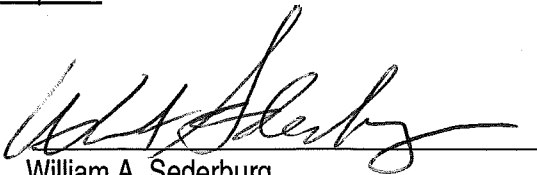
- 1) UVU's proposal to the Utah State Legislature, which resulted in funding for the Biotechnology Program, also requested funds to offer additional sections of Biology classes that were needed for the Biotechnology Degree at SLCC and UVU. Faculty hired by the Biotechnology Program has contributed to instruction of Cell Biology, Molecular Biology, Molecular Biology Laboratory, Biochemistry, Biochemistry Laboratory, and Molecular Evolution and Bioinformatics (all required courses for the Biotechnology Program). Their salaries were included in the Biotechnology Program costs listed above, but the instruction FTE students received in Biology and Chemistry courses were not included.
- 2) Instructional space has been extremely tight at UVU – especially for laboratory courses. So far, the UVU Biotechnology Program has largely been limited to sharing small teaching laboratories with other programs, and limiting laboratory class sizes to a maximum of 14 students during the first three years of the program. The Tissue Culture teaching lab is large enough to accommodate only eight students at a time. Due to space limitations, the University has been unable to meet student demand.

Beginning Fall 2010, the University was given shared access to an additional teaching lab which accommodates up to 18 students. Further space will become available when the new UVU Science Building is completed (projected for February 2012).

Biotechnology is programmed to occupy 11,833 sq. ft. of the new Science Building. This space is expected to contain five teaching labs (some shared with Biology or Chemistry courses, and some dedicated to Biotechnology courses), 1200 sq. ft. of biotechnology undergraduate research space, and numerous support rooms (offices, lab prep rooms, microscopy, tissue culture, instrument and equipment rooms). This will dramatically improve the capacity to provide classes and meet student demand.

Commissioner's Recommendation

The Commissioner recommends approval of the Three-Year Reports.



William A. Sederburg  
Commissioner of Higher Education

WAS/GSW

March 16, 2011

MEMORANDUM

TO: State Board of Regents  
FROM: William A. Sederburg  
SUBJECT: Faculty Discipline Majors' Meetings, 2010

Issue

Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination, requires faculty and advisors from over 32 academic disciplines, most teaching General Education as well as majors' courses, to convene at least once a year to address issues of transfer, articulation, common course numbers, learning outcomes, assessment and employment opportunities for graduates. Faculty representatives from each of the eight USHE institutions and USU-CEU participate. For some discipline meetings, such as Mathematics, English, Elementary Education, and Business, USHE faculty are joined by faculty or administrators from Westminster College, Brigham Young University, University of Phoenix, Western Governors University and the Utah State Office of Education (USOE). Participants from these non-USHE institutions want to know how programs are transferred and the curricular issues with which faculty grapple.

Because of budget shortfalls, Majors' Meetings in 2009 and 2010 were held over IP Video so that institutions did not incur travel expenses. While faculty report a preference for face-to-face meetings, they recognize the costs associated with such meetings and agree that coming together at least every three years for face-to-face meetings would be beneficial. Thus, the 2011 meetings will be held face-to-face on Friday, September 30 at the Larry Miller Center, thanks to the gracious support of Salt Lake Community College.

Value to the USHE

Faculty Discipline Majors' Meetings are valuable for several reasons: 1) they reaffirm that faculty own their curricula, 2) they assure that students who transfer anywhere in the system will not be disadvantaged, 3) they provide a forum for faculty to raise issues germane to their fields, 4) they promote fresh review of new content, pedagogy and assessments, and 5) they provide a supportive environment for faculty to work cooperatively to agree on student learning outcomes and competencies, which improve student learning and meet the expectations of accreditors, professional associations and future employers.

Utah is the only state that has convened faculty discipline groups for 13 years. Other state systems experimenting with such meetings typically are not able to often bring all two- and four-year institutions together because of the size and complexity of their systems. In addition, unlike Utah where faculty drive the agenda for such meetings, other states have a top-down approach which often engenders faculty distrust. Most often heard in these situations is "what are they making us do?" In Utah, the Regents' General Education Task Force, whose members represent faculty from all institutions, takes the lead and encourages faculty cooperation.

### Summary of Findings

Following are themes which emerged from faculty discussions held during the 2010 Majors' Meetings.

#### **Changing the Culture: Adoption of Essential Learning Outcomes**

Three years ago faculty were introduced to the Essential Learning Outcomes (ELOs) which include, knowledge of human culture and the physical and natural world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning (Appendix A). The ELOs were developed through collaborative efforts of university and college faculty, business and industry leaders and decision makers all seeking information on what employers want and need our graduates to know and be able to do. The Association of American Colleges and Universities (AAC&U), which led the effort, conducted three national surveys of business and industry leaders; the Salt Lake Chamber conducted its own study of business leaders. Both organizations discovered that graduates are technically well prepared in their fields. However, they are deficient in the skills now found in the ELOs: good oral and written communication, critical thinking and quantitative literacy skills, ethical judgment, working productively in teams, and the ability to apply and integrate what they have learned across fields and in new settings.

Now USHE institutions are providing department and college-wide listings of the Essential Learning Outcomes that are expected of students. Disciplines as diverse as Art, Business, Communication, Engineering, Family and Human Development, History, Physics, Political Science, and Theatre are in varying stages of placing learning outcomes on their websites, in syllabi and in department and college postings of student-learning expectations. The outcomes are public and transparent so that students know what is expected of them. This is a change of culture.

#### **Tuning: Another Culture Change**

Under the auspices of the Lumina Foundation for Education, USHE faculties in both History and Physics have "Tuned" their disciplines. This means that faculty meet monthly, communicating between meetings to identify learning outcomes and the competencies students must know and perform in order to be successful in their respective disciplines at each degree level, associate's, bachelor's and master's. In addition, faculty have determined ways in which students may demonstrate they have mastered each competency and ultimately all learning outcomes. Faculty work on Tuning does not lead to standardization. Instead, working intentionally and collaboratively they agree on standards for learning outcomes and competencies and on a myriad of ways students may demonstrate mastery. Tuning demands transparency: students, parents, and decision makers will know exactly what is expected and how students may demonstrate mastery of learning. The process of Tuning once completed at each degree level clearly states what students, who completed each level, know and are able to do. Thus, it clearly defines what a degree means well beyond the credits and seat time that are proxies for learning.

Funding support for Tuning of Mathematics and Elementary Education in Utah is being considered by the Lumina Foundation. Both disciplines are crucial as higher education aligns them with K-12 Common Core State Standards, which over time will better prepare high school graduates for college-level work. Other disciplines want to begin the process of Tuning during their 2011 Majors' Meetings even without external funding.

### **Efficiency in Developmental Math**

Developmental Math faculty discussed new teaching/learning models to move entering and returning students through their 900-level developmental math courses into college-level math. Experimentation with Math Pass, modular learning and Math Emporium are promising alternatives to semester-long courses for students who need only to review certain elements of math. Timely feedback from faculty, to assist students, is built into these programs. Weber State University (Math Emporium) and Utah Valley University (Math Pass) are taking the lead. Mathematics faculty from SUU, DSC, and SLCC are beginning to experiment with integrative math courses – a feature of the K-12 Math Common Core State Standards.

The Admitted Class Evaluation Services (ACES) is provided by the College Board to systems or institutions looking to validate current placement scores. As an example, each USHE institution provides, along with student grades, a sample size of around 200 students who earned at least the minimum cut score for Math 1010 (pre-college Algebra). Based on these data, College Board provides tables showing the likelihood of a student getting a C or better in the course. Math 1010 is a good candidate for a system ACES study because this is an equivalent credit transfer course taught more or less the same across the system. The results will require evaluation by the Math Majors group. So far, WSU, SNOW, DSC, and SLCC have submitted student-cut scores.

### **Regents' Principles for Transfer and the March to Upper Division**

Regents' Policy R470 makes clear that lower division core curricula should be similar across the system so that students can transfer seamlessly from two- to four-year programs. However, because of economic challenges, such as forced retirement and loss of critical faculty, and curriculum changes by professional associations as disciplines are reviewed and updated, some four-year institutions have moved lower division courses to the 3000-level to meet professional standards and, in some cases, to receive more funding within their institutions. Such moves are a challenge to the Regents' transfer principle and a concern to faculty in two-year programs. These issues are being discussed at Majors' Meetings and, when necessary, more meetings are convened to resolve these problems. While the departments' quest for more resources is understandable, the practice of shifting courses to upper-division should only be done when changes to the curriculum are warranted and efforts are made to accommodate transfer students. The Commissioner's office is very involved in working with the players so that agreements which serve students will be forged.

### **Online Courses and Labs**

Online courses have increased considerably. Most institutions are offering from a course or two to full minors, emphases and programs through online education. Faculty see online delivery as an efficient method to serve a growing student population. Faculty who deliver online courses must expect the same learning outcomes as those expected in traditional or blended classrooms.

Some faculty in the sciences are not comfortable with virtual labs offered through concurrent enrollment or on USHE campuses. However, no data have been presented to demonstrate whether these labs are or are not beneficial to students. Faculty continue to discuss this issue.

### **Fictitious Degrees to Nowhere**

During the 2011 Utah Legislative session, the Humanities and Social Sciences were accused of producing graduates who could not get jobs although there were no data to support this claim. In fact, during the 2010 Majors' Meetings and in prior meetings, faculty from the Humanities and Social Sciences have discussed how they inform and prepare students for employment and graduate education. Most are able to track many of their graduates and identify where they either obtained jobs or were accepted to graduate programs including law, medicine, business and education. Employers of History graduates run the gamut from historical societies and museums to Hewlett-Packard and Enterprise Car Rental (management positions). In a recent focus group of the employers of history graduates, participants stated that they look for graduates who can conduct research, write arguments, interpret complex information, and manage others. Political Science students are told what their options are regarding employment, what they might expect to earn in terms of the levels at which they would be hired, and who are potential employers. Those students who are not moving directly into graduate and professional education are prepared to work with others, conduct research and polls, analyze and interpret data, and contribute to published articles. Psychology students are given much the same information about their options within mental health fields and research settings. Philosophy Majors' faculty are tracking their graduates as many are accepted to law schools and other professional graduate programs. To better understand what employers expect and need from graduates, a review of the AAC&U national study findings and the Salt Lake Chamber's findings remind the faculty that employers are concerned about how graduates they hire can think critically, write and speak appropriately, work in teams, apply knowledge to new areas and are ethical in their judgments and behavior. All of these skills – all part of the Essential Learning Outcomes – are accomplished in greater depth as students in the Humanities and Social Sciences complete their undergraduate work. Thus, the disciplines accused of not preparing their graduates for gainful employment are in fact preparing them for productive lives in any number of fields as workers and citizens.

### **Large Classes and More Part-time Faculty**

Large class sizes in disciplines such as History and Psychology are straining faculty and undermining rigor. Fewer papers are being assigned in sections of 200 students. More part-time faculty are being hired to teach more sections of lower division courses and relieve some of the stress upon regular faculty. However, part-time faculty may not have been trained, nor are they prepared to address the Essential Learning Outcomes. This practice leaves students less well prepared as they move to the next level of study.

### September 30, 2011 Meetings

Many of the above issues will remain on the agendas of the Faculty Discipline Majors' Meetings. Some have added items they wish to cover as well. These include: Tuning, review of courses that have fallen out of common numbers, methods for handling large classes, a better understanding of online labs, new courses and the elimination of obsolete content, attracting more women into the sciences, preparation by Elementary Education and Mathematics departments for the Common Core State Standards, how to accept credit when the same courses carry fewer credits, e-texts, e-portfolios, arriving at the same cut scores for the Accuplacer, and identifying appropriate prerequisite courses for major programs.

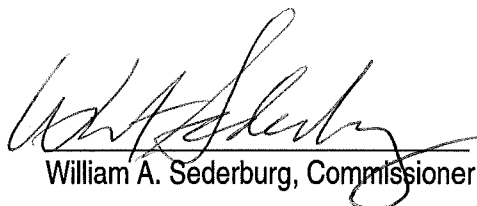


Utah is unique across the country because of its regular Faculty Discipline Majors' Meetings. Faculty's willingness to discuss important topics and collaborate to address issues makes these meetings essential to the system's promise to provide the best education possible and to support transfer students as they seek degrees.

The notes from all meetings and the course grids are being prepared for placement on the Commissioner's website.

Commissioner's Recommendation

No action is necessary. The Majors' Meeting summary notes are presented to the Regents for their information.



William A. Sederburg, Commissioner

WAS/PCS  
Attachment

## APPENDIX A: ESSENTIAL LEARNING OUTCOMES

### Liberal Education and America's Promise (LEAP)

#### Essential Learning Outcomes

The LEAP campaign is organized around a robust set of "Essential Learning Outcomes" (pdf) -- all of which are best developed by a contemporary liberal education. Described in *College Learning for the New Global Century* (pdf), these essential learning outcomes and a set of "Principles of Excellence" (pdf) provide a new framework to guide students' cumulative progress through college. Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

#### Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

#### Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

#### Personal and Social Responsibility, Including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

#### Integrative Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

March 8, 2011

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 –

1. Minutes of the Regular Board Meeting held January 21, 2111, at Salt Lake Community College, Redwood Campus in Salt Lake City, Utah
2. Minutes of the Special Board Meeting held February 4, 2111, via conference call

B. Grant Proposals

1. Utah State University – National Science Foundation; “Human Amplified Natural Change: A two-way coupled systems model for vulnerability assessment and mit”; \$1,499,612. Patrick Belmont, Principal Investigator; Charles Sims, Douglas Bryan Jackson-Smith, Co-Principal Investigators.
2. Utah State University – National Science Foundation; “CDI-Type II: A Cyber-enabled Field Experiment to Explain what Motivates and Empowers Household Water”; \$2,338,177. David Rosenberg, Principal Investigator; Arthur Joseph Caplan and Joanna Lynne Endter-wada, Co-Principal Investigators.
3. Utah State University – National Institute of Food and Agriculture; “Plant Breeding and Genomics to Create Sustainable, Low-input Turf Grass”; \$7,150,060.55. Paul G. Johnson, Principal Investigator; Joanna Lynne Endter-wada, Kelly L. Kopp and Ricardo A. Ramirez, Co-Principal Investigators.
4. Utah State University – University of Utah; “The Utah Regional Leadership Education in Neurodevelopmental Disabilities Program”; \$2,999,729. Judith M. Holt, Principal Investigator.
5. Utah State University – Naval Research Lab; “NRL UV Coronagraph”; \$5,156,254. Dean Wada, Program Manager.

6. University of Utah – Defense Advanced Research Projects Agency; “Reliable PNS Interfaces”; \$7,178,000. Gregory Clark, Principal Investigator.
7. University of Utah – Lockheed Martin; “BRP for Optical Stimulation A1”; \$3,321,931. Gregory Clark, Principal Investigator.
8. University of Utah – National Science Foundation; “Aid of Structural Materials”; \$2,750,726. Massood Tabib-Azar, Principal Investigator.
9. University of Utah – National Science Foundation; “Environmental Engineering in STEM Education”; \$2,723,908. Ramesh Goel, Principal Investigator.
10. University of Utah – University of Notre Dame; “Materhorn”; \$2,675,787. Eric Pardyjak, Principal Investigator.
11. University of Utah – Utah State University; “MSAFE Algae to Biofuels”; \$2,472,986. Kevin Whitty, Principal Investigator.
12. University of Utah – National Science Foundation; “Aerial Pathogen Transmission”; \$2,048,509. James R. Stoll II, Principal Investigator.
13. University of Utah – University of Colorado at Boulder; “Soil Blast Modeling and Sims”; \$1,093,316. Rebecca M. Brannon, Principal Investigator.
14. University of Utah – National Science Foundation; “The West Alliance”; \$2,999,160. David Chapman, Principal Investigator.
15. University of Utah – National Science Foundation; “Nano CT”; \$1,120,000. Jan Miller, Principal Investigator.
16. University of Utah – National Institutes of Health/National Institute for Neurological Disorders and Stroke; “Bioanalytical Core”; \$1,739,230. David E. Moody, Principal Investigator.
17. University of Utah – Surfagen Inc; “H1F1? Sirna Nanoparticle GLB”; \$1,020,313. Randy Lynn Jensen, Principal Investigator.
18. University of Utah – Health Resources and Services Administration; “NEDARC”; \$4,840,000. Lenora Mary Olson, Principal Investigator.
19. University of Utah – National Science Foundation; “Plant Genome Annotation”; \$3,692,786. Mark Yandell, Principal Investigator.

20. University of Utah – National Science Foundation; “Evolution and Climate Change”; \$3,500,000. Louisa Anne Stark, Principal Investigator.
21. University of Utah – National Institutes of Health; “Training Program in Genetics”; \$3,294,890. David J. Stillman, Principal Investigator.
22. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Blockade After Heart Failure”; \$2,445,375. Josef Stehlik, Principal Investigator.
23. University of Utah – National Multiple Sclerosis Society; “Pediatric MS DCAC”; \$2,342,831. Theron Charles Casper, Principal Investigator.
24. University of Utah – National Institutes of Health; “Timing of Metabolism”; \$1,881,250. Carl Sennrich Thummel, Principal Investigator.
25. University of Utah – Families of Spinal Muscular Atrophy; “PCSMA CC Outcomes Study”; \$1,8160,006. Kathryn J. Swoboda, Principal Investigator.
26. University of Utah – University of Massachusetts; “Herpes Susceptibility Genes”; \$1,482,733. John D. Kriesel, Principal Investigator.
27. University of Utah – National Science Foundation; “CDI-Type II”; \$1,994,330. Valerio Pascucci, Principal Investigator.
28. University of Utah – National Institutes of Health; “Wireless Neuronal Recording”; \$3,400,072. Richard Normann, Principal Investigator.
29. University of Utah – National Science Foundation; “D-A Stack Solar”; \$1,493,161. Ling Zang, Principal Investigator.
30. University of Utah – National Institutes of Health; “Mechanisms of Retinal Hemorrhage”; \$1,367,901. Brittany Coats, Principal Investigator.
31. University of Utah – National Science Foundation; “Hybrid CNEMS/CMOS”; \$1,132,212. Massood Tabib-Azar, Principal Investigator.
32. University of Utah – Methodist Health Care Foundation; “Ultrasound - Mediated Drug Delivery”; \$1,069,987. Natalya Rapoport, Principal Investigator.
33. University of Utah – National Institutes of Health; “Exercise and Frail Hemodialysis”; \$1,871,989. Robin Marcus, Principal Investigator.

34. University of Utah – National Institutes of Health; “GFRS in Breast Cancer”; \$3,830,928. Andrea H. Bild, Principal Investigator.
35. University of Utah – National Institutes of Health/National Institute of Allergy and Infectious Diseases; “Dynamics of VSV Budding”; \$1,864,790. Saveez Saffarian, Principal Investigator.
36. University of Utah – National Institutes of Health; “Maps-CC Study”; \$3,672,094. Sean Vahram Tavtigian, Ph.D., Principal Investigator.
37. University of Utah – National Institutes of Health; “Classifying DNA MMR Gene VUS”; \$3,099,785. Sean Vahram Tavtigian, Ph.D., Principal Investigator.
38. University of Utah – National Institutes of Health/National Cancer Institute; “Mechanisms of PDK1 Inhibition”; \$1,865,000. David Bearss, Principal Investigator.
39. University of Utah – Massachusetts General Hospital; “CGN”; \$1,231,897. Anita Kinney, Principal Investigator.
40. University of Utah – National Institutes of Health; “Mirna and Colorectal Cancer”; \$7,194,029. Marty Slattery, Principal Investigator.
41. University of Utah – Health Resources and Service Administration; “Winter - HRSA Lend”; \$4,500,000. Sarah Winter, Principal Investigator.
42. University of Utah – Center for Disease Control and Prevention/National Institute for Occupational Safety and Health; “RMC for a Healthier Workforce”; \$3,900,000. Kurt Timothy Hegmann, Principal Investigator.
43. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Carotid Plaque Hemorrhage”; \$3,856,227. Gerald S. Treiman, Principal Investigator.
44. University of Utah – National Institutes of Health; “Pegasys in Polycythemia Vera”; \$3,695,522. Josef Tomas Prchal, Principal Investigator.
45. University of Utah – National Institutes of Health; “High-Risk BRCA Pedigrees”; \$3,681,741. Nicola J. Camp, Principal Investigator.
46. University of Utah – National Institutes of Health/National Cancer Institute; “B-Cell Lymphocytosis”; \$3,524,944. Nicola J. Camp, Principal Investigator.



47. University of Utah – National Institutes of Health/National Institute on Aging; "Practive Effects R01"; \$3,405,582. Kevin M. Duff, Principal Investigator.
48. University of Utah – National Institutes of Health; "Retinal Circuits"; \$3,008,055. Robert E. Marc, Principal Investigator.
49. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "HMGB-1 in CF Airways"; \$2,433,019. Theodore G. Liou, Principal Investigator.
50. University of Utah – National Institutes of Health/National Cancer Institute; "Melanoma Susceptibility Genes"; \$2,377,616. David Elliot Goldgar, Principal Investigator.
51. University of Utah – National Institutes of Health/National Institute of Neurological Disorders and Stroke; "TCF3 in Spinal Regeneration"; \$1,865,150. Richard Dorsky, Principal Investigator.
52. University of Utah – National Institutes of Health; "Cone Opsins and Cone Photorec"; \$1,865,000. Yingbin Fu, Principal Investigator.
53. University of Utah – National Institutes of Health; "Chelating Therapeutics"; \$1,865,000. Gang Liu, Principal Investigator.
54. University of Utah – National Institutes of Health; "Modeling Structure and Energetic"; \$1,865,000. Julio Facelli, Principal Investigator.
55. University of Utah – National Institutes of Health; "DNA Methyltransferases"; \$1,865,000. Li Wang, Principal Investigator.
56. University of Utah – National Institutes of Health; "MIR92 and Arterial Dysfunction"; \$1,865,000. Lisa Lesniewski, Principal Investigator.
57. University of Utah – National Institutes of Health; "TSPAN33 in Notch Activation"; \$1,865,000. Schickwann Tsai, Principal Investigator.
58. University of Utah – National Institutes of Health; "Net Formation by Neonatal PMNS"; \$1,865,000. Christian C. Yost, Principal Investigator.
59. University of Utah – National Institutes of Health; "Development of Retinal Ganglion Cells"; \$1,865,000. Ning Tian, Principal Investigator.
60. University of Utah – National Institutes of Health/National Eye Institute; "Retinal Mechano-sensation"; \$1,862,500. David Krizaj, Principal Investigator.

61. University of Utah – National Institutes of Health; "Detection of Viral Sequences"; \$1,815,728. John D. Kriesel, Principal Investigator.
62. University of Utah – National Institutes of Health; "Human Renin"; \$1,857,575. Yufeng Huang, Principal Investigator.
63. University of Utah – National Institutes of Health; "TNF-Alpha on NRF21ARE"; \$1,853,900. Rajasekaran Namakkal Soorappan, Principal Investigator.
64. University of Utah – National Institutes of Health; "Genetics of Human Cold Sores"; \$1,852,006. Maurine R. Hobbs, Principal Investigator.
65. University of Utah – National Institutes of Health; "Stationary Cardiac Spect"; \$1,823,175. Gengsheng Lawrence Zeng, Principal Investigator.
66. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; "Sprint Vascular Stiffness"; \$1,572,646. Mark Andrew Supiano, Principal Investigator.
67. University of Utah – National Institutes of Health; "Conus"; \$1,492,500. Mark Yandell, Principal Investigator.
68. University of Utah – University of Pittsburgh; "Pregnancy and Parturition I3POS"; \$1,281,167. Ingrid E. Nygaard, M.D., Principal Investigator.
69. University of Utah – National Institutes of Health; "Adipokines and Hemodialysis Fist"; \$1,128,750. Christi M. Terry, Principal Investigator.
70. University of Utah – National Institutes of Health/National Cancer Institute; "Screening Assays"; \$1,115,575. Dean Y. Li, Principal Investigator.
71. University of Utah – National Institutes of Health/National Cancer Institute; "Ovarian Cancer Therapy"; \$9,050,701. Hamidreza S. Ghandehari, Principal Investigator.
72. University of Utah – National Institutes of Health; "Image Trails"; \$3,484,056. Claudio T. Silva, Principal Investigator.
73. University of Utah – National Institutes of Health/National Institute on Deafness and Other Communication Disorders; "Source-Filter Interaction"; \$2,642,962. Ingo R. Titze, Ph.D., Principal Investigator.

C. Awards

1. Utah State University – Naval Research Lab; “Advanced Ground, Air, Space, Systems Integration (AGASSI) Task Order 3”; \$2,145,863. Darin Partridge, Program Manager.
  2. Utah State University – Utah Department of Workforce Services; “Supplemental Nutrition Assistance Program-Education (SNAP-Ed)”; \$4,097,355. Heidi LeBlanc, Principal Investigator; Debra Christofferson and Marie Stosich, Co-Principal Investigators.
  3. Utah State University – Missile Defense Agency; “Precision Tracking and Surveillance System (PTSS) Definition Study”; \$1,019,000. Lorin Zollinger, Program Manager.
  4. Utah State University – Institute of Allergy and Infectious Diseases; “Animal Models of Infectious Diseases (IDIQ)”; \$1,217,207. John Morrey, Principal Investigator; Brian Gowen, Bart Tarbet, Dale Barnard, Donald Smee, and Justin Julander, Co-Principal Investigators.
  5. Utah State University – Government of the Dominican Republic; “Dominican Republic Phase VI (2009-2013)”; \$3,046,196. Mary Hubbard, Principal Investigator.
  6. Utah State University – U.S. Department of Energy; “Alternative and Unconventional Energy Research and Development”; \$12,562,988. Jeff Muhs, Principal Investigator; Byard Wood, Kevin Heaslip and Randy Simmons, Co-Principal Investigators.
  7. University of Utah – National Institutes of Health/National Heart Lung and Blood Institute; “Sprint”; \$1,630,895. Alfred K. Cheung, Principal Investigator.
  8. University of Utah – Myrex Inc; “Myrex MPC-6827”; \$1,340,980. Howard Colman, Principal Investigator.
- D. Items Received and Approved – June 2010 to March 2011
1. Utah Valley University – Certificate of Proficiency in Licensed Substance Abuse Counseling
  2. Name Changes:
    - A. University of Utah – Entrada Research Field Station to Rio Mesa Center
    - B. Utah State University – BS Health Education Specialist to BS Health Education and Promotion
    - C. Weber State University – Department of Clinical Laboratory Sciences to Department of Medical Laboratory Sciences
    - D. Utah Valley University – AA/AS Pre-Major in Physical Education-Recreation, BA/BS in Physical Education and Recreation Management, and Minor in Physical Education to AA/AS Pre-Major/ BA/ BS Minor in Exercise Science and Outdoor Recreation
    - E. Utah Valley University – BS in Earth Science to BS in Geology
    - F. Utah Valley University – BS in Movement Studies to BS in Dance

- G. Utah Valley University – Emphasis in Environmental Management to BS in Environmental Science Management
  - H. Utah Valley University – Emphasis in International Relations to Emphasis in World Politics in BA/BS in Political Science
  - I. Utah Valley University – Emphasis in Marketing in BA/BS in Business to BA/BS/Minor in Marketing
  - J. Utah Valley University – Emphasis in Physical Education to Emphasis in Exercise Science in BA/BS in Integrated Studies
  - K. Salt Lake Community College – AAS in Aviation Technology/ Aviation Maintenance Technician to AAS Aerospace/Aviation Technology
  - L. Salt Lake Community College – Airport Campus to International Aerospace/Aviation Education Center
  - M. Salt Lake Community College – AS in Aviation Technology/Professional Pilot to AS in Aerospace/Aviation Technology
  - N. Salt Lake Community College – Certificate of Completion in Non-Commercial Fixed Wing to Certificate of Completion in Aviation Business Operations-Fixed Wing
  - O. Salt Lake Community College – Certificate of Completion in Non-Commercial Rotor Wing to Certificate of Completion in Aviation Business Operations-Rotor Wing
  - P. Salt Lake Community College – Division of Aviation and Related Technologies to Division of Aerospace/Aviation and Related Technologies
  - Q. Salt Lake Community College – School of Apprenticeship, Aviation and Technical Specialties to School of Aerospace/Aviation, Apprenticeship and Technical Specialties
- 3. Utah Valley University – Program Restructure: BS in Earth Science to Geology
  - 4. Program Consolidation
    - A. Utah State University – Educational Specialist in Elementary Education and Education Specialist in Secondary Education to Education Specialist in Curriculum and Instruction
    - B. Utah State University – MS/PhD in Animal Science, Dairy Science, and Bio-veterinary Science Programs into MS/PhD in Animal, Dairy, and Veterinary Sciences
  - 5. Program Discontinuations
    - A. University of Utah – BA/BS in Geography Teaching
    - B. Utah State University – One-year course: Dairy Herdsman Program
    - C. Utah Valley University – AAS Pre-Major in Apprentice Technology
    - D. Utah Valley University – DIP/AAS Pre-Major in Lineman Technology
    - E. Utah Valley University – Emphasis in Database Administration and Security in BS Information Technology
    - F. Utah Valley University – Emphasis in Fine Arts in BFA
    - G. Utah Valley University – Emphasis in General History in BA History
    - H. Utah Valley University – Emphasis in Public History in BA History
    - I. Utah Valley University – Emphasis in Social Work in BA/BS Behavioral Science
    - J. Utah Valley University – Emphasis in Web Administration and Security in BS Information Technology

- 6. New Centers
  - A. University of Utah – Center for Parallel Computer in Utah
  - B. Utah State University – Sustainable Waste-to-Bioproductions Engineering Center
  - C. Dixie State College – Center for Shakespeare Studies
- 7. University of Utah – New Institute: Vision Institute
- 8. Graduate Certificates
  - A. Weber State University – GCR in Environmental Sustainability
  - B. Weber State University – GCR in Health Information Management

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William A. Sederburg, Commissioner

Attachment

REGULAR MEETING OF THE STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, REDWOOD CAMPUS  
JANUARY 21, 2011

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JOINT MEETING OF THE STATE BOARD OF REGENTS  
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REGULAR MEETING OF THE STATE BOARD OF REGENTS  
SALT LAKE COMMUNITY COLLEGE, REDWOOD CAMPUS  
JANUARY 21, 2011

Minutes

Regents Present

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent L. Brown  
Keith M. Buswell  
Daniel W. Campbell  
France A. Davis  
Jim T. Evans  
Katharine B. Garff  
Meghan Holbrook  
Nolan E. Karras  
Robert S. Marquardt  
Jed H. Pitcher  
David E. Smith  
Marlon O. Snow  
Teresa Theurer  
John H. Zenger

Regents Excused

Carol Murphy

Office of the Commissioner

William A. Sederburg, Commissioner of Higher Education  
Joyce Cottrell, Executive Secretary  
David L. Buhler, Associate Commissioner for Public Affairs  
Jeff Aird, Special Assistant to the Commissioner  
Holly Braithwaite, Director of Communications  
Joseph Curtin, Director of Institutional Research and Analysis  
David Feitz, Associate Commissioner and Executive Director, UHEAA  
W. Ralph Hardy, Special Assistant to the Associate Commissioner for Finance and Facilities  
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, Utah Student Association Coordinator  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Presidents

Michael K. Young, University of Utah  
Stan L. Albrecht, Utah State University  
F. Ann Millner, Weber State University  
Michael T. Benson, Southern Utah University  
Scott L. Wyatt, Snow College  
Stephen D. Nadauld, Dixie State College

Matthew S. Holland, Utah Valley University  
Cynthia A. Bioteau, Salt Lake Community College

(Other institutional personnel and representatives of the media were also present. The signed roll is on file in the Commissioner's Office.)

The Regents began the day by meeting with the Salt Lake Community College Board of Trustees for breakfast. After meeting in Board committees, Chair Jordan called the Regents to order in the Committee of the Whole at 10:30 a.m.

#### Administration of Oath of Office

Chair Jordan administered the Oath of Office to new Regents **Jim T. Evans** (UCAT) and **Keith M. Buswell** (SBE). He congratulated them and welcomed them to the Board.

#### Commissioner's Report

Higher Ed 2020. Commissioner Sederburg brought the Regents up to date on enrollment growth and meetings with legislators to discuss the 2020 Higher Education plan. He thanked the Regents for taking the time to meet with the legislators in their respective areas. He thanked Regent Marquardt and the Friends of Utah Higher Education for their advocacy. The Commissioner noted that the Higher Education 2020 plan had been printed and distributed to all of the Regents and Presidents.

Legislature. Commissioner Sederburg said the Higher Education Appropriations Subcommittee had met on January 11 and 19. Committee chairs had been asked to recommend a 7 percent cut in the higher education budget. He showed a slide that represented how a 7 percent cut would impact the institutions. Approximately 18,000 students would be negatively affected, as would approximately 640 faculty and administrative staff. Each of the committees received the same instructions from Legislative Leadership: to see where 7 percent could be cut from its budget. Commissioner Sederburg noted this included capital facilities.

UHEAA. Commissioner Sederburg reported that UHEAA had refinanced \$1.3 billion last year. Additional restructuring will take place in 2011. UHEAA officials are still awaiting word from the federal government about whether or not UHEAA will get a contract to service direct loans. Regent Karras expressed his appreciation to Director Feitz and his staff for being able to raise \$390 million with a AAA rating in a very difficult market. Regent Holbrook noted this had been done at 4 percent on December 31.

UESP. Commissioner Sederburg reported UESP had 172,000 accounts, with a total of \$3.7 billion invested. In the last six weeks of 2010, UESP received \$109 million.

Research Posters on the Hill. The Commissioner announced University of Utah and Utah State University students would be displaying their research posters in the Capitol Rotunda on January 26. He encouraged everyone to try to stop by to see what our students have been doing.

#### Legislative Update

Associate Commissioner Buhler referred to Tab P and the updated memo in the Regents' folders. Chair Jordan noted the real issue, with respect to funding, would be how the Legislature will deal with the structural

deficit. Governor Herbert and the Legislature are not in agreement. Chair Jordan urged the Regents to speak with legislators and encourage them to retire the debt over two or three years, rather than doing it all in one year. Mr. Buhler pointed out a 7 percent cut would go against everything for which the Regents are working. Chair Jordan noted an "open carry" bill was being proposed which would authorize individuals to openly carry weapons on campuses. Associate Commissioner Buhler is tracking this bill carefully; the Regents and campuses will weigh in at the appropriate time. Mr. Buhler agreed it was a team effort. He expressed his appreciation for the help of the Regents, presidents, and legislative liaisons. He will send weekly reports throughout the session. Chair Jordan noted a variety of proposed immigration bills would also have an impact on higher education.

#### Dixie State College of Utah – Plan for University Access, Growth, and Facility Build-Out

Associate Commissioner Hitch referred to the material in Tab Q and said she had been pleased to accept the task, in partnership with Dixie officials, to determine the foundational academic programs necessary for Dixie to become a regional university. Dr. Hitch said she appreciated the collaboration with President Nadauld and Vice President Dillingham-Evans. The consulting team (Dr. Hal Dengerink from Washington State University, Dr. Norm Jones from Utah State University and Assistant Commissioner Safman) recommended a process that might be followed as the institution grows. The consultants and Commissioner's staff have now determined which programs would be necessary for Dixie to become a regional university. Dr. Hitch referred to page 9 of the material and said the Commissioner's office had completed the first four columns and explained each of those columns.

President Nadauld said he appreciated Associate Commissioner Hitch's help throughout this process. Dixie State College not only serves the educational needs of southern Utah but also its economic needs. He remarked that the new airport would be an asset to the entire community, as is the Dixie Regional Medical Center. Dixie State College would be the third part of that equation. President Nadauld further explained the rest of the material. He noted the college had been hiring only Ph.D.-qualified faculty, except for one faculty member with an MFA, which is a terminal degree.

Regent Karras thanked President Nadauld for his efforts in organizing this plan so well. A key factor to this program's success is funding. President Nadauld acknowledged that fact and said implementation of the plan would take place as funding becomes available.

Chair Jordan said he'd recently met with legislators in the southwestern part of the state for a very candid discussion about Dixie's growth. Transformation and evolution to a university status must include funding as it proceeds. He said he thought the legislators understood that message. Chair Jordan stressed this evolution cannot be done only by increasing tuition; that would damage participation and accessibility.

Regent Pitcher applauded President Nadauld for the document. He said it was essential that increased counseling, increased classroom space, and a finished library must be included in the plan. President Nadauld said the college had received an appropriation to build the library and student services center, which will increase capacity for education. All of the institutions are examining the impact of online education, which will also have an effect. He noted that had been included in the projected costs.

Chair Jordan applauded President Nadauld and Associate Commissioner Hitch for their diligent work and their academic approach, which was a sensible approach for moving Dixie forward in the future. Commissioner

Sederburg said this made a significant statement about the Regents being pro-active in partnerships with the institutions.

**Regent Atkin moved adoption of the blueprint outlined in Tab Q. The motion was seconded by Regent Zenger and was adopted unanimously.**

Chair Jordan pointed out that Southern Utah University was evolving as well. This will be discussed in March. The Regents are pleased that the efforts of the two institutions in southern Utah are complementary, rather than competitive.

General Consent Calendar

**On motion by Regent Karras and a second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar (Tab R):**

- A. Minutes – Minutes of the Regular Board Meeting held December 9, 2010, at the Regents' offices in Salt Lake City, Utah
- B. Grant Proposals – On file in the Commissioner's Office
- C. Awards
  - 1. Utah State University – International Continental Scientific Drilling Program; "HOT SPOT: The Snake River Scientific Drilling Project"; \$1,000,000. John Shervais, Principal Investigator.
  - 2. University of Utah – National Institutes of Health/National Eye Institute; "Dev Complement Mod Therapy"; \$2,986,452. Greg Hageman, Principal Investigator.
  - 3. University of Utah – National Institutes of Health/National Institute of Child Health and Human Development; "CPCCRN"; \$2,600,795. J. Michael Dean, Principal Investigator.
  - 4. University of Utah – National Institutes of Health/National Cancer Institute; "NLST PLCO"; \$1,146,946. Sandra S. Buys, Principal Investigator.
  - 5. University of Utah – Utah State Office of Education; "Utah Data Alliance"; \$2,072,671. Lisa B. Kuhn, Principal Investigator.

Reports of Board Committees

Finance and Facilities Committee (Regent Nolan E. Karras, Chair)

Salt Lake Community College – Campus Master Plan Update (Tab F). Chair Karras reported the major change in the college's master plan was the acquisition of land in Herriman (Tab G). **Chair Karras moved approval of SLCC's Campus Master Plan. The motion was seconded by Regent Beesley and carried.**

Salt Lake Community College – Herriman Land Bank Property Request (Tab G). Chair Karras reminded the Regents they had previously approved SLCC's proposal to purchase some property in Herriman for future campus development. College officials continued to pursue leads and have been able to identify another property at a lower cost. President Bioteau said her staff had worked with the Sorensen Foundation to secure a property for \$10 million less than the project previously proposed. Chair Jordan congratulated President Bioteau for this excellent achievement. He noted college officials were working with UTA so the campus would be located where the TRAX line is placed. **Chair Karras moved approval of the property purchase. Regent Holbrook seconded the motion, which carried unanimously.**

Utah State University – Athletics Competition and Practice Facility (Tab H). Chair Karras referred to the corrected copy of Tab H in the Regents' folders. He noted the facility would be funded by donated funds, although the State Building Board and the Legislature would also have to authorize the planning, design and construction of the facility. University officials asked that the Regents consider this request at the present time so it could be considered by the 2011 Legislature as a non-state funded capital development request. **Chair Karras moved approval of the request, with the understanding that the University bring the issue of future state-appropriated O&M funds to the Regents for ratification, once programming and design have been completed and prior to the commencement of construction. Regent Holbrook seconded the motion, which carried unanimously.**

Revisions to Policy R601, Board of Directors of the Utah Higher Education Assistance Authority (Tab I). Chair Karras reported the proposed revisions to this policy would delegate authority to the UHEAA Board of Directors to make its own policies. As UHEAA advances toward becoming an active Federal student loan servicer, this will ensure UHEAA compliance with Federal contract requirements. **Chair Karras moved approval of the proposed revisions to Policy R601. Regent Atkin seconded the motion, which was adopted unanimously.**

The following non-action items were discussed in committee but not in Committee of the Whole:

USHE – Report of Auxiliary Funds (Tab J)

USHE – Annual Report of Institutional Revenue Bond Indebtedness (Tab K)

USHE – Annual Contracts and Grants Report (Tab L)

Update on Institutional Audit Reports to the Regents' Audit Committee (Tab M). Chair Karras reported that really good work was being done by the Trustee Audit Committees. The reports were excellent. Chair Jordan assigned the Finance Committee to look at how presidential expenses were reported on the various campuses. They are to come back with a recommendation: Do the Regents need a specific policy, or should they just leave those decisions to the institutions? Chair Karras said Regent Atkin would accept that assignment.



University of Utah – Sale of Guest House Expansion and South Campus Housing (Honors Housing) Project Revenue Bonds (Tab N). Chair Karras reported University officials had negotiated so the bond offering is \$20 million less than the authorized limit. He congratulated President Young and his staff.

Weber State University – Sale of Bonds to Finance Student Housing Renovation and Reconstruction Project (Tab O). Chair Karras said this was an information item; the bonding authority was authorized in June 2010. The Financing Summary provided relevant details of the bond sale.

Chair Jordan asked UHEAA Executive Director Dave Feitz if he knew approximately when they could expect to receive word from the Department of Education. Mr. Feitz responded that there were several deadlines. The first deadline was December 1; UHEAA submitted a proposal and met that deadline. He said he anticipated hearing back from the Department of Education about additional cuts toward the end of January. UHEAA hopes to receive a contract mid-year, which would be implemented later this year. Chair Jordan said when word is received about a possible contract, the role of UHEAA will be further clarified.

Programs and Planning Committee (Regent John H. Zenger, Chair)

Dixie State College of Utah – Bachelor of Science and Bachelor of Arts Degrees in Mathematics (Tab A) and Bachelor of Science and Bachelor of Arts Degrees in Mathematics Education (Tab B). Chair Zenger chose to discuss these two items together. He reported the program proposals had been thoroughly reviewed by the Program Review Committee (PRC), and everyone was comfortable with the proposals. Math is a fundamental building block to support the STEM disciplines. **Chair Zenger moved approval of Dixie's proposed BA/BS Degrees in Mathematics and in Mathematics Education. Regent Campbell seconded the motion, and it was adopted unanimously.**

New Emphases Requiring Regents' Approval (Tab C). Chair Zenger reported the PRC had reviewed both proposals and approved them. **Chair Zenger moved approval of the University of Utah's proposed new emphasis in Energy Engineering and Utah Valley University's proposed emphasis in Writing Studies. Regent Smith seconded the motion, which was adopted unanimously.**

Proposed Revision of Regents' Policy R473, *Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats* (Tab D). Chair Zenger reported the committee had had a lengthy discussion about this proposal to revise policy R473 about granting credit to UCAT schools. **The committee recommended the following changes to the proposed amendments: (1) Section 4.6: Delete the first sentence and add "per policy R470" at the end of the remaining sentence. (2) Section 7.2.1.1, line 3: Add a comma after "...a USHE institution..." With those changes, the committee voted to approve the revised policy as amended, with the following conditions: (1) The proposal will be reviewed by the Northwest Accrediting Commission. (2) Associate Commissioner Hitch shall schedule a video conference meeting of the CAOs on February 1 to ensure that all of the CAOs are comfortable with the draft document and the plans for its implementation. (3) After the CAO meeting, the Board of Regents will meet via conference call to give formal approval to this policy revision.**

Chair Jordan clarified that these recommendations changed the intent of the agenda item from an action item because of the additional process with the CAOs. If substantive issues are raised by the CAOs, more time will be given for further discussion. Chair Jordan noted this was an important issue with the Legislature. He asked that the Board conference call be scheduled for the first week in February so the Legislature would know of the Regents' support. He clarified that the vote in the conference call would be the final vote on this issue.

Commissioner Sederburg expressed his appreciation for everyone's hard work on this policy. Under HB 15 (2009), we committed to facilitate this type of agreement. He appreciated the spirit of cooperation with which the policy had moved forward and encouraged continued flexibility. Chair Jordan asked Regent Evans to communicate to the UCAT Board that the Regents were very close to giving approval of these changes.

College Access Challenge Grant, Subgrant Recipients (Tab E). Chair Zenger reported the committee had heard a presentation from Assistant Commissioner Kincart. The program is moving forward successfully.

Chair Jordan asked Regents Buswell and Evans to serve on the Programs and Planning Committee.

#### State of the College Report

President Bioteau expressed her appreciation to the Presidents and Commissioner's staff. She recommended the Regents look around and observe the student activity. SLCC and its staff take deep pride in being a comprehensive community college. All state institutions are experiencing tremendous growth and remarkable success. President Bioteau reported SLCC was third in the nation in the number of associate degrees rewarded. She shared the college's model of "stackable credentials" in the area of CTE. That model starts with concurrent education in the high schools, then goes to non-credit training, certifications of completion, Associate of Arts/Associate of Applied Science degrees, baccalaureate degrees, and finally to graduate degrees.

Chair Jordan thanked President Bioteau for her report and for the college's hospitality in hosting the meeting.

#### JOINT MEETING OF THE STATE BOARD OF REGENTS AND THE STATE BOARD OF EDUCATION

Members of the State Board of Education and State Office of Education joined the Regents for lunch and the joint meeting that followed. The following individuals joined the meeting:

##### State Board of Education

Debra G. Roberts, Chair  
Janet A. Cannon  
David L. Crandall  
Tami W. Pyfer  
Kim R. Burningham  
Joel Coleman  
Craig E. Coleman

##### State Office of Education

Larry K. Shumway, State Superintendent of Public Instruction  
Martell Menlove, Deputy Superintendent  
Todd Hauber, Associate Superintendent  
Judy Park, Associate Superintendent  
Mary Shumway, Director, Career and Technical Education  
Sydnee Dickson, Director, Teaching and Learning

Elizabeth Ziegler, Social Media Specialist  
Lorraine Austin, Board Secretary

Others

Mark Bouchard, CB Richard Ellis/Salt Lake Chamber  
Natalie Gochnour, Salt Lake Chamber  
Christine Kearl, Education Director, Office of the Governor

Chair Jordan thanked the State Board of Education for joining the State Board of Regents for this joint meeting. Chair Roberts expressed the SBE's appreciation for the invitation. Chair Jordan explained that higher education and public education were working together to develop a set of general education courses, beginning with math, with a college level curriculum that would be delivered through CTE into the 12<sup>th</sup> grade of high school. He announced that Governor Herbert would be joining the meeting from 1:00 to 1:30 p.m.

Prosperity 2020

Commissioner Sederburg introduced Mr. Mark Bouchard, who has been involved with the Salt Lake Chamber and its Prosperity 2020 project. Mr. Bouchard explained that Prosperity 2020 was a product of influential individuals in the business community. It is still in its early stages. He thanked Superintendent Shumway and Commissioner Sederburg, Chair Jordan and Vice Chair Beesley, for their leadership with the Governor's Excellence in Education Commission. The business community understands the goals of public and higher education and is taking steps toward the fulfillment of those goals.

Mr. Bouchard explained that Prosperity 2020 was developed with the following parameters: (1) It is a multi-year (ten-year) plan to enhance education. (2) The business community will lead the discussion. (3) The plan is statewide in its scope. (4) It will have a "cradle to the grave" mission, from pre-K through 16+. (5) No one is to be left out. He reported many Chambers of Commerce are partners with Prosperity 2020. Ms. Gochnour listed some of the individuals and organizations involved with the effort.

Ms. Gochnour reported Prosperity 2020 had accomplished the following: It is the largest collaboration in support of education in the history of the state. Governance was established through the able chairmanship of Mr. Bouchard and the Founders Council of Business Leaders. It established model partnerships with the governing boards of public education and higher education. Victory will be defined as: (A) By 2020, 90 percent of third- and sixth-graders will be proficient in reading and math. (B) By 2020, two-thirds of Utahns should have a certificate in a skilled trade or a degree in academic pursuit. The group aims to deploy its message during the 2011 Legislative Session. The group also supports the Governor's proposal to withhold taxes quarterly. The plan created a look and feel and brand for the public message: Prosperity 2020 – It Starts with Education.

Mr. Bouchard reflected that Americans don't like to be told what to do. The Prosperity 2020 group understands that we have to effectively communicate with each other. Part of the challenge to be overcome is breaking down barriers and fostering a spirit of cooperation. We must foster collaboration with the Legislature. Mr. Bouchard said his group supports Governor Herbert and the recommendations of the Governor's Commission on Educational Excellence and its efforts. They understand this is a process that will take several years. The Governor is committed to advance the cause of education in this state. They believe that together we can advance the things that need to be done to provide an educated, prepared workforce. Mr. Bouchard thanked the members of both boards and their staffs.

Superintendent Shumway thanked Mr. Bouchard for his report and commented that, historically, attempts to improve education had been unsuccessful because there was no funding attached. Chair Jordan said higher education agreed with the goals outlined in Prosperity 2020. The Regents' goal parallels the Prosperity 2020 goals and the goals of the Governor's Commission on Educational Excellence. However, members of both boards need to convince legislators that the Governor's goal is the correct goal. Ms. Cannon suggested that both boards meet with the Legislature to discuss the recent poll in which most Utahns indicated they were willing to increase taxes if it benefits education.

#### Appreciation for Steve Hess

Chair Jordan said Dr. Hess had served the state for many years as the Director of the Utah Education Network and in a variety of other roles. He has been of great service to both public education and higher education. Steve and his wife will be serving an LDS mission, beginning July 1. Senior Vice President Pershing said the University of Utah would miss him very much. University officials are beginning a national search for his replacement.

#### Governor's Remarks

Commissioner Sederburg introduced Governor Gary R. Herbert, and thanked him for effectively advocating the necessity of education in this state.

Governor Herbert announced that recent reports showed that Utah had the best quality of life in all of America. He thanked the educators and members of both boards for their efforts in fulfilling their responsibilities. He thanked President Bioteau for hosting this meeting and said SLCC was doing a wonderful job in fulfilling a significant niche in the state, as are the other institutions.

Economic Growth and Development. The Governor said since he first became Governor, his focus had been on growing the economy. If the economy is right, everything else will fall into place. This requires education and skills to contribute to the economy. Long-term system growth requires education. China is now competing in the global marketplace with a million additional people looking for jobs.

Governor's Commission on Education Excellence. Governor Herbert said the job of his Commission had not been easy. Change has colored some people's view of how education should be designed and delivered. The Commission contains a unique group of individuals, all of whom are affected by education. The work of the Commission is moving in a positive direction. The Governor said he appreciated the support of UCAT, the State Board of Education, and the State Board of Regents. He chairs the Commission and attends its meetings, to show the state that the Governor is committed to attaining educational excellence. The Commission's goals were approved unanimously, which he considered a remarkable accomplishment. The Commission has adopted a vision statement and action plan; they have also adopted strategic imperatives. As a result, Utahns are now able to do more things online.

The eight legislative goals of the Commission are: (1) Retain optional extended-day kindergarten. (2) Support the State Board's plan to augment instruction and assessment, including reading and literacy programs in K-12. (3) Begin implementation of the common core standards. (4) Expand computer-adaptive and formative assessments (ACT tests). (5) Finalize and implement mission-based funding for USHE institutions. (6) The State Board of Education, State Board of Regents, UCAT and the Governor's Office will produce a plan to align education with workforce needs. (7) The State Board of Regents, State Board of Education, UCAT, and

Workforce Services will produce a plan to build and expand public industry/private industry cluster partnerships. The Governor noted the partnership with ATS had expanded Utah's workforce by 8 million jobs. (8) The State Board of Education and State Board of Regents will produce a plan to develop an online system to allow high school students to get a college education based on the K-16+ model. Governor Herbert said this was an ongoing effort that requires collaboration between all of the parties involved. Record numbers of students are attending public and higher education institutions.

Budget. Governor Herbert said he would present his proposed budget to the Legislature in mid-December. He said his \$9.9 billion budget proposal was rational, reasonable, and defensible. The proposal will recommend that funding levels be held at the same level as last year. Most departments have already been cut by 23 to 26 percent, except for education. Public education was held harmless, but \$200 million was cut in the previous year. The Governor's proposal would fund growth in education. Governor Herbert said he also wants to hold higher education at the same level of funding.

Utah has a structural deficit of \$470 million. The state has had to assume many federal mandates, such as Medicaid. An audit of the state government services for efficiency, requested by the Bangerter Commission, showed Utah was spending its money wisely and efficiently. Governor Herbert's budget proposal would fund education, and reduce the structural deficit over a period of two years. Utah's economy is continuing to grow. The Governor said a 7 to 10 percent cut in education budgets was neither reasonable nor practical. He thanked everyone for their support.

Commissioner Sederburg asked the Governor if he could help the legislators understand the need to adequately fund education. The Governor said he was confident that the legislators would make the right decisions if they are given correct information. The Commissioner thanked Governor Herbert for his time and said the education community viewed the Governor as a leader. Governor Herbert was excused at 1:45 p.m.

#### Superintendent's Update

Superintendent Shumway thanked the Regents for the opportunity for collaboration between the State Board of Education and the State Board of Regents. "Promises to Keep" includes a vision statement for public education. It outlines a smooth transition from elementary to junior high to high school to college. However, effective guidance and planning are necessary. He noted the best way to predict the future is to plan for it.

### College and Career Readiness Statement

Associate Commissioner Hitch said both boards and their staffs were working collaboratively on several projects. The action plan had this issue as a key focus. Mary Shumway said the theme of college and career readiness was becoming a common theme across the country. Research uncovered varying definitions. She referred to Tab S and the attached statement and noted the second page showed various pathways. Even college readiness has varying levels – one- or two-year certificates, two-year degrees, four-year degrees, and beyond. Dr. Hitch urged the two boards to agree on a statement of college and career readiness.

Janet Cannon asked about the Regents' Scholarship program. Assistant Commissioner Kincart said her staff was reviewing applications. There is no way to know how much money will be funded this coming year. Changes in the program are being planned for discussion in the 2011 Legislative Session. She pointed out this was only the fourth year of the program so it is too early to do an accurate study.

Regent Davis asked that the difference between "competency" and "readiness" be clarified. Commissioner Sederburg said the courses listed were those that should be taken in high school for a student to be prepared for college. Competency is more outcome-based. Associate Commissioner Hitch said the Commissioner had recommended that this be brought back to the Board of Regents in March for approval.

### Utah Data Alliance

Associate Commissioner Martin referred to Tab T and said the Utah Data Alliance (UDA) is expected to be implemented this coming fall. It is funded through an American Recovery and Reinvestment Act (ARRA) grant. The UDA is a cooperative initiative between the Utah State Office of Education, Utah System of Higher Education, Utah College of Applied Technology, and the State Division of Workforce Services, with support from the Utah Education Network. It is designed to attract a cohort of students into college. He introduced Dr. John Brandt, USOE Information Technology Director.

Dr. Brandt pointed out there were many connections between the UDA project and the Utah Transcript and Record Exchange (UTREX) project. A State Student Identifier (SSID) has been implemented, which provides linkages between K-12, higher education, and workforce data. A few problems were identified and are being remedied. Most people were surprised to learn that students did not know (were not being told) their own SSID. UTREX will make electronic high school transcripts available to most postsecondary institutions across the country. It will be run as a pilot program this spring and is expected to be completed in October.

### K-16 Alliance

Associate Superintendent Park reported that what the State of Utah is doing is extremely rare. The Alliance has been in process for the past five years. Its greatest achievement is the relationship and collaboration between public and higher education.

Associate Commissioner Hitch distributed a document showing the K-16 Alliance membership and its various committees. She reported the structure of the Alliance had changed over time. As a result, its committees have shifted as required. Dr. Park said the work of the Curriculum and Assessment Subcommittee involved the collaboration of the two entities. We must ensure that there are no gaps between high school preparation and college entrance requirements. Instead, the goal is a seamless transition.

Presidents' Reports. Commissioner Sederburg asked the USHE presidents to report on the K-16 alliances in their respective areas. President Millner distributed a document entitled "Weber State University: Current K-16 Partnership and Outreach." The document not only provided information to the Alliance but served as a guide to concurrent enrollment and career pathways.

Senior Vice President Pershing said the University of Utah was partnering with AMES, the Academy for Math, Engineering and Science. University faculty are very involved in helping the Academy teach classes and deliver the courses themselves. The Utah College Advising Corps is putting full-time counselors into schools with the largest number of first-generation students. Mary Burbank reported that the State Office of Education had funded a grant to work with the Navajo culture. She briefly mentioned several other projects.

President Holland said in the Utah County area, public education needed help with counselors and in providing opportunities for professional development. Utah Valley University has many built-in resources for these counselors. UVU sponsored a very successful conference, in which attendance had doubled in just two years with extremely high rates of participation. High school counselors were surveyed about what they needed to be more effective. The survey produced good results and helped UVU reach its goal to teach fewer remedial classes. This will be an annual tradition.

President Wyatt said Snow College recently initiated a new report card for all of the schools. Each school was then shown how its students feed into the readiness and pathways efforts. College advisors are going to the high schools in the region, awarding scholarships and registering students in college. In addition, members of the school boards and superintendents have been invited to the college for social events.

SLCC Provost Chris Picard introduced Blair Carruth, Vice Provost of Academic Affairs. Dr. Carruth reported Salt Lake Community College was participating in 2 + 2 programs. Regular meetings are held with the CTE faculty. The college will be offering additional concurrent enrollment courses at the Redwood and Jordan Campuses. Strong linkages have been formed with district technology centers. Dr. Picard said the college had begun another initiative the previous week for college administrators to meet with the area superintendents. This effort is expected to leverage \$60,000 to begin a scholarship program to engage the public school partners to work through curriculum alignment, scholarship opportunities and to help students enroll at SLCC.

Vice President Dorian Page said SUU was working to increase index scores of students being admitted to the university. University officials are working with the rural school districts to provide mobile science labs. A Shakespeare tour is planned in the off-season. Other programs help younger students find an interest in science and art.

Vice President Donna Dillingham-Evans reported Dixie officials were working to identify issues and barriers. SUU and DSC are co-chairing a multi-regional K-16 alliance to cover all of southern Utah.

Regent Theurer said she had been working with Utah State University to form a K-16 Alliance in the northern part of the state with the goal of increasing diversity. President Albrecht makes that a priority, which elates the superintendents. Participation is more than 90 percent. She listed several of the agenda items covered and said legislators were frequently invited to the meetings. Presentations have been made on the New Century Scholarship, the Regents' Scholarship, college and career readiness, etc.



Chair Jordan recommended members of the State Board of Education be included in these alliances. Chair Roberts suggested that the elected board member in the area serve on the respective alliances. Due to the lateness of the hour, Chair Jordan recommended that discussion on Curriculum Alignment be postponed.

#### Common Core Standards

Dr. Sydnee Dickson noted that Utah had been one of the first states to adopt state standards. New standards being developed now are more performance based, with a greater emphasis on writing, grammar, comprehension, and critical thinking skills, beginning in kindergarten. Dr. Dickson distributed a handout and referred the group to the State Office of Education's web site, which showed the common core courses. A new cohort of teachers will be started in language arts and mathematics. Preparations are in place now to teach the common core standards.

Chair Jordan thanked Dr. Dickson and the other speakers for their excellent presentations.

Vice Chair Beesley thanked President Bioteau and her staff for their excellent hosting efforts. She told members of the State Board of Education that the Regents look forward to continuing to work with them.

**Regent Davis moved that the Board of Regents go into executive session to discuss personnel issues, as provided by the law. Regent Zenger seconded, and the motion carried unanimously.**

The Regents met briefly in closed session and adjourned from there at 4:35 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved

SPECIAL MEETING OF THE UTAH STATE BOARD OF REGENTS  
VIA CONFERENCE CALL  
FEBRUARY 4, 2011

Regents Participating

David J. Jordan, Chair  
Bonnie Jean Beesley, Vice Chair  
Jerry C. Atkin  
Brent L. brown  
Keith M. Buswell  
Daniel W. Campbell  
France A. Davis  
Jim T. Evans  
Katharine B. Garff  
Meghan Holbrook  
Jed H. Pitcher  
Marlon O. Snow  
Teresa Theurer  
John H. Zenger

Regents Excused

Robert S. Marquardt  
Carol Murphy  
David E. Smith

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  
Elizabeth J. Hitch, Associate Commissioner for Academic Affairs  
Cameron K. Martin, Associate Commissioner for Economic Development and Planning  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Joseph Watkins, Director, Utah Student Association  
Gary S. Wixom, Assistant Commissioner for Academic Affairs

Institutional Representatives

Kathi Devenham, Utah Valley University  
Jared Haines, Utah College of Applied Technology  
David W. Pershing, University of Utah  
Chris Picard, Salt Lake Community College  
Scott L. Wyatt, Snow College

At 1:00 p.m., Chair David Jordan asked Secretary Cottrell to call the roll. After a quorum was declared, he thanked everyone for their participation and called the meeting to order.

Proposed Revisions to Regents' Policy R473,  
Standards for Granting Academic Credit for CTE Course Work  
Completed in Non-Credit Instructional Formats

Chair Jordan summarized the purpose of the meeting. Following the January 21 meeting of the State Board of Regents, the Chief Academic Officers (CAOs) met to discuss the proposed changes to Policy R473. Associate Commissioner Hitch also talked with the accrediting agencies. Dr. Hitch pointed out the minor changes to the policy since the last Board meeting, which had been made as a result of the previously-mentioned meetings. Chair Jordan explained that the Regents could request a policy review by the Northwest Accrediting Agency, but they do not approve or take a position on policies. Dr. Hitch said she was very comfortable with the fact that if this revised policy is approved, there will be no problem with Northwest. Chair Jordan referred to section 7.2.1.1, which was the heart of the policy. USHE institutions must assure that a UCAT program satisfies program competency and quality requirements prior to executing an articulation agreement.

Regent Pitcher asked if the CAOs had an opportunity to study the proposed changes and to provide input. Associate Commissioner Hitch confirmed that opportunity had been provided multiple times, and the CAOs feel comfortable with the changes. Regent Garff asked to hear from the University of Utah and Salt Lake Community College. Senior Vice President Pershing said he was comfortable with the way the policy was written. Provost Picard said he had reviewed the policy and was comfortable with it as it is now written. He congratulated the Academic Affairs staff and thanked them for their patience. Regent Evans thanked them on behalf of the UCAT Board of Trustees. He said the UCAT Board hopes the USHE institutions and UCAT campuses will work well together. President Wyatt said Snow College officials were grateful for the time to look at the policy and provide feedback. He said he was comfortable with the policy.

**Regent Holbrook moved approval of the proposed changes to Policy R473. The motion was seconded by Regent Davis, and the voting was unanimous in the affirmative.**

The meeting was adjourned at 1:15 p.m.

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Joyce Cottrell CPS, Executive Secretary

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Date Approved