

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING
SALT LAKE CITY, UTAH
JANUARY 11, 2012

AGENDA

9:00 – 9:05 a.m. COMMITTEE OF THE WHOLE (5th Floor Commissioner's Board Room)

9:05 – 10:00 a.m. EXECUTIVE SESSION (CLOSED MEETING – STATE BOARD OF REGENTS)
Continental Breakfast (5th Floor Commissioner's Board Room)

9:30 a.m. Continental Breakfast for Others (P3 Lobby)

10:00 a.m. – 12:00 p.m. COMMITTEE OF THE WHOLE (P3 Regents Large Board Room)

1. Election of a Board Chair and Vice Chair, Effective July 1, 2012
2. Commissioner's Report
3. Snow College – A Blueprint for the Future
4. NCHEMS Funding Equity Study – Dennis Jones

TAB A
TAB B

12:00 p.m. – 12:30 p.m. MEETINGS OF BOARD COMMITTEES

PROGRAMS/PLANNING COMMITTEE

Regent John H. Zenger, Chair

Location: 4th Floor Executive Conference Room

ACTION:

1. Dixie State College – Bachelor of Science in Computer Science
2. Utah Valley University – Bachelor of Music in Performance
3. Utah Valley University – Minor in German

TAB C
TAB D
TAB E

INFORMATION:

1. Career and Technical Education Report 2010-11
2. USHE Community Engagement Report 2011

TAB F
TAB G

FINANCE/FACILITIES COMMITTEE

Regent Nolan E. Karras, Chair

Location: 5th Floor Commissioner's Board Room

ACTION:

1. Utah Valley University – Student Life & Wellness Building and Parking Facility Revenue Bond Issue
2. Revision of Policy R510 – Tuition and Fees

TAB H
TAB I

CONSENT:

1. University of Utah – Sale of Donated Property

TAB J

INFORMATION:

1. USHE Paulien Facilities Space Study

TAB K

12:30 – 1:00 p.m. **Lunch Break** (P3 Lobby & Regents Large Board Room)

1:00– 3:00 p.m. **COMMITTEE OF THE WHOLE** (P3 Regents Large Board Room)

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|---|-------|
| 1. Reports of Board Committees | |
| 2. General Consent Calendar | TAB L |
| 3. Utah State Board of Regents 2012-2013 Meeting Schedule | TAB M |
| 4. Amendments to the USHE Operating Budget Request for 2012 | TAB N |
| 5. USHE Legislative Priorities for 2012 | TAB O |
| 6. Draft 2011 Report of the HigherEdUtah2020 Plan | TAB P |
| 7. Report of the Chair | |

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.

January 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Snow College – A Blueprint for the Future

Issue

Snow College requests consideration of and support for its plan (the "Snow College Blueprint"), which outlines the organized development of its programs in support of its mission and in response to regional and state needs for a more highly educated workforce.

Background

Snow College is approaching its 125th anniversary and could, if so disposed, spend away the celebration "resting on its laurels." Such a posture might seem reasonable in light of the fact that (1) the College has just been recognized as one of the top two-year colleges in America while (2) implementing budget cuts nearing 20 percent. To the contrary, the combination of national recognition and budget cuts has fueled the College's motivation to take careful inventory of its potential and push itself to become even better in meeting its mission. The College has challenged itself to become the very best two-year college in the West.

Guiding the College's effort is the Utah System of Higher Education's, *HigherEdUtah2020* strategic plan approved by the State Board of Regents on December 9, 2010. The first step in putting together this Blueprint for Snow College's future is the State's "Big Goal" and strategic priorities; second, a reasonably objective inventory of the College's place in the System of Higher Education and preparation to assist in the strategic priorities; and finally, the development of Centers of Opportunities at the College, aligned with the State strategic priorities.

To accomplish the Big Goal of having 66% of Utahns with a postsecondary degree or certificate by the year 2020, the Board of Regents set three strategic priorities: (1) increase student participation in higher education, (2) increase the rate of student completion, and (3) increase the level of economic innovation. The Blueprint is a summary of Snow College's direction in support of the Regents' plan and priorities.

Policy Issues

The Snow College Blueprint is the result of discussion with on- and off-campus stakeholders. It represents a careful assessment of the present status of the college and broad guidance for future direction. Implementation of the various elements of the plan will require all of the requisite Regents' reviews and approvals.

Commissioner's Recommendation

The Commissioner recommends the Regents review Snow College's request for consideration of its plan and endorse the plan presented for purposes of guiding future policy decisions related to Snow College, with the understanding that full implementation of the plan will depend upon the mandated program approvals and funding.

William A. Sederburg
Commissioner of Higher Education

WAS/EJH
Attachment



A Blueprint for the Future

December 29, 2011

TRADITION OF EXCELLENCE



CULTURE OF INNOVATION



ATMOSPHERE OF ENGAGEMENT



Snow College

is approaching its 125th anniversary and could, if so disposed, spend away the celebration “resting on its laurels.” Such a posture might seem reasonable in light of the fact that the College has just been recognized as one of the top two-year colleges in America while, at the same time, implementing budget cuts approximating 19.6%. However, this unlikely combination of national recognition and budget cuts has fueled the College’s motivation to take careful inventory of its potential and push itself to become even better in fulfilling its mission. The College has challenged itself to become the best two-year college in the West—it is an exhilarating challenge. This document represents the College’s plan to build on past successes and achieve its goal of becoming the best two-year college. This plan is not being undertaken in a vacuum. Undergirding the College’s plan is the Utah System of Higher Education’s *HigherEdUtah2020* strategic plan approved by the State Board of Regents on December 9, 2010.

The first step in putting together this plan for Snow College, referred to as the

Blueprint For Snow College’s Future, is a review of the Utah System of Higher Education’s *HigherEdUtah2020* strategic plan with its accompanying “big goal” and three strategic priorities; second, a recognition of Snow College’s place and partners in the Utah System of Higher Education; third a reasonably objective view of the College’s preparation to assist in the strategic priorities; and finally, the development of Centers for Opportunities at the College, with attending initiatives, aligned with State strategic priorities.



I

UTAH SYSTEM OF HIGHER EDUCATION'S, *HigherEdUtah2020*, STRATEGIC PLAN

The motivation for the state strategic plan is set forth in its purpose statement. "Governor Gary R. Herbert has called upon the Utah State Board of Regents and the Commissioner of Higher Education to present a plan for how Utah's colleges and universities will meet the needs of students and the talent demands of employers in the 21st century. The purpose of [the *HigherEdUtah2020*] document is to answer the Governor's call to unify state efforts to increase the level of educational attainment of its citizens."



According to the Georgetown University Center on Education and the Workforce, 66% of all jobs in Utah by 2018 will require postsecondary education. At present only 39% of Utahns hold an associate degree or higher. The basis for the *HigherEdUtah2020* plan is to establish a goal of reaching 66% and provide the direction to accomplish it. The plan provides, "The Board of Regents and Commissioner of Higher Education have set a big goal for Utah: to have 66% of Utahns—men and women aged 25 to 64—with a postsecondary degree or certificate by the year 2020; specifically, to have 55% of Utah's workforce with an associate degree or higher and 11% with a postsecondary certificate that leads to a livable wage." This is a mammoth task. To reach the big goal by 2020 Utah colleges and universities will need to collectively enroll approximately 76,000 students in addition to the projected natural growth of 33,000 students for a total of 109,000 enrollments beyond 2009 levels. Fewer new enrollments will be need if completion rates improve from 2009 levels.

To accomplish the big goal the Board of Regents set three strategic priorities: (1) increase student participation in higher education, (2) increase the rate of student completion, and (3) increase the level of economic innovation. Within each of these priorities the State strategic plan enumerates a number of initiatives. *HigherEdUtah2020* is a 151-page document. This Blueprint is a brief summary of Snow College's direction in furtherance of the plan. It is intended to be a dynamic document, expected to evolve and fill-in as the College moves forward.

II

SNOW COLLEGE WITHIN THE UTAH SYSTEM OF HIGHER EDUCATION

Snow College is a member of the Utah System of Higher Education, which includes two research universities, three four-year regional universities, a liberal arts university, a comprehensive community college, and a

residential junior college, in Snow College. The Utah System of Higher Education is unlike any other state system. The difference is most evident in the way it approaches the community college mission. The average state in America has 24 community colleges; Utah has one fully comprehensive community college, in Salt Lake Community College.

Snow College is not accurately described as a community college. It is more precisely a residential junior college that strives to meet certain aspects of the community college mission, such as workforce preparation and economic development in its six-county primary service region of central Utah. Utah also has several universities successfully meeting aspects of the community college mission.

As reported in 2011 by Dennis Jones, President of National Council for Higher Educational Management Systems, Utah's system of Higher Education is unique. It is more of a blended system with most institutions meeting a broad range of regional needs, which in other states would be served separately by a community college and a university.

Being part of a state system is important to Snow College and its students. A full enumeration of the benefits to Snow College for being part of the Utah System of Higher Education is not the intent of this document. However, the benefits include such items as regular scheduled majors meetings with faculty from all the institutions, common course numbering through all institutions and united messaging to the Governor and State Legislature.



The College also enjoys collaborative relationships with departments in every college and university in the state. Academic program-specific partnerships are in place, or being explored, with every university in Utah. The most significant relationship is with Utah State University who has three of its faculty members housed and teaching upper division courses on the Snow College Ephraim Campus. They offer classes in early childhood development, education and agribusiness. Students can earn one of 17 bachelor's degrees, 15 master's degrees and one doctorate from Utah State University Extension in classrooms on Snow College's campuses.

Additionally, the University of Utah, Weber State University and Southern Utah University all offer classes and degree programs on Snow College's campuses. The College actively seeks and supports partnerships with any willing Utah college or university. Every proposal from Snow College to the Board of Regents for new programs contemplated in this document will follow an assessment by the College of need, the most efficient manner in which to deliver the program and any opportunities to partner with other institutions.

III

SNOW COLLEGE'S PREPARATION TO ASSIST IN THE STATE'S THREE STRATEGIC PRIORITIES

The following is a review of the three state strategic priorities and Snow College's preparation to assist in achieving the big goal through these priorities.

A. THE FIRST STATE STRATEGIC PRIORITY ADDRESSED IN THIS BLUEPRINT IS THE RATE OF STUDENT COMPLETION IN THEIR CHOSEN FIELD OF STUDY OR TRAINING.

The most fertile ground for increasing the number of people in the State of Utah with degrees and certificates is to better assist those already in the System to complete their graduation goals. Snow College's completion rate is here compared to three groups of institutions. First, to all community colleges in America; second, to all two-year colleges in Snow College's designated peer list; and third, to all colleges and universities in the Utah System of Higher Education. Snow College has a mission to transfer students on to receiving universities. The fourth point in this section will be a discussion of the College's transfer rate, for a more full picture of student completion and success. The final points include three reasons for the College's high graduation rate—advising and retentions efforts, quality educational experience and the unique learning environment at Snow College.

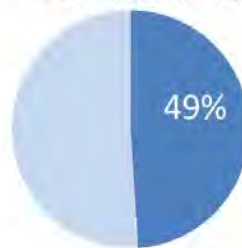
1. All Community Colleges.

According to Complete College America, a national nonprofit organization devoted to increasing the number of Americans with career certificates or college degrees, only 29% of full-time students who start at a community college graduate with an associate degree within three years. Snow College's three-year graduation rate is 20 points or 60% higher than the national average. Forty-nine percent of freshmen who start at Snow College earn an associate degree within three years (IPEDS Fall 2006 cohort).

**National Average
Associate Degree in 3 years for
Full Time Students**

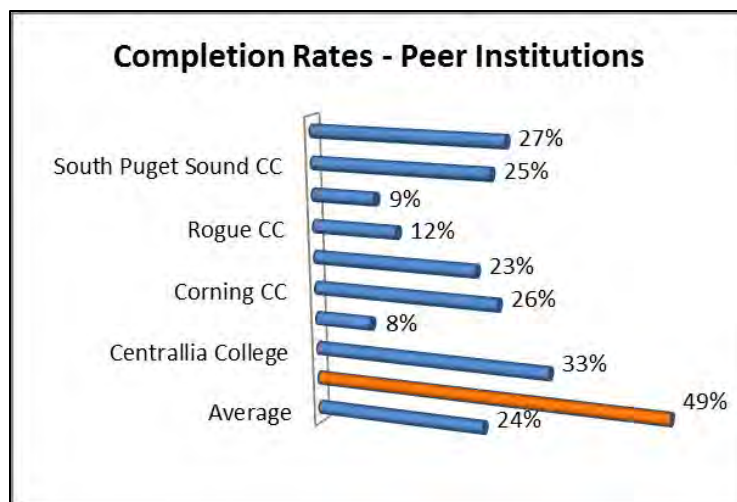


**Snow College Average
Associate Degree in 3 years for
Full Time Students**

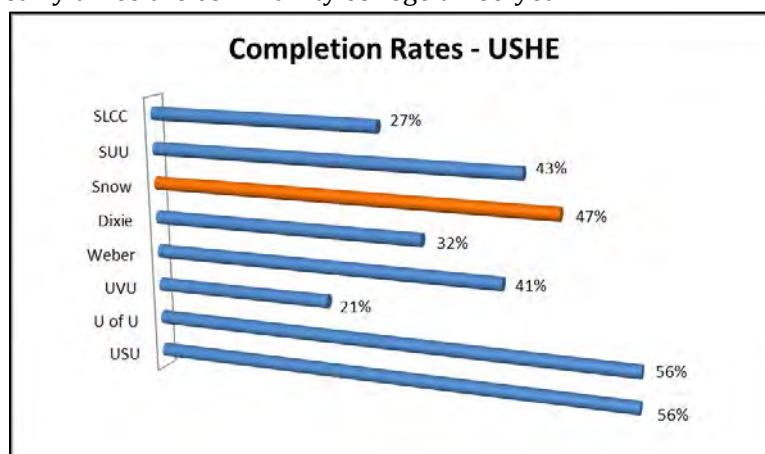


2. National Peer List.

The 2011 USHE Institutional Retention & Graduation Report provides comparable data for Snow College and its Board of Regents' designated peer list. As has been noted above, Snow College's three-year graduation rate is 49%. The next closest peer is Centralia College, in Washington, with 33%; the average among all peers is 24%—half Snow College's rate. The data is equally striking for the two-year and four-year rates, where Snow College is 27 and 24 percentage points above average, respectively. Snow College's four-year graduation rate is 58%.



3. USHE Institutions. Typically, two-year institutions avoid comparisons with universities on graduation rates. Community and junior colleges take all comers regardless of preparation and, as a result, have fewer graduates. Data from Complete College America bears this out. The average national six-year graduation rate for bachelor's degrees at all universities in the country is 55%, which is nearly twice the community college three-year graduation rate of 29%. However, according to the 2011 USHE Institutional Retention & Graduation Report, Snow College's completion rate is higher than all regional universities in Utah (Based on 2010 IPEDS Data). The only two institutions with a higher rate are the two



research universities. Their rates are both nine points higher.

4. Graduation Rates Including Transfers.

The Utah System of Higher Education comparison is not complete with graduation rates only. Snow College, as a junior college, has a specific mission to transfer its university-bound students to baccalaureate-granting institutions. If Snow College's four-year graduation rate is combined with its transfer-prior-to-



Snow College Graduation 2010

graduation rate, the percentage of students who complete within that time climbs to 79%. Included within the “non-completing” 21% are a certain number of career bound students with goals less than graduation or transfer. These students are looking for career and technical skills that can be acquired in a semester or two. This number is difficult to quantify, but, needless to say, the total completion rate (graduation, transfer prior to graduation, and career and technical students who stop after acquiring the sought-after skills) exceeds 80%.

Without too much editorial flourish, it is fair to say that Snow College’s completion rate is remarkable. And the College plans to increase it by a half percent per year over the next ten years.

Snow College’s successful completion rate is nationally recognized. In April 2011, the Aspen Institute recognized Snow College among the top 10% of all two-year colleges in the country. This recognition, which the College neither applied for nor lobbied to receive, is part of the Community College Excellence Program first announced at the White House Summit on Community Colleges held in October 2010. Between this announcement and April 2011, an advisory committee co-chaired by William Trueheart, chief executive officer of Achieving the Dream, a non-profit that works to help community college students succeed, and Keith Bird, former chancellor of the Kentucky Community College System, analyzed publically available data on student outcomes at community colleges across the country under three criteria. Their analysis included: (1) performance (retention, graduation rates including transfers, and degrees and certificates for full-time students); (2) improvement of completion performance over time; and (3) equity (institutional record for completion outcomes for disadvantaged students).



President Barack Obama, with Dr. Jill Biden, announces the Aspen Prize for Community College Excellence at the first-ever White House Summit on Community Colleges

5. Retention Efforts. The College has invested in programs, tutoring and success classes that lead to higher retention and graduation rates. And with 10 full-time professional advisors it is believed the College has a higher advisor-to-student ratio (1 to 440) than any other college in Utah.

6. Quality of Educational Experience. The quality of the education students receive while at Snow College is a significant factor in its high completion rate. Any institutional researcher, working on accreditation, can attest that quality of education is a difficult measure to assess. However, it is a quality education that keeps a student progressing toward graduation, fully prepares her for the workforce and enriches her life. It is essential for any person who lives in a democracy. As the HigherEdUtah 2020 document aptly observes, “While graduating more students is critical, the quality of the

students that Utah institutions graduate is even more critical.”

Two-year colleges provide a high quality education. In their book, *Crossing the Finish Line*, Bowen, Chingos, and McPherson (2009) concluded transfer students [from two-year colleges] do better in four-year universities than if they had come directly from high school with the same credentials.

The only statewide comparable program-to-program assessment the College administration is aware of is the Utah Statewide Writing Portfolio Assessment from 2002-2003, reported in a memorandum dated July 29, 2004, from then Commissioner Richard E. Kendall to the State Board of Regents. The project, conducted under the supervision of the Commissioner’s office, assessed the composition skills of beginning-of-semester, first-year students in Writing 1010; these students were also evaluated at the end of the semester in their second writing class, Writing 2010.

The project rated essays on a point system and calculated the educational value added by the two courses at each institution. Results were calculated for each college and university in the Utah system. As noted in the



Commissioner’s memo to the Regents: “Especially notable . . . are the results for Snow College, whose incoming freshman averaged the lowest of any of the schools, but whose outgoing 2010 students averaged the highest . . .” The College took the least skilled writers and after two semester classes turned them into the best writers, according to the Utah Statewide Writing Portfolio Assessment. The College believes the same quality evidenced in writing classes would be seen in other academic areas, if similarly assessed.

The College considers its science, technology, engineering and mathematics programs to be exceptional. For example, all Snow College students who applied to pharmacy schools over the last four years were accepted; 95% were accepted over the last 15 years. Similar data can be produced for other pre-medical and pre-engineering programs.

Support also exists to illustrate the quality of Snow College’s fine arts programs. Dr. Laurie Carter, Vice President and General

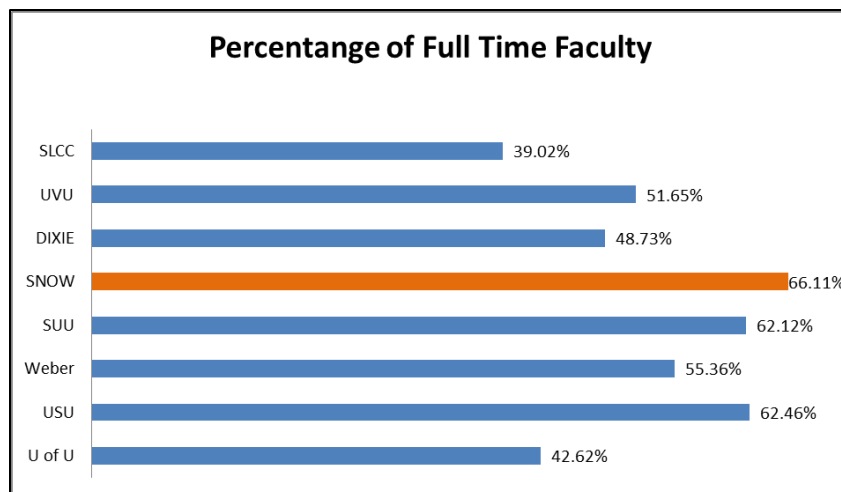


Dr. Laurie Carter

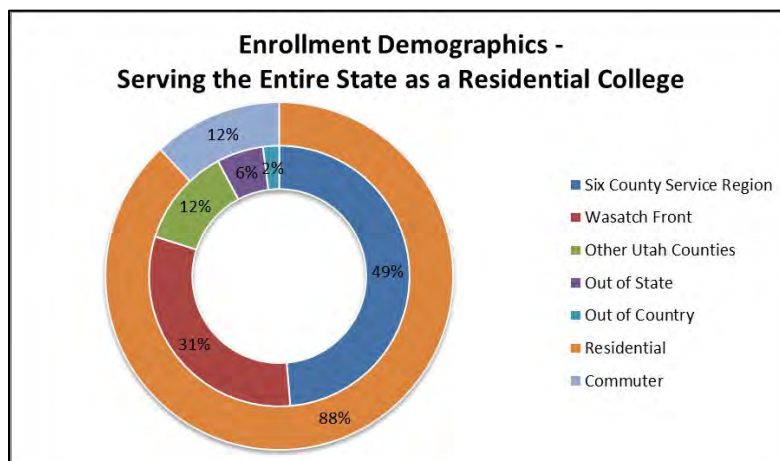
Counsel and also Executive Director of Jazz Studies at The Juilliard School wrote of their exclusive partnership with Snow College: “The Juilliard School has collaborated with Snow College for the past six years. During that time, Juilliard faculty, students and staff in the areas of dance, drama and music have enjoyed the privilege of working with Snow students, faculty and staff. Juilliard’s relationship with Snow has been mutually beneficial. As the primary liaison with Snow, I have first-hand experience with the level of professionalism and the quality of programs, facilities and personnel at Snow College.” The instruction in English, STEM disciplines and the arts, discussed above, are illustrative of the quality education students experience across the broad range of offerings at Snow College.

7. Snow College’s Unique Learning Environment is Well-Suited for Student Success. The College has the large percentage of full-time faculty members in the System. Most of these faculty members live within walking distance of the college and make themselves available to their students during the day and evening hours.

Snow College is the state’s most residential college. Approximately 90% of the students matriculated at the Ephraim campus live on or within walking distance of the campus. This combination of “resident” faculty and resident students leads to more student interactions with faculty members and an increase in co-curricular and extra-curricular activity participation.



Research supports the fact that residential students are more engaged in effective educational practices than commuter students. Kuth, Gonyea and Palmer, Indiana University Center for Postsecondary Research and Planning, conducted one such survey of student engagement. They reported, “Residential students were more engaged in effective educational practices and—in all likelihood—were benefiting more from their college experience.” In particular, residential students have more interaction with faculty



members and are more likely to take advantage of such opportunities as co-curricular activities, field trips, and community service.

In addition to the co-curricular activities available at Snow College, students may choose from more than 50 extra-curricular clubs and organizations in which to participate. Non-duplicative data is difficult to collect, but it is estimated that more than three-fourths of all Snow College students actively participate in at least one extra-curricular club or organization.

There is voluminous evidence to support the fact that students are more likely to stay on through graduation if



they are involved in extra-curricular activities. Jing Wang and Jonathan

Shiveley from the Office of Institutional Research at California State University, Sacramento found that “students achieved much higher rates of retention and graduation, maintained better GPAs, and had higher good standing rates when they engaged in any [extra-curricular] activities.”

The residential learning community at Snow College is a significant component in leading students to higher graduation rates.

B. THE SECOND STATE STRATEGIC PRIORITY FOUND IN THE BOARD OF REGENTS' MASTER PLAN IS TO INCREASE THE RATE OF STUDENT PARTICIPATION IN HIGHER EDUCATION.

The *HigherEdUtah2020 plan* sets forth the need for considerable growth in student enrollments. The goal to increase the percent of Utahns with a postsecondary degree or certificate to 66% by the year 2020 is ambitious and achievable, with considerable effort.

To accomplish the 66% goal, the 2020 plan recognizes that “Utah will need to enroll an additional 76,000 students over and above the expected growth of 33,000 students, totaling 109,000 students needing access to Utah’s higher education network by the year 2020.” This increase, “is roughly equal to adding another University of Utah, Utah State University, Weber State University, Southern Utah University, Dixie State College and Snow College to the state’s higher education network within ten years. Obviously, such a massive expansion of physical facilities is unrealistic.” Institutions capable of

growing at higher than previously expected rates, without significant physical facility expansions, will be pivotal in reaching the State's big goal to enroll an additional 109,000 students.

Snow College's enrollment history, capacity for an increased rate of growth through 2020, efficiency in leading students to graduation, relatively low cost to educate lower division students, preparation for growth and a limitation for growth are discussed below.

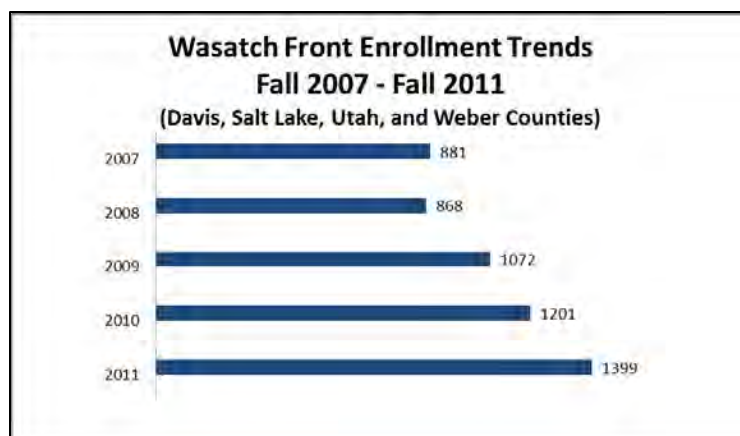
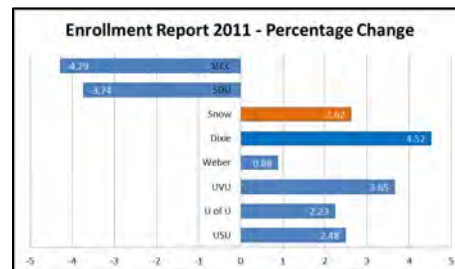
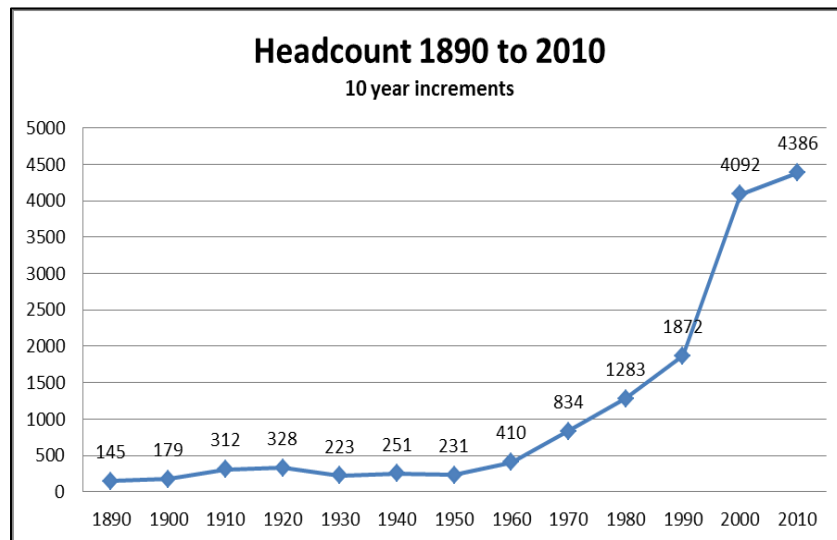
1. Enrollment History.

The College's enrollment history is unremarkable from its start in 1888 through World War II. However, from 1950 on, the College more than doubled in size every 20 years. It increased 3.6 times from 1950 through 1970, 2.2

times from 1970 through 1990, and 2.3 times from 1990 to 2010. If these increases continue, the College will exceed 10,000 students by 2030. With additional effort the College can grow faster. This past year, Snow College's growth rate was third highest in the state.

The nation's 1,200 community colleges (an average of 24 per state, including the District of Columbia) typically draw students from the community in which they sit. As Utah's sole residential junior college, Snow College serves a statewide population and attracts students from its four corners.

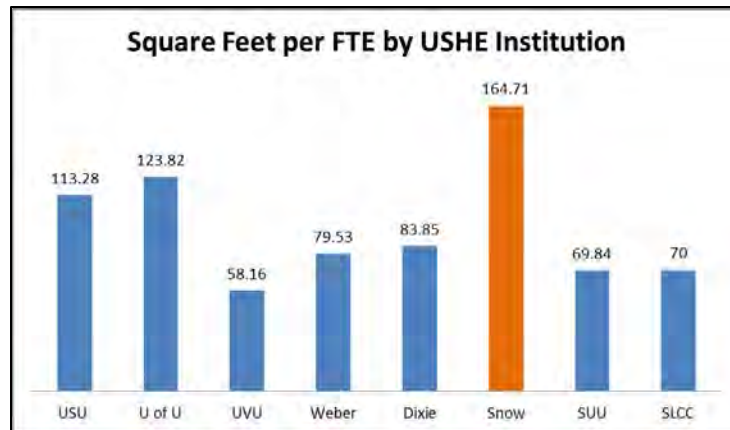
Snow College has demonstrated an ability to attract students from all regions in the state. Of particular note is the recent growth of students from the Wasatch Front. Students from Wasatch Front counties have increased by 59% over the past four years, outgrowing the College's overall growth rate for the same period.



The College experienced a 130% increase in students from Utah County alone over the past four years. Snow College's lower division student enrollments are now within 10% of Southern Utah University's lower division enrollments.

2. Capacity for Increased Rate of Growth through 2020. A look at capacity for growth begins with a review of the College's current physical facilities and budget. The Commissioner's office completed an analysis of square feet per full-time-equivalent student by institution in 2011. The results indicate Snow College has more square feet per FTE student than any other institution in the system.

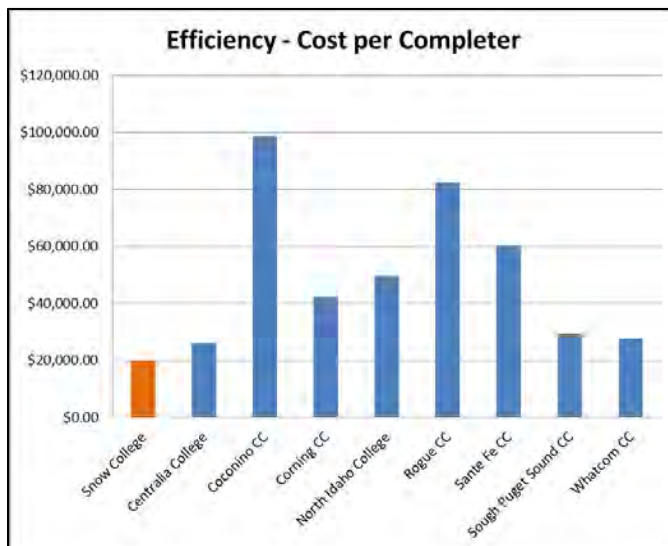
Further, the National Center for Higher Education Management Systems (NCHEMS) conducted a funding study for the Utah System of Higher Education. The September 11, 2011 report noted Snow College is funded above its peer group median. Snow College is funded at 114.3% of its national peer group median.



Snow College is well positioned to share in the burden of helping the state enroll the additional 109,000 students needing access to Utah's higher education network by the year 2020. However, significant growth will require a focused effort on the part of Snow College and the support of the Board of Regents and Commissioner's office. It will not require additional state funds for new construction.

3. Snow College is Very Efficient in Leading Students to Graduation. It is common to compare graduation rates among colleges and universities; it is also common to compare resource data, such as square footage and budgets, among institutions. Unfortunately, it has not been the practice to link the two together and consider graduation rates as the productive use of the resources. Stated in business terms—the System and NCHEMS studies, cited above, compare inputs of production without considering outputs. They compare appropriations and square footage per FTE student, regardless of how many of these students fail to become a “finished product ready for the market or democracy.” The data produced by the studies provide indispensable factors of the equation but fall short of delivering a meaningful answer. It is not a fair comparison to simply relate cost per FTE student at one college to cost per FTE student at another college, where the two institutions have differing rates of graduation unless the goal or intended output is something other than graduates. Those who drop out of college prior to graduation may have gained from their experience, but the student and State fail to realize the full return on their investment. This failure should somehow be taken into consideration for a fair analysis of efficiency.

Consider the following simple analysis of the data presented in the NCHEMS funding study combined with the data in the USHE Graduation Report. It is acknowledged this is not a complete analysis, but it helps inform the question of productive use of resources. Both reports are based on the institutional peer list. Data from the graduation report indicates a cohort of 1,380 full-time Snow College students (IPEDS 2006). The NCHEMS study provides a total funding of \$9,885 per FTE student (2008-09). If we take the number of students and multiply it by the cost per student we arrive at a total one-year cost of \$13,641,300. Finally, if we divide the cost for all students by the number who actually graduate within three years, 49%, we arrive at a comparative cost of \$20,173 per graduate. Again, this simple analysis falls short of providing a precise cost per graduate, but it helps illustrate the issue and provides data for comparison. Following the same formula with each of the College's designated peers leads to the conclusion that Snow College is the most efficient among its peers *when the number of graduates is acknowledged as the intended outcome* rather than the number of enrollments. A similar analysis could be done among the USHE institutions.



4. Direct Cost for Lower Division Instruction. The direct cost per student for lower division instruction at the University of Utah is \$4,512 and at Utah State University it is \$3,448, according to the USHE 2011 Data Book. Snow College's direct cost is \$3,346—\$1,166 less than at the University of Utah and \$102 less than at Utah State University. Based on these data, Snow College is a good bargain for the state. Students might be encouraged to do their lower division work at Snow College and then transfer to the research universities for upper division work.

5. Preparation For Growth in Student Enrollments. The budget and space efficiency studies reveal the potential and need for Snow College to absorb higher numbers of students than might have otherwise been expected. The College is prepared for growth. Between 2010 and 2011, the College remodeled its former library into a classroom building; acquired the vacated Ephraim Elementary School, contiguous to the campus for business instruction; and remodeled space on the Richfield campus to add teaching and laboratory space for science and nursing courses. New student housing is being constructed on the Ephraim campus by the College and also by private investors. Private housing has recently been built near the Richfield campus. The College has capacity to grow and can virtually double its student body, on the margins, without a need for new construction.

The College's potential to relieve some of the pressure placed on the very high growth institutions while assuming a larger responsibility in meeting the State's strategic plan growth needs seems evident.

6. Student Enrollments at Snow College Are Limited by Degree Options.

Relative to Snow College, the Board of Regents' *HigherEdUtah 2020* plan provides, "Student opportunities at [Snow] College will be limited by academic degree options. The Regents may consider expanding the number and type of degrees to be offered where the expansion promotes academic quality at the College . . . or helps accommodate increased demand throughout the state for access to higher education." Proposals for expanding the number and type of degree options—within current Regent policy R-312-4.4—at Snow College are outlined in the final section of this document, under the heading, Snow College Centers for Opportunities. The College wants to remain within its state and Carnegie Foundation definition as a community or associate college (junior college). But the College accepts the challenge to propose new degree options, "where the expansion promotes academic quality at the College . . . [and] helps accommodate increased demand throughout the state for access to higher education."

C. THE THIRD STRATEGIC PRIORITY FOR THE STATE MASTER PLAN IS TO INCREASE THE LEVEL OF ECONOMIC INNOVATION.

The plan anticipates a much stronger effort to align state colleges and universities with workforce needs and to "establish a climate where partnerships among government, education, and industry flourish." Snow College's primary service region consists of six rural counties and combined has the lowest per-capita income of any other USHE institution's service region in the state. The region has been in a self-described "perma-recession" for decades. The College is rapidly growing its data-driven and community engagement efforts to more aggressively assist the local economy.

Over the course of the past three years, four career and technical education programs have been suspended, two programs have been consolidated, several programs have been reduced in size, realigned, or expanded, and new programs are being evaluated—based on labor data. The following two examples are illustrative of how labor data has been used to lead the college to closing a popular, growing program and investing in a small, inefficient program.

Recently, Snow College carefully examined its career and technical education programs. The College gathered all available externally



collected data and increased its own internal data collection efforts. With the particular help of the Utah Department of Workforce Services and local economic development officials, the College concluded that (1) most of what is being offered is vital to regional labor needs, (2) four of its programs were not likely to lead completing students to related careers in the region due to a persistent lack of job openings, and (3) there are significant labor needs in the region for which the College has no training programs.

One of the programs that could not be expected to lead completing students to related careers in rural Utah was a small, growing culinary arts program that trained students, provided catering services on campus and provided a popular lunch for faculty, staff and students. However, data provided by Workforce Services economists and confirmed by local economic development and industry leaders revealed that in the rural counties of the state (1) there are approximately 9,960 jobs in the food preparation and serving-related occupations, (2) for the next 10 years 570 openings are expected each year, but (3) none of the openings in the region are expected to require more than short-term, on-the-job training. All completing students can be successful in getting a job in the region—but the jobs are almost exclusively entry-level, minimum wage jobs. The program was not helping the local economy in a meaningful manner; it was not presenting the possibility for graduating students to secure good-paying jobs in rural Utah. As a result, the program was suspended in 2011, and the funds are being reinvested in a new program more helpful to the local economy and workforce needs.

A contrasting example is found in Snow College's pre-engineering program. This program has traditionally experienced relatively low enrollments. But the College has learned from industry leaders that Utah has a shortage of engineers. As a consequence, the College has maintained the program and improved scholarship opportunities at a higher level than enrollments alone would justify.



College employees have spent hundreds of hours, in addition to the time spent on the Utah Cluster Acceleration Partnership program, studying the workforce needs in Rural Utah and is aligning its workforce ready programs to meet the needs of local businesses.

IV

SNOW COLLEGE CENTERS FOR OPPORTUNITIES IN SUPPORT OF THE *HigherEdUtah2020* PLAN

Snow College has identified five “Centers for Opportunities,” which are described as clusters of dynamic and strategic focus and initiative for the College. They are not buildings or organizational units; they are incubators of new practices and accomplishments. Reflecting the Mission and Core Themes of the College, they are pathways of excellence, innovation, and engagement to the future for the College and all whom the College serves.

THE FIVE CENTERS FOR OPPORTUNITIES ARE:

- NATURAL SCIENCE AND MATHEMATICS
- REGIONAL WORKFORCE AND ECONOMIC DEVELOPMENT
- FINE ARTS
- STUDENT LEADERSHIP, SERVICE, DIVERSITY AND GLOBAL ENGAGEMENT
- HERITAGE AND TRADITION

Snow College has identified these five Centers for Opportunities based on an extensive and constituency-involved process conducted during 2011. The College finds each center to be well aligned with its mission as a residential junior college. Details for each center are below.

A. CENTER FOR OPPORTUNITIES IN NATURAL SCIENCE AND

MATHEMATICS. Snow College has long enjoyed an excellent reputation in the educational preparation of graduates in natural sciences and mathematics. Its transfer students perform well at receiving universities in Utah and across the country.

Building on this affirmed strength, while seeking to provide maximum workforce-readiness opportunities for graduates, Snow College is developing STEM-relevant, workforce-ready options for students at the certificate and associate degree levels. These options—defined as *workforce-ready and transfer-linked*—lead to AS and AAS degrees firmly grounded in the requisite science and math knowledge and skills and linked to job opportunities.



In consultation with economists from the Utah Department of Workforce Services, regional economic development directors and potential employers, the first initiative of this type is the Natural Resource Management Technician Program in agriculture, forestry, environmental conservation, land and water management, and related fields of employment.

Snow College has partnered with the Utah Department of Agriculture and Food, regional offices of the US Forest Service, Bureau of Land Management, and other related federal and state agencies, to develop a Natural Resource Management Institute. This institute will serve as a platform for providing paid field-based learning experiences and internships—connecting classroom and lab training with projects and experts in the field. Graduates of the Natural Resource Management Technician workforce-ready option will have spent considerable time with professionals in the field and developed the connections to secure meaningful and well-paying jobs in their fields of interest. As their careers advance and as life commitments allow, these graduates can return to universities prepared to earn their bachelor's and master's degrees in the sciences and be well equipped to move on professionally.

Following the Natural Resource Management Technician Program the college will pursue additional workforce-ready and transfer-linked programs. The process for developing new programs will always begin with an analysis of Workforce Services data and consultation with regional economic development officials and industry employers. Future initiatives in the sciences might include such programs as an Energy Plant/Mining Lab Analysis Technician Program and Remote Sensing/GIS Certificate.

It is assumed that most science students at the College will choose to advance immediately upon graduation from Snow College to a university. However, as Snow College creates additional program options all first-year science students will have meaningful opportunities to explore field-based work with professionals in their area of interest.



The Great Basin Environmental Education Center, located in Ephraim Canyon, is the birthplace of range science. It is being managed by Snow College in partnership with the US Forest Service.

B. CENTER FOR OPPORTUNITIES IN REGIONAL WORKFORCE AND ECONOMIC DEVELOPMENT.

At no time in the recent history of Snow College has there been more focus and realignment of resources and programs to support regional workforce and economic development efforts than there is at the present time. Snow College relishes its enhanced role of working with the individuals, communities and employers to improve the economic standing of its service region. This is not an easy task. Its six-county region is the most economically challenged in the state.



Snow College's Center for Opportunities in Regional Workforce and Economic Development seeks to change the current picture—by partnering with individuals and organizations throughout the region with the twin goals of (1) raising average per capita income relative to state per capita average, and (2) growing and sustaining the number of private sector jobs.

Four recent initiatives at Snow College reflect the initial action on the part of the College to reach these goals.

First, an intensive and detailed review and realignment of career and technology education programs at the College has been conducted and completed. In coordination with the Utah Department of Workforce Services, local economic development professionals, and regional employers the College has suspended training areas not well aligned with placement in family-wage-paying jobs in the region. Dollars recovered from program suspensions are being reinvested in new training programs, with certificate and AAS degree options. Three additional programs will be presented to the Board of Regents for approval during 2012.

These new programs include AAS degree programs in Industrial Technology, Manufacturing Technology and Facilities Maintenance. Other AAS programs on the near horizon include Energy and Mining Technology and Agriculture Mechanics Technology. The College is planning to deliver these new workforce programs throughout its rural Utah region, making the training accessible to place-bound adults from Delta to Bicknell.

The College is also exploring the possibility of the creation of an Agriculture, Range Innovation and Sustainability Center. Consistent with the established process, programs in the Center for Opportunities in Regional Workforce and Economic Development will always begin with an analysis of Workforce Services data and consultation with regional economic development officials and industry employers. Existing CTE programs that are being continued are

being realigned for improved workforce outcomes based on industry feedback.

Second, the College has established a new office—Continuing Education and Economic Development for three primary purposes: (1) providing a single dedicated portal of connectivity between and among citizens and businesses of the region to better connect college-based and external service providers with those in need of training and educational programs, (2) providing an enhanced and regular sharing of College services and ongoing analysis of and response to evolving training needs in the region, and (3) connecting with the needs of employers in more creative and innovative ways. College services will be more available throughout the region and will include additional short-term certificate and two-year degree options.

Third, the College has recognized the need for much stronger alliances between the training programs of the College and industry. The College has long relied on a single external entity for CTE strategic planning. That entity is a statutorily mandated CTE Advisory Committee.

Participation on the committee is heavily weighted toward K-12 educators and school board members who have a limited ability to engage in comprehensive planning for Snow College. The College has now created smaller working groups to help fully inform all planning and program decisions. The Advisory Committee may serve as a broader K-16 alliance.



Fourth, Snow College has taken the lead role in creating a Utah Cluster Acceleration Partnership audit and action plan aligning Snow College with the Department of Workforce Services, local economic development directors, and business and industry employers. Detail on the UCAP project is found in the College's audit report and proposal on file with the Commissioner's Office.

C. CENTER FOR OPPORTUNITIES IN THE FINE ARTS. This center is embedded in and a direct outgrowth of the region and history of Snow College. The fine arts have a long and well-regarded legacy at Snow College. This legacy is firmly affixed in the vibrant arts community found in the home region of the College.

Perhaps the best evidence of the quality of Snow College's fine arts facilities, faculty, and students is the willingness of The Juilliard School to partner with

Snow College's Horne School of Music. The two institutions have an active collaboration reflected in the annual Summer Jazz Workshop in Ephraim, seminars taught by Juilliard faculty and graduate assistants in Ephraim during the regular academic year, shared faculty members and recruiting efforts.

The College enjoys the designation as an *All Steinway School*. Snow College was the first in Utah and the only school of its size in the world to have this designation. The Horne School of Music is recognized as an accredited member of the National Association of Schools of Music and is housed in the Eccles Center for the Performing Arts.

Building on its highly respected two-year degree program and its partnership with The Juilliard School, Snow College will be seeking approval for a unique offering in the Utah System of Higher Education. The proposal is consistent with the growing national trend and Carnegie Foundation authorization for community colleges or junior colleges to offer very limited bachelor's degree programs. Snow College's proposal is for a bachelor's degree in Commercial Music.

Not only does the Horne School of Music enjoy a well-regarded reputation in music education but also has a faculty that brings well-grounded experience in commercial music. As Snow College moves forward as an institution seeking to prepare graduates not only for traditional transfer to four-year institutions, but also to be workforce ready, the opportunity for students to complete their studies at Snow College in commercial music, enjoy real-world instruction and experiences, and enter the workforce job-prepared and proficient is core to the mission of the College. It is also in complete alignment with the System's 2020 master plan.

Approval of the commercial music program will assist the College in fulfilling its traditional junior college mission. The music program is expected to generate more tuition revenue than it will cost. The additional revenue will provide funds to hire needed faculty members in other areas of the College or hire additional academic advisors. Details on the commercial music degree proposal are found in the formal proposal on file with the Commissioner's office.



Complementing the music program at Snow College is the program in Visual Studies. In-depth and on-going assessment of this program has led to the development of a proposed specialized three-year associate degree—an AFA in Visual Studies. This three-year degree proposal is aligned with BFA degree programs within the State system. All substantive elements are in place to offer this program in a quality manner. It is believed that students who complete the AFA degree at Snow College will more likely graduate on time with a bachelor's degree at the transfer institution.

Accompanying these developing educational initiatives is a movement to create an annual arts festival with the communities in Sanpete County. This festival could embody all areas of fine arts and be built on the foundation of The Juilliard Jazz summer workshop. Such a festival would help promote the hundreds of artisans and performers living in and around Sanpete County. This initiative ties all aspects of this Blueprint together—from growing enrollments and efficiencies through increased summer school offerings to community economic development and workforce preparation.



D. CENTER FOR OPPORTUNITIES IN STUDENT LEADERSHIP, SERVICE, DIVERSITY AND GLOBAL ENGAGEMENT. As has been mentioned above, Snow College has a broad range of co-curricular and extra-curricular opportunities for its students. Its residential environment leads to heightened engagement among students and among students and faculty and staff. These activities lead to more effective educational practices and higher rates of retention and graduation.

This Center for Opportunities intends to capitalize on the connectedness at Snow College and provide enhanced opportunities in student leadership, service, diversity and global engagement.

The first initiative in this area is the College's new Leadership and Service Transcript, which began in 2010. This transcript intends to motivate and document student activities in areas that lead to learning objectives.



It provides students with an official transcript of experiences employers can connect with learning outcomes they are seeking in new hires such as: the ability to connect choices and actions to ethical decisions, teamwork skills

and the ability to collaborate with others in diverse settings, ability to innovate and be creative, cultural diversity in America and other countries and civil knowledge, civic participation, and community engagement and the ability to successfully lead a group in projects.

The second initiative relates to global engagement. The College has seen a decline in its international student population from nearly 10% of the total student body in Ephraim just over a decade ago to less than three percent today. In 2010 the College realigned its international student office into the Center for Global Engagement with a full-time director. The Center has a number of initiatives designed to promote resident student opportunities, with a goal of at least 20% of the 2011 entering freshmen completing a global learning/service experience before graduation. Further, the College has determined to increase the number of international students to at least 10% of the student body.

Since 2007, the College has created formal partnerships with several colleges and universities in Asia and is looking to create more such relationships around the world.

The third initiative is to attract, and lead to graduation, higher numbers of students from



underrepresented populations. The College's current student population is made up of the following: 90.5% white, non-Hispanic; 2.7% Hispanic; 2.6% international students; 2.1% Asian or Pacific Islander; 1.2% American Indian or Alaska Native; and 0.9% Black, non-Hispanic. The College sees the lack of diversity as a weakness it is addressing through its multicultural center, community programs, and recruiting efforts for students, faculty and staff. Approximately 13% of the people living in the College's primary service area are members of these underrepresented groups. The College has established a goal to increase its student enrollments from these underrepresented populations to at least match the local resident population of 13%.

The first Snow College Multicultural Student Center was opened in 2008. Its coordinator was hired to build programs and opportunities to strengthen engagement in Student Life for students from underrepresented populations—with the primary purpose of attracting, retaining and graduating these students. Multicultural student clubs were established and expanded. Early indications show modest increases have been made in the recruitment and persistence of minority students.



E. CENTER FOR OPPORTUNITIES IN HERITAGE AND TRADITION. Snow College has been preparing graduates for high quality lives and careers in central Utah and across the country since the late 19th century. As the College moves forward in the 21st century, it recognizes an obligation to affirm its rich tradition and to be at the center of discovery, celebration, and sharing of the challenges and accomplishments of the colonizers of central and southern Utah. The pioneer heritage is steeped in folklore, architecture, various faiths, differing languages and cultures, and diverse economic pursuits. Snow College is already home to two key components of the Center for Opportunities in Heritage and Tradition: the Traditional Building Skills Institute and the Mormon Pioneer Heritage Institute.

The Traditional Building Skills Institute, founded nearly 20 years ago, offers an AAS degree and an extensive series of workshops. Students learn traditional building skills such as log and timber restoration, masonry restoration, stonework, ornamental plaster, decorative painting, millwork, wood preservation, stained glass restoration, architectural blacksmithing, wood furniture making, and adobe restoration. New topics are added as opportunities evolve. Instruction is primarily skill-based and hands-on, with full appreciation and awareness of the culture and heritage of the project undertaken.



The Mormon Pioneer Heritage Institute is a recent initiative. This Institute had its genesis in the management plan for the Congressionally designated Mormon Pioneer National Heritage Area, approved in 2010 by Secretary of Interior Ken Salazar. The management plan indicated a center for the Heritage Area would be located at Snow College.



The Mormon Pioneer Heritage Institute was approved in 2011 and envisions a multi-faced mission: (1) promoting the study and understanding of the role played by Mormon pioneers and institutions in the Congressionally designated Mormon Pioneer National Heritage Area, (2) serving as the base for academic programming for the Heritage Area, (3) sharing research with local government partners to assist in empowering communities in the region to conserve, preserve, and enhance their heritage, and (4) assisting in strengthening local future economic development through promoting historical and cultural tourism initiatives. Start-up funding and the hiring of a director have been accomplished. The Mormon Pioneer Heritage Institute is seeking and attaining external funding and partnerships to expand the Institute's presence in support of the four-part mission noted above.



A series of initiatives are in planning stages, including an oral history project, a special collections at the Karen H. Huntsman Library at Snow College, and a possible "Heritage Utah," which will serve as a clearing house and volunteer center for historic preservation and restoration projects state-wide.

As both Institutes garner continuing success in their missions, Snow College will be seeking additional opportunities in the arena of heritage and tradition—in partnership with the citizens of the region. One such opportunity that may evolve is a more focused symmetry between economics and history—a focus on heritage tourism, connecting the many small entrepreneur businesses of the region with tourists.

CONCLUSION

The *HigherEdUtah2020* plan sets out its big goal, strategic priorities and action plan. Snow College is ready and able to be an ambitions partner, with its sister institutions, in moving the State toward its big goal. Snow College wants to maintain its mission as a junior college. It also wants to fill that mission, as defined by the Board of Regents and Carnegie Foundation. The College also wants to provide maximum opportunities to its students and community. It is an exciting venture and the College will be bringing a series of specific proposals to the Board of Regents for implementation of this Blueprint.

Mission of Snow College

*Snow College continues a
tradition of excellence,
encourages a culture of
innovation, and cultivates
an atmosphere of
engagement to advance
students in the achievement
of their educational goals.*

*Snow College strives to
fulfill its mission by:*

*Honoring its history and advancing its
rich tradition of learning by providing a
vibrant learning environment that
empowers students to achieve their
educational goals, encouraging and
supporting innovative initiatives that
create dynamic learning experiences for
the college community, and creating
learning and service opportunities,
locally and globally, to engage students,
faculty, staff, and surrounding
communities.*

January 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: NCHEMS Funding Equity Study

Issue

During the 2011 legislative session, SB97 established Mission-Based Funding. As enacted by the Legislature, part of the Mission-Based Funding bill requires the USHE to "recommend ways to address funding any inequities for institutions as compared to institutions with similar missions".

To aid in accomplishing this objective, in June 2011 the USHE entered into a contract with the National Center for Higher Education Management Systems (NCHEMS) to conduct an equity study. To begin the study, Dr. Dennis Jones, President of NCHEMS, personally met with Utah Legislators, Governor's Office Representatives, Regents and Campus Presidents to discuss adding an equity component to Mission-Based Funding.

NCHEMS has analyzed institutional funding equity by several methods: comparing funding levels per FTE student at each Utah institution with the levels of those of their Board-approved peers and by considering the funding mix of state appropriations and student (tuition) funding at each institution, again share as compared to peers and other similar institutions. Broadly speaking, inequities appear both in *funding levels per FTE* and in the *funding*.

NCHEMS has developed a funding model that sets a target percentage of an institutional budget to be funded by state tax funds. The target is based on national funding trends by institutional type (Research Institution, Regional University/College, and Community College). The model then factors in the difference between the target and actual percentages, applies institutional enrollments and recommends an increase in state tax funds appropriations among the institutions in a manner that will promote increased funding equity.

Dr. Jones will be available to present and answer questions regarding the NCHEMS Study at the Regents' meeting.

Commissioner's Recommendation

This is an information item. No action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/PCM



National Center for Higher Education Management Systems

Adding an Equity Component to Utah's Mission-Based Funding Model

January 3, 2012

Introduction

The Utah System of Higher Education (USHE), after consultation with numerous stakeholders, proposed Mission Based Funding (MBF) as the vehicle for allocating state resources to Utah's public institutions of higher education. This model was adopted by the Legislature and used in developing the Operating Budget Request beginning in FY 2011-2012. This model distributes new money only; it does not reallocate base funding as determined through prior years' allocations. The Mission Based Funding model categorizes funding as:

- Shared mission – funding for enrollment growth
- Distinctive Missions – an opportunity for institutions to contribute (as appropriate to their missions) to the Regents' priorities
 - Participation
 - Completion
 - Economic development

The institutional distribution of funding has historically been based primarily on enrollment growth. Thus, the past approach to funding has been subsumed within the shared mission component of the new model. In recent years the state funds have been reduced and cuts to the institutions have basically been across the board and proportional to base funding levels; cuts have not reflected enrollment changes.

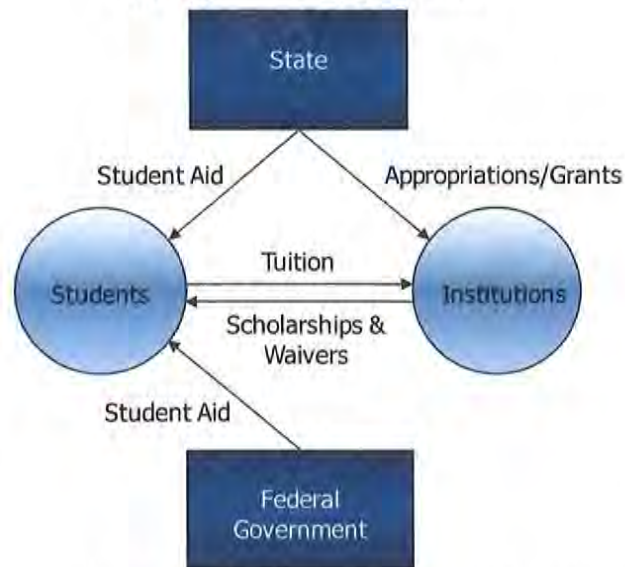
The funds in the Distinctive Missions category can best be labeled investment funds, not performance funds. They are allocated a priori on the basis of proposed activities, not post facto as a reward for demonstrated contributions to achievement of stated priorities.

In addition to this two-part formulation of MBF, SB 97 of the 2011 General Session of the Utah Legislature requires consideration of equity funding as an additional component. The language of SB 97 states that “concurrent with recommending mission based funding, the board shall also recommend to the legislature ways to address any inequities for the institutions as compared to institutions with similar missions.”

It is within this context that the National Center for Higher Education Management Systems (NCHEMS) was asked to assist USHE in revising the recently adopted MBF model to incorporate an equity component.

NCHEMS approached this assignment using the diagram presented in Figure 1 as an overarching framework.

Figure 1. The Flow of Funds



This diagram makes the point that funding for institutions should not be focused solely on state allocations directly to institutions. State appropriations and tuition revenues have to be viewed as a package. Both sources of revenue have to be incorporated into any equity analyses.

In performing the assigned task, NCHEMS undertook two different types of analyses. We first sought to understand the extent of the funding inequities that had crept into the relative level of resources available to institutions, inequities that have arisen from a combination of funding reductions and uneven enrollment growth across the institutions. We then looked at the shares of total public revenues at each institution being provided by the state and students respectively. The latter analysis does not directly impact the determination of relative equity in funding, but it does provide information about the policy options available to the Utah System of Higher Education as it seeks to redress the inequities identified.

Subsequent to compiling the findings from these analyses, we looked at several scenarios reflecting alternative approaches to addressing the issues that were identified. This brief report documents the findings and the options.

Equity Analyses

In addressing the issue of equity, NCHEMS staff compared funding levels per FTE student at each Utah institution with the levels of those of their (Board-approved) peers. The results of these analyses are summarized in Figure 2. Detailed information for each institution is presented in Appendix A. In all instances the comparison are based on revenues from tuition and required fees, state appropriations and local tax funds based on IPEDS data for the 2009-10 year.

In the report submitted by NCHEMS to USHE, the shares of support received by UT institutions from the state versus students were also calculated using 09-10 data. Subsequently, data regarding the current share of state support has been updated to reflect USHE FY2011 actual reports for instructional lines. These data have been incorporated into the report. This step results in a situation in which peer comparison data are for 09-10 and the support shares data are for 10-11. While this is not an ideal situation, there was sufficient change in the state share values from FY 09-10 to FY 10-

11 to make inclusion of the most recent data extremely important; these data affect both findings and the options for moving forward.

Figure 2. Total Funding as a Percent of Peer Group Median

Dixie State College of Utah	117.8
Snow College	109.9
Salt Lake Community College	99.1
Utah State University	93.9
University of Utah	92.7
Weber State University	78.1
Southern Utah University	74.1
Utah Valley University	66.2

Figure 2 reveals the following:

- As a group, the institutions that have a predominantly two-year mission as their emphasis compare favorably with their peers. They have as many (or more) resources than other, similar institutions.
- The research universities are somewhat underfunded comparatively but the gap between them and peer group medians is not large. The gap for the two research institutions is essentially the same.
- It is the four-year teaching institutions that are most disadvantaged. All are funded at less than 80% of their peer group medians. Dixie State is evolving into an institution of this type, but its funding relative to peers does not place it in the same relative position as Southern Utah, Utah Valley, and Weber State. It is these latter three institutions for which funding inequities are the greatest.

There are clearly some funding inequities in the System, and these inequities are growing. The four-year teaching institutions could have been brought to 90% of the peer group median with the infusion of about \$50 million using 2008-09 as the comparison year. A year later the discrepancy is \$88 million. Under current practice about 44% of this amount would come from the state, 56% from students.

Figure 3. All Institutions to at Least 90% of Peer Group Medians

Utah Colleges and Universities by Sector	Current State Share of Revenues	Proposed State Share of Revenues	Actual Funding as a Percent of Peer Group Median	Target Total Funding as a Percent of Peer Group Median	Change in Revenues			
					Total State Appropriations	Change in State Appropriations per FTE	Total Tuition and Fee Revenue	Change in Tuition and Fee Revenue per FTE
Snow College	69.6	69.6	109.9	109.9	-	-	-	-
Salt Lake Community College	50.9	50.9	99.1	99.1	-	-	-	-
Subtotal					-	-	-	-
Utah State University	56.7	56.7	93.9	93.9	-	-	-	-
University of Utah	50.8	50.8	92.7	92.7	-	-	-	-
Subtotal					-	-	-	-
Dixie State College of Utah	49.7	49.7	117.8	117.8	-	-	-	-
Southern Utah University	49.5	49.5	74.1	90.0	6,386,332	928	6,515,349	946
Utah Valley University	40.8	40.8	66.2	90.0	22,781,491	1,182	33,055,497	1,716
Weber State University	51.0	51.0	78.1	90.0	9,738,660	663	9,356,752	637
Subtotal					38,906,483		48,927,598	
Total					38,906,483		48,927,598	

Note: Calculations assume that total funding as a percent of peer group medians is increased to a minimum of 90% for all institutions and that the state share remains at current levels.

Institutions below their peer medians currently could be brought to 100% of their peer medians with the infusion of an additional \$187 million, of which \$88 million would be required from the state if shares of funding from students and the state were held constant.

Figure 4. All Institutions to at Least 100% of Peer Group Median

Utah Colleges and Universities by Sector	Current State Share of Revenues	Proposed State Share of Revenues	Actual Funding as a Percent of Peer Group Median	Target Total Funding as a Percent of Peer Group Median	Change in Revenues			
					Total State Appropriations	Change in State Appropriations per FTE	Total Tuition and Fee Revenue	Change in Tuition and Fee Revenue per FTE
Snow College	69.6	69.6	109.9	109.9	-	-	-	-
Salt Lake Community College	50.9	50.9	99.1	100.0	543,093	33	523,887	32
Subtotal					543,093		523,887	
Utah State University	56.7	56.7	93.9	100.0	7,355,877	569	5,617,451	435
University of Utah	50.8	50.8	92.7	100.0	18,961,874	714	18,364,650	692
Subtotal					26,317,751		23,982,101	
Dixie State College of Utah	49.7	49.7	117.8	117.8	-	-	-	-
Southern Utah University	49.5	49.5	74.1	100.0	10,402,894	1,511	10,613,053	1,541
Utah Valley University	40.8	40.8	66.2	100.0	32,353,546	1,679	46,944,361	2,437
Weber State University	51.0	51.0	78.1	100.0	17,922,409	1,219	17,219,569	1,171
Subtotal					60,678,849		74,776,983	
Total					87,539,693		99,282,971	

Note: Calculations assume that total funding as a percent of peer group medians is increased to a minimum of 100% for all institutions and that the state share remains at current levels.

While overall levels of funding are inequitable as measured by peer comparisons, the equally large variations are found in shares of the overall funding provided to institutions through state tax appropriations. The data in Figure 5 show this variation.

Figure 5. Percent of Institutional General Operating Funds Provided by the State*

Snow College	69.6
Utah State University	56.7
Weber State University	51.0
Salt Lake Community College	50.9
University of Utah	50.8
Dixie State College of Utah	49.7
Southern Utah University	49.5
Utah Valley University	40.8

*Based on USHE FY 2011 Actual Reports for Instructional Lines

The peer data for each institution are presented in Appendix B.

Several aspects of these data are worthy of note:

- The relatively small share of support provided by the state to SLCC. It is more typical that states provide 2/3 to 3/4 of the funding to community colleges.
- The very low state share at UVU and the low state share at the other four-year teaching institutions. For Baccalaureate/Masters granting institutions, it is more common to find the state share in the 55-60% range.
- The state shares at the research universities are in line with similar institutions elsewhere in the country – 50-55%.

To double-check these shares ratios, NCHEMS analyzed this factor for a broader set of generally similar institutions for each of the Utah institutions. The findings regarding state shares for each type of institution is shown in the following table.

Figure 6. State Share of Institutional Funding Based on Comparisons with Broad Group of Generally Similar Institutions

	Group Mean	Group Median	25 th Percentile	75 th Percentile
Community Colleges (Snow, SLCC)	70.1	72.3	59.9	83.5
Research Universities with medical schools (UU)	50.3	51.5	41.5	59.4
Land-grant Research Universities (USU)	51.3	52.6	36.7	63.7
Public Baccalaureate - Diverse Fields (UVU)	52.5	56.0	44.5	67.0
Public Baccalaureate/Associates Colleges (DSC)	60.2	63.1	42.9	75.3
Public Masters/larger programs (SUU)	50.8	50.4	42.6	60.3
Public Masters/Medium Programs (WSU)	56.6	55.2	46.0	68.4

The results of these analyses indicate that the inequities in funding of Utah's colleges and universities are of two types. Some institutions are more underfunded than others relative to peers. The four-year teaching institutions are the particular case in point. For other institutions, the students are paying a higher share of overall revenues than is usually found desirable. SLCC and UVU are the institutions most in need of a further look in this regard. It is useful to note that UVU is the one institution facing both of these issues simultaneously.

Policy Options

The options by which these inequities might be addressed are limited. Given the low state funding per student in Utah, it is reasonable for Utah policy makers to focus on increased funding from tax funds and/or tuition revenues to address equity issues; reallocation of existing appropriations is not a viable option. NCHEMS has created a model that allows various strategies to be easily investigated. This model allows the user to examine a variety of scenarios. These scenarios serve to provide information about the size of the problems and feasibility of different strategies to address them.

Figure 7 simply describes the variables central to the model – share of overall institutional revenues provided by the state and total funding as a percent of peer median – and the baseline values for these variables.

Figure 7. Funding Allocation, State Share of Funding, and Moving to Peer Averages

Utah Colleges and Universities by Sector	Current State Share of Revenues	Proposed State Share of Revenues	Actual Funding as a Percent of Peer Group Median	Target Total Funding as a Percent of Peer Group Median	Change in Revenues			
					Total State Appropriations	Change in State Appropriations per FTE	Total Tuition and Fee Revenue	Change in Tuition and Fee Revenue per FTE
Snow College	69.6	69.6	109.9	109.9	-	-	-	-
Salt Lake Community College	50.9	50.9	99.1	99.1	-	-	-	-
Subtotal					-	-	-	-
Utah State University	56.7	56.7	93.9	93.9	-	-	-	-
University of Utah	50.8	50.8	92.7	92.7	-	-	-	-
Subtotal					-	-	-	-
Dixie State College of Utah	49.7	49.7	117.8	117.8	-	-	-	-
Southern Utah University	49.5	49.5	74.1	74.1	-	-	-	-
Utah Valley University	40.8	40.8	66.2	66.2	-	-	-	-
Weber State University	51.0	51.0	78.1	78.1	-	-	-	-
Subtotal					-	-	-	-
Total					-	-	-	-

NCHEMS staff ran two scenarios. USHE staff have the model and can run any additional variations deemed appropriate and useful. The first of the two scenarios

- Moves all institutions to at least 90% of peer medians
- Changes state shares to be
 - 70% for community colleges
 - 55% for research universities
 - 60% for all other institutions

The results of these calculations are shown in Figure 8 and indicate that achieving these targets would require an additional \$22.5 million for the community colleges, \$104 million for the regional institutions and \$20 million for the research universities.

Figure 9 reflects the results using the same targets for the state share but moving all institutions overall funding to at least 100% of peer medians. In this scenario it would take the \$23 million for the community colleges, \$133 million for the regional institutions and 44 million for the research universities.

These calculations serve to indicate the size of the state contribution that would be required to move overall funding levels to peer medians and move the state shares to the norm for each institution. Clearly, these shifts cannot occur all at once. Their utility is as a guide to USHE actions regarding allocation of any new state funds that can be made available.

Figure 8. State & Tuition Funding Mix to Provide Current Levels of Funding & Partially Redress Variations in Support from the State

Utah Colleges and Universities by Sector	Current State Share of Revenues	Proposed State Share of Revenues	Actual Funding as a Percent of Peer Group Median	Target Total Funding as a Percent of Peer Group Median	Change in Revenues			
					Total State Appropriations	Change in State Appropriations per FTE	Total Tuition and Fee Revenue	Change in Tuition and Fee Revenue per FTE
Snow College	69.6	70.0	109.9	109.9	112,135	40	(112,135)	(40)
Salt Lake Community College	50.9	70.0	99.1	99.1	22,439,895	1,361	(22,439,895)	(1,361)
Subtotal					22,552,030		(22,552,030)	
Utah State University*	56.7	55.0	93.9	93.9	-	-	-	-
University of Utah	50.8	55.0	92.7	92.7	19,907,820	750	(19,907,820)	(750)
Subtotal					19,907,820		(19,907,820)	
Dixie State College of Utah	49.7	60.0	117.8	117.8	4,190,231	896	(4,190,231)	(896)
Southern Utah University	49.5	60.0	74.1	90.0	14,054,313	2,041	(1,152,631)	(167)
Utah Valley University	40.8	60.0	66.2	90.0	63,321,960	3,287	(7,484,972)	(388)
Weber State University	51.0	60.0	78.1	90.0	22,736,378	1,547	(3,640,966)	(248)
Subtotal					104,302,882		(16,468,800)	
Total					146,762,732		(58,928,650)	

*Given the low state funding per student in Utah, it is reasonable for policy makers to take off the table a funding switch between tax payers and students for USU.

Figure 9. Further Analysis of State Shares & Evening-out of Disparities in Funding Relative to Peer Group Medians

Utah Colleges and Universities by Sector	Current State Share of Revenues	Proposed State Share of Revenues	Actual Funding as a Percent of Peer Group Median	Target Total Funding as a Percent of Peer Group Median	Change in Revenues			
					Total State Appropriations	Change in State Appropriations per FTE	Total Tuition and Fee Revenue	Change in Tuition and Fee Revenue per FTE
Snow College	69.6	70.0	109.9	109.9	112,135	40	(112,135)	(40)
Salt Lake Community College	50.9	70.0	99.1	100.0	23,186,781	1,406	(22,119,801)	(1,342)
Subtotal					23,298,916		(22,231,936)	
Utah State University	56.7	55.0	93.9	100.0	3,740,359	289	9,232,968	714
University of Utah	50.8	55.0	92.7	100.0	40,437,408	1,524	(3,110,885)	(117)
Subtotal					44,177,767		6,122,083	
Dixie State College of Utah	49.7	60.0	117.8	117.8	4,190,231	896	(4,190,231)	(896)
Southern Utah University	49.5	60.0	74.1	100.0	18,922,872	2,748	2,093,075	304
Utah Valley University	40.8	60.0	66.2	100.0	77,398,512	4,017	1,899,396	99
Weber State University	51.0	60.0	78.1	100.0	32,364,317	2,202	2,777,660	189
Subtotal					132,875,932		2,579,900	
Total					200,352,615		(13,529,953)	

These examples do not constitute recommendations. However, they do represent plausible strategies for eliminating most of the equity concerns voiced by interviewees to NCHEMS staff during the initial round of conversations in Utah regarding this project.

The Way Forward

From these analyses, we reach the following conclusions

1. There is some variation in per student funding when the basis of comparison is peer institutions. The regional campuses are most disadvantaged when this is the basis of comparison.
2. The funding issue that emerges within the scope of the study is that of revenue source – the share of funds provided by the state versus the student.

3. Mission Based funding can be used for initiatives and enrollment growth. A suggestion is made in the “Policy Options” section below that the investment component of MBF be converted to a performance approach.
4. Fully removing identified inequities would require \$200 million in new state resources assuming no reallocation of existing state funding given the low state funding per student in Utah.
5. Policy options specifically dealing with SLCC should also be addressed. The allocation of new resources distributes a significant amount to SLCC, largely because students pay a relatively large share currently. For this institution, policy provision should be made for ensuring that equity funding is used to keep access to the institution affordable. This can be done by substituting equity funds for resources that would be gained by tuition increases – i.e., using the funds to avoid tuition increases. This is a better option than requiring that the funds be used for need-based aid, since there is no guarantee of new resources going forward.
6. Regents should consider raising tuition at the research institutions over time to provide more funds and to provide a more appropriate balance in state and tuition sources.
7. Figure 10 describes an alternative model detailing how the issue might be addressed with new resources. This simplistic model recognizes state funding percentage and enrollments to allocate funding to the campuses. The model also recognizes unique roles and the differential in funding among the institutions. It is based on the following inputs:
 - Most recent enrollment numbers. Enrollment growth (and new investments) will be handled through the mission-based funding model.
 - Policy decisions that determine that the relative shares to be borne by state and student are
 - 55% state/45% student at research universities
 - 60% state/40% student at regional campuses
 - 70% state/30% student at community colleges
 - A policy determination/legislative action that would provide an annual appropriation for an equity adjustment. In this example, \$8,000,000 in new tax funds is used. The amount is variable depending on interest, legislative support, and the ability to pay. It is clear that a multiple year commitment would be necessary to fully address this issue.

Figure 10. Equity Formula

Scenario - FY 2011 Instructional Appropriations & B.R. FTE - Dixie Target 65% & Regional Campus							
Formula: Target % - Current % = difference x FTE							
	Target (%)*	Current (%)	Percentage Gap	FTE (10-11)	Gap * FTE	Proportion	Allocation
							8,000,000
Research							
University of Utah	55.00%	50.85%	4.15%	27,347	1,136	8.61%	688,800
Utah State University	55.00%	61.90%	-6.90%	13,390	0	0.00%	0
USU - Regional & Dist. Ed	60.00%	40.76%	19.24%	7,089	1,364	10.33%	826,600
Regional							
Weber State University	60.00%	51.05%	8.95%	14,914	1,335	10.12%	809,200
Utah Valley University	60.00%	40.76%	19.24%	20,850	4,012	30.39%	2,431,200
Southern Utah University	60.00%	49.47%	10.53%	6,580	693	5.25%	419,800
Dixie State College	65.00%	49.75%	15.25%	6,404	977	7.40%	592,100
Community College							
Salt Lake Community College	70.00%	50.87%	19.13%	19,179	3,670	27.81%	2,224,500
Snow College	70.00%	69.58%	0.42%	3,046	13	0.10%	7,800
Total FTE GAP as Weighted				118,799	13,198	100.00%	8,000,000

*- % = General operating funds provided by the State

The algorithm as shown in Figure 10 starts with the baseline data contained in Figure 7. It allocates the \$8 million in accordance with a.) the gap between actual and desired state share, and b.) the enrollment of the institution.

Figure 10 also recognizes the Dixie State community college component (large percentage of graduates with two year degrees) by increasing the target percentage of tax funds to 65% which is a more appropriate level given the stage of the institution's evolution toward full regional campus status. In addition, the example recognizes that the USU regional campuses receive a low percentage of state tax funds. For purposes of this report, the regional campuses of USU are treated as a single entity. Consistent with the mission assigned to these institutions, they are treated like the other regional campuses for calculation purposes.

Performance Funding

The mission based funding model as currently conceived is essentially an RFP-based process that allows institutions to request set-aside funds to be utilized to enhance some part of their mission. There is an alternative way of approaching this component of the funding model – put this portion of the model on a post facto pay-for-performance basis rather than on an a priori pay for a promise base. In short, adopt a practice gaining momentum in other states and incorporate an outcomes-based funding component in the model. This can still be mission-specific, for example:

- Research universities be rewarded for increasing the number of doctorate degrees awarded (with added weight given to graduates in key fields), the level of extramural research funding received, and contributions to economic development from start-ups, patents, and licenses.
- Four-year teaching institutions be rewarded for increasing the number of baccalaureate degrees produced (especially in specific fields and to specified underrepresented populations)

-
- Two-year institutions be rewarded for increasing the number of one-year certificates and associate degrees produced (especially in specific fields to specified groups), increasing the number of students who transfer to a four-year institution after accumulating at least X credits and for increasing the number of students who complete developmental education and successfully finish their first college level course in the area of deficiency.

Such an approach has several beneficial features. It allows the funding mechanism to be directly (rather than circuitously) tied to the Regent's strategic plan. It creates a part of the funding model that can be more easily communicated to legislators and the public. Finally, it allows the institutions to use acquired resources in more flexible ways.

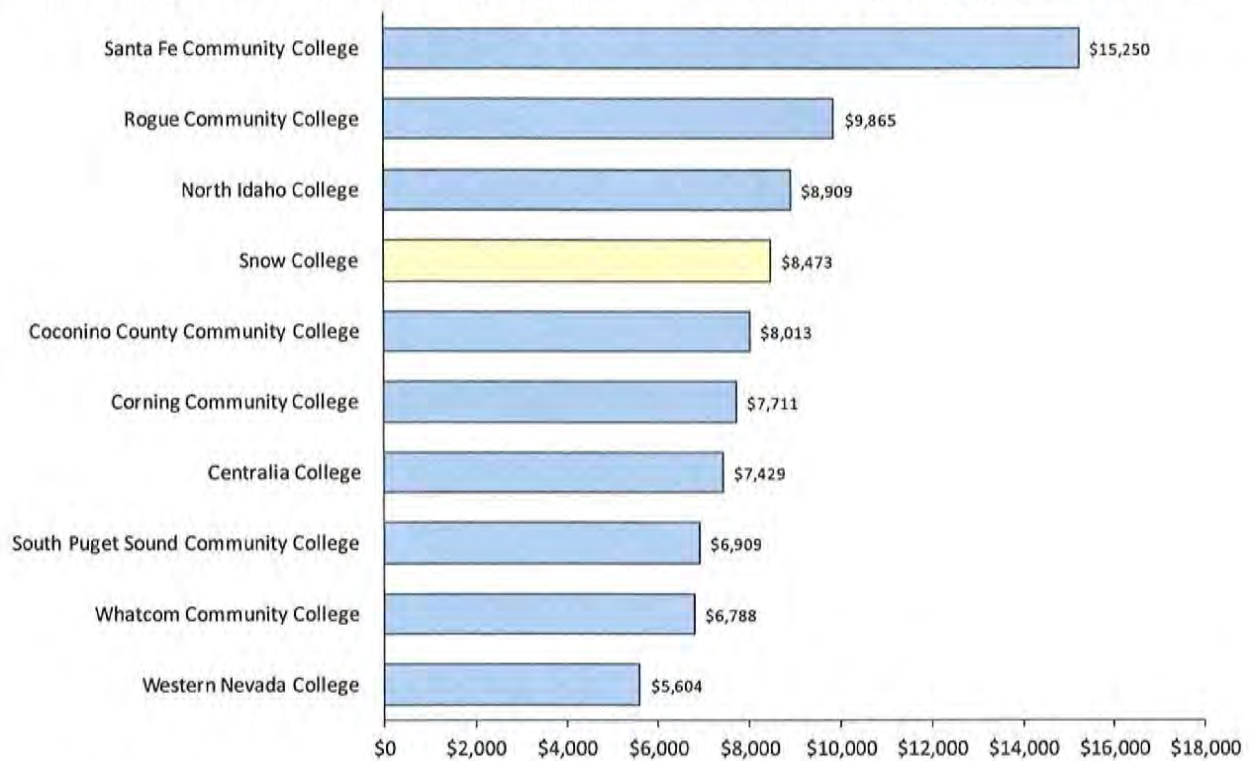
Comment

We look forward to working with the Regents and the Commissioner's office as this project proceeds. Our staff is available to respond to questions you may have.

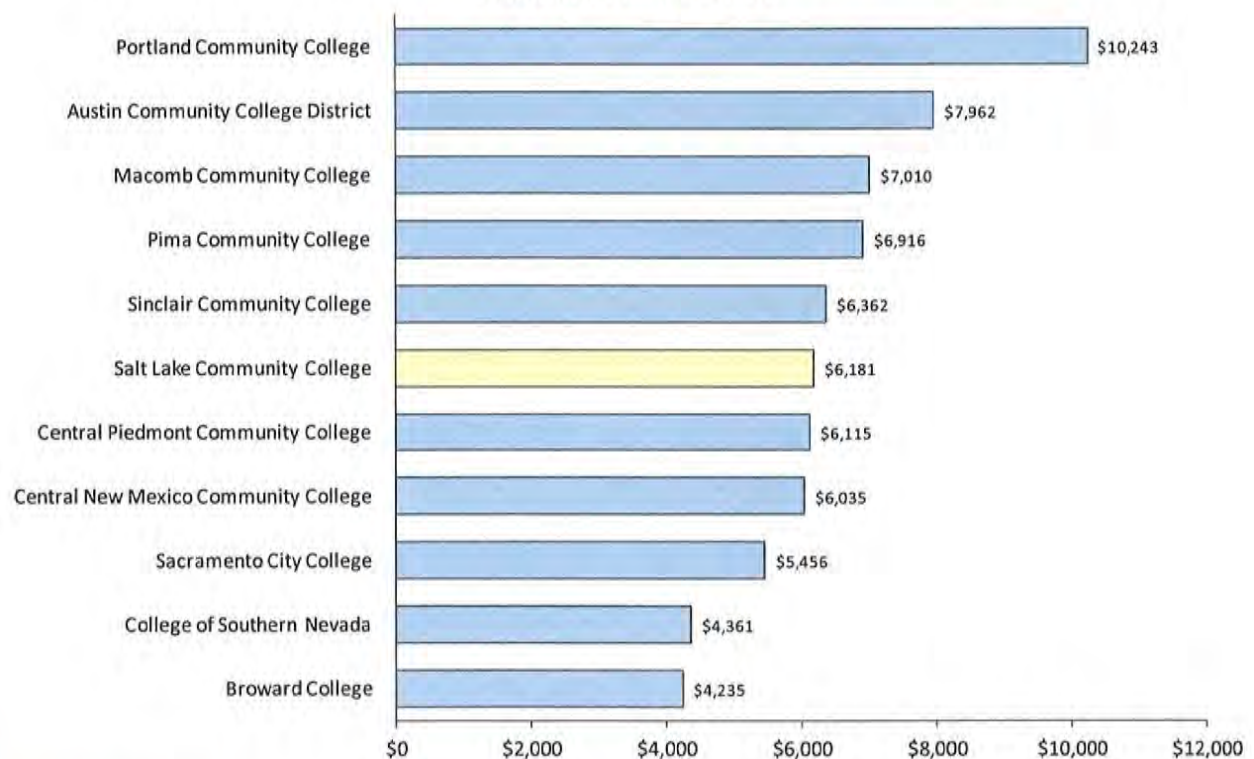
Appendix A

Total Funding Level per FTE Student: USHE Institutions vs. Peer Institutions, 2009-2010

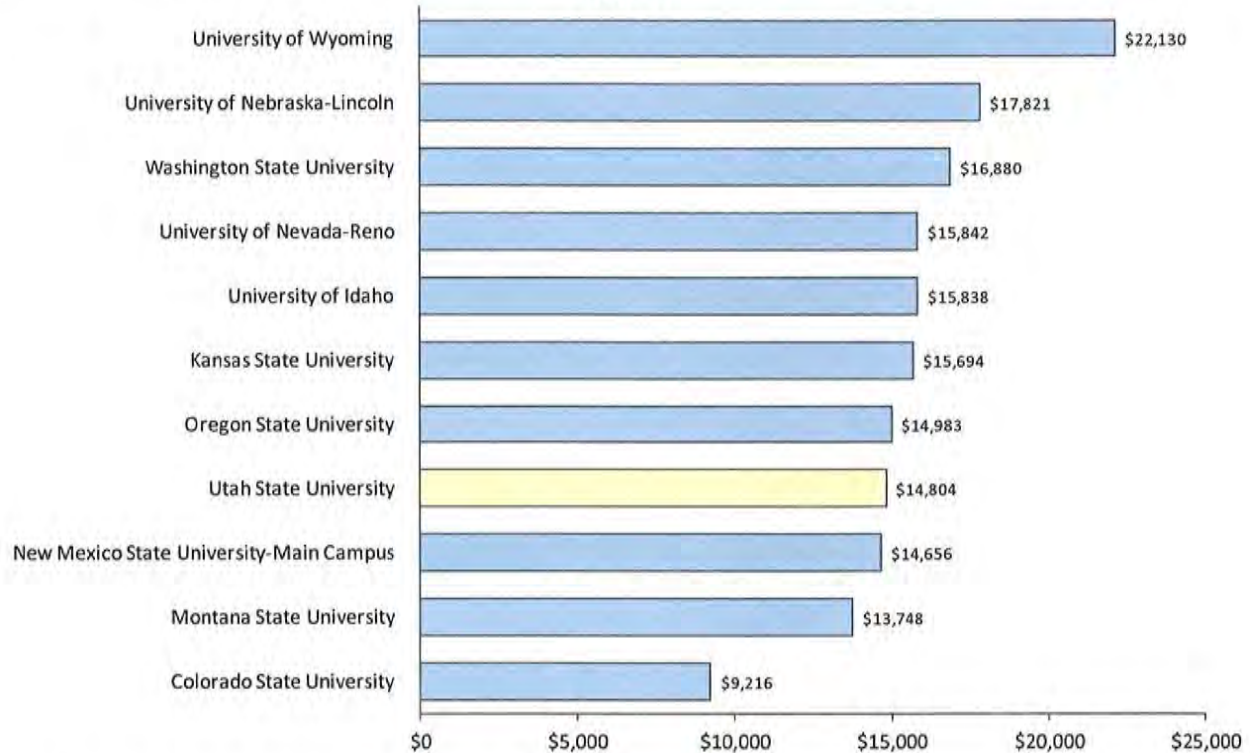
Snow College Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



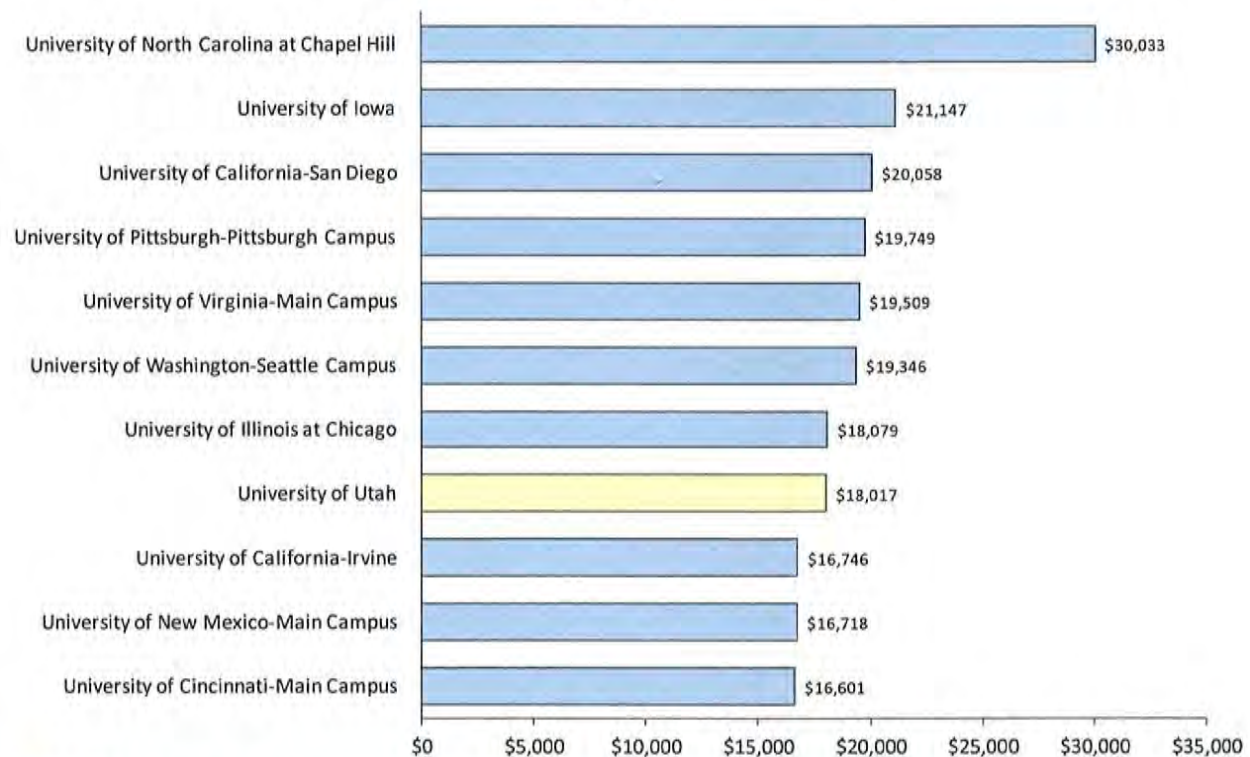
Salt Lake Community College Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



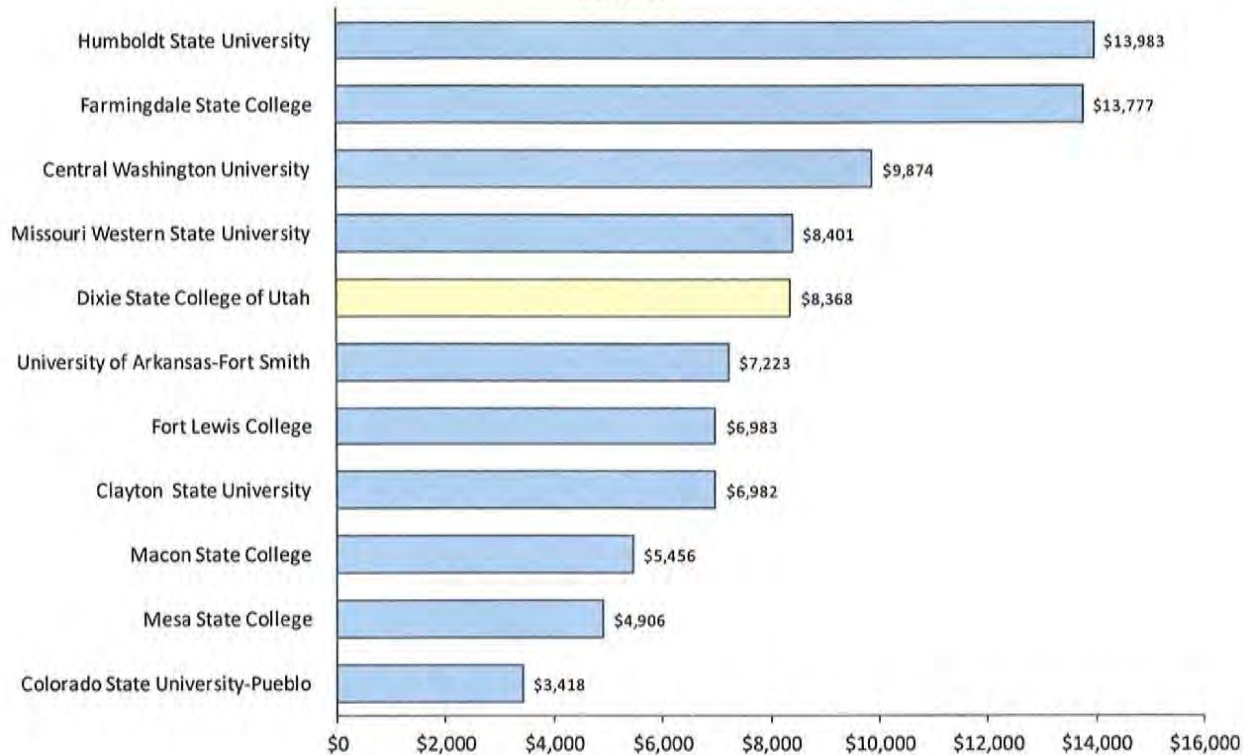
Utah State University Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



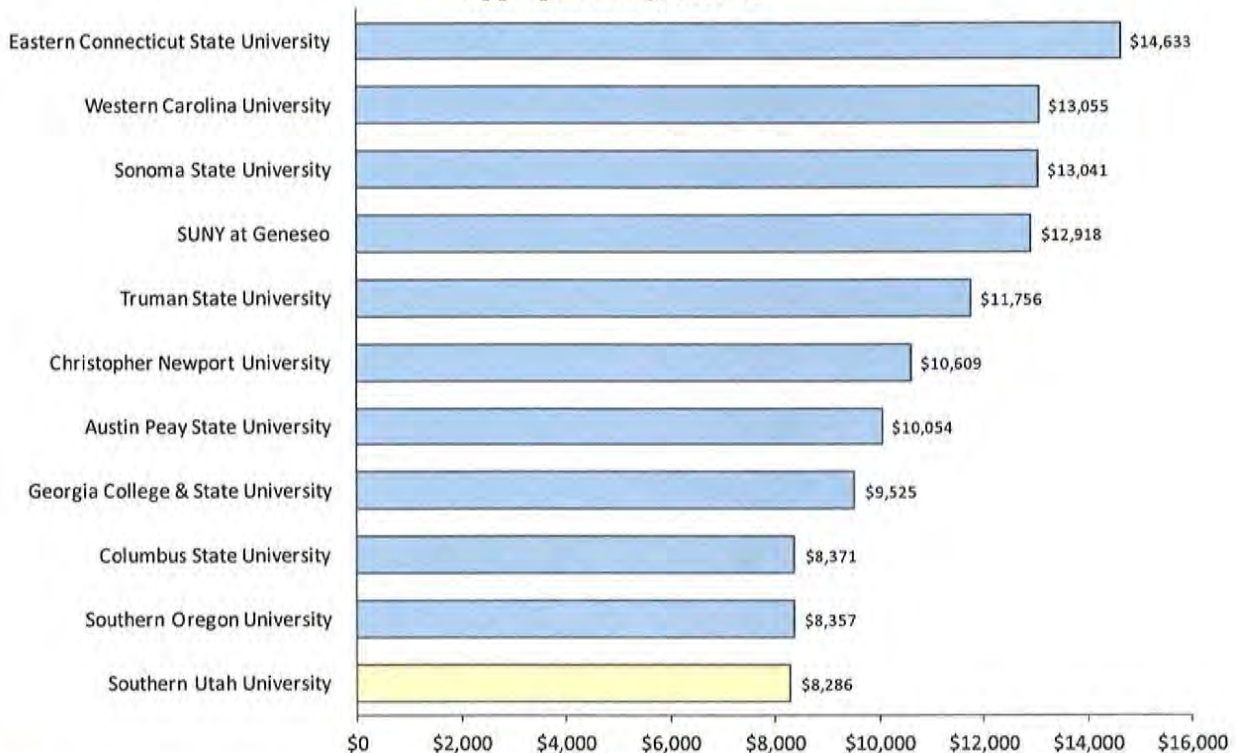
University of Utah Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



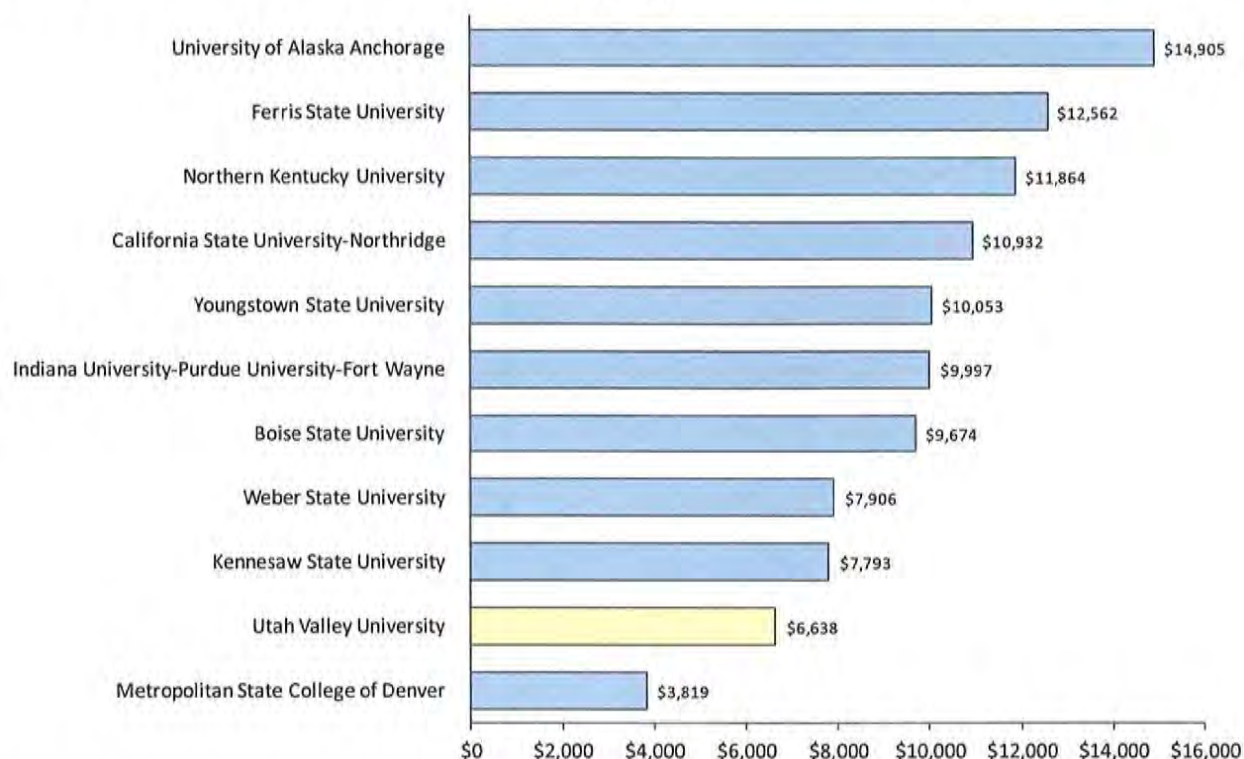
Dixie State College Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



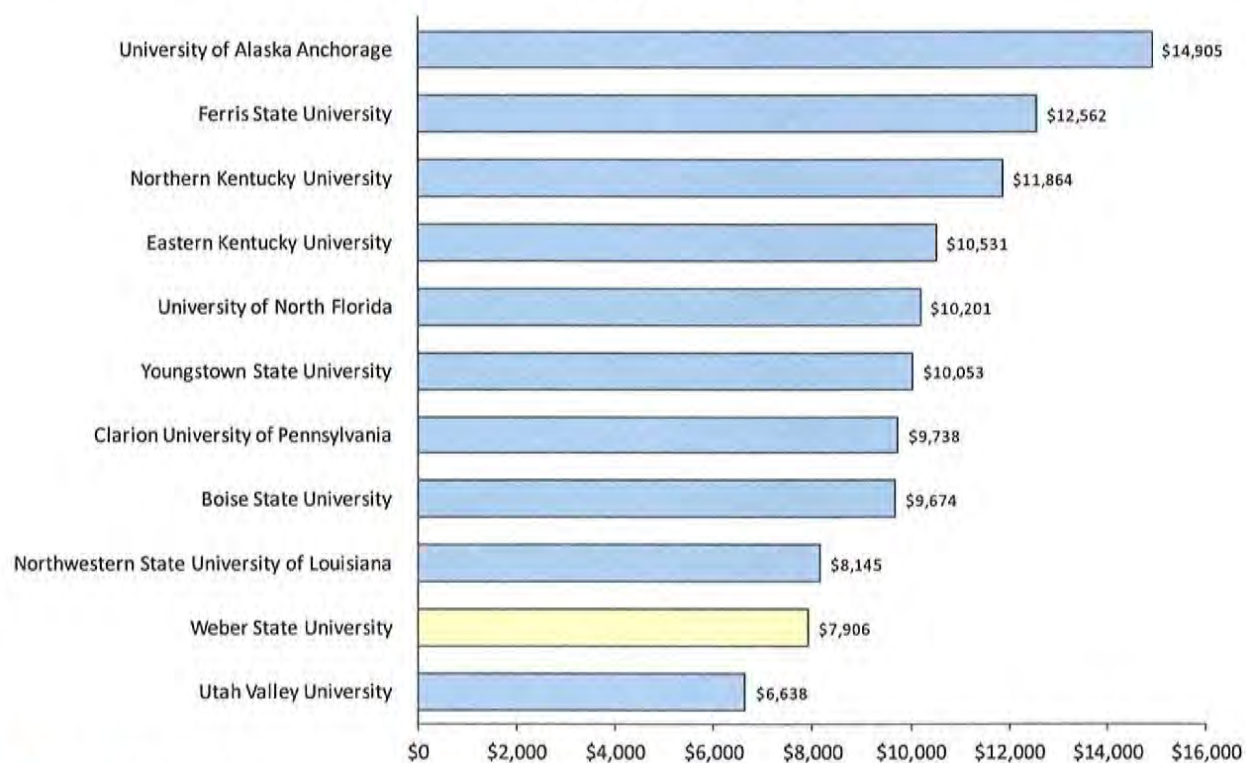
Southern Utah University Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



Utah Valley University Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



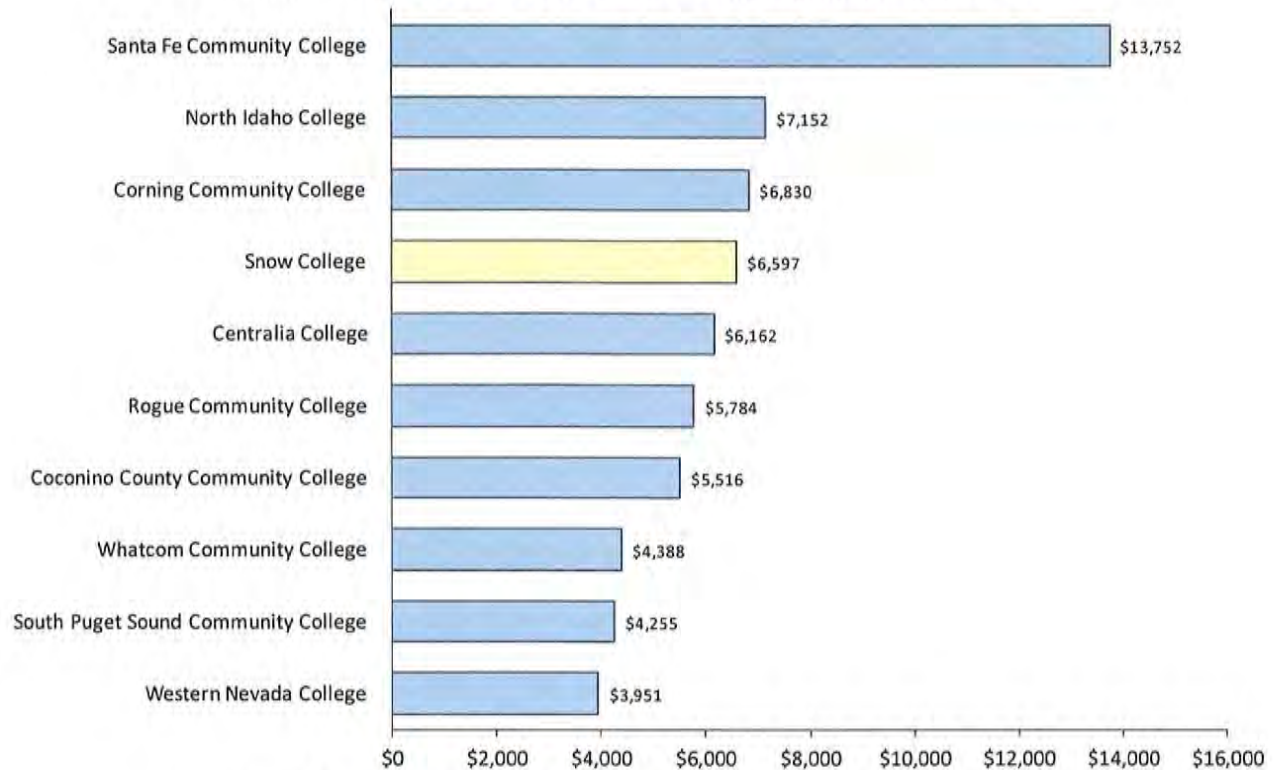
Weber State University Peers - Total Funding (Net Tuition & Fees, State & Local Appropriations), 2009-10



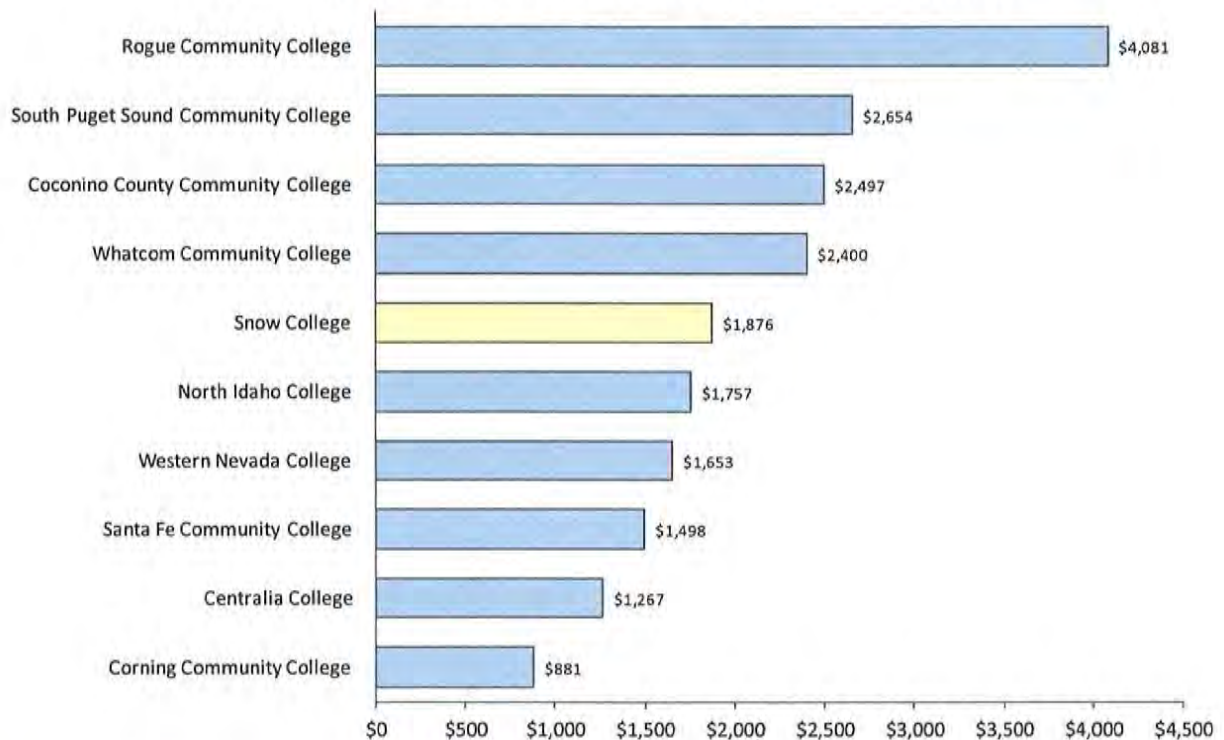
Appendix B

Funding Levels per FTE Student: USHE Institutions vs. Peer Institutions, 2009 - 2010

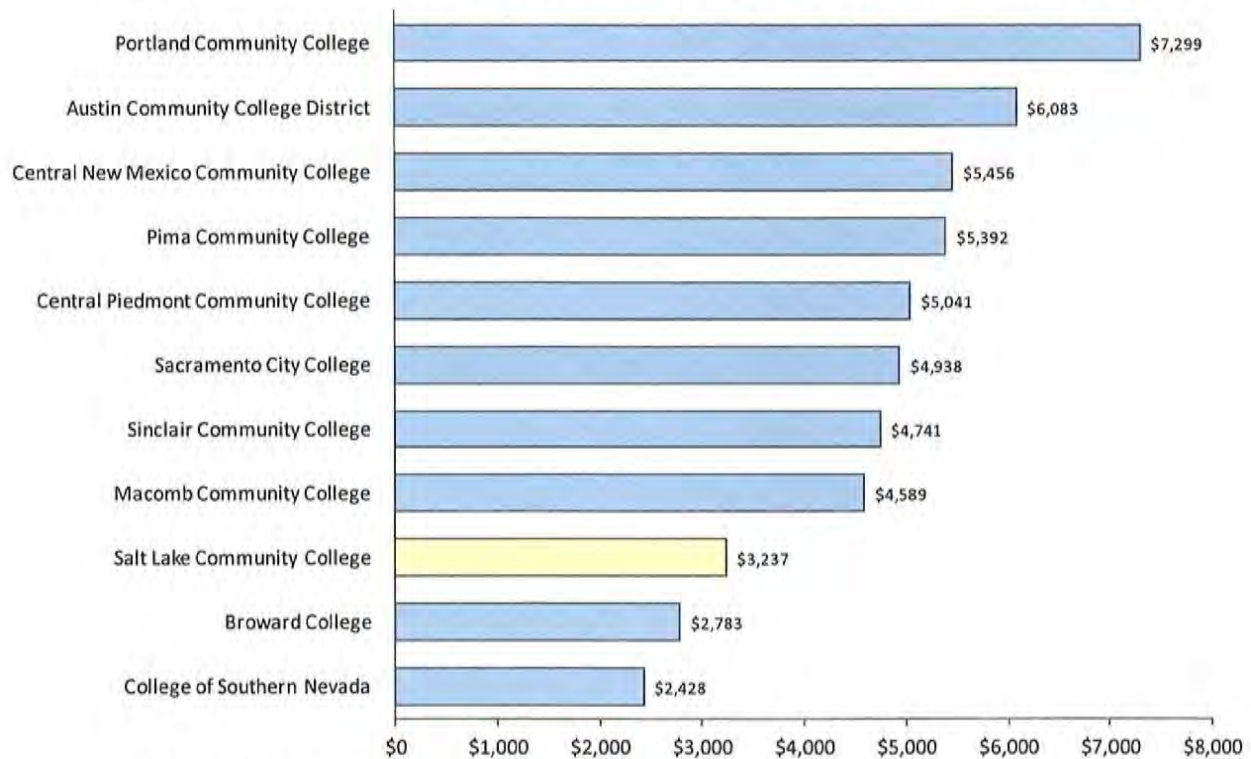
Snow College Peers - State & Local Appropriations, 2009-10



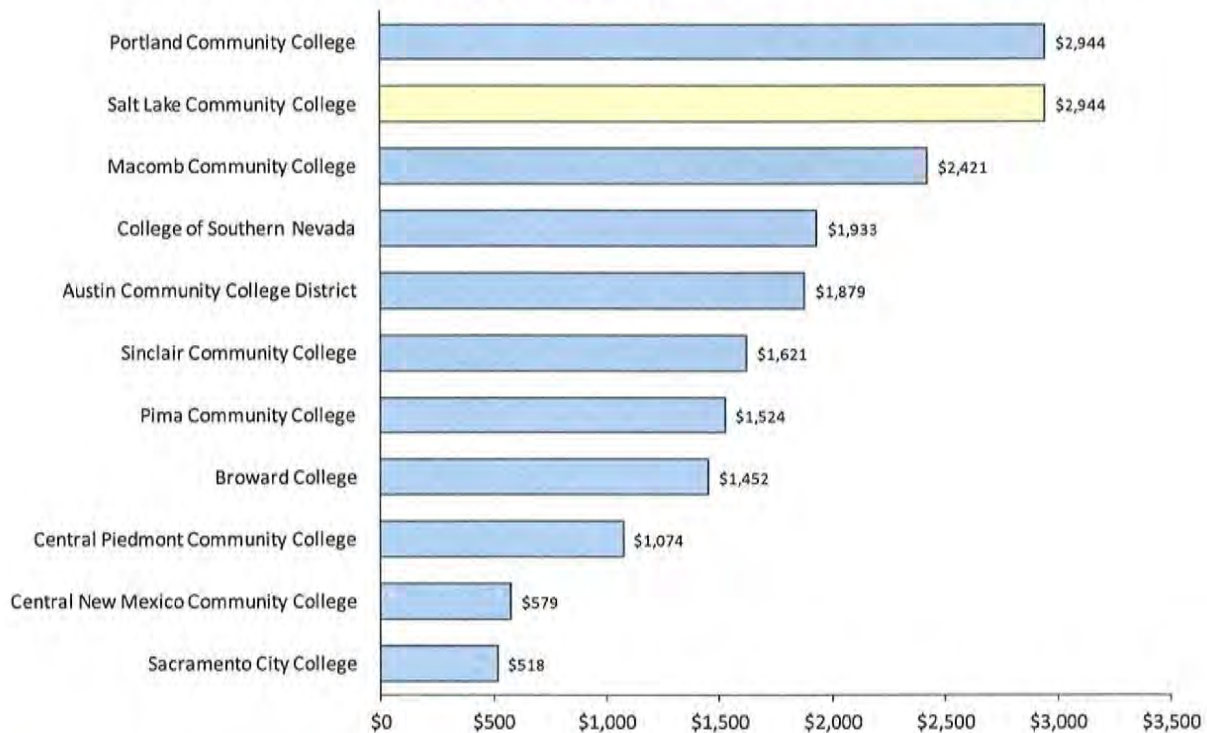
Snow College Peers - Net Tuition & Fee Revenues, 2009-10



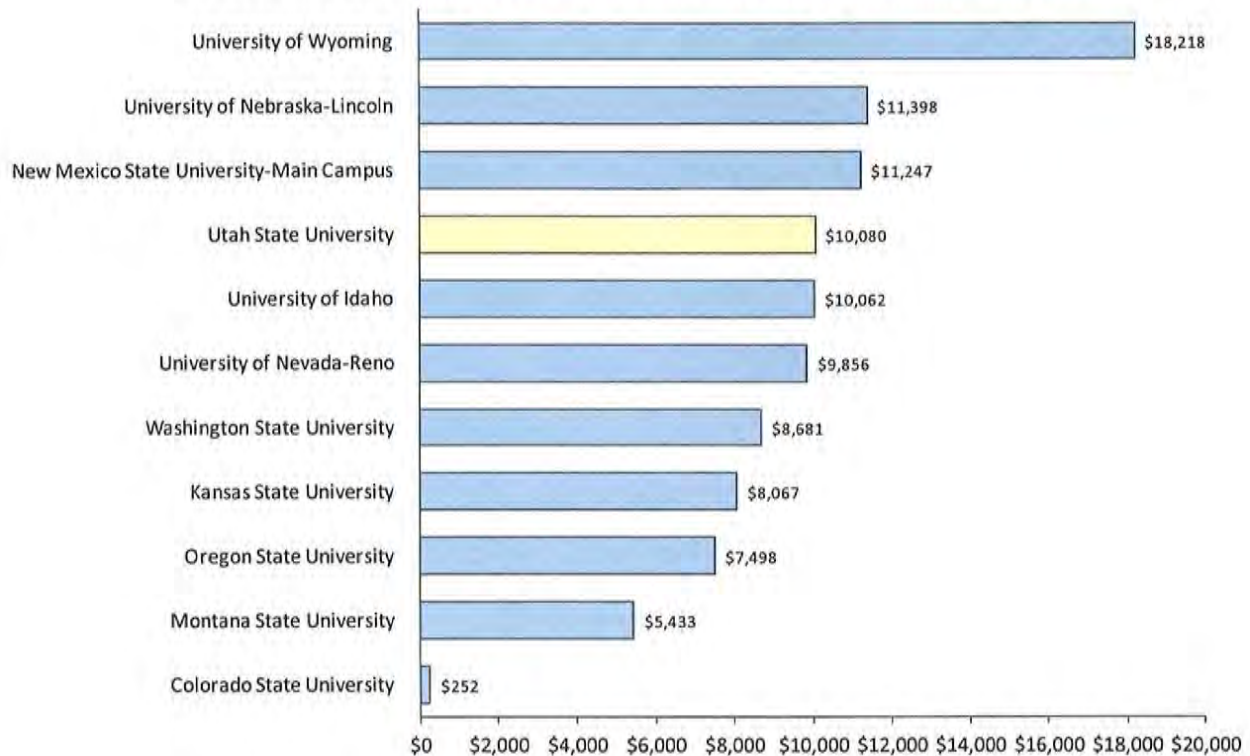
Salt Lake Community College Peers - State & Local Appropriations, 2009-10



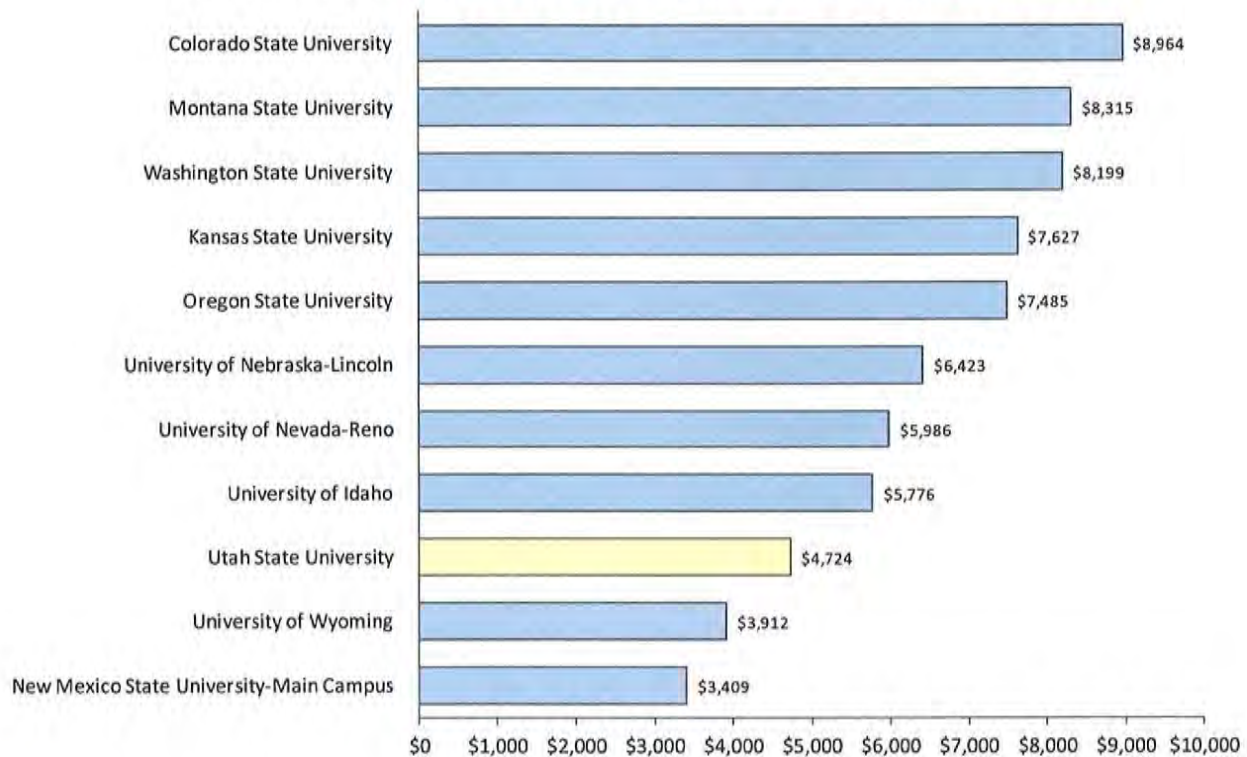
Salt Lake Community College Peers - Net Tuition & Fee Revenues, 2009-10



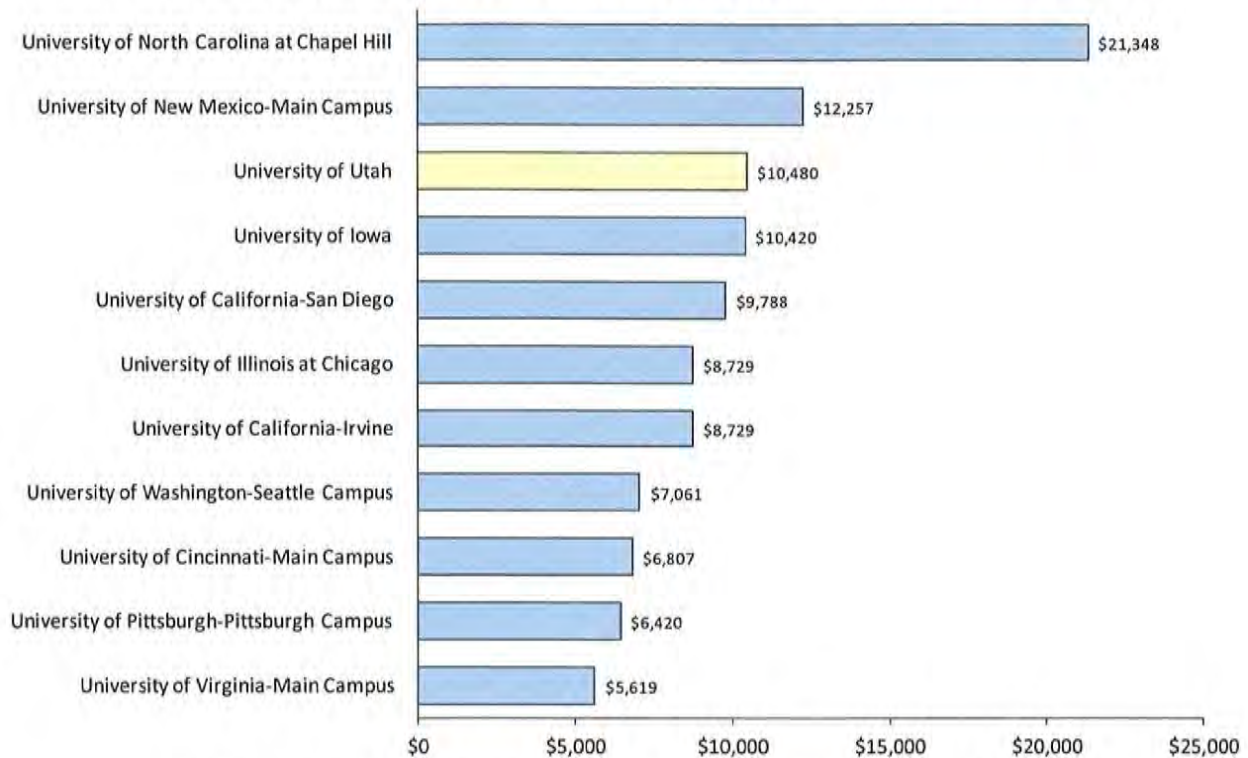
Utah State University Peers - State & Local Appropriations, 2009-10



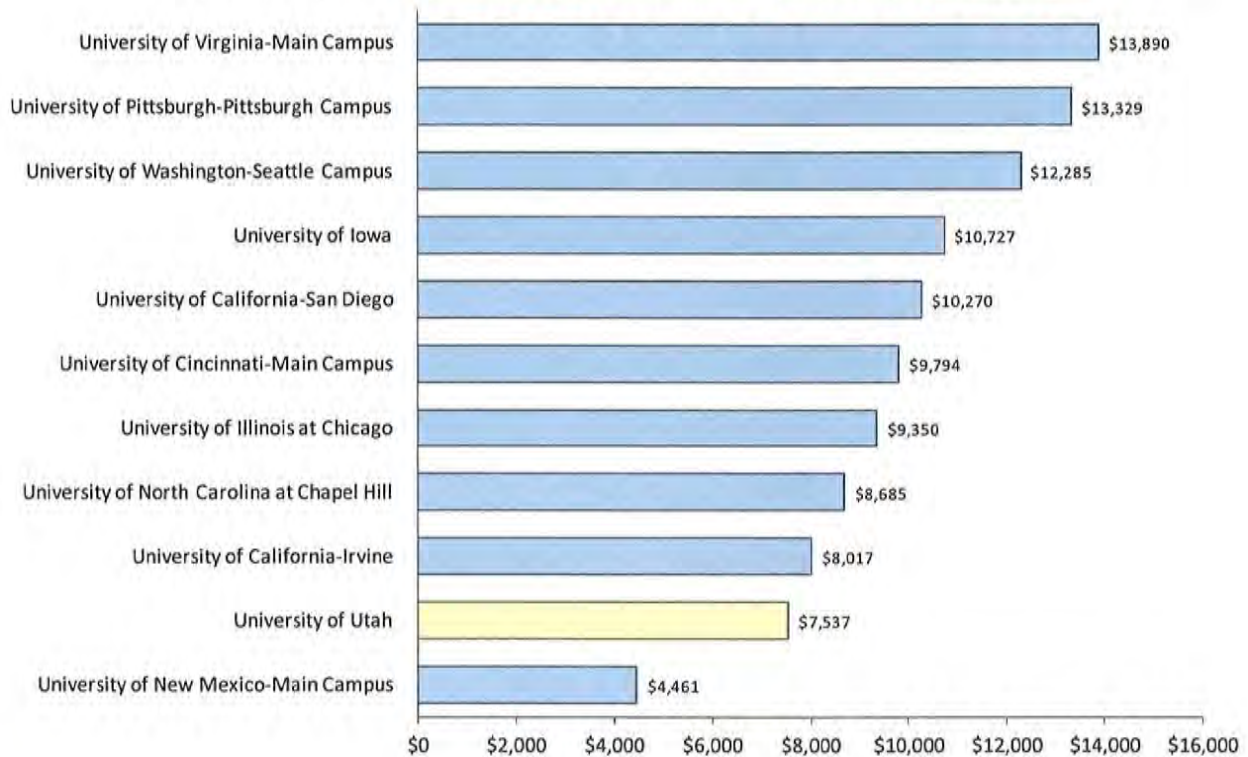
Utah State University Peers - Net Tuition & Fee Revenues, 2009-10



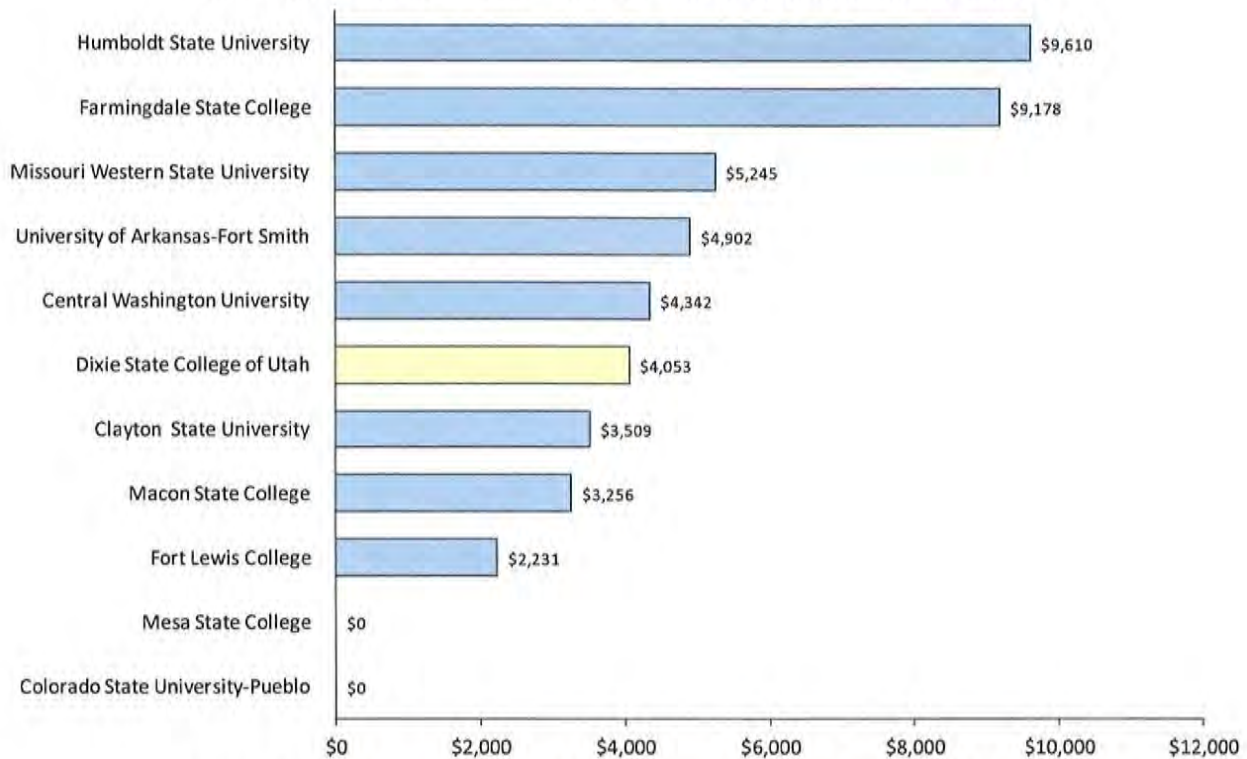
University of Utah Peers - State & Local Appropriations, 2009-10



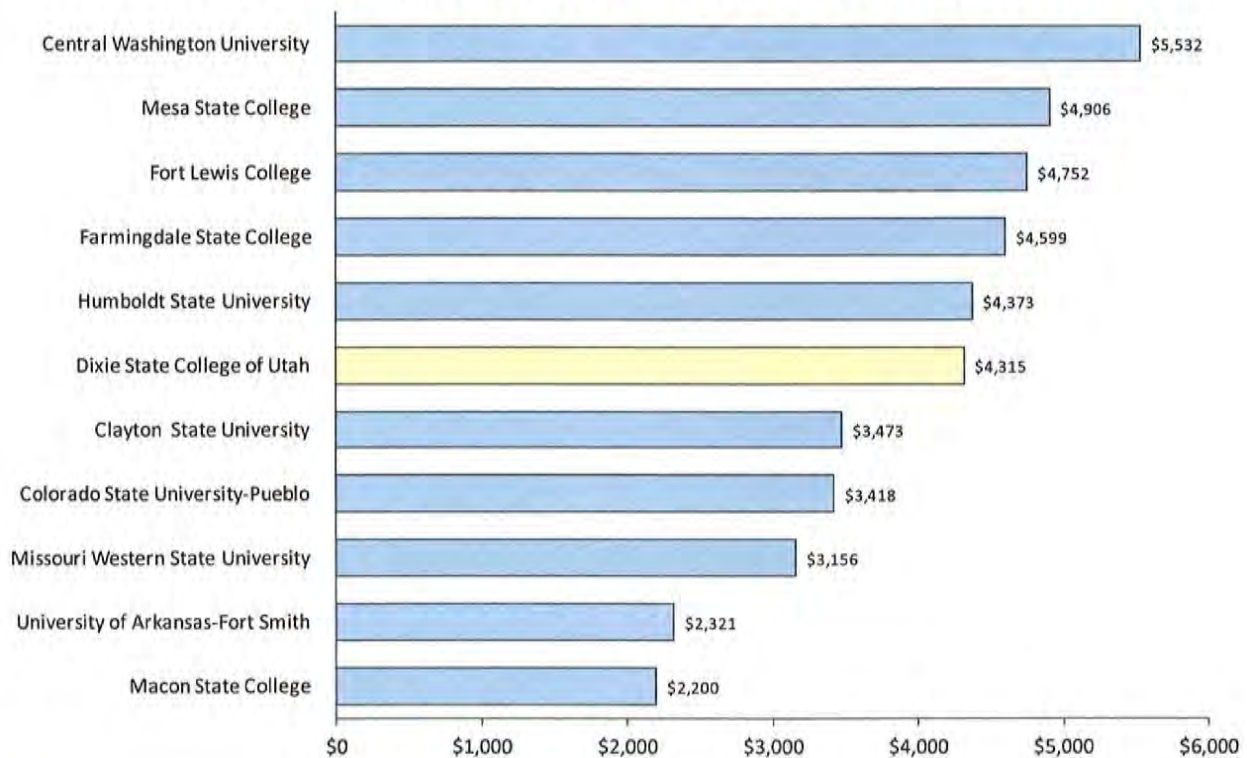
University of Utah Peers - Net Tuition & Fee Revenues, 2009-10



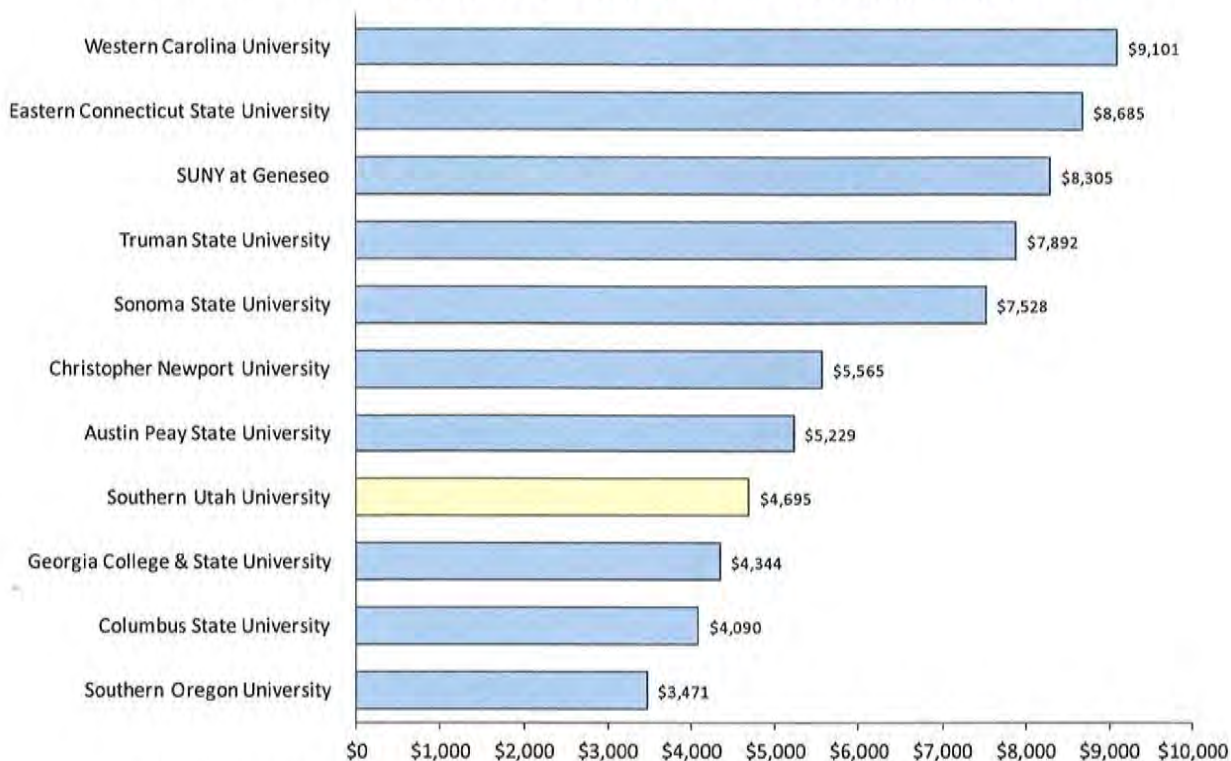
Dixie State College Peers - State & Local Appropriations, 2009-10



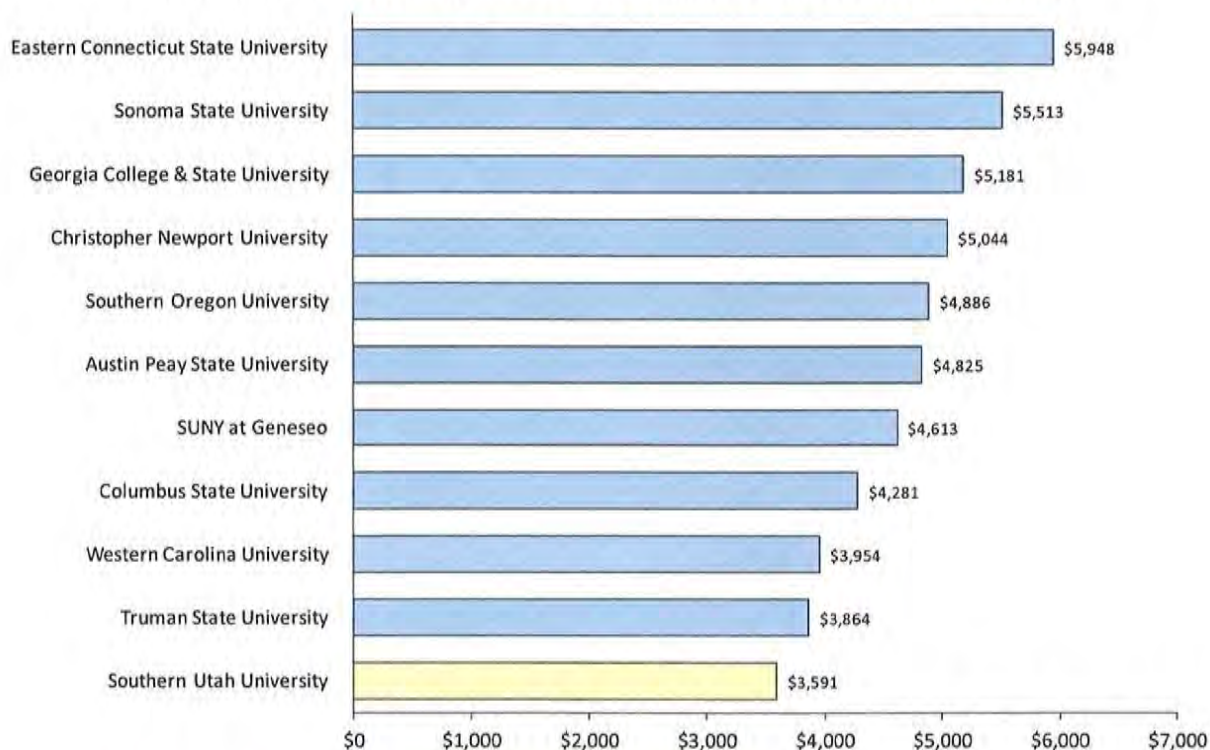
Dixie State College Peers - Net Tuition & Fee Revenues, 2009-10



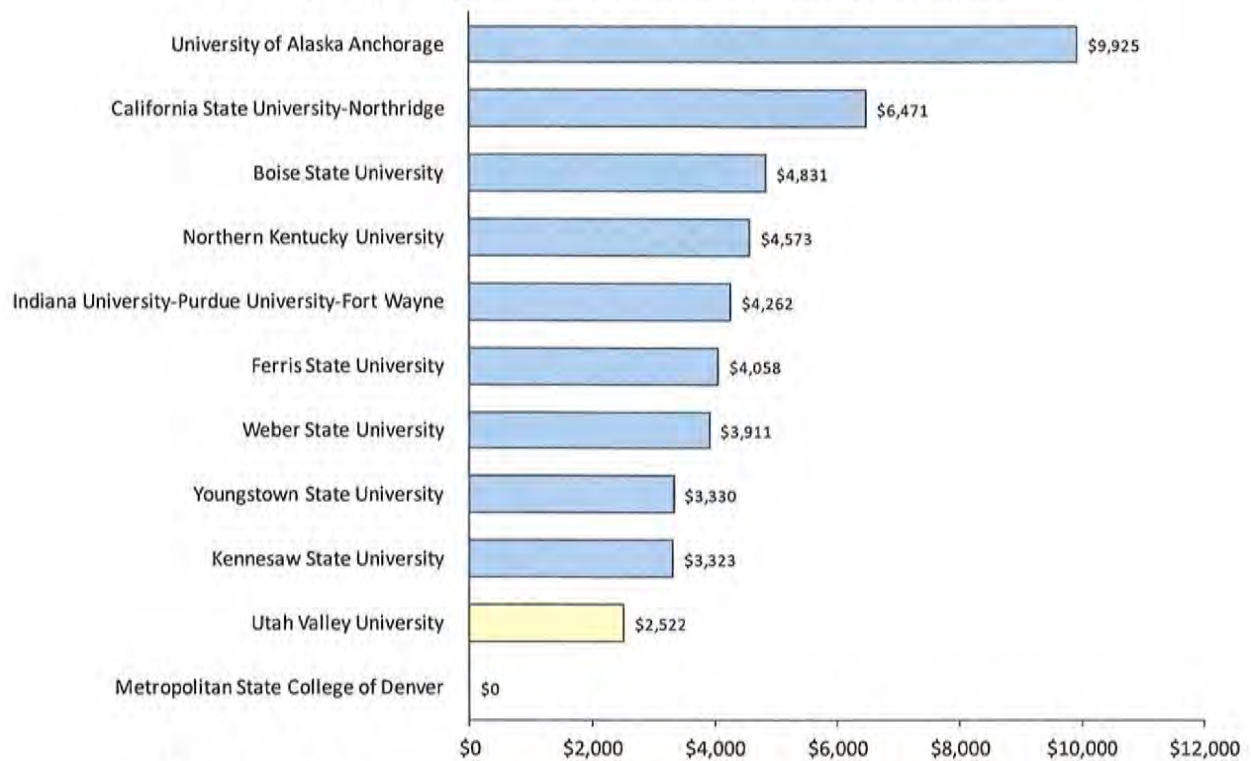
Southern Utah University Peers - State & Local Appropriations, 2009-10



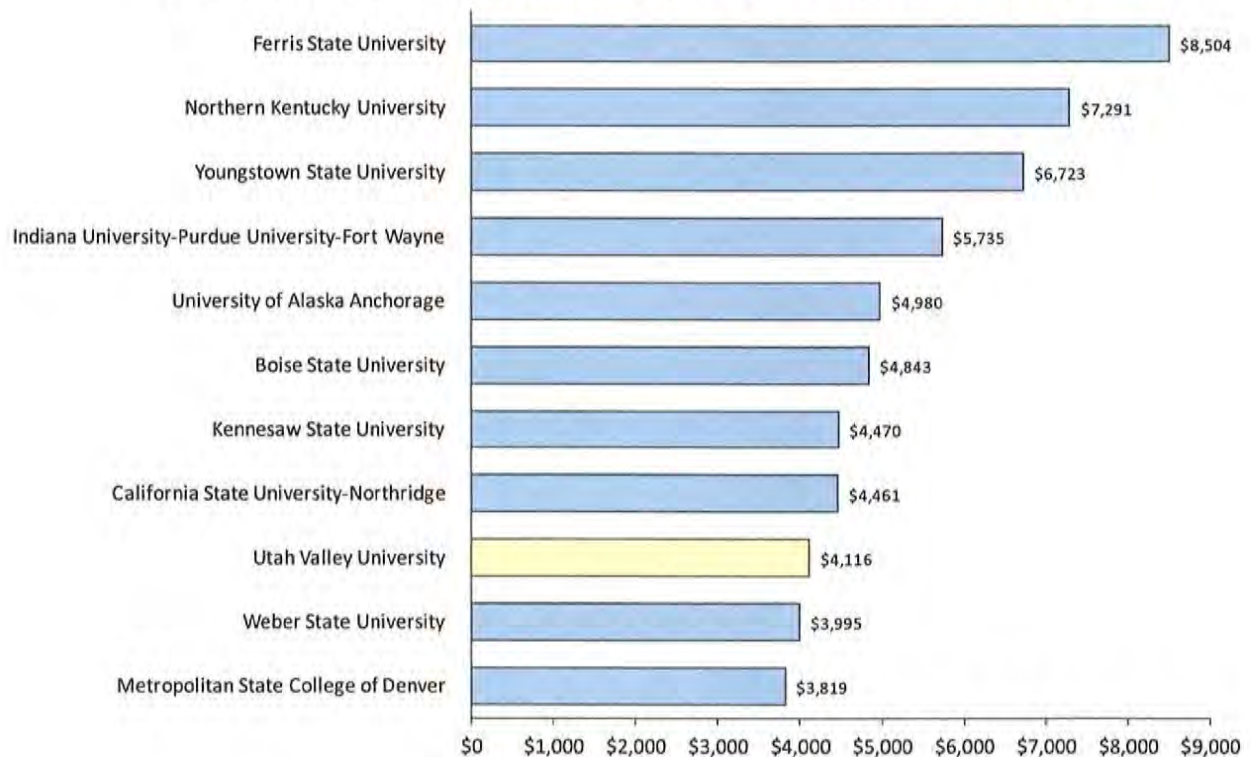
Southern Utah University Peers - Net Tuition & Fee Revenues, 2009-10



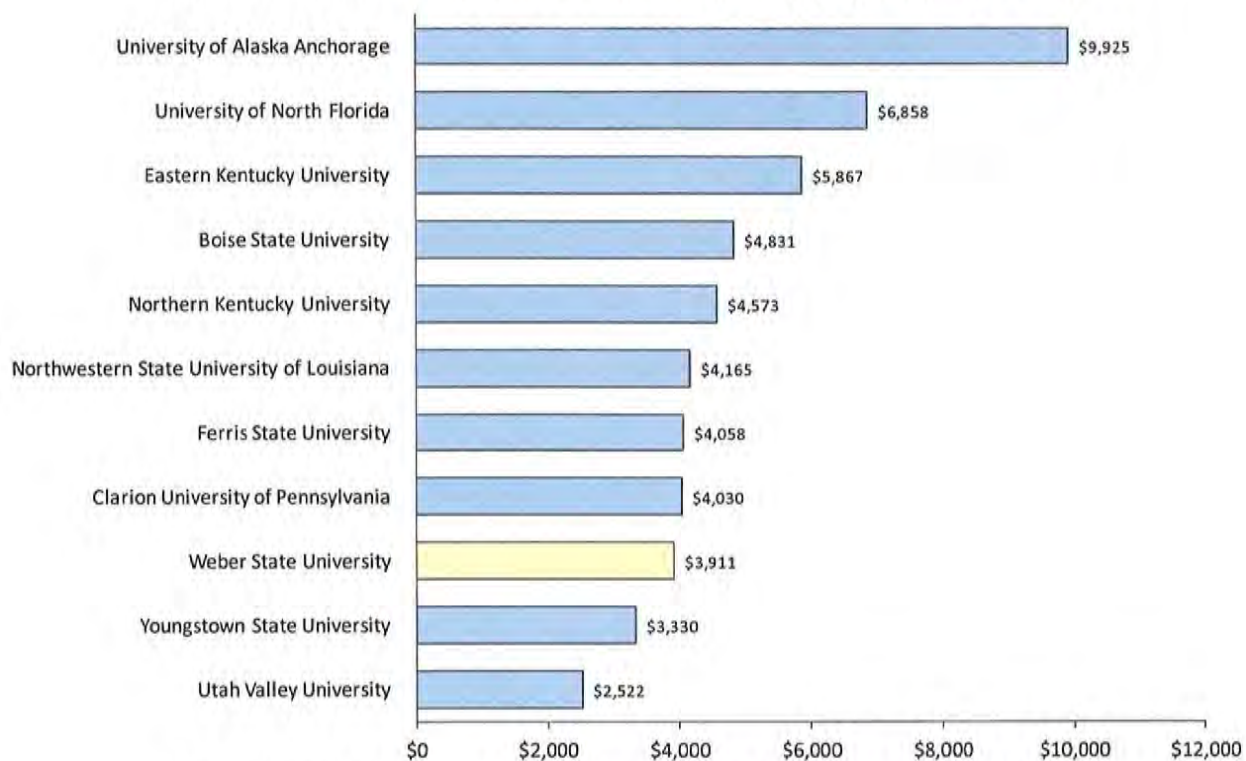
Utah Valley University Peers - State & Local Appropriations, 2009-10



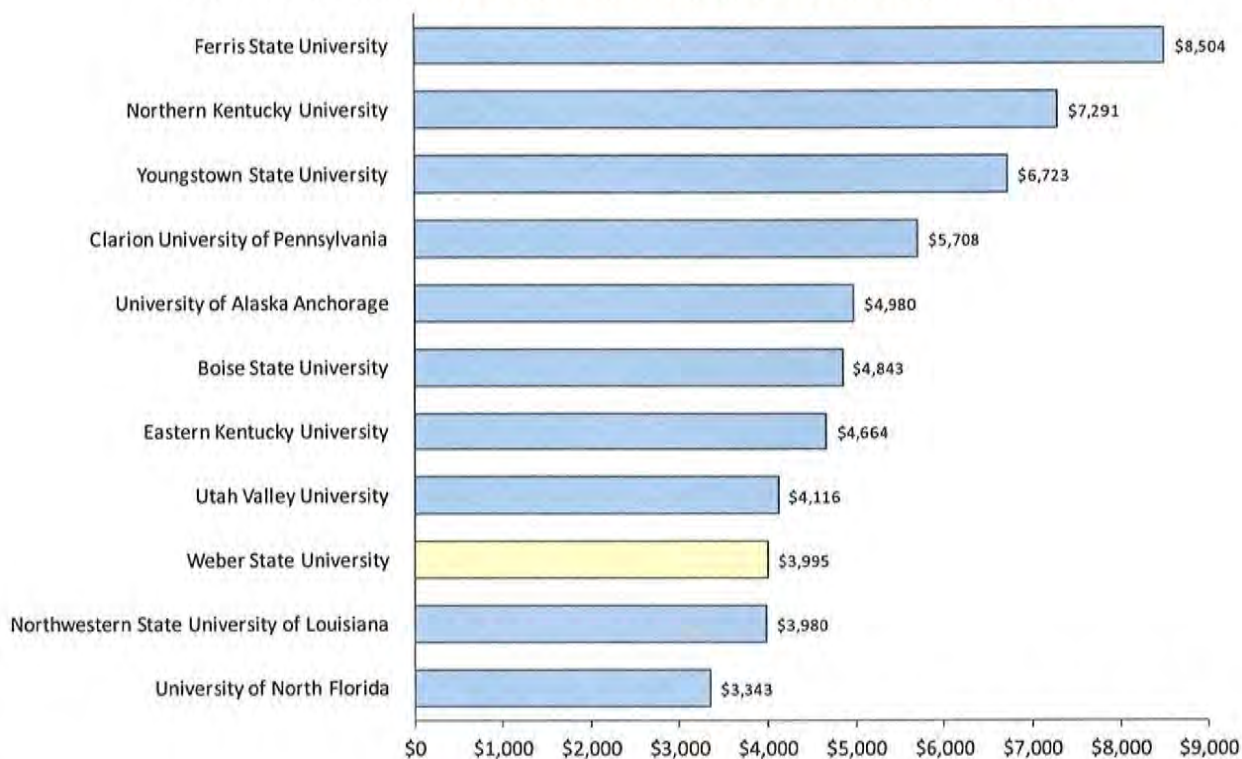
Utah Valley University Peers - Net Tuition & Fee Revenues, 2009-10



Weber State University Peers - State & Local Appropriations, 2009-10



Weber State University Peers - Net Tuition & Fee Revenues, 2009-10



January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Dixie State College – Bachelor of Science Degree in Computer Science

Issue

Dixie State College (DSC) requests approval to offer a Bachelor of Science degree in Computer Science, effective Spring Semester 2012. The Computer Science degree program was approved by the institutional Board of Trustees on March 19, 2010.

Background

The Bachelor of Science in Computer Science degree balances the theoretical study of computation and the practice of advanced computer programming. The program's course of study is designed to prepare graduates to enter careers as computer programmers, software engineers, and related fields or to enter graduate programs in computer science or related fields. This program will augment the existing Emphasis in Computer Science which is part of the Computer and Information Technology Bachelor of Science Degree.

DSC reported that in the past three years (2009-2011), 176 students have declared an interest to major in computer science and an additional 468 students indicated an interest in computer-related studies. Additionally, DSC estimated that of the more than 500 students majoring in computer and information sciences during fall semester 2011, about 60 will declare Computer Science as their major – upon degree approval.

It is anticipated the degree program will benefit students in the DSC service area by making their degree more attractive to employers who may not recognize the Computer Information Technology (CIT) designator, but prefer employees with an actual degree in Computer Science.

Based on workforce data, it appears that overall demand for program graduates would be strong for graduates seeking positions within the state of Utah. For Washington County, it would appear the demand would be strong for related occupational areas in network systems and data communications analysts, and less strong for computer programmers. Overall, however, it appears the program will meet the needs locally and statewide for preparing people to work as computer programmers, software engineers, and related areas.

Policy Issues

Other Utah System of Higher Education institutions have reviewed this proposal, given input, and are supportive of Dixie State College h offering this degree. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request to offer the Bachelor of Science Degree in Computer Science, effective Spring Semester 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/BKC
Attachment

Programs/Planning Committee

Action Item

Request to Offer a Bachelor of Science in Computer Science

Dixie State College of Utah

Prepared for
William A. Sederburg
By
Blair K. Carruth

January 5, 2012

**Program Description
Dixie State College
BS in Computer Science
04/19/2010**

Section I: The Request

Dixie State College of Utah (DSC) requests approval to offer a Bachelor of Science in Computer Science effective Spring Semester 2012. The Computer Science degree program was approved by the institutional Board of Trustees on March 19, 2010.

Section II: Program Description

Complete Program Description

The proposed Bachelor of Science in Computer Science will enhance the existing emphasis in Computer Science within the Bachelor of Science in Computer and Information Technology (CIT-CS). It will be offered in addition to the CIT-CS degree. The Computer Science degree will balance the theoretical study of computation and the practice of advanced computer programming. The program's course of study will prepare graduates to enter careers as computer programmers, software engineers, and related fields or to enter graduate programs in computer science or other related areas.

DSC has a Computer Information Technology Bachelor of Science program with three emphases: Computer Science, Information Technology, and Visual Technologies. The CIT degree was approved in 1999, and was one of the first two baccalaureate degrees to be offered at the institution. It was designed as an integration of several areas of computing, including computer science. Over the last decade, the various areas of study—computer science, visual technologies, and information technology— have grown into emphases, attracting a broad spectrum of students. The CIT-CS emphasis curriculum has evolved over time, adding courses required for DSC students' admission into graduate programs and courses required for graduates' success in subsequent employment in the computer industry. The program, as it exists, is designed to prepare future professionals, especially those who wish to fill generalist positions in which a practitioner is called upon to function in a number of capacities; however, as the program has developed, it has become clear that some students desire and need a science-based program that is accredited by ABET (formerly known as the Accreditation Board for Engineering and Technology).

Role and Mission Fit

Regents' Policy R-312 designates Dixie State College of Utah (DSC) as a "baccalaureate college" charged with providing educational programs that are "responsive to a rapidly growing and divergent economic region . . . economic development of the community, the state, and the region." DSC's institutional mission mandates the delivery of "baccalaureate programs in high demand areas and in core or foundations areas consistent with comprehensive four-year colleges." The Computer Science BS degree proposal responds to the needs of current and prospective students as well as local, regional, and state employers, and the degree will complement and enhance the existing array of foundational degree programs at the college.

Purpose of Degree

The Computer Science degree will prepare graduates for careers in computer programming, software engineering, and related fields with emergent or extant computer science needs, or prepare graduates to continue their studies in graduate programs in computer science and related fields. The degree program

will benefit students in the DSC service area by making their degree more attractive to employers who typically don't recognize the Computer Information Technology (CIT) designator, but who look for employees with a Computer Science (CS) degree. The CS degree will contribute to industry growth in the Dixie State service area by encouraging high tech companies to locate in the area, bringing tax revenue and high-paying jobs to the local economy. The institution reported that in recent years, a number of technology-based companies have looked closely at relocating in the St. George area, and one factor that deterred them was an insufficient number of workers prepared for computer-related jobs. Furthermore, some local companies reportedly have demand for computer scientists that exceed the number of DSC graduates.

Institutional Readiness

All of the courses in the proposed degree are already in place and offered on a regular schedule as part of the CIT-CS program. Likewise, library and information resources are already developed and available. A qualified faculty, adequate support staff, administrative leadership and structure, and facilities and technology resources are currently in place. Because of these factors, the incremental costs to implement the proposed degree will be minimal.

Faculty

The CIT-CS emphasis has five full-time tenured or tenure-track faculty members, four of whom hold doctoral degrees. These faculty members will be assigned to teach in the proposed program. Faculty members come from a variety of backgrounds and have applied industry work experience. Typically, the Computer Science Emphasis requires only three adjunct faculty because three full-time faculty members in the visual technologies and information technology emphases provide additional instructional support. Depending on future enrollment growth in the proposed program, may DSC need to hire an additional faculty member. If this becomes necessary, it is anticipated that support to do so will come from reallocation of resources. Faculty credentials are listed in Appendix C.

Staff

The Dixie State CIT program maintains a computer laboratory equipped with various types of computers and current software. Approximately ten student laboratory assistants are employed to maintain the computers and assist entry-level students with assignments. The program has adequate staff support in the form of a department secretary, the dean's administrative assistant, and an advisor. It is not anticipated that the program will require additional support staff in the near future.

Library and Information Resources

The Val A. Browning Library provides program-related resources in print and electronic formats and supports the educational goals of the department. A librarian is assigned as liaison to department faculty. In addition to general resources, the library provides access to the following relevant online databases, some of which are licensed through the Utah Academic Library Consortium and some of which are purchased locally:

- Association of Computing Machinery Digital Library: computer science database that provides indexing, abstracts, and full text of magazines, journals and proceedings of the Association of Computing Machinery.
- Computer Source (EBSCOhost): Full-text articles for more than 300 publications (journals and trade publications, and indexing and abstracts for 450 titles.

- ebrary: Collection of 52,000 electronic books from leading scholarly and trade publishers, including over 2,000 titles on the subject of computer science, programming, software, etc.
- MathSciNet reviews, abstracts and bibliographic information for much of the mathematical sciences literature.
- Safari Books Online: premier, current computer and technology books in electronic format, including titles from O'Reilly, Pearson, Cisco Press, etc.
- ScienceDirect College Edition (Elsevier) Full-text coverage of Health & Life Sciences, Social & Behavioral Sciences, and Physical Sciences journal articles from more than 2,500 peer-reviewed journals, including many Computer Science titles.
- Web of Science: Citation database of 8,500 major scholarly journals that includes the Science Citation Index (6,650 major journals across 150 scientific disciplines, including Computer Science) and the Conference Proceedings Citation Index.

The library's print collection includes nearly 600 current titles in computer science. In addition, the library offers interlibrary loan services and access to *WorldCat*, a service that offers access to the collections of over 10,000 libraries worldwide.

Admission Requirements

DSC has an open enrollment policy. Once students have declared Computer Science as their major, completed freshman-level coursework, and met with the Computer Science advisor, they are considered to be enrolled in the program.

Student Advisement

DSC personnel believe that academic advisement is vital to students' success; therefore, it has devoted resources to recruiting and training professionals with discipline-specific experience to advise students in their chosen programs. The existing CIT program employs an academic program advisor who meets with students beginning in the freshman year and regularly thereafter. In addition, faculty members meet with students in formal and informal advisement settings. To promote retention and to help students locate an academic home at DSC, the program offers and strongly recommends a freshman course, CIT 1001 First Year Experience, to all freshmen who anticipate a computer science or related major. This course is taught by a program faculty member or by the academic advisor. The course provides students with an overview of their chosen major and explains the degree requirements and expectations of program faculty.

Justification for Graduation Standards and Number of Credits

The proposed program requires a minimum of 120 credits. The degree includes 40 upper-division credits, 30 credits in residence at DSC, and fulfillment of all DSC General Education and graduation requirements, including a minimum 2.0 cumulative GPA. Complete details of the degree requirements are in Appendix A.

External Review and Accreditation

The curriculum was developed according to standards established by ABET. The department plans to work toward ABET accreditation. Dr. John Hart, Professor, Department of Computer Science, University of Illinois, Urbana-Champaign, reviewed the proposed program. During his on-site visit, he met with faculty and toured the facilities. Dr. Hart made several specific recommendations regarding the program, including the addition of several advanced math classes, which have been incorporated into the curriculum. The program faculty will continue to evaluate the curriculum and make adjustments as indicated by assessment results. Dr. Hart's report is available upon request.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	127	5	25	N/A
2	138	5	28	N/A
3	149	5	30	N/A
4	161	5	32	N/A
5	173	5	35	N/A

Expansion of Existing Program

As described above, the proposed program is a maturation of the existing CIT-CS emphasis program. Below are the headcount and FTE data for the past six academic years in the CIT-CS program. The data are first listed for the entire degree, and then data for each of the emphasis areas are listed. The headcount and FTE have nearly doubled in the six-year period.

	CIT-AII		CIT-CS		CIT-IT		CIT-VT	
Year	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
2005-06	258	101.60	54	22.60	45	22.60	158	56.40
2006-07	291	112.60	59	28.10	38	25.90	194	58.60
2007-08	311	122.10	70	37.80	45	28.60	196	55.70
2008-09	361	140.50	84	41.50	58	31.30	219	67.70
2009-10	453	180.53	98	54.13	65	39.10	289	86.00
2010-11	505	199.30	118	64.23	68	45.50	319	88.50

Section III: Need

Program Need

The decision to propose a Computer Science degree is driven by student need. Computer science is an established and widely recognized discipline and degree. Potential employers generally understand what it means when a job candidate offers a résumé indicating an earned degree in Computer Science. While DSC offers students a course of study in the CIT Computer Science emphasis that prepares them for the computer science industry, some employers may not recognize the degree as a true degree in computer science. This lack of degree recognition is reported to cause DSC a disadvantage when seeking employment. It is believed the name-recognition issue is affecting program enrollment as well. A number of students have reportedly left the DSC program for studies elsewhere in order to get a degree with computer science in the title. The institution reported that at least two top students have assured DSC faculty that they would happily return on condition of the institution having a computer science degree.

DSC serves an area that has experienced high growth over the past decade. Even in the current slower economic growth, there is still demand for people with computer science degrees. The institution reported that the CIT-CS program could not produce enough graduates in Spring 2011 to meet local industry demand.

Labor Market Demand

According to the U.S. Bureau of Labor Statistics, growth in computer software engineering jobs is expected to be 32% from 2008-2018 while computer programming jobs are expected to decline by 3% over the same period.

In the *Utah Occupational Outlook 2008-2018*, the Utah Department of Workforce Services (DWS) ranks the following computer-related occupational categories under SOC code 15-1000 with four- and five-star ratings:

- Five Stars
 - Computer Programmers
 - Computer Software Engineers, Applications
 - Computer Software Engineers, Systems Software
 - Database Administrators
- Four Stars
 - Computer Systems Analysts
 - Network and Computer Systems Administrators
 - Network Systems and Data Communications Analysts

The occupations above are classified at the bachelor's degree training level. Of note: the *Utah Occupational Outlook 2008-2018* for Washington County lists only two occupations under SOC code 15-1000, namely, Computer Programmers and Network Systems and Data Communications Analysts which are classified at the bachelor's degree training level. The Computer Programmers category is rated at two stars while the Network Systems and Data Communications category is rated at five stars. The proposed program is targeted towards preparation for computer programmers and software engineers than network systems and data communications analysts, although the latter is a related field.

The tables below present the outlook for Utah and Washington County from the Department of Workforce Services.

State of Utah 2008-2018				
Occupation Description	Average Annual Growth Rate	Annual Openings		
		Growth	Replacement	Total
Computer Programmers	0.3%	20	140	160
Software Engineers, Applications	4.4%	230	50	280
Software Engineers, Systems	4.3%	150	30	180
Computer Systems Analysts	2.5%	70	60	130
Database Administrators	3.0%	30	20	50
Network and Systems Administrators	3.0%	80	50	130
Network Systems and Data Analysts	7.0%	130	30	160
Washington County – 2008-2018				
Occupation Description	Average Annual Growth Rate	Annual Openings		
		Growth	Replacement	Total
Computer Programmers	4.3%	0*	0*	10*
Network Systems and Data Analysts	8.2%	10	0	10

*Data shown herein as reported by DWS.

Wanted Analytics, an online talent marketplace, reported in March 2011 that online postings for computer software engineers in Utah had increased 25.5% in February 2011 over February 2010.

From this information, it appears that overall demand for program graduates would be strong for those seeking positions within the state of Utah. For Washington County, it would appear the demand would be strong for network systems and data communications analysts, and less for computer programmers. Overall, it appears the program will meet the needs locally and statewide for preparing people to work as computer programmers, software engineers, and related areas.

Student Demand

DSC asks students to indicate their choice of majors as they apply for admission. Although the query is available to all students, not all who apply respond; however, in the past three years (2009-2011), 176 students have declared their interest or desire to major in computer science; another 468 students indicated an interest in computer-related studies. Additionally, DSC estimated that of the more than 500 students majoring in computer and information sciences during fall semester 2011, over 60 students will move into the proposed computer science program as soon as the degree is approved.

Similar Programs

Bachelor of Science degrees in Computer Science are offered at the University of Utah, Utah State University, Weber State University, Utah Valley University, and Southern Utah University.

Collaboration with and Impact on Other USHE Institutions

DSC computer science faculty members have had informal discussions with computer science department heads from Utah State University and Utah Valley University to seek information and suggestions regarding ABET accreditation. In addition, program faculty and administrators regularly attend majors meetings and are active in standardizing DSC classes with sister institutions. DSC expects the program will have little impact on other computer science programs in the state since the college draws roughly 80% of its students from the local population in Washington County.

Section IV: Program and Student Assessment

Program Assessment

The proposed program is designed to prepare students for careers in computer programming, software engineering, and related fields and for further study in master's and doctoral programs in computer science and related disciplines. Program assessment will take place in accordance with accreditation standards and institutional requirements.

Expected Standards of Performance

Student learning outcomes will be based on ABET accreditation standards as contained in ABET's publication, *Program Criteria for Accrediting Computing Programs*.

The program will enable students to attain, by the time of graduation:

- An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
- An ability to apply design and development principles in the construction of software systems of varying complexity.
- An ability to apply knowledge of computing and mathematics appropriate to the discipline.

- An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- An ability to design, implement, and evaluate computer-based systems, processes, components, or programs to meet desired needs.
- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, legal, security, and social issues and responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- Recognition of the need for and an ability to engage in continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.

Summative

Summative assessments will include: senior capstone projects; employment placement rates; employee and graduate surveys; scores on professional exams; GRE scores.

Formative

Formative assessments will include: in-class tests; evaluation of students' programs for accuracy of function and style of design; laboratory performance; midterm examinations; evaluation of problem sets; systems design projects; and internships.

Section V: Finance

Budget

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	70	77	85	94	103
Cost Per FTE	\$3,288.00	\$3,140.00	\$3,000.00	\$2,890.00	\$2,775.00
Student/Faculty Ratio	25:1	28:1	30:1	32:1	35:1
Projected Headcount	127	138	149	161	173
Projected Tuition					
Gross Tuition	\$230,160.00	\$241,780.00	\$255,000.00	\$271,660.00	\$285,825.00
Tuition to Program	\$	\$	\$	\$	\$
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense*					
Salaries and Wages	N/A – All costs are currently covered in the existing program.				
Benefits					
Total Personnel					
Current Expense					
Travel	There will be no additional faculty or staff FTE, library, or other operational funds required.				
Capital					
Library Expense					
Total Expense					
Revenue*					
Legislative Appropriation	N/A – funded through existing resources.				
Grants and Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue					
Difference					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

Budget Comments

The incremental cost of implementing the BS degree in Computer Science are anticipated to be minimal. The required curriculum is in place and has been taught for approximately four years. Faculty, laboratory equipment, and other required resources are currently in place.

Funding Sources

Funding to support the proposed degree will come from institutional funds, including tuition revenue and state allocations. The needed funds are currently in place.

Reallocation

None anticipated.

Impact on Existing Budgets

None.

Section VI: Faculty**Full-Time Faculty**

- Joseph Francom, *Assistant Professor*
 - University of Louisville: Computer Science, PhD 2007
- Curtis Larsen, *Assistant Professor*
 - University of Utah: Physics, MS 1998
- Robert Nielson, *Assistant Professor*
- Colorado Technical University: Computer Science, DCS 2009
- Russell Ross, *Associate Professor*
 - University of Cambridge: Computer Science, PhD 2007
- Barton Stander, *Professor*
 - Washington State University: Computer Science, PhD 1997

Full-Time Support Faculty in CIT Program

- Shane Prine, *Associate Professor*
 - Washington State University: Visual Technology, MFA 2006
- Eric Pedersen, *Professor*
 - Utah State University: Visual Technology, IT, PhD 2007
- Ronald Woodland, *Associate Professor*
 - Utah State University: Graphics, Digital Video, Multimedia, MEd 2001

Adjunct Faculty

- Carol Stander, *Lecturer/Advisor*
 - Brigham Young University: Computer Science, BS 1991
- Zachariah J. Alvey, *Adjunct Instructor*
 - University of Utah: Computer Science, BS/Med
- Jimmy D. Nilson, *Adjunct Instructor*
 - University of Washington: Computer Science, MS 1983

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Bachelor of Music (BMUS)

Issue

Utah Valley University's Bachelor of Music program was approved by the institutions' Board of Trustees on October 13, 2011. UVU requests approval to offer the degree, effective Fall 2012.

Background

The BMUS degree prepares students as professional musicians for a wide range of performance-based careers in the arts and entertainment industries. It also prepares students for post-baccalaureate graduate or professional education. Students with a music performance degree have many options available, including orchestral, band, choral, and solo performance, recording, teaching, and graduate education for advanced-level careers. All students are required to take courses in the music technology industry and commercial music, which provide career options upon graduation.

A Bachelor of Music (BMUS) in Performance is a specialized professional degree that consists of 65% music-specific coursework, a standard stipulated by the National Association of Schools of Music (NASM), which is the accrediting organization for university music programs. Study in the major area of performance, including private instruction, ensemble participation, pedagogy and literature, and recitals, comprises 40% of the total program. This significant percentage of performance-related coursework is the degree's defining factor, as well as the principle variant from the BA/BS in Music and BS in Music Education. In addition, a unique element of this degree is coursework in music industry and technology, which includes music technology and entrepreneurship as requirements, with electives in contemporary careers, recording studio, studio producing and arranging, film scoring, and jazz improvisation.

The request for this degree is student-driven with full faculty support. Approximately 75% of the 30 to 40 annual incoming music students for the past two years have requested a music performance program. In a January 2011 poll of 122 active music majors at UVU, 71 responded and, of those, 46 (65%) indicated they would be very interested in a music performance program, 19 (27%) indicated they were somewhat interested, and only six (8%) indicated no interest.

Even though the economy presents challenges, training for music performance and in recording studio technologies will give graduates an opportunity to find employment. They will also be prepared to enter graduate programs.

Policy Issues

No policy issues were raised by the USHE institutions.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer the Bachelor of Music (BMUS), effective Fall Semester 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Bachelor of Music (BMUS)

Utah Valley University

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

January 5, 2012

**Program Description
Utah Valley University
BMUS in Performance
10/13/2011**

Section I: Request

Utah Valley University requests approval to offer a Bachelor of Music in Performance degree, effective Fall 2012.

Section II: Program Description

Complete Program Description

Utah Valley University's proposed Bachelor of Music (BM) in Performance is a specialized professional degree that consists of 121 credits, categorized as follows:

• General Education	35
• Musicianship	31
• Music Industry and Technology	7
• Individual Musicianship Studies	26
• Large Ensembles	8
• Performance Areas (Instrumental, Piano, Vocal)	14
Total	121

Study in the major area of performance, including individual instruction, performance classes, recitals, and ensemble participation, comprises 48 credits, or 40% of the total program. This significant percentage of performance-related coursework is the degree's defining factor, as well as the principle variant from the BA/BS in Music and BS in Music Education. In addition, a unique element of this degree is coursework in music industry and technology, which includes music technology and entrepreneurship as requirements, with electives in contemporary careers, recording studio, studio producing and arranging, film scoring, and jazz improvisation.

Purpose of Degree

A Bachelor of Music in Performance provides students with the necessary performance skills to succeed as professional musicians and in graduate programs. In addition, performance-based skills such as impressive levels of discipline, the confidence to communicate and present to large audiences, and understandings of complex symbolism and form, prepare students for success in a variety of professions.

The synergy of three key components for a music performance degree at UVU make this an opportune time for its implementation. First, student demand is high. UVU draws the vast majority of its student body from Utah Valley, which has significant numbers of qualified students seeking such a degree. The proportion of students who develop musical talent through private instruction during their childhood and teen years, the focus on musical experience in local K-12 school programs, and the opportunities for school and community-based music performance are exceptionally high in Utah Valley, resulting in a large number of incoming students with advanced music performance skills. Second, the UVU Department of Music has strong faculty to support such a degree. With newly added positions in both full-time and adjunct faculty, the Department of Music has assembled an exceptionally well qualified cadre of faculty with the appropriate academic credentials, breadth of expertise, and professional experience to fully support a performance

program. Third, coursework in music technology, industry, and commercial music, provides a unique strength to this degree. Students who choose to major in music must graduate with skills that are competitive in a challenging economy. Strong performance skills combined with training in state-of-the-art technologies, entrepreneurship, and trends in commercial music, will give UVU music graduates a competitive edge to succeed.

Institutional Readiness

The faculty in the Department of Music bring a wealth of academic and professional expertise from their experience with performance programs at other universities. They are fully familiar with the design and function of performance programs and the standards for such programs as set forth by the National Association of Schools of Music (NASM). Both the Department Chair and the Dean are specialists in music performance management, with decades of experience administering these programs at universities where they were previously employed, and their extensive participation in professional music organizations at the state and national levels. The music faculty jointly designed the proposed program based on comparable programs and in accordance with NASM standards. They also have relied on their broad and extensive experience working in some of the finest performance programs in the nation. They will require no new training for the administration of this program. The BM in Performance program relies on the same overall curriculum as the BA/BS program. However, some courses offered as electives in the BA/BS program (such as Performance Class, Junior and Senior Recitals, Small Ensembles, Pedagogy, Diction and Literature) will be *required* coursework in the BM in Performance degree. This will result in larger class sizes and possibly additional sections of these courses. Student recitals are currently held in a large recital room (GT 416), which has an impressive nine-foot Steinway grand piano. An increase in recital performances will result in tightened schedule of this space and exploration of alternative on- and off-campus venues. Because music industry and technology are rapidly expanding areas of expertise for music performance, the BM in Performance includes courses in these areas. UVU is fully equipped to support these areas with a state-of-the-art recording studio and computer lab. The Department of Music has requested a full-time faculty position in Commercial Music for the 2012-13 academic year to oversee the expansion of this area both for BM students and for other students studying music industry and technology. Dependent on anticipated growth in the BM in Performance program, we expect to request another full-time tenure-track faculty position to support this program during the third or fourth year. Administrative staff will manage the BM program as they do existing degree programs. The only administrative action required is training the music advisor on how to advise students who are enrolled or interested in the program.

Faculty

The addition of required faculty has already been implemented over the past several years and is now in place. The expansion of the Department of Music from five to eleven full-time faculty members, coupled with a significant increase in performance expertise among recently hired full-time and adjunct faculty members, has placed the department in a position to offer a strong program in music performance. All current full-time faculty hold doctoral degrees from prestigious institutions, and are fully qualified to oversee the BM in Performance program. They are assisted by thirty-six adjunct faculty, twenty-eight of whom hold masters or doctoral degrees, which is in line with comparable programs at other universities. Significant numbers of adjunct faculty customarily support Bachelor of Music programs at universities nationwide. They are professionals who work in the music profession as performers and teachers, bringing a high level of expertise to the program and its students. Adjunct faculty at UVU include musicians who perform in prestigious musical venues locally, nationally, and internationally, and several who have years of

experience in performance instruction. The academic qualifications and professional experience of full-time and adjunct faculty are detailed in Appendix C.

Staff

No additional staff will be required.

Library and Information Resources

UVU's state-of-the-art Learning Resource Center Library houses musical materials – in print, databases, CD's and DVD's – with ample room to grow. Typically, 4% of the library budget is spent on music. Within the last six years, all acquisition requests extended by the Department of Music have been honored.

- **Books**

Music monographs are located in three related Library of Congress call number ranges.

The M1-5000 call number range is for music scores. At present, the library has 1,647 music score titles (1996 volumes). Approximately 800 additional music scores are in the ordering process. The scores are shelved next to the music CDs on the second floor of the library. Also next to the scores are 78 CD-ROMs with over 40,000 music scores that can be downloaded and printed.

The literature of music is in the ML1-3930 call number range. In this area there are 1,876 titles (1974 volumes). The MT1-960 call number range is for books about musical instruction and study. There are 353 titles (373 volumes) in this area. Approximately 250 additional academic music books are in the ordering process. The majority of the academic music books are located on the fourth floor of the library.

228 academic music book titles (377 volumes) are located in the reference collection on the first floor of the library.

- **Periodicals**

The UVU library currently subscribes to nine music periodicals which are shelved on the third floor of the library.

From the articles option on the library homepage, UVU also has online access to approximately 230 full text music journals.

Articles for which UVU does not have ready access to the full text, patrons can order copies of articles using the Interlibrary Loan option on the library homepage.

- **Videos**

In the video collection, UVU has 467 music titles (1199 items). An additional 50+ DVD video titles are in the ordering process. Videos are located on the second floor of the library near the music CDs and music scores.

- **Music CDs**

The music CD collection has 4,164 titles (4,964 items). An additional 600+ music CD titles have been ordered and received and are waiting to be cataloged. UVU also has access thru the library homepage to the Naxos Music Library, which has approximately 54,000 music CDs for online streaming.

Admission Requirements

Students entering a Bachelor of Music in Performance will be required to pass a performance proficiency test. Although this test is already in place for all music majors, stronger evidence of performance skills, as well as a solid base of performance repertoire, will be required for entrance into the performance major.

In addition to a performance proficiency test, all music majors are required to take a theory pre-test, which determines theory placement. This test will remain the same for performance degree majors.

Student Advisement

Students entering a performance program will follow the same method of advisement already in place for music majors. All music majors are required to take proficiency tests, the results of which are forwarded to the music advisor who then meets with the students and facilitates their registration into music-major classes. In addition, all music majors are required to meet with the music advisor as part of their Sophomore Review, a series of evaluations which determine a student's readiness to enter into upper-division coursework. Music majors are also required to meet with the advisor as part of their application for graduation.

Justification for Graduation Standards and Number of Credits

The Bachelor of Music in Performance totals 121 credit hours, including 35 credits of General Education, 31 credits of core supportive musicianship, 7 credits of music industry and technology, and 48 credits in the major area of performance and electives.

External Review and Accreditation

On April 12 - 14, 2010, Dr. Jo Ann Domb conducted an on-site visit to review the UVU Department of Music in preparation for accreditation by the National Association of Schools of Music (NASM). Dr. Domb is a Professor of Music at the University of Indianapolis and a professional consultant for NASM. In her consultant report, she noted the following strengths of UVU's Department of Music, all of which indicate readiness for a performance program:

- Performance experience of new faculty
- Newly purchased instruments: Steinway pianos, etc.
- Flexibility for positive change at this time with support from administration
- New laboratory equipment: computers and electronic pianos
- Dramatically improving ensembles
- Outstanding part-time faculty that bring solo performance skills, as well as expertise in various needed areas: voice, film scoring, percussion, music education, etc.
- Organization of the Ensemble Music Library
- Growing number of talented and bright students

Among her list of recommendations she included: "Continuing to develop an active performance program." She also added this complimentary statement: "All can be proud of the momentum of increasing performances and performance standards at Utah Valley University...The future is very bright."

In a communication subsequent to her consultant visit, Dr. Domb indicated that the submission of a new performance degree would not complicate the music department's application for accreditation, the evaluation of which is scheduled for Fall 2012. In fact, she pointed out that it was not uncommon for an accreditation team to evaluate new programs in their various stages.

The cost of accreditation evaluation and implementation is minimal. The Department of Music intends to seek accreditation of the liberal arts and education degrees regardless of the outcome of this performance degree proposal.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student –to–Faculty Ratio	Accreditation Req'd Ratio
1	38	11	3.45	N/A
2	60	11	5.45	N/A
3	84	11	7	N/A
4	91	12	7.6	N/A
5	96	12	8	N/A

The above table reflects Bachelor of Music headcount and total music department salaried faculty headcount.

Expansion of Existing Program

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

Section III: Need

Program Need

Three factors indicate a need for this program, as explained in detail elsewhere in this proposal: First, students are better served in the current labor market by having the option of an intensive BM in Performance degree in addition to the less-intensive BA/BS in Music degree. Second, student demand is high. According to a January 2011 poll (detailed below), 65% of music major students at UVU would choose the BM in Performance degree if it were available. Third, the current faculty composition of the UVU Department of Music is ideally suited for offering such a degree.

Labor Market Demand

A Bachelor of Music in Performance will enable UVU students to qualify for graduate programs and professional positions. The most recent data compiled by the U.S. Department of Labor were updated in a December 2009 report, which post-dates the economic downturn by more than a year but may not entirely reflect the current economic situation. This report predicts employment of musicians to “grow 8 percent during the 2008–18 decade, as fast as the average for all occupations.” It also recognizes, however, that “competition for jobs as musicians, singers, and related workers—especially full-time jobs—is expected to be keen.” The same labor report recognizes that “musicians need extensive and prolonged training and practice to acquire the skills and knowledge necessary to interpret music at a professional level.” (Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2010-22 Edition: Musicians, Singers, and Related Workers, <http://www.bls.gov/oco/ocos095.htm#outlook>). The labor market for talented musicians is highly competitive throughout the country, and opportunities, particularly for full-time employment, are difficult for graduating students to secure. Music employment in Utah has not been immune to this trend but is more healthy than in most parts of the country. Utah continues to support a full-time symphony at a time when orchestras elsewhere are facing bankruptcy, and has a thriving recording and commercial music industry. According to the most recent data available, Utah places second in the nation for occupations in music during the 2008–18 decade ([CareerOneStop \[Sponsored by the U.S. Department of Labor, Employment and Training Administration\], Occupation Information: Employment](#)

[Trends by Occupation Across States](#)). Of further significance are the teaching opportunities expected for musicians with higher-education degrees, "because there will be considerable growth at community colleges, career education programs, and other institutions that employ them." ([Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-22 Edition: Teachers – Postsecondary](#)). In spite of keen competition for full-time music positions, talented students continue to choose music as a major. A degree in music performance will offer UVU students a wider range of opportunities than they have with current music degree programs, taking full advantage of the expertise the faculty has to offer. Moreover, the skills and discipline students learn in performance programs are marketable in fields other than music. Significant numbers of students majoring in music pursue post-baccalaureate education in medicine, law, business, or other professions, or find full-time employment in other areas, choosing to pursue their interest in music to enhance and supplement their principal professions.

For example, UVU music graduate Dan Cieslak, a current medical student at the Medical College of Wisconsin in Milwaukee, stated the following: "My music studies definitely have major application to what I'm doing now. The discipline I learned with the violin basically got me into medical school. It helped me learn how to study and be successful as a student. Another aspect is the development of fine motor skills. In medicine you need pretty delicate hands to maneuver tools, needles and tubes. I've already noticed the advantage I have with hand/eye coordination. If a performance degree had been available when I was at UVU, it would definitely have been in my best interest to pursue it. It would have advanced my playing and I would have enjoyed it. We have a course in medical school on how people learn. According to research, the best way to study is 45 minutes in the books and 45 minutes practicing a musical instrument. That way you use both sides of your brain and it helps you retain what you've studied. A lot of my peers use music as an outlet, and I continue to practice my violin in the evening."

Another UVU music graduate, Kenton Nielson, attests to the link between a successful career in business and the skills he learned as a performing musician: "I currently work as the Associate Director of Business Development for a major company. I oversee the company's store operations group which consists of 3,019 retail locations and approximately 18,000 employees where we do over \$350 million in sales annually. It turns out being a Music Major was great training for the business world. Hard work and complex problem solving skills are very applicable wherever you go. My experience in working as a team member in musical ensembles has given me a strong background that I need in my job every day to be successful. In addition to this, my musical degree and training prepared me to understand the importance of personal preparation and accountability. Also, gaining a music degree was a great way to exercise the problem solving and analytical side of my brain. I often joked that as a music major I felt as if I were majoring in puzzles more than music. It's a great way to learn logic and how to analyze systems of thinking. That type of training is valuable in any type of work."

Music is also an area that offers highly flexible self-employment opportunities, such as freelance performance and recording, as well as private teaching. The required degree coursework in music technology and entrepreneurship enhances opportunities for students who choose to pursue freelance employment. These opportunities are rapidly changing in response to advancing technology and a more open and diverse media market.

Students who major in music often set up private teaching studios. This opportunity is especially beneficial for musicians in Utah where parents recognize how music promotes discipline and learning skills, and seek private music teachers for their children. Employment as a private teacher is flexible and can provide excellent income, anywhere from \$25 to \$80 per hour. Music students throughout the country often select a

BM in Performance degree with flexible self-employment in mind, ranging from a few hours per week to full-time. They may not aspire to a salaried career but recognize that they can support themselves financially, or, if married, provide substantial supplemental income for their families while working entirely from their homes at hours convenient to them. Many UVU music students and graduates have already set up successful private studios in their homes, some drawing income equivalent to full-time salaried work. A performance degree will provide future UVU graduates with better credentials and skills as performers and teachers. Moreover, its required coursework in pedagogy, entrepreneurship, and music industry and technology will enhance students' abilities to successfully pursue self-employment in today's competitive and technologically advanced business climate.

Student Demand

The request for this degree is student-driven, with full faculty support. Music advisor Juanita Bushman reported in January 2011 that approximately 75% of the 30 to 40 annual incoming music students for the past two years have requested a music performance program. Many are surprised and disappointed to discover that there currently is no performance degree at UVU; their aspirations are inadequately served with a liberal arts degree. In a January 2011 poll of 122 active music majors at UVU, 71 responded and of those, 46 (65%) indicated they would be very interested in a music performance program, 19 (27%) indicated they were somewhat interested, and only 6 (8%) indicated no interest.

Similar Programs

USHE universities currently offering a Bachelor of Music in Performance are Utah State University, the University of Utah, Weber State University, and Southern Utah University. The purpose of this degree is not to attract students from other USHE institutions but to better serve current students from Utah Valley who prefer to enroll in the UVU music program. In terms of curriculum, the proposed program is comparable to music performance programs at the aforementioned USHE institutions. However, UVU's proposed performance degree includes courses in entrepreneurship, career options, industry, and technology, making it a unique offering compared to other USHE performance programs.

Collaboration with and Impact on Other USHE Institutions

To be admitted to a BM in Performance program, students must already have considerable music performance skills developed during their pre-college years, and Utah Valley is rich in such students. Based on the survey previously cited in the Student Demand section, 65 of the 71 respondents (92%) who are music majors at UVU are either very interested or somewhat interested in a performance degree, and many of them are fully qualified for it. Because these students have already selected UVU for their undergraduate work for a variety of reasons, implementation of a performance degree is not likely to negatively impact enrollments in similar programs at other USHE institutions. Rather, graduate music performance programs at the University of Utah and Utah State University (as well as elsewhere) are likely to benefit from a higher quality of applicants from UVU.

In an email exchange dated 22 June 2011, Dr. Keith Bradshaw, Chair of the Department of Music at Southern Utah University, stated: "I do not think this degree would impact us negatively. We compete in some degree for the same students, but I don't see the addition of this degree being a major factor in the students' decision on which institution to attend. A school the size of UVU should have a professional degree in music."

Benefits

A Bachelor of Music in Performance will produce graduates who have the necessary performance skills to succeed as professional musicians and in graduate programs. A BM in Performance is widely recognized as the preferred undergraduate degree for admission to graduate performance programs—Master of Music (MM) and Doctor of Musical Arts (DMA). Moreover, for students who wish to pursue a performance career following graduation, the more intensive training received in a BM degree will place them in a more advantageous position to succeed, and certify them with the professional recognition that such a degree provides.

In addition, not all music performance majors choose to pursue performance-related careers. Musicians who are highly skilled as performers have developed impressive levels of discipline, the confidence to present themselves in front of large audiences, a deep understanding of complex symbolism and form, and the ability to communicate successfully. They may apply this knowledge in a variety of ways, including expansion into other musical fields, such as composition, music media, industry and technology. Moreover, these skills make music performance majors excellent candidates for admission to post-graduate professional programs, such as medicine, law, and business. Graduates who become successful professionals in any career will create a strong alumni base, promote the benefits of higher education, and support the mission of UVU.

Consistency with Institutional Mission

In accordance with UVU's institutional mission, a Bachelor of Music in Performance will enable students to qualify for graduate programs and professional positions, which "provide opportunity [and] promote student success." A student pursuing this degree will accrue a significant number of successful performances, a hallmark of "substantive...creative work." The high focus on individualized and class-performance instruction is one of the finest and longest-standing models of "engaged learning." The discipline required for performance, practice, and creativity of musical understanding and communication, promotes professional competency, integrity, and life-long learning.

The purpose of USHE as stated in the Regents' Policy (R312) is "to meet the educational needs of the citizens of the State of Utah." In accordance with the Regents' Policy, UVU is to build a foundation of "creative work to foster engaged learning." A strong music performance program will serve as a hallmark for that commitment.

Section IV: Program and Student Assessment

Program Assessment

The Bachelor of Music in Performance will prepare students with the knowledge and skills required of professional musicians, including technical and musical performance, a knowledge of music literature and pedagogy, visual and aural musical analysis, and essentials of music technology and entrepreneurship. Assessment procedures include course testing, daily and weekly feedback from private and class instructors, performance evaluations at weekly performance master classes, end-of-semester juries, and solo and group performances. A Sophomore review, strategically placed at the end of the students' fourth semester, provides a comprehensive evaluation of all academic and performance accomplishments up to that point. Students who pass this review are allowed to register for upper-division instruction on their major instrument. Students who fail to pass this review are free to retake it in subsequent semesters. All performance students must present and pass junior and senior recitals at the close of those years of their programs. The senior recital is the capstone assessment for the program.

Music programs historically have inherently high levels of student engagement and assessment. The continual one-on-one contact with music faculty ensures that students receive frequent feedback concerning their progress. Students, therefore, are fully informed of their strengths and weaknesses at every point of their degree program, including weekly lessons and master classes, end-of-semester juries, periodic reviews, and junior and senior recitals.

Expected Standards of Performance

Completion of the program requires students to demonstrate the following:

Core Musicianship

- Identify elements and organizational patterns of music through aural and visual analysis
- Display knowledge of musical forms and processes through compositional, analytical and performance activities
- Describe the various time periods, important historical figures, styles and genres throughout the historical development of western music
- Demonstrate keyboard skills in the theoretical areas of scales, chord progressions, harmonization, transposition, and improvisation

Performance

- Demonstrate technical and stylistic capabilities for the major instrument or voice
- Prepare high-level solo and ensemble performances in a variety of settings
- Describe the history, styles and genres of the applicable solo and ensemble literature
- Demonstrate knowledge of the various styles and approaches to pedagogy, including the ability to diagnose and correct musical and technical faults
- Demonstrate competencies in foreign language and diction (vocal majors)

Industry, Technology and Entrepreneurship

- Treat musical ventures in a professional business manner
- Set up an independent studio
- Demonstrate effective marketing skills
- Understand principles of copyright, permissions, and contracts
- Identify and incorporate applicable music technologies, including music software and hardware, and the fundamentals of musical recording

Overall assessment of the program also includes required assessments and documentation for NASM accreditation and UVU's ongoing student outcomes assessment. The outcomes stated above include those required by NASM for accreditation of university music programs nationwide. UVU will undergo its initial review for NASM accreditation in the Fall 2012 semester and will document in detail how it is meeting NASM standards as part of its assessment for accreditation. In addition, UVU periodically undergoes institution-wide assessment for institutional accreditation, and documentation of program outcomes assessment is an integral part of this process.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	7.73	14.11	24.09	26.17	27.85
Cost Per FTE	\$3,250	\$4,033	\$3,722	\$4,151	\$4,034
Student/Faculty Ratio	15.47	13.44	16.06	17.45	18.57
Projected Headcount	38	60	84	91	96
Projected Tuition					
Gross Tuition	\$28,397	\$51,824	\$88,471	\$96,108	\$102,277
Tuition to Program	See Note	See Note	See Note	See Note	See Note
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries and Wages	\$16,750	\$35,984	\$54,350	\$62,992	\$65,512
Benefits	\$6,883	\$14,438	\$22,334	\$29,658	\$30,844
Total Personnel	\$23,633	\$50,422	\$76,684	\$92,651	\$96,357
Current Expense	\$1,500	\$6,000	\$12,000	\$15,000	\$15,000
Travel	\$0	\$500	\$1,000	\$1,000	\$1,000
Capital	\$0	\$0	\$0	\$0	\$0
Library Expense	\$0	\$0	\$0	\$0	\$0
Total Expense	\$25,133	\$56,922	\$89,684	\$108,651	\$112,357
	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	\$30,500	\$55,663	\$95,024	\$103,228	\$109,854
Tuition Other Programs	(\$5,367)	\$1,259	(\$5,340)	\$5,423	\$2,503
Total Revenue	\$25,133	\$56,922	\$89,684	\$108,651	\$112,357
Difference					
Revenue-Expense	\$ -----	\$ -----	\$ -----	\$ -----	\$ -----

Note: UVU does not allocate tuition revenues directly to any programs. Increased tuition revenue from general UVU growth and/or additional enrollment growth tax fund support would be allocated through UVU's Planning, Budgeting and Accountability process.

Funding Sources

Additional costs for this program will be funded through student tuition from growth (both from within this program and across the university generally).

Reallocation

None.

Impact on Existing Budgets

No adverse impact is expected on the existing Music Department's budget. New costs associated with this program will be funded from additional tuition revenue as a result of growth (see budget section).

Section VI: Faculty

Full-Time Faculty

- **James Colonna**, Director of Bands, Director of Jazz Ensemble
 - *DMA, Michigan State University, 2007*
 - *MM in Wind Conducting, University of North Texas, 2000*
 - *BM in Music Education, Saint Vincent College, 1995*

Previous teaching positions at University of Wisconsin-Eau Claire, Indiana/Purdue University and Laramie County Community College. Guest conductor throughout the United States. CD "Wind Dancer" with the LCCC Wind Symphony and Jazz Band. Trumpet artist. Twelve published compositions, with commissions from Michigan State University and New England Music Camp. Compositions performed at conferences and international venues.

- **Reed Criddle**, Director of Chorale Studies
 - *DMA in Choral Conducting, University of Michigan, 2010*
 - *MM in Conducting, Eastman School of Music, 2008*
 - *MA in Eastern Asian Studies, Stanford University, 2006*
 - *BA in Music (Vocal Performance), Stanford University, 2005*

Previous conducting experience includes the University of Michigan Men's Glee Club and Orpheus Singers, the Eastman Repertory Singers and Women's Chorus, and the Stanford Chamber Chorale, the Livingston County Chorale (Brighton, MI), the Taiwanese Choral Society of Rochester, and the United Methodist Church of North Chili.

- **Hilary Demske**, Piano Area Coordinator
 - *DMA in Piano Performance, University of Michigan, 2009*
 - *MM in Piano Performance, Juilliard School of Music, 2006*
 - *Meisterklasse Diploma, Munich University of Performing Arts, 2004*
 - *BM in Piano Performance, Peabody Conservatory of Music, 2002*

First prize winner of the "Citta di Barletta" International Piano Competition. Previous teaching positions at the University of Michigan and the State University of New York at Fredonia. CD of solo piano music of Henry Martin with Albany Records. Multiple international performances. Featured on Bavaria's national radio station and Houston Public Radio's "From the Top." Scholarly presentations at international conferences.

- **Donna Fairbanks**, String Area Coordinator, Director of Chamber Orchestra, Department Chair
 - *DMA in Violin Performance, University of Arizona, 1988*
 - *MM in Violin Performance and Literature, Eastman School of Music, 1983*
 - *BM in Music Performance, Brigham Young University, magna cum laude, 1981*

Previous teaching positions at Brigham Young University (1988-2001), and the University of Minnesota (1983-1986). First violin, Tucson Symphony, 1986-88. Three CDs of violin/harp music with MSR Classics, 4TAY Records, and Tantara Records. Solo performances with Orquestra Sinfonica de Londrina (Brazil), Utah Symphony, Charleston Symphony, Utah Valley Symphony, Sun Valley Festival Orchestra. Hosted by

universities and music conservatories in the United States, the Netherlands, Mexico, Brazil, and China to give master classes and recitals.

- **Ross Hagen**, Music History, American Popular Music, and Music Appreciation
 - *PhD in Musicology, University of Colorado, 2010*
 - *MM in Musicology, University of Colorado, 2005*
 - *BA in Music, Davidson College, 2001*

Articles in the *New Grove Dictionary of American Music* and the *Encyclopedia of American Music and Culture*. Presentations at the International Association for the Study of Popular Music and the Society for Ethnomusicology.

- **Matthew Nelson**, Woodwind Area Coordinator
 - *DMA in Clarinet Performance, Rice University, 2009*
 - *MM in Clarinet Performance, University of Washington, 2006*
 - *BA with Distinction in English, University of Washington, 2004*

Performances throughout the United States and Japan. International competitions and premieres including the International Clarinet Association's Young Artist Competition. Worked closely with many prominent contemporary composers, including Shulamit Ran, William O. Smith, Joël-François Durand, Diane Thome, and Eric Flesher. Doctoral thesis, "Morton Feldman's Clarinet Works: A Study Through the Words of the Note Man."

- **Tyler Nelson**, Vocal Area Coordinator
 - *DMA in Opera Performance, Florida State University, 2009*
 - *Merola Opera Program, 2008*
 - *MM in Vocal Performance, University of Utah, 2005*
 - *BA in Vocal Performance, University of Utah, 2003*

Performances with San Francisco Opera, Chateauville Foundation (with Director Lorin Maazel), Chicago Opera Theater, Ohio Light Opera, Reno Symphony Orchestra and California Symphony. Roles include tenor soloist in *Carmina Burana*, The Mayor in *Albert Herring*, Gherardo in *Gianni Schicchi*, and Delfa in *Giasone*.

- **Bryce Rytting**, Director of Symphony Orchestra, Theory, History
 - *PhD in Musicology, Princeton University, 1996*
 - *MFA in Musicology, Princeton University, 1986*
 - *Kuenstleriche Reifepruefung in Conducting, Frankfurt Conservatory, 1981*
 - *BS in Music Theory, University of Utah, Magna cum laude, 1977*

Utah Valley Symphony Music Director, 1998-. Utah Regional Ballet Conductor, 1998-. National Music Month Award, Provo Arts Council, 2000; Student Award for Excellence in Teaching, BYU School of Music, 1998, 1995, 1994, 1993; BYU Professor of the Month - 1997. Previous positions include Eastman School of Music, Instructor; BYU, Instructor and Assistant Professor; Pro Musica Music Director; Park City International Music Festival, conductor; Salt Lake Symphony guest conductor; Southwest Symphony and Chorus, guest conductor; Intermountain Suzuki String Institute, conductor and coach.

- **Doug Smith**, Percussion Area Coordinator
 - *DMA, University of Arizona, 2011*
 - *MM, Rice University, 1998*

- *BM and BME, Central Missouri State University, 1996*

Principal Timpanist Tucson Symphony Orchestra. Principal Percussionist Blue Lake Festival Orchestra and Midland-Odessa Symphony. Previous teaching positions at University of Arizona, Tucson Unified School District, Northern Arizona University, Webster Community Music School, and several High Schools and Middle Schools.

- **Jeb Wallace**, Brass Area Coordinator
 - *DMA, Stony Brook University, 2009*
 - *Artist Diploma, Yale University School of Music, 2005*
 - *MM, Cleveland Institute of Music, 2001*
 - *BM, Southern Methodist University, 1999*

Performances with Utah Symphony, Utah Chamber Orchestra (Ballet West), North Carolina Symphony, Richmond Symphony, American Symphony, Harrisburg Symphony, New Haven Symphony, New World Symphony, Musici Montreal, Dallas Wind Symphony, Canton Symphony, Cleveland Orchestra. Previous teaching positions at Susquehanna University, James Madison University, and Dickinson College.

- **Cherilyn Worthen**, Music Education
 - *Ph.D., Music Education, in progress, University of Utah*
 - *MM, Choral Conducting, Brigham Young University, 2002*
 - *BM, Choral Music Education, Brigham Young University, 1998*

Waterford School, Choral Teacher and Music Department Chair. Mormon Tabernacle Choir, Choir School Director. Gifted Music School, Choral Program Director. Deseret Chamber Singers, Assistant Artistic Director. Jordan High School, Choral Instructor.

Part-Time Faculty

- **Anita Andrews**, Piano Instruction
 - *BM magna cum laude in Piano Performance, Brigham Young University, 1968*

Active Music Teachers National Association, certified NCTM. Studied at the Mozarteum in Salzburg, Austria.

- **Denson Angulo**, Bass Instruction
 - *DMA, University of Utah, in process*
 - *MM in Bass Performance, Brigham Young University, 2001*
 - *BM in Music Technology and Contemporary Bass performance, Brigham Young University Hawaii, 1999*

Teaching positions at Brigham Young University Idaho, Snow College, University of Utah. Tours to China, Hong Kong, Taiwan, Australia, United Kingdom, Germany, The Netherlands, Belgium, Switzerland, France, Italy.

- **Jennifer Babidge**, Vocal Instruction
 - *MM in Vocal Performance, North Carolina School of the Arts, 1997*
 - *BM in Vocal Performance, North Carolina School of the Arts, 1993*

Frequent appearances at the Metropolitan Opera and New York City Opera. Roles include Marzelline in *Fidelio*, Chloe in *Queen of Spades*, Blondchen in *Die Entführung aus dem Serail*, Freia in *Das Rheingold*, Lucia in *Lucia di Lammermoor*.

- **Kara Barney**, Vocal Instruction

- *MA in Music, Vocal Performance emphasis, Marshall University, 2004*
- *BA with Vocal Performance emphasis, Southern Utah University, 2000*

Performance roles include Susannah in *Marriage of Figaro*, Mrs. White in *The Old Maid and the Thief*, Mercedes in *Carmen*, Amahl in *Amahl and the Night Visitors*.

- **Darren Bastian**, Percussion Instruction

- *DMA in Percussion Performance, University of Arizona, 2009*
- *MM, University of North Texas, 2006*
- *BM, Brigham Young University, 2004*

Former member Tucson Symphony, Sky Island chamber Ensemble. Soloist with UNT graduate ensemble.

- **Serena Kanig Benish**, Vocal Instruction

- *MM in Vocal Performance, State University of New York at Purchase, 1993*
- *BM in Vocal Performance, University of Cincinnati Conservatory of Music, 1976*

Recipient of Bauer Memorial Voice Scholarship at University of Cincinnati. Utah Arts Council Artist in Residence.

- **Stephen Beus**, Piano Instruction

- *DMA, Stony Brook University, in process*
- *MM and Artist Diploma, The Juilliard School, 2008*
- *BA, Whitman College, 2004*

First Prize, Gina Bachauer International Piano Competition, Juilliard School Concerto Competition, and Vendome International Piano Competition

- **Ben Boster**, Vocal Instruction

- *MM in Vocal Performance, Brigham Young University, 2009*
- *BM in Vocal Performance, Brigham Young University, 2007*

Performance roles include Figaro in *Le nozze di Figaro*, Leporell in *Don Giovanni*, Dr. Falke in *Die Fledermaus*, Bob in *The Old Maid and the Thief*.

- **Dan Bryce**, Music Appreciation, Tuba Instruction

- *DMA in trombone performance, Boston University, 2011*
- *MM, The Juilliard School, 2004*
- *BM, Brigham Young University, 2001*

Performances with the Boston Symphony Orchestra, Boston Pops Orchestra, Rhode Island Philharmonic Orchestra, Albany Symphony Orchestra, Seattle Symphony Orchestra, and Utah Symphony Orchestra.

- **Sam Cardon**, Film Scoring

- *BM in Media Composition, Brigham Young University*

Composer for 11 large format films; 23 feature length films; 5 PBS Documentaries; Campaign music for ABC, NBC, CBS, and Fox; Theme Music for ABC Sports, Monday Night Football, Good Morning America, National Geographic Explorer, The Home Show, TBS Wildlife Adventures, and NBA on TNT; 3 hours of original music for 1988 Olympic Winter Games in Calgary and for 2002 Olympic Winter Games in Salt Lake City; and contemporary jazz recordings *Impulse*, *Serious Leisure*, and *Digability*.

- **Wei Yin Chen**, Piano Instruction

- *Graduate Performance Diploma and MM, Peabody Conservatory at Johns Hopkins University, 2010*
- *BM in Piano Performance, The Juilliard School, 2005*

Teaching position at New York Music & Arts (affiliate with the Juilliard School), solo performances with Hong Kong Philharmonic Orchestra, China National Symphony Orchestra, Taiwan National Symphony Orchestra, Orquesta Sinfonica Ciudad de Gijon (Spain), Panama National Symphony Orchestra, New Amsterdam Symphony Orchestra. Winner of the Sorantin International Young Artists Award.

- **Jayne Drummond**, Oboe Instruction

- *DMA in Oboe Performance, University of Utah, in process*
- *MM in Oboe Performance, Rice University, 2009*
- *BM in Oboe Performance, University of Washington, 2007*

Performed throughout the United States, Europe and Japan. Ensemble experience with the Seattle Symphony, the Bellevue Philharmonic, the Tacoma Symphony, the Tacoma Opera, and Ballet Bellevue. Recording projects such as the soundtrack for the movie "Premonition" and a television broadcast with the Grammy-winning a cappella ensemble *Take 6*.

- **Daniel Ferguson**, World Music and American Popular Music

- *Postdoctoral work, UC Berkeley, 1989*
- *PhD in Ethnomusicology, University of Washington, 1988*
- *MA in Ethnomusicology, University of California Los Angeles, 1979*
- *BM in Composition, Brigham Young University, 1977*

Previous teaching positions at UCLA, UC Davis, Columbia University. Areas of specialization: music of China, popular musics of the Americas, music of Scottish America. Publications in Yearbook for Traditional Music, Garland Encyclopedia of World Music, Asian Music, and CHIME.

- **Alice Hansen**, Piano Instruction

- *DMA in Piano Performance, University of Missouri-Kansas City, 2008*
- *MM in Piano Performance, Royal College of Music (London, UK), 2002*
- *BM in Piano Performance, Royal Academy of Music (London, UK), 2000*

Competition awards include Kansas City Musical Clum, Sydney International Piano Competition of Australia,

Pinault International Piano Competition, Cyril Smith Prize, Eric Brough Prize, Elsie Horne Prize, Kathleen Long Chamber Music Prize, Dorothy Coates Trio Prize, Sutton Music Festival Millenium 2000 Young Soloist Award, Rowena Ferguson Memorial Competition, Jacques Samuel Piano Competition.

- **Leslie Harlow**, Viola Instruction, Chamber Coaching

- *MM in Viola Performance, Juilliard School of Music, 1983*

Founder Deer Valley Music Festival and Park City Film Music Festival. Performed at Sitka Festival, Lyrica Series, Piatigorsky Foundation, Bargemusic.

- **Seretta Hart**, Trumpet Instruction
 - *DMA in Trumpet Performance, University of Utah, in progress*
 - *MM in Instrumental Conducting, Brigham Young University, 2005*
 - *BM in Education, Brigham Young University, 2003*

Performances with the Utah Symphony, Ballet West, Utah Festival Opera, LA East Recording Studio.

- **Brian Hicks**, Bassoon Instruction
 - *Music studies at Brigham Young University*
 - *Performances with Ballet West, Utah Valley Symphony, Alpine Chamber Winds.*
 - *Steven Hunter, Trombone Instruction*
 - *DMA, ABD, University of North Texas, 2010*
 - *MM, Manhattan School of Music, 2007*
 - *BM, Brigham Young University, 2004*

Performances with Manhattan Philharmonic Concert, Park Avenue Chamber Orchestra, Utah Premiere Brass. Teaching positions at Snow College, Celina and Lewisville Independent School Districts in Texas.

- **Nicole Pinnell Jackson**, Cello Instruction
 - *MM in Cello Performance, University of Utah, in progress*
 - *BM in Cello Performance, Brigham Young University*
 - *Featured as a soloist in multiple CDs, including Film da Fronteira, Sisters at Play, Wings of Song, and Sketches. Performances with Utah Symphony, Ballet West. Previous teaching positions at Waterford School, Brigham Young University, and Weber State University.*
 - *Connie Jensen, Vocal Instruction*
 - *MM in Vocal Performance, University of Utah, 2011*
 - *MA in Voice and Choral Conducting, California State San Bernardino, 1999*
 - *BA in Music Education, California State San Bernardino*

Performance roles: Angelica in *Suor Angelica*, leading roles in Barab's *Little Red Riding Hood*, Gilbert and Sullivan's *The Sorcerer*, and *Princess Ida*.

- **Shauna Johnson**, Vocal and Elementary Music Instruction
 - *MM in Music Education, Brigham Young University*
 - *BA in Music Education, Brigham Young University*
 - *AA, Dixie College*
 - *Kodály Society Certification*

Opera performance roles: angel and bird in *Pilgrim's Progress*, "Ella" in *Bells are Ringing*, "Liesl" in *The Sound of Music*, "Eliza Doolittle" in *My Fair Lady*. *Director of the Year*, Southern Utah Music Festival, St. George, Utah, 1989. Founding member of the Southwest Symphonic Chorale, St. George, Utah. Soloist with the Southwest Symphonic Chorale. Soprano soloist for GF Handel's *Messiah* and Mozart *Requiem*.

- **Myrna Layton**, World Music
 - *Doctorate of Philosophy in Musicology, University of South Africa, in progress*
 - *Masters of Humanities in Music, California State University, 2001*
 - *Masters of Library Science, University of Wisconsin, 2005*
 - *BA in English Literature, Brigham Young University, 1994*

Music and Dance library specialist. Multiple papers and presentations at national and international conferences, including the International Viola Congress, Music Library Association National Meetings, and Mountain Plains Music Library Association.

- **Jay Lawrence**, Jazz Percussion
 - *BS in Music, Utah Valley University, in process*
 - *Studies at Berklee College of Music, Boston*

Multiple Pearl Awards for Best Instrumental Album. Several national and international tours with major artists such as Enoch Train, The Moody Blues, Chris LeDoux, The Osmonds, Liberace. Publications *Introduction to Musical Improvisation, Rhythm Reading, The Drummers Workbook, The African Influence on Music In the Americas, How To Make Six Figures in the Music Business.*

- **Justin Leslie**, Guitar Instruction, Group Guitar
 - *MM in Music Education*
 - *BA in Music, Guitar Performance Emphasis, Brigham Young University*

2 CD's: *Classical Guitar Recital* and *Masterpieces for Classical Guitar*

- **David Margetts**, Violin and Viola Instruction
 - *DMA in Violin Performance, University of Southern California, 1979*
 - *MA in Violin Performance, California State College, 1970*
 - *BA in Music, California State College, 1967*

20 years professor at California State University at Fresno. Member Los Angeles Philharmonic Orchestra. Member Roth Quartet, Cristofori Piano Quartet, Orpheus Chamber Ensemble.

- **High Oliver**, Music Appreciation
 - *MM with emphasis in Low Brass, University of Southern Mississippi, 1984*
 - *BM with emphasis in Theory and Composition, University of Southern Mississippi, 1972*

Over 20 years public school teaching experience in Alice, Texas. Composed and arranged pieces for Corpus Christi Wind Symphony.

- **Joanna Oshida**, Piano Instruction
 - *MM in Piano Performance, Peabody Conservatory, Johns Hopkins University, 1999*
 - *BM in Piano Performance, Magna Cum Laude, Brigham Young University, 1997*

First-prize winner California statewide Young Pianists' Beethoven Competition, Olympiad of the Arts Piano Competition, Music Teachers' Association of Northern California Piano Competition, California Association of Professional Music Teachers Concerto Competition, Brigham Young University Concerto Competition.

- **Janet Peterson**, Harp Instruction
 - *BM in Harp Performance, Washington State*

Orchestral performances with the Utah Symphony, Ballet West, Idaho Ballet, Ogden Ballet & Symphony, Tulsa Opera, Boise Symphony.

- **Cynthia Richards**, Violin Instruction
 - *Kodály Society Certification, 2000*
 - *BA in Violin Performance, Brigham Young University, 1970*

2002 Outstanding Private Studio Teacher Award, Utah ASTA. International presentations. Books: *The Complete Musician* and *How to Get Your Child to Practice*

- **Mary Richards**, Flute Instruction
 - MM in Flute Performance, University of North Carolina-Chapel Hill, 1988
 - BM in Flute Performance, Brigham Young University, 1983

Principal flutist and soloist Utah Valley Symphony, Westminster Chamber Orchestra, University of North Carolina Symphony. Soloist with Utah Symphony. CD with Sanctus. Member Woodwind Quintet Nouvea and Amarylys Duo.

- **Chad Schumacher**, Piano Instruction
 - MM in Piano Performance, Eastman School of Music, 2007
 - BFA in Piano Pedagogy, Brigham Young University–Hawaii, 2004

Co-founder of Gription Music Productions and Assistant Artistic Director of the Gina Bachauer Foundation.

- **Berin Stephens**, Saxophone Instruction
 - MM in Music Performance, Brigham Young University, 1994
 - BM in Music Performance, Brigham Young University, 1992

Former musical director of the After Six Orchestra, an Anchorage dance band. Performed with the Anchorage Symphony, La Combo Tropical Latina, Manhattan Transfer, Rebeca Mauleon-Santana, Bobby Shew, Ben Vereen and Vikki Carr. Currently performs with Randy Mundy and the Mundy Mourning Blues Band, The Moonlight Serenaders (big band), and the Preston Lloyd Orchestra (dance band).

- **Brian Stucki**, Vocal Instruction
 - MM in Vocal and Cello Performance, Indiana University, 2006
 - BM in Cello Performance, Brigham Young University, 2000

Performances with the American Symphony Orchestra, Royal Pacific Opera, Bard Festival, Arizona Opera, Utah Opera, Utah Symphony, Polish National Opera, Princeton Symphony, Seattle Opera, Opera Fuoco (Paris), New Israeli Opera, DiCapo Opera. Performance roles include Ramiro in *La Cenerentola*, Almaguerra in *Il Barbiere di Siviglia*, Lysander in *A Midsummer Night's Dream*, Uriel in *Die Schöpfung*, Don Ottavio in *Don Giovanni*, Ferrando in *Così fan Tutte*.

- **Mike Tobian**, Jazz Instruction
 - BM in Jazz Studies, Brigham Young University

Authored *Fundamentals of Jazz Improvisation*. Performed lead tenor saxophone with BYU Synthesis. Tours in Europe and performances at the world's largest jazz festivals, including San Sebastian Jazz Festival.

- **Elizabeth Wallace**, Violin and Viola Instruction
 - DMA in Viola Performance, Stony Brook University, 2009
 - MM in Violin Performance, University of Kansas, 2007
 - BM in Violin Performance, University of Kansas, 2005

Orchestral performances with Utah Symphony, Ballet West, Williamsport Symphony Orchestra, Reading Symphony Orchestra, Allentown Symphony, Topeka Symphony Orchestra, North Carolina Opera Company, Moscow Ballet Orchestra.

- **Scott Wiley**, Studio Arranging and Producing

- *BS in Recording Arts, University of Southern California, 1995*

Producer for Warner Brothers Records, Island/Def Jam Records, Deseret Book/Shadow Mountain Records, Groundloop Records, Anti Records. Engineer at Sound Factory Recording Studios, Cello Recording Studios, Conway Recording Studios, and Sunset Sound Recording Studios in Hollywood.

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University – Minor in German

Issue

Utah Valley University requests approval to offer a minor in German within the Languages Department, effective Fall 2012.

Background

The primary purpose of a German minor is to open doors for students, giving them more professional opportunities once they leave the University. It is not UVU's aim to merely produce students who speak German well, but to encourage them to apply their skills in German to their other expertise and allow them to stand out among their peers. To be professionally competitive, students of German must be linguistically and culturally fluent. A minor in German not only provides the basis for these competencies, but it also has the potential to enhance students' knowledge and abilities in their major fields of study. The study of German contributes to a wide variety of fields, including literature, science, philosophy, technology, and others, which will further enhance students' experience and understanding in parallel areas of scholarship.

The German minor will provide students with a functional level of language fluency as well as basic knowledge of the social, political, historical, and economic factors that make Germany an important and influential member of the international community. With an interdisciplinary approach, the German minor will also acquaint students with Germany's cultural contributions in areas such as music, literature, and philosophy. It will also prepare them to succeed professionally as they integrate their cultural and linguistic competencies with their major fields of study.

When UVU students enrolled in German courses were polled, 55 of the 112 students (49%) reported they would definitely seek a minor in German if it was offered, and a further 40 students (35%) reported they would probably seek a minor in German. Thus, there appears to be student interest in this minor.

Given Germany's standing in the European Union, its economy may offer interested students opportunities for travel and study.

Policy Issues

Issues regarding student enrollment counts are still outstanding.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer the Minor in German, effective Fall Semester 2012.

William A. Sederburg
Commissioner of Higher Education

WAS/PCS
Attachment

Programs and Planning Committee

Action Item

Request to Offer a Minor in German

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

January 5, 2012

**Executive Summary
Utah Valley University
Minor in German
10/04/2011**

Program Description

The German minor will provide students with a functional level of language fluency as well as basic knowledge of the social, political, historical, and economic factors that make Germany an important and influential member of the international community. With an interdisciplinary approach, the German minor will also acquaint students with Germany's cultural contributions in areas such as music, literature, and philosophy. It will also prepare them to succeed professionally as they integrate their cultural and linguistic competencies with their major fields of study.

Role and Mission Fit

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. The German Language minor will utilize the scholarly work of the faculty to foster engaged learning for the students and for the community. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The German minor will provide students with a foundational understanding of the language as well as an introduction to the social, political, historical, and economic factors that have made Germany one of the leading international powers today. The primary purpose of a German minor is to open doors for students, giving them professional opportunities once they leave the university. It is not the aim of the German program at UVU to merely produce students that speak German well, but to encourage them to apply their skills in German to their other expertise and allow them to stand out among their peers. To be of professional use, students of German must be linguistically and culturally fluent. A minor in German not only provides the basis for these competencies, but it also enhances students' knowledge and abilities in their major fields of study. The study of German contributes to a wide variety of fields, including literature, science, philosophy, technology, and others, which will further enhance students' experience and understanding in parallel areas of scholarship.

Faculty

Dr. Jeffrey Packer currently serves as the German program coordinator in the Languages Department. He holds a Ph.D. in German Studies from the University of Cincinnati. He is currently assisted by two adjunct faculty, Cornelia Manwaring and Don Kirk, both of whom hold Master's degrees. It is not anticipated that additional full-time faculty will be required for the minor program.

Number of faculty with Doctoral degrees	Tenure	1	Contract	Adjunct	
Number of faculty with Master's degrees	Tenure		Contract	Adjunct	2
Number of faculty with Bachelor's degrees	Tenure		Contract	Adjunct	
Other Faculty	Tenure		Contract	Adjunct	

Market Demand

Germany is currently the fourth largest individual economy by GDP in the world. However, when one considers that Germany is the largest economy by far in Europe and Germany's leading role in the European Union, then the importance of German as the language of economics becomes that much more clear. Many German companies in a variety of fields, such as BMW, Siemens, BASF, Merck (pharmaceuticals), Adidas, T-Mobile, and many others have a presence in the United States. A facility with

the German language, combined with a fluent knowledge of the culture of German-speaking countries will enable students to compete internationally for high-quality careers. The importance of Germany in global economic and political matters suggests that this minor is very timely and needed in order to augment current offerings.

Student Demand

There is a growing demand for a degree in German from the students. When current UVU students enrolled in German courses were polled, 55 of the 112 students (49%) reported they would definitely seek a minor in German if it was offered, and a further 40 students (35%) reported they would probably seek a minor in German. Only 17 (15%) expressed little or no interest in seeking the degree. Furthermore, enrollments in German courses at UVU have more than doubled since the 2007-2008 academic year, increasing by 109%. This growth has occurred in the absence of a viable degree, which would provide an even greater incentive to continue taking advanced German courses.

Statement of Financial Support

Legislative Appropriation.....	<input type="checkbox"/>
Grants	<input type="checkbox"/>
Reallocated Funds	<input type="checkbox"/>
Tuition dedicated to the program	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

Note: UVU does not allocate tuition revenues directly to any program. Increased tuition revenue from general UVU growth was the source of funding.

Similar Programs Already Offered in the USHE

Currently, Utah Valley University is the only university in the state of Utah that does not offer a minor in German. As UVU continues to grow into its new identity as a university, it is critical that UVU offer its students the same fundamental opportunities available at comparable institutions. Minor degrees in languages such as German belong to the core curriculum of all universities. The addition of this program to UVU's basic offerings will enhance the opportunities for students, both scholastically and professionally, and bring additional depth to the academic environment of the university.

**Program Description
Utah Valley University
Minor in German
10/04/2011**

Section I: Request

Utah Valley University requests approval to offer a minor in German within the Languages Department effective Fall 2012.

Section II: Program Description

Complete Program Description

The German minor will provide students with a functional level of language fluency as well as basic knowledge of the social, political, historical, and economic factors that make Germany an important and influential member of the international community. With an interdisciplinary approach, the German minor will also acquaint students with Germany's cultural contributions in areas such as music, literature, and philosophy. It will also prepare them to succeed professionally as they integrate their cultural and linguistic competencies with their major fields of study.

Purpose of Degree

The primary purpose of a German minor is to open doors for students, giving them more professional opportunities once they leave the university. It is not UVU's aim to merely produce students who speak German well, but to encourage them to apply their skills in German to their other expertise and allow them to stand out among their peers. To be professionally competitive, students of German must be linguistically and culturally fluent. A minor in German not only provides the basis for these competencies, but it also has the potential to enhance students' knowledge and abilities in their major fields of study. The study of German contributes to a wide variety of fields, including literature, science, philosophy, technology, and others, which will further enhance students' experience and understanding in parallel areas of scholarship.

Institutional Readiness

Utah Valley University is prepared to host the German minor with minimal impact on existing administrative structures. As a stand-alone minor, German will be housed within the Department of Languages, which fully supports the program. The College of Humanities and Social Sciences also supports the minor. It will not be necessary to hire any additional faculty members to support this program beyond those already in place. This minor program serves the local, regional, national and international educational community. It will have a positive impact on lower division courses by allowing those beginning students, who have developed an interest in German, to expand their skills through advanced course offerings. Like other languages currently offered at UVU, the minor in German will attract a wide variety of students at varying levels of language fluency, including a relatively large contingent of LDS students returning from missions in German-speaking countries. The minor represents a somewhat unique opportunity to serve those students with previously gained advanced language competencies (through extended residence in Germany or through superior high school programs) to continue developing their abilities into marketable skills.

Faculty

No new faculty will be required during the first five years of the program. Currently, UVU has one full-time faculty member, Dr. Jeffrey Packer, who currently coordinates the German program and will be the primary

faculty member directing the minor. Dr. Packer earned a PhD from the University of Cincinnati in 2004 and has served as the German Coordinator since 2007. He is currently assisted by two adjunct faculty, Cornelia Manwaring, and Don Kirk, both of whom hold Master's degrees. At least four other current UVU faculty members have earned Ph.D.'s in German Studies, Comparative Literature, etc., and are able and willing to support the proposed minor through teaching, lectures, etc. While no further German faculty are required for the success of the minor, a second German faculty member would be beneficial if enrollments continue to increase at current rates (see Appendix E).

Staff

The German minor will be administered by the Department of Languages within the College of Humanities and Social Sciences. Thus, all staff is already in place and no new administrative staff is required for the minor. Currently, two adjuncts, Cornelia Manwaring and Don Kirk teach a total of four German courses per semester. As enrollments increase, it may become necessary to hire additional adjuncts to fill the additional courses.

Library and Information Resources

German language and literature materials are located in two Library of Congress call number areas. PF3001-5999 contains German language items such as instruction books, books about grammar, and dictionaries. This call number area contains 207 titles (215 volumes). German prose, poetry and plays are in the PT1-4897 call number range. There are 1015 titles (1131 volumes) in this area.

Periodicals

The UVU library currently subscribes to two print German language serials. However, in UVU's online journal databases, students have access to more than 11,000 full text articles in German. Also, thru the Library homepage, students can access approximately 45 German newspapers.

Media

In the media collection, UVU has eleven German instructional video and audio CD titles (18 volumes), six video titles (seven volumes) in the German literature area (PT1-4897), and have 75 German feature films.

Note: German is the third largest foreign language collection in the UVU Library.

Admission Requirements

Upon admission to UVU, students may declare German as their minor, in which case they will be required to meet with an advisor from the Department of Languages. Incoming freshman would be welcome into the program their first semester at UVU.

Student Advisement

Students in the German minor will be required to meet at least once per year with the Department of Languages advisor in order to plan their curricula and track their progress. Additionally, students will be encouraged to talk with faculty members contributing to the German program about choosing and preparing for internships, careers, and/or graduate programs.

Justification for Graduation Standards and Number of Credits

The degree program has been designed to provide enough flexibility to allow students to pursue their particular interests within the field of German. Students will combine this minor with a major area of study. This minor requires 18 hours of course work.

External Review and Accreditation

Several people have been helpful in developing the German minor at UVU. The primary consultants who provided input and feedback regarding the program at UVU were Johanna Watzinger-Tharp and Karin Baumgartner at the University of Utah, Stephan Van Orden, President of the Utah Foreign Languages Association, and James Harrison, Professor of German at Southern Utah University. No special accreditation will be sought in conjunction with this minor.

Projected Enrollment

Year	Student Headcount	# of Faculty	Student –to- Faculty Ratio	Accreditation Req'd Ratio
1	15	1 fulltime/ 2 adjunct	18.36	N/A
2	30	1 fulltime/ 2 adjunct	18.36	N/A
3	40	1 fulltime/ 2 adjunct	18.36	N/A
4	40	1 fulltime/ 2 adjunct	18.36	N/A
5	40	1 fulltime/ 2 adjunct	18.36	N/A

Expansion of Existing Program

N/A

Section III: Need

Program Need

Like other languages currently offered at UVU, the program in German would attract a wide variety of students at varying levels of language competency, including a relatively large contingent of students returning from LDS missions in German-speaking countries. This represents a somewhat unique opportunity to allow these students to further their studies in German.

As a proposed emphasis housed within the Department of Languages, the German minor makes a strong complement to many majors, appealing especially to students interested in History, Literature, Psychology, Philosophy, Linguistics, History of Science, Music, Religious Studies, and especially International Business.

The German minor is designed to respond to the increasing student interest in German language, literature, and business, to support student interest in German culture, and to foster interdisciplinary study within the university community.

Labor Market Demand

According to the *Utah Language Roadmap for the 21st Century*, becoming proficient in a foreign language is a critical skill for future business, government, and educational leaders in Utah.

- Recent global economic events have presented Utah's international business leaders with unique challenges associated with the flattening world around us. The challenges they face also bring unprecedented opportunities to rise to the top of a changing international marketplace and take their place as leaders in a global exchange.
- An aggressive and innovative language education plan to prepare Utah's current and future global professionals to communicate effectively with the rest of the world ensures our position as an economic leader. Our success depends on the keen ability of Utah's education, government and

business leaders to [. . .] provide multiple opportunities for world language education to Utah students, and enhance competence for Utah's students and teachers through cultural exchanges at home and abroad(pg. 16).

Further, the *Utah Language Roadmap for the 21st Century* lists needs in the business sector that include a need for:

- a. Multiple language proficiency and cultural awareness in the workforce.
- b. Business-related language proficiency in vocabulary and cultural training that can be used in
 - a. Marketing and communications
 - b. Customer care and support
 - c. Business negotiations
 - d. International communications
 - e. Management issues and human resource management
 - f. Business documentations
- c. A multilingual workforce to conduct day-to-day business and provide accurate documentation in support of international business practices

Proficiency in the German language and culture is a logical choice when one considers the position of Germany as the largest economy in Europe, and the economic and political driving force of the European Union. The opportunities a German minor provides become even more obvious when one also considers the historical success and current leadership of German-based international firms. German industry plays a leading role in many fields. Some examples include the automotive, (BMW, Audi, and Volkswagen), telecommunications (T-Mobile, which just merged with AT&T), pharmaceuticals (Bayer and Merck), Chemistry (BASF), Information Technology (Siemens), Fashion (Hugo Boss, Adidas), finance (Deutscher Aktien Index—the German stock exchange—recently purchased the New York Stock Exchange), and many others. Additionally, Germany leads the world in the development of environmental technologies such as wind and solar energy production.

Germany ranks among the top ten countries to which Utah exports its products. According to the Utah World Trade Center website, "Transportation equipment, medical devices and information technology are Utah's largest exports to Germany, supporting many high-skilled jobs in Utah. Germany is one of the top 10 Utah's export destinations, with exports exceeding \$165 Million in 2009 alone. 2010 YTD export to Germany increased 15% compared to the same period in 2009." (<http://www.wtcut.com/2010/11/visiting-german-ambassador-shares-germany%E2%80%99s-economic-survival-techniques/>)

There are also opportunities for language experts in the government sector, including:

- a. International economic and trade development
- b. International tourism development (Germans make up a major percentage of the tourists coming to Utah each year)
- c. NGO economic development
- d. Diplomacy and humanitarian effort development
- e. International government contracts and culturally-competent negotiations
- f. International network of mentors and honorary consuls within the state.

(See the *Utah Language Roadmap for the 21st Century*, pg. 6).

Student Demand

There is a growing student demand for a degree in German. In a 2010 poll of all 112 UVU students enrolled in German courses, 55 of the students (49%) reported they would definitely seek a minor in German if it was offered, and a further 40 students (35%) reported that they would probably seek a minor in German. Only 17 student (15%) expressed little or no interest in seeking the degree. Further, enrollments in German courses at UVU have more than doubled since the 2007-2008 academic year, increasing by 109% (see Appendix E). This growth has occurred in the absence of a viable degree, which would provide an even greater incentive to continue taking advanced German courses.

There are currently over 8,000 secondary students¹ who are enrolled in German classes throughout the state of Utah. Many of these students look to build on the skills they have begun to develop when they come to Utah Valley University. In addition, the state of Utah will soon add German to its list of elementary school dual immersion language programs. It is anticipated that the first two programs will be in place in the Fall of 2011, with other programs to be added as resources become available. As these students progress through the education system, the need for quality programs in higher education will only continue to grow.

Similar Programs

Utah Valley University is the only major institution of higher education in the state of Utah that does not have at least a minor in German, despite having the highest enrollment of German students in the state², based on credits earned. Since each institution serves a separate population, minor programs do not directly compete with one another. At Utah Valley University, the German minor will take an interdisciplinary approach to course offerings, with a focus on providing students with a complimentary enhancement to their major course of study. UVU already offers a comprehensive two-semester sequence in Business German. German courses will also expand students' knowledge in other fields, including music, history, linguistics, film, and literature.

Collaboration with and Impact on Other USHE Institutions

Dr. Jeffrey Packer, Director of the UVU German program, has had numerous conversations with colleagues at other USHE institutions, especially Southern Utah University and the University of Utah. Particularly, Johanna Watzinger-Tharp, Associate Dean for International and Interdisciplinary Programs at the University of Utah, has been helpful in designing the nature of this program. The German faculty at these institutions are very supportive of the German program at UVU. With the addition of a degree at UVU, it is expected that Utah Valley will feed students into the languages graduate program at the University of Utah.

Benefits

Utah Valley University will be enriched with the addition of a German minor. The contributions of German culture in many disciplines such as philosophy, music, literature, physics, and so forth means that the student who studies German has access to added dimensions in his or her chosen field. A German minor at UVU is an ideal complement to many fields of study. A proficiency in German, makes students more capable in whatever field they choose to study. With a minor in German, students can broaden their experience and their perspective. It allows them to become citizens of the world. Further, the addition of a German minor at UVU will increase access for students to foreign language programs within the Utah

¹ According to Utah State Office of Higher Education statistics.

² According to statistics in the report "Foreign Languages Taught at USHE Institutions", dated February 9th, 2011. Written by Christian Reiner, compiled based on data from the USHE's IR and Analysis Office and IR offices of the USHE institutions.

System of Higher Education. The German minor also fits with Utah Valley University's efforts to internationalize its curriculum.

Consistency with Institutional Mission

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. The German Language minor will utilize the scholarly work of the faculty to foster engaged learning for UVU students and for the community. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The importance of Germany in global economic and political matters suggests that this minor is very timely and needed in order to augment current offerings.

Section IV: Program and Student Assessment

Program Assessment

The German program at Utah Valley University seeks to help students achieve a high level of competence in the German language and culture as it pertains to a variety of fields. The program will be subject to regular and systematic review by the College of Humanities and Social Sciences and from within the Department of Languages.

Faculty members and adjunct instructors will be evaluated each semester using the institutionally established SRIs (Student Rating of Instructor) and through peer evaluation, observations by the department chair, in the case of full-time faculty, and by observation and feedback by the program director, in the case of adjunct faculty.

Expected Standards of Performance

The Languages department follows the guidelines provided by the American Council of Teachers of Foreign Languages (ACTFL). Specifically, the students will be trained in each of the "5 C's of foreign language education", *Communication, Cultures, Connections, Comparisons, and Communities*:

Communication is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Through *comparisons* and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. (see the [ACTFL](#) website)

Students who graduate with a minor in German will be expected to speak at an Intermediate-High level, according to the ACTFL proficiency guidelines. Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able successfully to handle many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics.

Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

(<http://www.actfl.org/files/public/Guidelinespeak.pdf>)

These guidelines were chosen because they are the accepted national standard in foreign languages. Students will be assessed at regular intervals in lower-division language classes (1010-202G) via oral and written-proficiency exams. Advanced students will also be assessed as part of the language courses 3050 (Advanced Grammar) and 3030 (Composition and Conversation). The 5 C's will be incorporated and assessed in each of the upper-division courses as they apply to the specific course work and topic.

Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
Students					
Projected FTE Enrollment	2.015	43.0	4.0	4.0	4.0
Cost Per FTE	\$2,884	\$2,884	\$2,884	\$2,884	\$2,884
Student/Faculty Ratio	18.36	18.36	18.36	18.36	18.36
Projected Headcount	15	30	40	40	40
Projected Tuition					
Gross Tuition	\$7,888	\$15,776	\$15,776	\$15,776	\$15,776
Tuition to Program	\$0	\$5,166	\$5,166	\$5,166	\$5,166
5 Year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
Expense					
Salaries and Wages	\$0	\$4,400	\$4,400	\$4,400	\$4,400
Benefits	\$0	\$466	\$466	\$466	\$466
Total Personnel	\$0	\$4,866	\$4,866	\$4,866	\$4,866
Current Expense	\$0	\$300	\$300	\$300	\$300
Travel	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0
Library Expense	\$0	\$0	\$0	\$0	\$0
Total Expense	\$0	\$5,166	\$5,166	\$5,166	\$5,166
	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
Legislative Appropriation					
Grants & Contracts					
Donations					
Reallocation					
Tuition to Program	\$7,888	\$15,776	\$15,776	\$15,776	\$15,776
Fees					
Total Revenue	\$	\$	\$	\$	\$
Difference					
Revenue-Expense	\$7,888	\$10,610	\$10,610	\$10,610	\$10,610

Note: This minor requires no additional courses; but does require an additional section per semester of 3000/4000 level German courses.

Funding Sources

The German Minor would not require any financial support or new allocations beyond what is currently budgeted for German in the Department of Languages.

Reallocation

N/A.

Impact on Existing Budgets

Because no new funds will be required for the implementation of the German minor, no other programs will be financially affected.

Section VI: Faculty

- Jeffrey Packer
 - Assistant Professor of German/German Program.
 - PhD in German Studies from the University of Cincinnati.
- Scott Abbott
 - Professor of Philosophy and Humanities.
 - PhD in German Studies from Princeton University
- Jans Wager
 - Professor of English, Film, and Interdisciplinary Studies.
 - PhD in Comparative Literature from UC Davis.
- Michaela Giesenkirchen-Sawyer
 - Associate Professor of Philosophy and Humanities.
 - PhD from Washington University and BA from the Heinrich Heine University in Germany.
- Christa Albrecht-Crane
 - Associate Professor of English
 - PhD from MTU and BA from the Ludwig Maximilian University in German.

Adjunct Faculty

- Cornelia Manwaring
 - MA in Music Education from Brigham Young University
- Don Kirk
 - MA in German from the University of Utah

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Career and Technical Education Report 2010-11

Issue

This report is designed to highlight the efforts of public, post-secondary institutions in career and technical areas of study as defined by the Federal Carl Perkins grant definitions. This includes all courses and programs taught at the many campuses of the Utah College of Applied Technology (UCAT) and career and technical programs (certificate and associate levels) taught at one of the Utah System of Higher Education (USHE) colleges and universities. Data has been converted into both credit hours (credit based measure for USHE) and membership hours (non-credit based of measure for both UCAT and USHE) in order to create a common language for evaluating career and technical education within Utah's public, post-secondary educational systems.

In the 2010-11 academic year over 116,000 students generated 19,485 FTE in career and technical education. Approximately 72% of the CTE- FTE was completed at USHE institutions with the remaining 28% FTE being completed on a UCAT campus. The top career and technical education programs in the state for both USHE and UCAT schools are in the area of the *Health Professions* and related programs with over 4,300 certificates and degrees being awarded during the 2010-11 academic year.

Commissioner's Recommendation

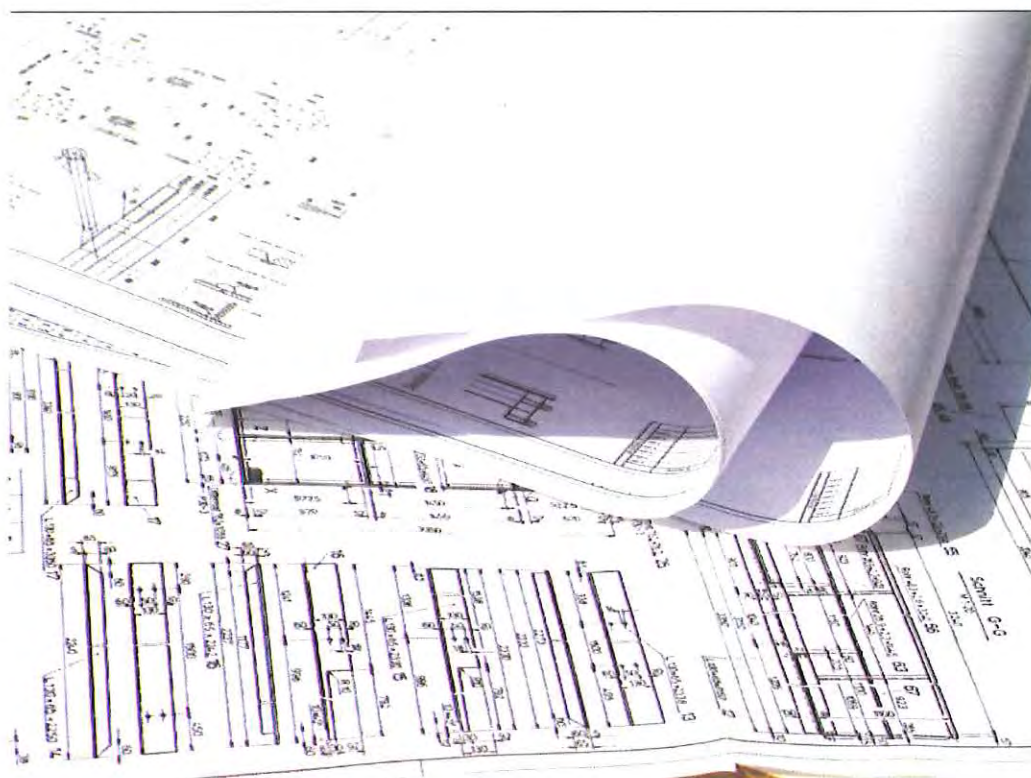
This item is for information only; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM/JAC
Attachment

2011

Utah
System for
Higher
Education



November 14, 2011

[Career and Technical Education Annual Report]

USHE Office of Institutional Research and Analysis

Brief Overview

In keeping up with the Utah's future employment demands, 66% of the state's workforce will require a post-secondary degree or certificate by the year 2020. Having skilled employees is essential for the state to achieve the economic growth necessary to sustain the current living standard. Enter Career and Technical Education (CTE): a way for Utah's students to gain practical experience and work skills while they make their journey toward a degree or certificate. CTE includes a wide variety of for-credit and non-credit programs that prepare students with training focused on the business and industry communities, offering courses specifically tailored to workforce needs. In addition to the myriad of degree choices students have when entering institutions in the Utah System of Higher Education (USHE), CTE programs are available in all regions of the state. This report focuses exclusively on post-secondary CTE activity.

This report breaks down data for CTE programs throughout the state's colleges and universities, where CTE comprises over 13% of USHE's total curriculum. USHE degrees and certificates with vocational programs comprise over 17% of degrees and certificates awarded. Non-certificate/degree programs are also offered as Short Term Intensive Training (STIT) and Business and Industry (BI) in the form of classes taught to individual companies on a contract basis. STIT and BI have also been included in this report. A number of these CTE programs offer two-year Associate of Applied Science degrees designed to lead students directly to employment. Many of these two-year programs contain a full range of general education which often leads directly to a bachelor's degree. One-year Certificates of Completion are programs that not only prepare students for the workforce, but are also typically the first step in an approach to associate's and bachelor's degrees.

Definitions and Formulas

CTE - Career and Technical Education (Vocational)

CTE programs involve training for what are generally considered technical, high skill jobs such as automotive maintenance, welding, and construction. Other programs include cosmetology and entry-level healthcare positions.

Credit Hours

A unit used to measure the amount of school work a student has enrolled in or completed. The number is usually based on the number of classroom meetings per week.

Membership Hours

Also called 'Clock Hours', this is the actual number of hours attended at an institution in a vocational program.

FTE - Full Time Equivalent

This is a measurement of the total number of hours taught at an institution divided by the number of hours considered to be full-time for a student. An FTE student is one undergraduate student enrolled for 15 credit hours per semester. A part-time student may account for only .5 FTE while a student with a heavy course load may account for 1.25 FTE during a given academic year.

- 30 credit Hours = 1 FTE for credit programs
- 900 membership Hours = 1 FTE for non-credit programs

Headcount

The total number of individual students enrolled at an institution, regardless of instruction time. Headcount is only counted once, even though the student may fall into several enrollment categories.

Secondary/Postsecondary

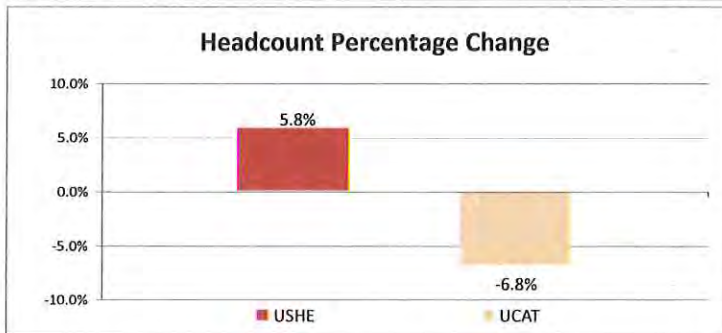
Secondary Education refers to high school education. Postsecondary is education in a formal program beyond high school.

Utah 2010-11 CTE Report

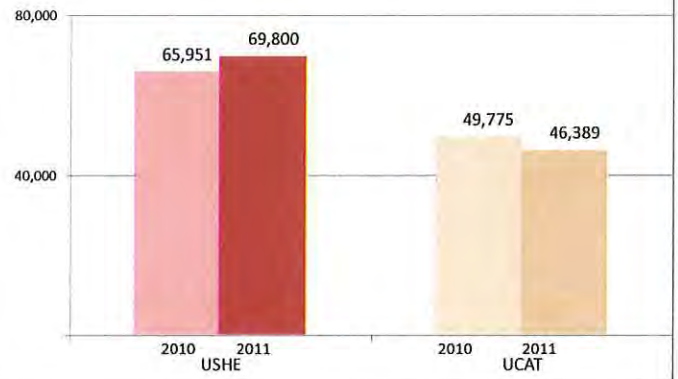
This report is designed to highlight the efforts of public, post-secondary institutions in career and technical areas of study as defined by the Federal Carl Perkins grant definitions. This includes all courses and programs taught at the many campuses of the Utah College of Applied Technology (UCAT) and career and technical programs (certificate and associate levels) taught at one of the Utah System of Higher Education (USHE) colleges and Universities. Data has been converted into both credit hours (credit-based measure for USHE) and membership hours (non-credit based of measure for both UCAT and USHE) in order to create a common language for evaluating career and technical education within Utah's public, post-secondary educational system.

Headcount

	USHE	UCAT
CTE Headcount 2010-11	69,800	46,389
Change from Prior Year	3,849	- 3,386
Percentage Change from Prior Year	5.8%	-6.8%



Postsecondary Headcount in CTE Programs



Full Time Equivalent (FTE)

FTE is a measure, based on the total number of hours taught, of how many students could have been served if all students were full-time. One FTE is equal to 30 credit hours (for credit-based instruction) or 900 membership hours (for non-credit) in a given year.

For membership and credit hour equivalents, one credit hour equals 30 membership hours.

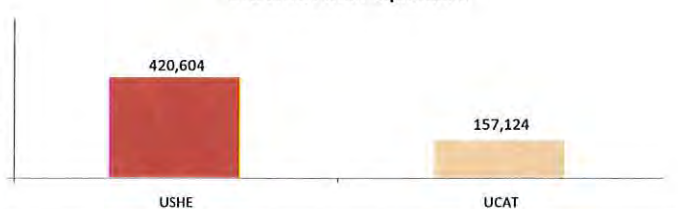
	USHE	UCAT
Membership Hour Equivalent		
Actual Membership Hours	894,841	4,713,720
Actual STIT/Custom Fit Hours	73,786	204,475
+ Credit Hours * 30	11,649,480	-
Total Membership Hour Equivalent	12,618,107	4,918,195
÷ Membership Hours per FTE	900	900
FTE (Total Membership Hours/900)	14,020	5,465

	USHE	UCAT
Credit Hour Equivalent		
Membership Hours / 30	29,828	157,124
STIT/Custom Fit Hours / 30	2,460	6,816
+ Actual Credit Hours	388,316	-
Total Credit Hour Equivalent	420,604	163,940
÷ Credit Hours per FTE	30	30
FTE (Total Credit Hours/30)	14,020	5,465

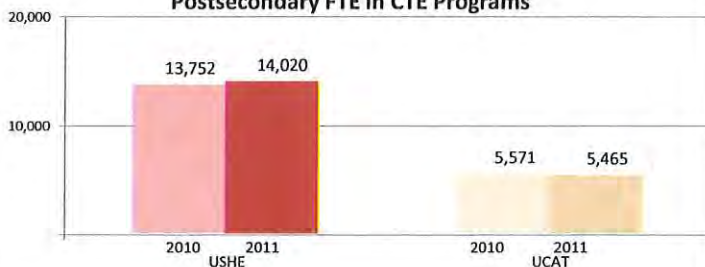
CTE Membership Hour Equivalent



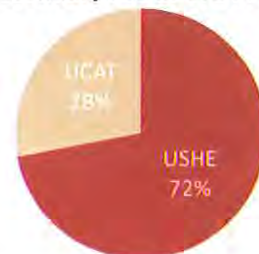
CTE Credit Hour Equivalent



Postsecondary FTE in CTE Programs



Postsecondary FTE in CTE Programs



Utah 2010-11 CTE Report

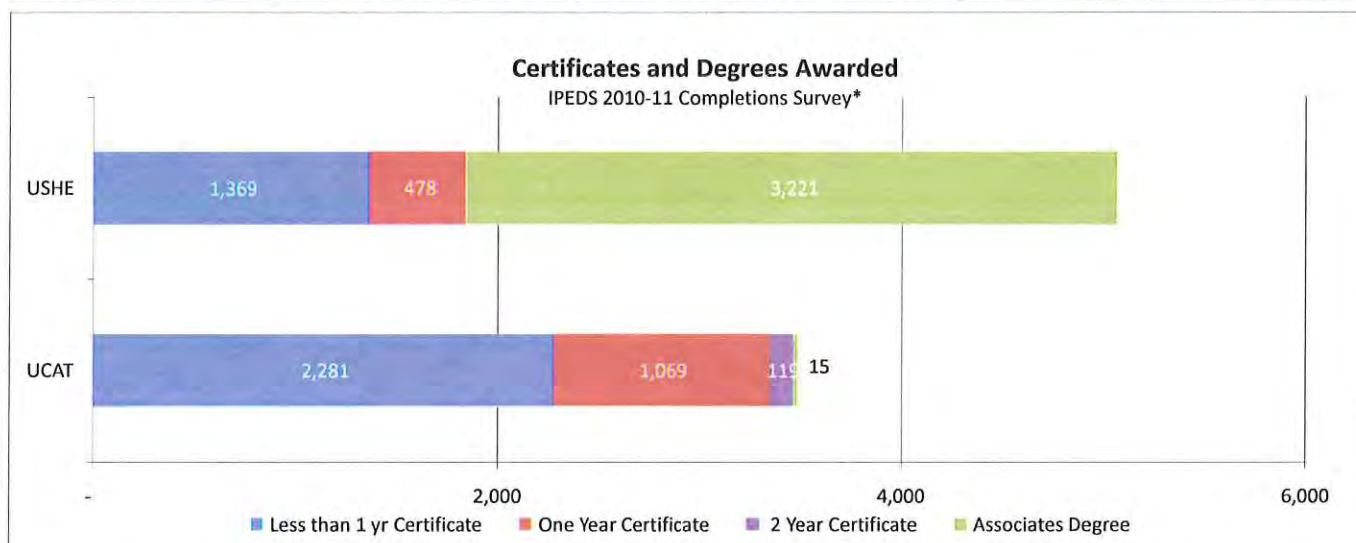
Completions

Top 5 Programs for Completions - IPEDS 2010-11 Completions Survey*

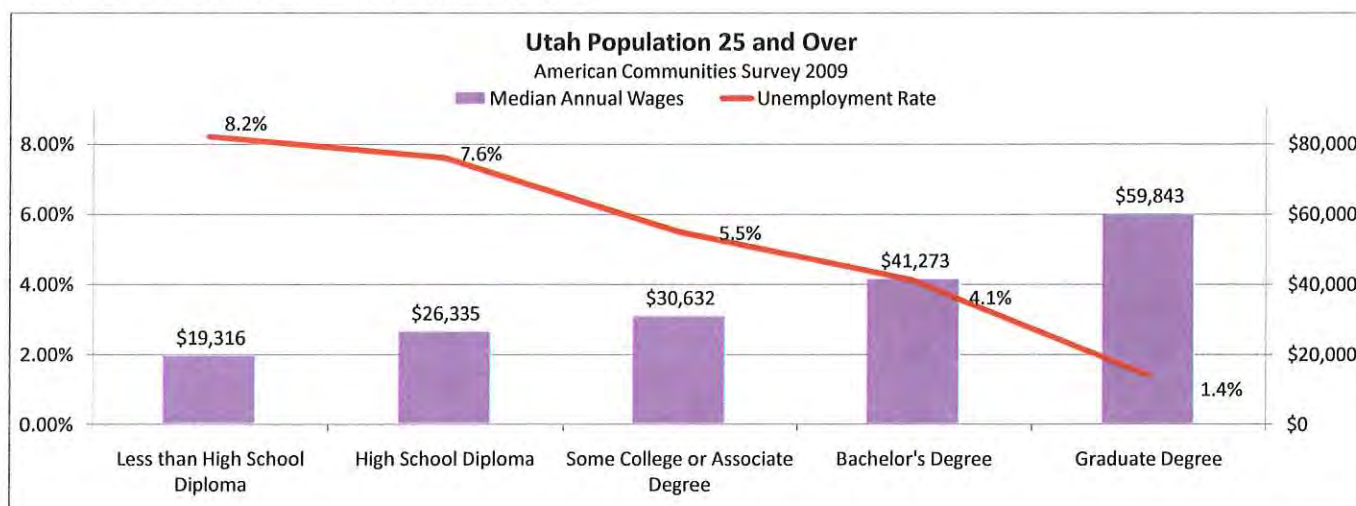
USHE	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	
HEALTH PROFESSIONS AND RELATED PROGRAMS	906	243	1,410	2,559	53%
BUSINESS, MANAGEMENT, MARKETING	42	43	550	635	13%
ENGINEERING TECHNOLOGIES	240	16	189	445	9%
SECURITY, LAW ENFORCEMENT, FIREFIGHTING		58	179	237	5%
MECHANIC AND REPAIR TECHNOLOGIES	62	11	101	174	4%

UCAT

HEALTH PROFESSIONS AND RELATED PROGRAMS	1,370	382	3	1,755	50%
TRANSPORTATION AND MATERIALS MOVING	337	-	-	337	10%
PERSONAL AND CULINARY SERVICES	126	57	119	302	9%
PRECISION PRODUCTION	78	130	-	208	6%
BUSINESS, MANAGEMENT, MARKETING	71	129	-	200	6%



*USHE completions data is based on the Perkins definition for CTE programs





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January 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE Community Engagement Report 2011

Issue

Utah's colleges and universities consistently provide Utah's citizens with a wealth of learning and cultural opportunities that enhance the quality of life in the state. In addition to providing educational opportunities to Utah's individuals seeking degrees, the institutions that make up the Utah System of Higher Education (USHE) contribute greatly to the quality of life of Utah's communities through a variety of other engagement activities and events. These institution-led efforts are open to the public and attendees need not be admitted or enrolled as a student at the institution to participate.

For the purpose of the gathered data outlined in this report, community engagement activities have been categorized into four areas: 1) Supplemental Workforce Education, 2) Personal Enrichment, 3) Community Outreach and 4) Events (reporting of events was optional in first year of the report). This is the first year of this annual report that will collect and detail USHE community engagement data on a calendar-year basis.

In the first year of the report, USHE institutions reported over 6 million hours engagement with people in their communities. The number of hours is bound to grow as additional information is collected in regards to events and other areas that were not covered in the initial reporting cycle such as hours dedicated to service learning and international outreach (i.e. exchanges and economic development with international sister institutions). Also included in this report are individual examples of activities and impact that are occurring at each of the USHE institutions.

Commissioner's Recommendation

This item is for information only; no action is required.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM/JAC
Attachment

Utah System for Higher Education

USHE Community Engagement Report

Office of Institutional Research & Analysis



2011

Abstract

Utah's colleges and universities consistently provide Utah's citizens with a wealth of learning and cultural opportunities that enhance the quality of life in the state. In addition to providing educational opportunities to Utah's individuals seeking degrees, the institutions that make up the Utah System of Higher Education (USHE) contribute greatly to the quality of life of Utah's communities through engagement activities and events. These institution-led efforts are open to the public and attendees need not be admitted or enrolled as a student at the institution to participate.

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Community Engagement Report

Purpose

The Utah System of Higher Education (USHE) Community Engagement Report is designed to provide insight into the value and impact institutions of higher education have on Utah's broader communities beyond post-secondary education that leads to degrees or certificates. This report measures the learning and cultural engagement in addition to the traditional post-secondary education experience provided by USHE institutions.

Method

Community engagement activities were reported in one of four general categories: 1) Supplemental Workforce Education, 2) Personal Enrichment, 3) Community Outreach and 4) Events (table 1).

Table 1. Community Engagement Definitions

Community Engagement: Individual courses or activities not offered as part of a post-secondary program of study. These courses are non-budget related and do not contribute to an official USHE degree or certificate (participants receive a course certificate of completion only - not typically part of an educational transcript). Attendance is not restricted to students formally admitted to the institution. Note, data does not include CTE coursework.	
Supplemental Workforce Education* Instructional courses that have direct application to jobs in the workforce (e.g., Microsoft Office, publishing software, etc.) These classes are generally targeted at adults.	Community Outreach Instructional events designed to create community awareness of the institution or interest in enrolling at the institution (e.g., science fairs, star gazing parties, etc.) These events can be targeted at both youth and adults.
Personal Enrichment Instructional courses offered primarily for personal benefit (e.g., sports including youth programs—foreign language, , photography, genealogy research, hobbies, etc.)	Events Institution sponsored or co-sponsored conferences. This does not include conferences for which the institution simply rents out facilities.

The Community Engagement data collected included the name of the activity, the number of participants, and the length (in hours) of the activity. The *Events* category was not scheduled to be collected during this reporting cycle; however, some institutions provided limited information where available.

* Supplemental Workforce Education is not the same as Career and Technical Education (CTE.) For more information on CTE in Utah, visit: <http://www.higheredutah.org/public-policy/cte-updates/>

Results

Overall, USHE institutions reported 5.8 million total hours of community engagement (figure 1) from 4,600 different courses or activities (figure 2) with 1.5 million total attendance (duplicated counts) (figure 3).

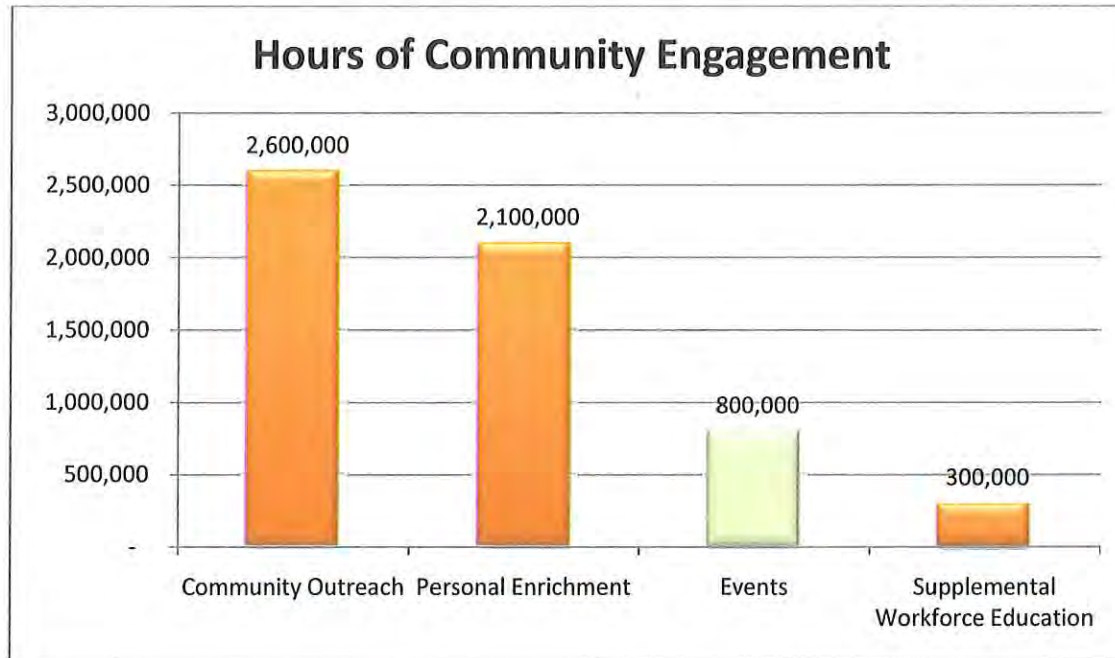


Figure 1 –Total hours of community engagement activity by activity type

USHE expects these figures to increase in subsequent annual reports for two reasons: 1) The 2010-11 collection year was the first year of this kind of reporting; and 2) The reporting process was not finalized until mid-year, resulting in information from some activities not being collected or reported. **If the data collection process had been defined and implemented from the beginning of the year, the total number of hours of community engagement activity provided through USHE institutions resources would exceed the 6 million hour mark.**

One area of focus for future reports is the “Event” category, which was optional this year. **When the *Event* category is fully reported, we can anticipate the total number of hours, activities and participants to significantly increase.**

Now that the four broad activity categories have been defined, we believe subsequent annual reports will include data on other forms of community engagement, further increasing the number of hours and participants. Two known areas not specifically addressed in this report are international outreach (i.e. exchanges and economic development with international sister institutions) and service learning. The student portion of service learning is often tracked in the form of credits for an internship or course, but the number of hours and people served through the activity is not reported. Examples of this would be work at crisis centers, women and children’s shelters, paralegal advice and other activities that provide community benefits.

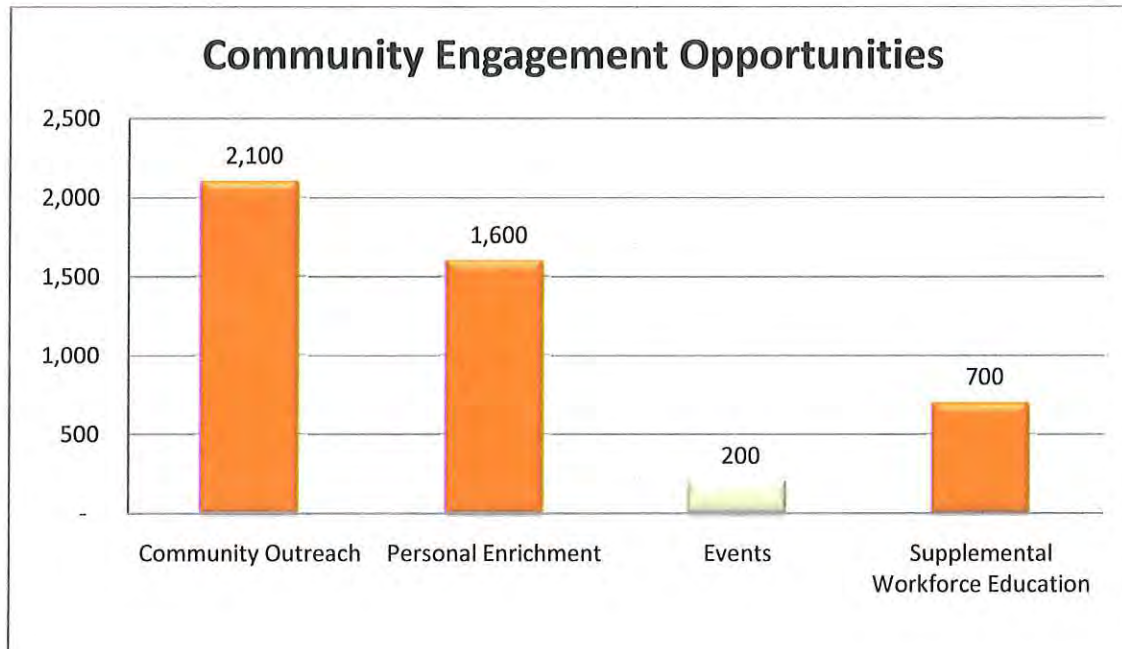


Figure 2 - Total number of activity opportunities by activity type

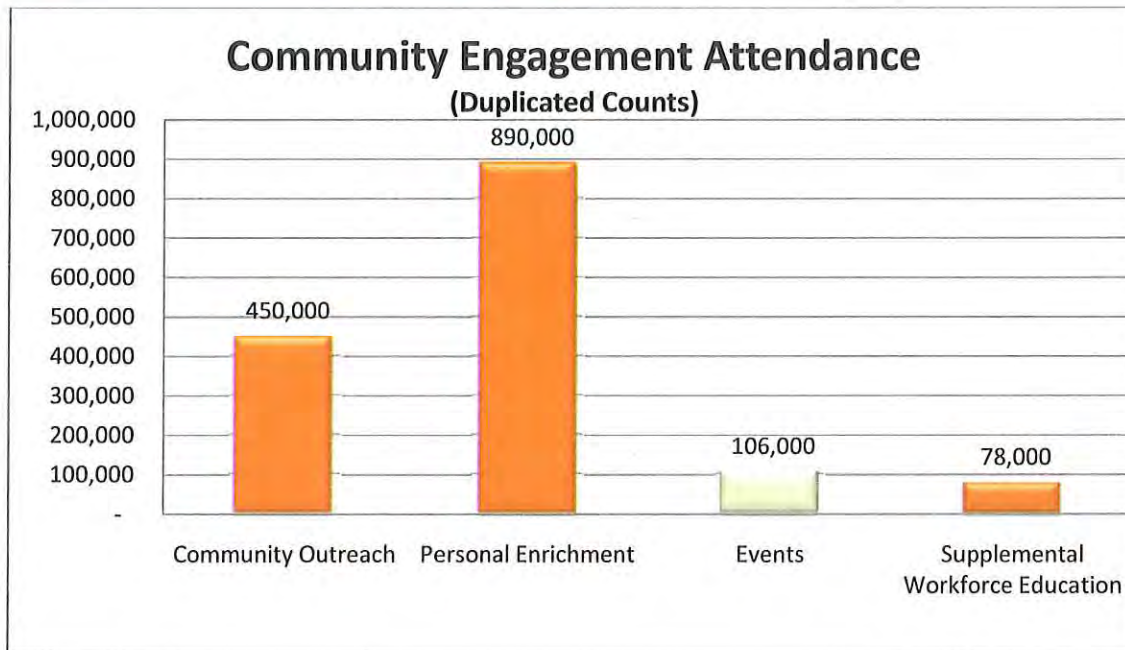


Figure 3 – Number of participants by activity type (a person is counted more than once if participating in multiple activities)

Although the data in this inaugural report demonstrates USHE institutions' support of their communities, numbers cannot fully illustrate the impact community engagement has on people's lives. This section attempts to put a "face" on these activities. The following stories depict examples of each institution's community engagement highlights for FY11.



University of Utah students, faculty and staff are active participants in the community through service-learning classes, individual and student group volunteering, departmental, college and university outreach, and community-based research. Many community engagement activities originate from two centers: the campus-based Lowell Bennion Community Service Center supports the curricular and co-curricular engagement of students and faculty. A community-based center, University Neighborhood Partners fosters community partnerships in the under-served west side of

Salt Lake City.

2011 Community Engagement Highlights

- The Saturday Service Project (SSP) exemplifies a culture University of Utah. SSPs are reciprocal in nature, occur the academic year, and may involve service-learning, opportunities to students, faculty, staff, alumni and and serve people and causes in the community. Each Homecoming kick-off event is an SSP which sets the tone service” at the university.
- **The Alternative (Fall and Spring) Break** program engages university students, staff, and faculty in service and learning by dispatching teams of college students to distant communities over school breaks. The 2009 **Alternative Fall Break** week included two trips, one focused on disaster preparedness training in Salt Lake, another focused on environmental restoration in east central Utah.
- **Continuing Education’s** eleven units offer programming across the lifespan from youth academies to technology training. AOCE extends the reach of departments on campus, and incubates untested programs and projects. AOCE offers personal enrichment courses such as languages, cooking, and gardening. In addition, AOCE serves a much broader audience of international students, lifelong learners age 50+, elementary and high school students, businesses, under-represented communities, undergraduates, aspiring graduate students, and returning adults. Since its inception, the Academy has served over 500 nonprofit professionals through certificate classes, individual classes, and community collaborations.
- At **Mountain View Elementary**, a Title I school on Salt Lake’s west side, a university partnership includes four complementary programs serving school children:
 - America Reads - University students worked as reading and math tutors with over 50 Mountain View students, providing 680 tutoring sessions in 2009-10.
 - Running Forward - University students meet weekly with at-risk boys, ages 10-12, to discuss nutrition, to run together, and to be mentors.
 - Mountain View Volunteers - University students volunteer as 1st through 5th grade classroom aides, homework helpers, and afterschool assistants.
 - The Community Garden – Students in a U of U service-learning class developed a university supported community garden. In 2009-2010 this garden served 20+ families, six classrooms, and an afterschool program of 60 children.
- University Neighborhood Partners’ **Hartland Partnership Center** brings resources—financial literacy, health access, ESL classes, and early childhood programs—together for 800 residents in a rental complex, 75% of whom are non-native English speaking immigrants or refugees. Project successes include a new health clinic serving refugees, seven residents enrolled in higher education, 30 children enrolled at on-site Head Start program, and a soccer program that engaged 75 youth.



of service at the monthly throughout provide volunteer community members, September, the for the “culture of





At the core of Utah State University's mission is "serving the public through learning, discovery, and engagement." And as the state's only land-grant institution, USU continually finds ways to make its world-class research accessible to residents of the state through a variety of programs, facilities, fact sheets, websites, and more. Beyond this Extension mission, USU reaches out to communities across the state and beyond through countless service programs, cultural events, and more.

2011 Community Engagement Highlights

- **Latino Family Day** allows USU to reach out to the Latino community by giving students and parents a chance to spend time on campus and experience college life. The event is designed to help parents learn about opportunities that exist for their children and to educate them about resources that make higher education affordable.



- The **Summer Citizen Program** is a partnership between USU, Logan city, and summer citizens, typically residents of Arizona who live in Logan during the summer months. Summer citizens attend classes on campus, live in campus housing, access USU's library and computer labs, and attend plays and cultural events, many of which are performed in partnership with USU's Theatre Arts Department.

- USU sponsors a variety of events for middle school and high school students.

Engineering State is week-long, summer programs for high school juniors, where they are introduced to the field, participate in classes, projects, tour facilities, and more. **Diversity Days**, a leadership training seminar, includes transportation from Salt Lake to Logan. More than 200 high school students from about 24 schools compete annually in a quiz bowl activity called **Academic Olympiad** where winners are awarded scholarships. **Physics Day** brings more than 6,000 students from Utah and surrounding states to Lagoon to explore basic physics concepts such as gravity, projectile motion, centrifugal force, and energy.

- **USU Extension** has offices in 28 of Utah's 29 counties. USU Extension forms partnerships with local, regional, and national organizations to form programs such as **Operation Military Kids** (delivers needed support and programs to more than 17,000 youths in Utah with parents serving in the military), **Youth and Families with Promise** (this USU-designed program, which helps youths develop and strengthen social skills, academic motivation, and family relationships, has been adapted for use in 22 other states), the **Center for Agronomic and Woody Biofuels** (developed an unused, 200-acre parcel near the Salt Lake International airport for the growth of biodiesel feedstock for county and city fleets), and **4-H** (last year 82,572 youth members and 10,878 adult volunteers participated in USU Extension's 4-H programs).

- The **Val R. Christensen Service Center** is affiliated with 20 service organizations that are chaired by students. Programs include the Special Olympics, Operation Smile, blood drives, and a variety of USU-specific programs, including Aggies for Africa, PALS, and Senior University.



- USU's **Swaner Preserve and EcoCenter** in Park City and the **Utah State University Botanical Center** in Kaysville provide numerous programs and activities for community members and school children, including *educational programs* about sustainable practices.

- In addition to the 500+ concerts, plays, art exhibits, and more provided by USU's Caine College of the Arts, USU's music students participate in the **Youth Conservatory**, where more than 300 pianists, ages 4-18, take piano lessons and musicianship classes from USU students.



**WEBER STATE
UNIVERSITY**

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the University, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity. Weber State University provides educational services to students of all ages and backgrounds across northern Utah with campuses in Weber and Davis Counties; centers in Roy, Kaysville, Layton, and Morgan; and internationally through extensive online offerings.

2011 Community Engagement Highlights

- **Community Involvement Center (CIC)** was established in June 2007 to create a partnership with local community organizations to engage students, faculty and staff members in combined community service and academic learning to promote civic participation, build community capacity, and enhance the educational process. In 2010-11, 7,077 students (30.8% of the WSU student body) engaged in service learning projects contributing 131,229 service hours through community service projects, CBL and AmeriCorps programs. The CIC supported 168 sections of CBL classes in 2010-11. WSU received the Carnegie Classification for Community Engagement in 2008 recognizing WSU's strong commitment to community engagement.
- **Education Access & Outreach** includes pre-college programs that encourage underrepresented students who have been traditionally non-college bound to pursue and successfully complete a post-secondary education. Programs include *GEAR UP* (Gaining Early Awareness and Readiness for Undergraduate Programs) serving about 900 students, *TRIO Talent Search* helps about 500 students between 8th and 12th grades, *Student 2 Student/Summer Summit* provides college readiness and access support, and *TRIO Upward Bound* provides individualized academic support to 75 eligible 9th-12th grade students. The *Multicultural Youth Conference*, held at the Ogden campus in November, focuses on helping high school juniors prepare to attend college.
- **Professional and Economic Development** – WSU offers a variety of workforce education and professional development programs to meet the training needs of local employers in private and government sectors including many programs for Hill Air Force Base. Offerings include customized training programs and public enrollment courses in professional certification with over 1600 enrollments in the 2010-11 year. Team members provide extensive support to the Davis and Weber County Chambers of Commerce to support economic development efforts. Continuing Education provides teacher professional development programs including endorsements and re-licensure throughout northern Utah with 2,195 enrollments in 2010-11.
- **Lifelong Learning** programs include free workshops offered at the WSU West Center on relationships, financial preparation, study skills, and wellness; online courses through Ed2Go; and free online content.
- **Center for Science and Math Education and the Ott Planetarium** sponsor community outreach programs annually. Science in the Parks was held daily in Ogden City parks during June and July to show the community, primarily children, that science is something fun that can take place anywhere. The Ott Planetarium presents shows and star parties throughout the year on campus and at community locations.





Essential to the educational process is a sense of “community,” wherein collaboration, diversity, respect for all people, civility and shared governance are cultivated. At Southern Utah University, Utah’s liberal arts and sciences university, students and the community are provided with academic and skill development opportunities, outreach services, cultural and athletic activities, economic and business development resources and regional archives.

2011 Community Engagement Highlights

- The Utah Shakespeare Festival is celebrating its 50th season with dozens of exhibits and events that span both the summer and fall season. Attendance is up and play reviews are excellent as usual. Over 2,700 students and 110 schools participated in the 35th annual Shakespeare Competition hosted by the Utah Shakespeare Festival and Southern Utah University. From October 6 to 8 student thespians from across the Intermountain West competed as actors, dancers and theatre technicians before panels of theatre and dance professionals in the largest scholastic Shakespeare competition in the country.
- In July, Southern Utah University and Bryce Canyon National Park celebrated and renewed its pioneering partnership. The first of its kind between the National Park Service and a university, the Alliance for Education is a formal agreement to collaborate and assist one another in a variety of programs that will best succeed with pooled resources and talent, to the benefit of students, the park and local communities.
- This year the Utah Summer Games in conjunction with Southern Utah University hosted 9,745 athletes that competed in 36 different sports. The Summer Games celebrated its 26th year of “celebrating excellence in the human spirit and healthy lifestyles through extraordinary sporting events and competition.”
- Southern Utah University students and educators have earned rank on the President’s Higher Education Community Service Honor Roll for the second consecutive year, granting the Thunderbird community the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement.
- Following a critically acclaimed run at the Theatre Royal Plymouth in 2010, “Lend Me a Tenor, the Musical,” the uproarious new musical comedy by Southern Utah University’s director of theatre, Peter Sham (book and lyrics) and frequent SUU Guest Artist Brad Carroll (music), had its official West End opening at London’s Gielgud Theatre on June 15, 2011, following preview performances which begin on June 2.
- “The magnitude of this project seems almost overwhelming at times, especially while being in the middle of the whole experience, and I feel like this is just the beginning of something that will affect the rest of my life.” That is how SUU dance student Jenny Smith summed up her role in the production of “The Dream of Helen” with China’s Hubei Opera and Dance Drama Theatre. Smith and 13 fellow SUU dance students were featured in the production that opened on July 23. The Dream of Helen, a dance drama inspired by the life and achievements of Utah native, Helen Foster Snow, was a collaboration between Southern Utah University’s College of Performing and Visual Arts and the renowned Hubei performance troupe, performed at the Wuhan’s Qui Tai Grand Theatre in China’s Hubei Province.





Snow College serves as one of the nation's finest two-year transfer institutions with a focus on liberal arts and sciences. As such, one of Snow College's core themes is to create learning and service opportunities, locally and globally, that engage students, faculty, staff and surrounding communities. Community engagement opportunities include service learning, volunteer service, civic engagement, cultural and athletic events, community education, and outreach services. Additionally, Snow College serves as the educational, cultural and recreational center of the region by providing access to college-sponsored continuing education opportunities, cultural and athletic events, and community outreach services.

2011 Community Engagement Highlights

- Snow College Horne School of Music entered into a partnership with the Julliard School. Housed in the state-of-the-art Eccles Center for the Performing Arts, students enjoy the teaching and performing expertise of



- an outstanding faculty; community members appreciate renowned music and theater performances. In addition, Snow College recognizes the hundreds of artisans and performers living in and around Sanpete County. Snow College endeavors to create and nurture an annual Music and Arts Festival, orchestrated in partnership with Southern Utah University.
- Established the new Continuing Education and Economic Development (CEED) office with the three-fold purpose to 1) provide a dedicated portal of connectivity between citizens and businesses to better connect college-based and external service providers with those in need of training; 2) conduct regular analysis and reporting of the region's training needs; and 3) connect and create an array of short-term personal development and career improvement training opportunities that meet the needs of local employers.



- Celebrated the 36th annual Math Competition in which over 500 regional 7th through 12th grade students visited campus to participate in a variety of math-skill exercises. Winners in the upper grade division (10th through 12th grade) were awarded Snow College Math Department scholarships.

- Appreciation of ethnic and cultural diversity is illustrated through the Snow College-sponsored International Food Festival and annual Polynesian Luau. The International Food Festival connects the culture of Snow College's international

student population with the local community through food. This year the festival had to control attendance because it could not find sufficient space to host the hundreds of patrons. The Polynesian Luau is a long-standing Snow College tradition that highlights the ethnic wealth of the student-based Polynesian culture through food, song and dance.

- Partnered with Franklin Covey and the Utah Small Business Development Center (SBDC) at Snow College to offer five distinct classes on "The 7 Habits for Small Business Managers" servicing 82 small business individuals. This year the SBDC at Snow College is designated as Utah's statewide provider of "7 Habits for Small Business Managers" training with classes provided in Richfield, Delta and Ephraim.



Dixie State College of Utah (DSC) strives to help students to define, shape and achieve educational and life goals. It is dedicated to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors. Dixie has an ongoing commitment to its community college role, which includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. In addition, DSC cooperates with the local community, region, and state to identify and meet the demands of business and industry by providing leadership and support to economic development.

2011 Community Engagement Highlights



- Service Learning and Campus to Community.** The “Campus to Community” project provides DSC students and employees opportunities to support worthy community causes. In addition, many DSC course sections are designated as service learning sections where part of the students’ grades involve participating in class service projects.
- Forums.** DSC sponsors forums open to campus and community. A weekly gathering, *A Window on the World*, covers topics such as diversity, history, education, folklore, national monuments, and governmental issues. The DSC Business Department sponsors a monthly business integrity series exploring ethics in business.
- Celebration of the Arts.** DSC sponsors a variety of cultural activities open to the community. From Russian ballet to opera and chamber orchestras, the Celebrity Concert Series presents artists from all over the world. The Fine Arts Department presents plays, concerts, and entertainment opportunities throughout the year. DSC has sponsored concerts including the Utah Symphony Orchestra, the Lowe Family Christmas Spectacular, Handel’s Messiah, and The Forgotten Carols.
- Dixie Business Alliance.** DSC is a sponsor of the Dixie Business Alliance whose mission is to strengthen Utah’s economic fabric and quality of life by facilitating the success of new and existing business endeavors. The alliance sponsors “Dixie Techs,” designed to put students and businesses together in the field of technology development, and partners with the DSC School of Business Accounting students to provide accounting and business counseling for small businesses.
- Community Education.** DSC offers non-credit community education offerings to over 20,000 participants per year. Community education events range from single meetings to ongoing sessions in art, cooking, recreation, dancing, music, photograph, business and technology, outdoors, health and fitness, and personal enrichment. Holiday celebrations co-sponsored by the community education department with community entities such as the Halloween Howl and Santa’s Breakfast, and kids programs include the Kidspace Program and Time for Tots.
- ICL and Road Scholar.** The Institute for Continued Learning (ICL) provides workshops, seminars, and travel opportunities and lifelong learning for 750 retired or semi-retired members per year and teach 35-40 courses each semester. DSC’s Elderhostel, often called the “Road Scholars,” travel across the country inspiring adults to learn, discover, and travel.



At Utah Valley University, education is synonymous with "engaged learning." In December 2008, the Carnegie Foundation for the Advancement of Teaching awarded UVU its "community engaged" classification. This distinction reflects UVU's long-rooted commitment to serve the needs of Utah, Summit, and Wasatch counties and recognizes the institution's emphasis on practical applications of classroom learning. UVU provides a variety of programs focused on community engagement, from professional and workforce training and personal enrichment to lifelong learning courses, throughout the UVU service area.

2011 Community Engagement Highlights



- **CCE at UVU became a Learning Resource Network (LERN) Certified Program** in 2010 and is one of less than 40 continuing education programs in the world with this prestigious designation. The certification was based on 51 benchmark criteria including industry best practices and standards.
- Since President Matthew Holland unveiled the **UVU Business Engagement Strategy**, 60 business executives, entrepreneurs, and UVU staff have worked to build the regional economy through strategies for technology commercialization and entrepreneurship initiatives. Results include the China Initiative, Technology Commercialization Office, Business Resource Center, and initiatives focused on digital media.
- The **Civic Engagement Strategy** of 2011 includes civic visits by the President's Cabinet to over 13 regional communities, a civic forum for dialogue, creation of a university-wide project to identify and solve regional issues, and regional Community Engagement Awards for community involvement recognition.
- **Utah Valley Elder Quest** set a membership record of 317 members who are 55 or older. Elder Quest members attend semester long peer-taught classes on a broad variety of topics ranging from world religions to film. In addition, 346 people attended the Spring Scholarship Seminar and donated over \$45,000 for credit and non-credit scholarships.
- **Community Education** enrollments increased 9% over FY10 while seat hours increased 57%. The program provides a variety of courses for the community from babies to octogenarians at the Orem and Wasatch campuses, several K-12 public schools in partnership with Alpine and Wasatch school districts, online and at various other locations. One example is the Capitol Reef Field Station Workshop which combined photography techniques by photo instructor Rex Allen and a botany presentation by Dr. Renee Van Buren, UVU Botany professor and CRFS Director.



- The **Department of Theatrical Arts** presented nine professional theatre productions with 11,299 tickets sold to the community. In partnership with CCE the department put on the 2011 Noorda Theatre Summer Camp serving over 300 students ranging in age from 3-years-old through high school.
- **Professional and Workforce Development** seat hours increased by 137% over 2010. Trainings ranged from development and implementation of a custom online training course for aerospace manufacturer Klune Industries of Spanish Fork to an intensive Graduate Realtor Institute for the Wasatch County Board of Realtors.



As Utah's largest and most diverse institution of higher education, Salt Lake Community College is an open access, comprehensive community college offering a full range of academic programs and community engagement activities. Partnerships with local businesses allow SLCC to provide the community with services and training that directly impacts the economic sustainability of individuals while contributing to the state's economic growth. SLCC's Thayne Center for Service and Learning establishes capacity-building relationships with community organizations, and coordinates service learning and leadership programs for students and faculty.

2011 Community Engagement Highlights

Professional and Continuing Education

- **Continuing Education** provided 16,292 hours of training as well as 16,896 hours of supervised externships. The Energy Sector cluster's *Green Academy* offered courses from Math for Energy Industry to Photo Voltaic Installation; 322 earned Energy Core certifications. Since September 2010, *Professional Development* has had 590 students complete Attorney, Architecture, and Contractor re-certification. *Allied Health* offerings include ultrasound, pharmacy technician and dialysis training.
- **Encore Institute**, designed for students age 50+, offered classes including *Resume Writing*, *Computer Refresh*, *Genealogy*, *Energy/Sustainable Living*, *Photography*, and *Emergency Preparedness*.

Business and Employer Outreach

- **The Miller Business Innovation Center (MBIC)** assisted the entrepreneurial community through seminars and events, as well as with flexible, affordable leases on office space for business incubation. Currently, the incubator is home to 20 companies.
- **The Park City Business Resource Center**, launched in 2011, supported local business throughout Summit County. In the first 10 months, the BRC has assisted over 60 companies.
- **The Global Business Center** offered educational courses, seminars, training and briefings to the Utah business community. The Center also provided contacts between Utah companies and the Export – Import Bank of the United States.
- **The Women's Business Institute** continued to provide *Management Training for Non-profits* for outreach to Salt Lake County's refugee community. In 2011, SLCC served 35 refugee leaders, 19 community organizers, bankers and leaders, and 72 women and small business owners.



Community Outreach and Engagement

- **Service Learning** In 2009-2010, a total of 4,507 students enrolled in 213 service-learning sections, serving 51,575 hours in our community. The Thayne Center for Service & Learning also coordinated two Alternative Spring Break student trips; one to Seattle Washington to study, reduce, reuse and recycle programs and one to *Best Friends Animal Sanctuary* in Kanab Utah.
- **Arts and Cultural Events (ACE)** formed partnerships with community organizations to support lectures, concerts and performances, and multicultural celebrations for the benefit of SLCC students and the broader community. Activist and actor Edward James Olmos and journalist Nicholas Kristof were two guest lecturers in 2011.



In Conclusion

Looking at the data presented in this report, it is clear to see that Utah's public colleges and universities positively benefit the community as a whole. However even beyond these numbers, it is possible to infer that USHE schools directly affect and/or touch the lives of most of Utah's citizens, across all walks of life.

All throughout the state from Logan to St. George Utah's eight institutions provide opportunity, engagement and advancement for both those who are seeking a degree and certificate, and those who are not. Additionally, cultural events enhance the community's quality of life and provide our society with diversity and richness beyond the classroom. From this we can see that, every year, the general public is very much a part of the post-secondary education experience thanks to Utah's public colleges and universities.

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Utah Valley University Student Life & Wellness Building and Parking Facility Revenue Bond Issue

Issue

Utah Valley University (UVU) has requested Regents authorization to issue revenue bonds to provide financing for their new Student Life and Wellness Building and a Parking Facility. The bond issue proposed is for a total not to exceed \$59 million, including \$40 million for the Student Life & Wellness Building, \$8 million for the Parking Facility and issuance costs, capitalized interest, and bond reserve funding if required.

Background

The Regents authorized UVU to proceed forward with this project and request bonding authorization at their August 27, 2010 meeting. The 2011 Legislature subsequently authorized construction of the facility and the required bonding to finance the project. Materials to proceed with issuance of the bonds have now been prepared for your approval. The essential parameters of the bond are summarized in the attached Financial Summary. Copies of the University's request and an Authorizing Resolution also are attached for your information. Representatives from the University, the University's Bond Counsel, and the University's Financial Advisor will be present to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the University's request to issue these bonds after discussion and acceptance of the parameters.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



UTAH VALLEY UNIVERSITY
VICE PRESIDENT for FINANCE & ADMINISTRATION

December 16, 2011

Dr. William Sederburg
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Commissioner Sederburg,

I would like to formally request an item be placed on the agenda for the Board of Regents meeting on January 11, 2012. Would you please add to the agenda, "Approval of the Revenue Bonds for Utah Valley University"? I will be providing a "Financing Summary" and "Resolution" for the Board's review and approval later this week.

Proceeds from the sale of the bonds will be used to:

1. finance costs of construction of a Student Life and Wellness building of up to 170,000 square feet on Utah Valley University's campus.
2. finance costs of construction of a parking facility of up to 534 stalls;
3. provide capitalized interest on the bonds, if any;
4. fund a deposit to a debt service reserve fund, if any; and
5. pay costs of issuance of the Bonds.

The Par Amount should not exceed \$59,000,000 (including \$40,000,000 to finance the Student Life and Wellness building, \$8,000,000 to finance the parking facility, possible issuance costs of \$1,200,000, possible capitalized interest of \$3,800,000 and possible bond reserve fund of \$6,000,000.

The Bonds will be payable from and secured by a pledge of the University's (i) Net Operating Revenues from the Unified System which includes the Student Center, Bookstore, Dining Services, Baseball Stadium and certain other facilities, [and to which the new parking facility and Student Life and Wellness building will be added by Supplemental Indenture], after payment of operating and maintenance costs of such facilities, and (ii) Student Center Building Fees.

Sincerely,

Val L. Peterson
Vice President for Finance and Administration

CC: President Holland
Ralph Hardy
Greg Stauffer
Eric Hunter
Mike Francis

State Board of Regents of the State of Utah
Utah Valley University
Student Center Building Fee and Unified Center Revenue Bonds

Financing Summary

Purpose:	Proceeds from the sale of the above-reference bonds (the " <i>Bonds</i> ") will be used to: <ul style="list-style-type: none">(i) finance costs of construction of a Student Life and Wellness building of up to 170,000 square feet on Utah Valley University's (the "<i>University</i>") campus;(ii) finance costs of construction of a parking facility of up to 534 stalls;(iii) provide capitalized interest on the bonds, if any;(iv) fund a deposit to a debt service reserve fund, if any; and(v) pay costs of issuance of the Bonds.
Par Amount:	Not to exceed \$59,000,000 (including \$40,000,000 to finance the Student Life and Wellness building and \$8,000,000 to finance the parking facility, plus amounts necessary to pay costs of issuance, pay capitalized interest, if any, and fund a debt service reserve requirement, if any).
Security:	The Bonds are payable from and secured by a pledge of the University's (i) Net Operating Revenues (revenues from the Unified System—which includes the student center, the University bookstore, all University food services facilities, the baseball stadium and certain other facilities, and to which the new parking facility and Student Life and Wellness building will be added by Supplemental Indenture, after payment of operating and maintenance costs of such facilities), and (ii) Student Center Building Fees (<i>i.e.</i> , certain building fees relating to use of Unified System facilities).
Total Discount:	Not to exceed 3.0% (including underwriter's discount)
Interest Payment Dates:	May 1 and November 1
Interest Rates:	Not to exceed 7%.
Maturity Dates:	Not to exceed 30 years.
Redemption:	Not to exceed 10.5 years at 101%
UVU Contact:	Val Peterson, (801) 863-8424
Bond Counsel	Chapman and Cutler LLP
Trustee	U.S. Bank National Association

January 11, 2012

The State Board of Regents of the State of Utah (the "*Board*") met in regular session at the University of Utah, _____ [address], Salt Lake City, Utah, on January 11, 2012, commencing at _____ a.m. The following members of the Board were present:

David J. Jordan	Chair
Bonnie Jean Beesley	Vice Chair
Keith Buswell*	Member
Daniel W. Campbell	Member
Wilford W. Clyde	Member
France A. Davis	Member
James T. Evans*	Member
Katharine B. Garff	Member
Meghan Holbrook	Member
Nolan E. Karras	Member
Thomas D. Leavitt*	Member
Robert S. Marquardt	Member
Carol Murphy*	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
David Smith	Student Member
Marlon O. Snow	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
John H. Zenger	Member.

ABSENT:

ALSO PRESENT:

Val L. Peterson

Vice President of Finance and
Administration, Utah Valley
University.

* Non-voting Member.

Kirsten Schroeder

Secretary.

As required by Section 52-4-203, Utah Code Annotated 1953, as amended, written minutes and a recording of this meeting are being kept.

After the meeting had been duly convened and called to order by the Chair and the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah Valley University Student Center Building Fee and Unified Center Revenue Bonds.

The following resolution was introduced in written form and, after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____, was adopted by the following vote:

YEA:

NAY:

ABSENT:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH VALLEY UNIVERSITY STUDENT CENTER BUILDING FEE AND UNIFIED CENTER REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$59,000,000; AUTHORIZING THE EXECUTION OF A SECOND SUPPLEMENTAL INDENTURE OF TRUST, AN OFFICIAL STATEMENT, AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "*Board*") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended;

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah Valley University (the "*University*") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the "*Act*");

WHEREAS, pursuant to the Act, the Board is, for and on behalf of the University, authorized to issue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, pursuant to the provisions of Section 63B-20-103, Utah Code Annotated, as amended, the Board is authorized to issue revenue bonds on the credit and income of the University, other than appropriations by the Utah Legislature, to provide up to \$40,000,000 to finance the cost of construction of a Student Life and Wellness building with up to 170,000 square feet and up to \$8,000,000 to finance the cost of construction of a parking structure with up to 534 stalls (collectively, the "*Project*"), together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirements;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue a series of State Board of Regents of the State of Utah, Utah Valley University Student Center Building Fee and Unified Center Revenue Bonds (the "*Bonds*") for the purpose of financing costs of the Project, paying capitalized interest on the Bonds, satisfying a debt service reserve requirement, and paying costs of issuance of the Bonds;

WHEREAS, the Bonds will be issued in an aggregate principle amount of not to exceed \$59,000,000 and will be issued pursuant to the General Indenture of Trust dated as of August 1,

2004 (the "*General Indenture*"), as supplemented by a Second Supplemental Indenture of Trust (the "*Second Supplemental Indenture*" and, together with the General Indenture, the "*Indenture*"), each by and between the Board, acting for and on behalf of the University, and U.S. Bank National Association, as trustee (the "*Trustee*");

WHEREAS, the Bonds shall be payable solely from the revenues and other moneys pledged therefor under the Indenture and shall not constitute nor give rise to a general obligation or liability of the State of Utah, the Board or the University or constitute a charge against the general credit of the State of Utah, the Board or the University;

WHEREAS, expenditures relating to the Project (the "*Expenditures*") have been paid from the University's general or other funds (the "*Fund*") within 60 days prior to the passage of this resolution (the "*Resolution*") or (ii) may be paid from the Fund on or after the passage of this Resolution and prior to the issuance of the Bonds;

WHEREAS, there has been presented to the Board at this meeting forms of the Preliminary Official Statement and the Second Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final principal amounts, terms, maturities, interest rates and purchase prices at which the Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms do not exceed the parameters set forth in this Resolution, and the authority to approve and execute all documents relating to the issuance of the Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein. Initially-capitalized terms used and not defined in this Resolution shall have the meanings assigned to such terms in the Indenture.

Section 2. All action heretofore taken (not inconsistent with the provisions of this Resolution) by the Board and the officers of the Board or the University directed toward the issuance of the Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of a Preliminary Official Statement (the "*Preliminary Official Statement*") in substantially the form and with substantially the content as presented to the Board at this meeting, with such changes as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President of Finance and Administration of the University. The Chair or Vice Chair of the Board or the President or Vice President of Finance and Administration of the University are authorized to execute such certificates as shall be necessary to "deem final" the Preliminary Official Statement for purposes of Rule 15c2-12 of the Securities and Exchange Commission. The Chair

or Vice Chair of the Board and the President or Vice President of Finance and Administration of the University are hereby authorized to execute and deliver on behalf of the Board and the University a final Official Statement in substantially the form and with substantially the same content as the Preliminary Official Statement, with such alterations, changes or additions as may be necessary to finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

Section 4. The General Indenture and the Second Supplemental Indenture, in substantially the forms presented to the Board at this meeting, are in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President of Finance and Administration of the University are hereby authorized to execute and deliver the General Indenture and the Second Supplemental Indenture, in the forms and with substantially the same content as presented to this meeting, for and on behalf of the Board and the University with such alterations, changes or additions as shall be approved by the Chair or Vice Chair of the Board and the President or Vice President of Finance and Administration of the University, subject to the terms of this Resolution.

Section 5. (a) For the purpose of providing funds to be used for the purpose of (i) financing all or a portion of the cost of the Project, (ii) providing capitalized interest on the Bonds, (iii) funding a debt service reserve fund, and (iv) paying costs of issuance of the Bonds, the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$59,000,000. The Bonds shall bear interest at the rates, shall mature in the principal amounts and on the dates, and shall be subject to redemption, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 6. The form, terms and provisions of the Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President of Finance and Administration of the University are hereby authorized to execute and seal the Bonds and to deliver the Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Bonds in accordance with the provisions of the Indenture.

Section 7. The Bonds shall be sold to the initial purchaser (the "*Underwriter*") at a discount of not to exceed 3% of the face amount of the Bonds plus accrued interest, if any. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee (with concurrence of the President or the Vice President of Finance and Administration of the University) is hereby authorized to specify and agree as to (i) the final principal amounts, interest rates, maturities and purchase price with respect to the Bonds for and on behalf of the Board and the University by the execution of the Indenture, (ii) such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter and execute the same and

(iii) any changes to the Preliminary Official Statement and the Second Supplemental Indenture from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution.

Section 8. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of Finance and Administration of the University, are hereby authorized to take all action necessary or reasonably required by the Indenture to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President or the Vice President of Finance and Administration of the University, are authorized to make any alterations, changes or additions to the Second Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved as may be deemed necessary or appropriate by the official executing the same, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, remove ambiguities therefrom, or conform the same to other provisions of said instruments, the provisions of this Resolution or any resolution adopted by the Board or the provisions of laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President of Finance and Administration of the University, are hereby authorized and directed to accept a commitment for, and agree to the terms of, a Security Instrument or other credit enhancement and/or a Reserve Instrument, that such officer or officers determine to be in the best interests of the Board and the University, and execute and deliver for and on behalf of the Board and the University any or all additional agreements, certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including (without limitation) such (i) continuing disclosure undertakings or agreements as shall be necessary under Rule 15c2-12 of the Securities and Exchange Commission and (ii) such certificates and agreements as shall be necessary to establish and maintain the tax status of the Bonds under the provisions of the Internal Revenue Code of 1986, as amended.

Section 11. Upon their issuance, the Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Bonds, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. Reimbursement Intent. In satisfaction of certain requirements under the Internal Revenue Code of 1986, the District reasonably expects to reimburse the Expenditures with proceeds of the Bonds to be issued in the maximum principal amount of not more than \$59,000,000.

Section 13. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

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

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 11th day of January, 2012.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

[SEAL]

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

[SEAL]

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on January 11, 2012 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 11th day of January, 2012.

Secretary

[SEAL]

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Kirsten Schroeder, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah (the "*Board*"), do hereby certify, according to the records of the Board in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the January 11, 2012 public meeting held by the members of the Board by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West in Salt Lake City, Utah, on January ____, 2012, at least 24 hours prior to the convening of such meeting, in the form attached hereto as *Exhibit A*, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the Board until the convening of the meeting; causing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to be provided on January ____, 2012 at least 24 hours prior to the convening of such meeting, to the *Deseret News* and *The Salt Lake Tribune*, newspapers of general circulation within the geographic jurisdiction of the Board, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the Board; and causing a Notice of Public Meeting to be posted on January ____, 2012 at the Utah Public Notice Website at least 24 hours before the convening of the meeting; and

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2012 Annual Meeting Schedule of the Board was given specifying the date, time and place of the regular meetings of the Board scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the Board in the form attached as *Exhibit B* to be posted on January __, 2012 at the principal office of the Board in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; causing a copy of such Notice of Annual Meeting Schedule to be provided on January __, 2012 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah; and causing a Notice of Annual Meeting Schedule to be posted on January __, 2012 at the Utah Public Notice Website.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 11th day of January, 2012.

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$59,000,000.
TERM:	Not to exceed 30 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 7% per annum.
REDEMPTION FEATURES:	Optional call at not more than 101% of par within 10.5 years of issuance.
SALE PRICE:	Not less than 97% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

January 4, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Revision of Policy R510 – Tuition and Fees

Issue

A recent Legislative Audit of Mandatory Student Fees at the University of Utah was released in October 2011. The general finding of the audit was that the University of Utah has general financial policies that all departments must follow, but there is no policy specifically guiding the process for approving and managing general, mandatory student fees. While the audit focused primarily on the University of Utah, it also reviewed several other USHE institutions and Regental policy in the mandatory student fee arena. In this regard, the audit noted that Regents' policy R510- Tuition and Fees- also does not provide much guidance on reviewing and managing student fees.

Despite the lack of a formal system-wide policy, in practice, all the institutions have either a student fee policy or practice in place that mirrors the recommendations in the audit. These existing practices inform the annual mandatory student fee approval process undertaken by the Regents. The proposed policy revision to R510 serves to formally implement the auditor's recommendations and addresses the concerns of the Legislative Audit Committee by providing more standard guidance and written direction to the institutions. Policies from other states and USHE institutions were examined in revising this policy.

In addition, the policy revision eliminates the section related to the Utah Electronic College which no longer exists. This section of the policy can be found in R510.4.14.

Proposed Policy Revision

The proposed policy addition is found in R510.5.3 and pertains to the section on General Fees Other Than Tuition. The new language is underlined and reads as follows:

R510-5.General Fees Other Than Tuition

5.1. Approval by the Board: All general student fees are subject to Board of Regents approval, normally in conjunction with annual determination of tuition rates. Course fees do not require Board approval but the Board will monitor such fees. Course fees will also be included in determining financial aid cost of attendance and the level of student contribution toward their total education costs.

5.2. Variation Among Institutions: General fees other than tuition may vary according to specific institutional needs.

5.3 General Student Fee Policy: Each USHE institution shall develop a student fee policy to address the following:

5.3.1. Advisory Board: Each institution shall establish a student fee advisory board to oversee the creation, review and maintenance of required student fees.

5.3.1.1. The advisory board membership shall include currently enrolled students.

5.3.2 Institutional Policy: The institutional policy shall contain processes for the student fee advisory board to follow in the creation, review and maintenance of student fees. The institutional policy shall include the following:

5.3.2.1. Fee Creation: The creation of new student fees shall be supported by a demonstrated need, clear statement describing the fee, and a sound budgetary plan.

5.3.2.2. Fee Review: The student fee advisory board shall periodically monitor and annually review student fees. Processes and discussions should focus primarily on— but not be limited to— the adequacy of the fee in accomplishing the stated objective. Fee account fund balances should be minimal or, in cases where fund balances are accumulating, be supported by a plan for use of the funding.

5.3.2.3. Fee Maintenance: Fee amounts may be increased or decreased as necessary to adequately accomplish the stated objective. Changes resulting from a fee increase shall be supported with adequate documentation describing the rationale for the increase and the planned uses of the additional fee revenue.

5.3.2.4. Fee Reporting: The student fee advisory board may require an annual report from each student fee program manager.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the proposed changes to policy R510 Tuition and Fees.

William A. Sederburg
Commissioner of Higher Education

R510, Tuition and Fees¹

R510-1. Purpose: To establish the conditions and methods for approval by the Board of the tuition and fees to be charged to the students at the institutions.

R510-2. References

- 2.1. Utah Code §53B-7-101 (Combined Requests for Appropriations - Board Fixes Tuition, Fees, and Charges)
- 2.2. Utah Code Title 53B, Chapter 9 (Higher Education for Senior Citizens)
- 2.3. Utah Code §53A-6-104 (Board Licensure for Educators)
- 2.3. Federal Higher Education Act, 20 USC 1091b (Institutional Refunds)
- 2.4. Policy and Procedures R511, Tuition Disclosure and Consultation
- 2.5. Policy and Procedures R512, Definition of Resident Student

R510-3. General Policy

3.1. Uniform First Tier Tuition Rate Increases: A first tier of 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.

3.2. Optional Second Tier Tuition Rate 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.

3.3. Application of Increases in Tuition Revenues in Appropriated Operating Budget Requests: In developing its appropriated operating budget recommendations, it is the policy of the Board to include tuition revenues from projected additional annualized FTE enrollments as a portion of the projected financing for proposed expenditure increases to accommodate the additional students. Revenues from proposed uniform first tier tuition rate increases pursuant to paragraph 3.1 will be included as partial financing for other proposed expenditure increases. Revenues from recommended second tier tuition rate increases pursuant to paragraph 3.2 will not be included as partial financing for other proposed expenditure increases.

3.4. Effective Date of Tuition and Fee Policy: These policies are effective upon adoption by the Board, and supersede all previous Board policy regarding tuition and fees.

¹ Approved October 24, 1986; amended June 19, 1987, August 7, 1987, July 27, 1990, March 21, 1992, September 18, 1992, November 6, 1992, September 24, 1993, September 23, 1994, November 4, 1994, June 23, 1995, November 3, 1995, August 1, 1996, September 11, 1997, November 13, 1998, January 21, 2000, March 17, 2000, March 16, 2001, March 14, 2002, July 2, 2002 and December 14, 2007.

3.5. Resident/Nonresident Tuition Relationships: Undergraduate nonresident tuition shall be set at not less than 3.0 times the institutional undergraduate resident tuition rate. Regents may grant exceptions on a case-by-case basis.

3.6. Graduate/Undergraduate Tuition Relationships: Tuition for resident and non-resident graduate students will be set at not less than one hundred ten percent (110%) of tuition for undergraduate students. For this purpose, a graduate student is a student who has been formally admitted to a graduate program at the institution. Exceptions to this requirement may be authorized by the Board for specific graduate programs² based on the following criteria:

3.6.1. the student and market demand for the program;

3.6.2. the potential earnings capacity of program graduates; and

3.6.3. the societal importance of the program.

3.6.4. Increased revenues from higher tuition rate charges shall be used by the institution to benefit the impacted program.

3.7. Annual Review for Fairness and Price Competitiveness: Annually, the tuition relationship targets, comparisons with national and regional tuition and fee data, institutional cost data, general and course fee data, and other factors shall be reviewed to determine if modifications are necessary to maintain fairness and price competitiveness.

3.8. Student Financial Aid Appropriation Requests Related to Tuition Increases: When the Board's higher education appropriation recommendations contemplate tuition rate increases, the Board will consider including a request for a related appropriation increase for the Utah Centennial Opportunity Program for Education (UCOPE). The amount considered for such a request will be calculated to offset, in conjunction with any anticipated increases in federal need-based grant and work-study programs, the costs of tuition and fee increases for resident students receiving need-based financial aid from both federal and state sources, in eligible institutions in the preceding fiscal year.

R510-4. Tuition Charges

4.1. Alternative Tuition Models: Institutions may use either: (1) a linear tuition model, in which the incremental tuition charge per student credit hour is the same without regard to the number of hours for which a student is enrolled, or (2) a plateau model, in which students carrying a defined full-time load are charged a uniform rate within a defined range of credit hours. Alternative tuition schedules for on-line courses may be authorized by the Regents on a case by case basis.

4.2. Inclusion of Registration Costs: Registration costs shall be included in tuition, not assessed as a separate fee category.

4.3. Maximum Range for the Plateau Model: The plateau, or number of credit hours for which a full-time tuition rate may be charged, may be any range between 10 and 20 credit hours. Where the plateau

² Editor's Note: As of the date of this printing, graduate programs for which the Regents have authorized higher tuitions pursuant to R510-3.6 are as follows: University of Utah - Nursing; Pharmacy; Physical Therapy; Occupational Therapy; Clinical Dietetics; Audiology; Speech and Language Pathology; Business; Teaching and Learning; Education, Culture and Society; Special Education; Physician Assistant. Utah State University - Business Administration; Accountancy; Business Information Systems and Education; Social Science with a specialization in Human Resource Management; Speech-Language Pathology; Audiology. Weber State University - Accountancy; Business Administration; Criminal Justice. Southern Utah University - Accountancy; Business Administration; Fine Arts.

model is used, tuition per credit hour between one credit hour and the beginning of the full-time range shall increase in approximately uniform increments. Students enrolled for credit hours beyond the defined plateau shall be charged for the extra credit hours at the same rate per credit hour as those taking fewer than the minimum in the full-time range.

4.4. Apprenticeship Programs: Tuition for courses offered specifically for apprenticeship programs shall be at least one-half of, and no greater than, tuition for other credit courses at the institution.

4.5. Non-Credit Programs: Short-term intensive training (STIT) funds are appropriated by the Legislature to each participating USHE institution. Tuition for non-credit ATE programs funded with STIT dollars will be established by each institution at a level sufficient to cover program costs and in accordance with USHE guidelines and legislative intent.

4.6. Other Non Credit Instruction: Tuition for other non-credit programs and courses shall be established by each USHE institution. The total of all available funds, including tuition, shall be sufficient to pay the total direct cost of providing such programs and courses, in the aggregate, for the institution.

4.7. Summer School: Resident summer school students shall be assessed the same tuition per credit hour or full-time load as that assessed resident students during the regular academic year.

4.8. Contract Credit Courses: Charges for credit courses provided under contract to outside agencies shall be at least sufficient to pay the total direct costs of providing such courses, in the aggregate for the institution.

4.9. Continuing Education Credit Enrollments: Students enrolled in Continuing Education credit courses other than contract courses shall be assessed tuition at not less than the regular charge per credit hour.

4.10. Medicine and Law: Tuition in Medicine and Law will be considered separately.

4.11. Course Audit Registrations: Students must register to audit any class. Such audit hours will be part of their total load and they shall pay tuition at the same rate as paid by students registering for credit in the course.

4.12. University Center Tuition: The delivering university collects regular university tuition from University Center students.

4.13. Correction Facility Program Tuition: Reduced tuition for programs provided to inmates at state correctional facilities will be considered separately. The State Board of Education advisory council overseeing corrections education and recidivism reduction issues will determine inmate eligibility for participation in Board of Regents authorized tuition reductions.

~~**4.14. Utah Electronic College Tuition:** Tuition charges at the Utah Electronic College (UEC) shall be assessed as follows:~~

~~**4.14.1. Courses Offered by the Four Universities and Utah Valley State College:** Tuition for UEC courses offered by the four USHE universities and UVSC shall be charged at a single per-credit-hour tuition rate based on the weighted average tuition of these five institutions. A per-credit-hour technology fee, replacing the general fees paid by regular USHE students, shall be assessed as well.~~

~~4.14.2.—Courses Offered by the Three Community Colleges and Dixie State College: Tuition for UEC courses offered by the three community colleges and Dixie State College shall be charged at a single per credit-hour tuition rate based on the weighted average tuition of these four institutions. A per credit-hour technology fee, replacing the general fees paid by regular USHE students, shall be assessed as well.~~

~~4.14.3.—Dual Enrollment at UEC and USHE Institutions: A student with dual enrollment at UEC and another USHE institution shall be assessed tuition according to the respective two separate tuition schedules.~~

4.15. 4.14 Tuition Surcharge for Excess Credit Hours: Beginning not later than January 2003, Tuition for credit hours in excess of 135% of the credits required for completion of a student's program of study, excluding credit hours earned through concurrent enrollment, advanced placement, and credit by examination, shall be charged at the full cost of instruction unless the institution determines that the student should be exempt from this surcharge because:

~~4.15.1.~~ **4.14.1** the credits are necessary for the student to complete the student's program of study; and

~~4.15.1.1.~~ **4.14.1.1.** the excess credits are a result of circumstances where a substantial number of credits from a transferring institution could not be applied to the program of study;

~~4.15.1.2.~~ **4.14.1.2.** the excess credits are the result of a reasonable enhancement of the student's major by the addition of a minor or emphasis to the program of study; or

~~4.15.1.3.~~ **4.14.1.3.** the excess credits are the result of a re-entry into the educational system by a student who may have accumulated a large number of credits, or even completed degrees, but where employment requirements obligate his or her return to college.

~~4.16.~~ **4.15 Tuition Surcharge for Course Repetition:** Tuition for repeating a course more than once shall be charged at the full cost of the instruction unless the institution determines that the repetition is a result of illness, accident or other cause beyond the student's control or unless the course is prescribed by the student's program of study.

R510-5. General Fees Other Than Tuition

5.1. Approval by the Board: All general student fees are subject to Board of Regents approval, normally in conjunction with annual determination of tuition rates. Course fees do not require Board approval but the Board will monitor such fees. Course fees will also be included in determining financial aid cost of attendance and the level of student contribution toward their total education costs.

5.2. Variation Among Institutions: General fees other than tuition may vary according to specific institutional needs.

5.3 General Student Fee Policy: Each USHE institution shall develop a student fee policy to address the following:

5.3.1. Advisory Board: Each institution shall establish a student fee advisory board to oversee the creation, review and maintenance of required student fees.

5.3.1.1. The advisory board membership shall include currently enrolled students.

5.3.2 Institutional Policy: The institutional policy shall contain processes for the student fee advisory board to follow in the creation, review and maintenance of student fees. The institutional policy shall include the following:

5.3.2.1. Fee Creation: The creation of new student fees shall be supported by a demonstrated need, clear statement describing the fee, and a sound budgetary plan.

5.3.2.2. Fee Review: The student fee advisory board shall periodically monitor and annually review student fees. Processes and discussions should focus primarily on— but not be limited to— the adequacy of the fee in accomplishing the stated objective. Fee account fund balances should be minimal or, in cases where fund balances are accumulating, be supported by a plan for use of the funding.

5.3.2.3. Fee Maintenance: Fee amounts may be increased or decreased as necessary to adequately accomplish the stated objective. Changes resulting from a fee increase shall be supported with adequate documentation describing the rationale for the increase and the planned uses of the additional fee revenue.

5.3.2.4. Fee Reporting: The student fee advisory board may require an annual report from each student fee program manager.

5.3. **5.4. Off Campus Students:** General fees other than tuition may, at the institution's option, be waived in whole or in part for off-campus students.

5.4. **5.5. University Center Fees:** The delivering university collects fees equivalent to regular university student fees from University Center students. The university rebates to the community college an amount equal to the regular community college student fees and retains excess fees. If costs of a particular program mandate higher fees, those fees must be approved by the Board of Regents.

R510-6. Waivers and Rate Reductions

6.1. Faculty and Staff Rate Reductions: Nothing in this policy shall be construed to preclude any institution from including tuition and fee waivers or reductions for faculty and staff members and their dependents as part of its fringe benefits program.

6.2. Senior Citizens Audit Waivers (Implementing Utah Code Title 53B, Chapter 9): Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

6.2.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. Beginning with the 1986 Fall quarter, the fee shall be increased to at least \$10 per quarter of registration.

6.2.2. Where applicable, specific course fees also shall be charged.

6.3. Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in paragraph 6.2. To receive credit a senior citizen must pay regular tuition.

6.4. Nonresident Summer School Students: The president or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of nonresident summer school students.

6.5. Graduate Students: The president of a System university or his/her designee may waive all or part of the difference between resident and nonresident tuition in the case of meritorious graduate students.

R510-7. Refunds of tuition, fees, and other student charges

7.1. Refund Policy: Each institution shall provide refunds of tuition, fees, housing and meal, and other student charges to all students who either fail to enroll or who withdraw after enrolling. The refunds shall be at least as large as prescribed in this policy. This policy is designed to provide a fair and equitable refund policy for all students who withdraw, whether or not receiving Federal student financial aid, and also for specific compliance with the provisions of Section 484B of the Federal Higher Education Act, as amended (20 USC 1091b.), as applicable to students who receive Federal student financial aid (Federal campus-based student financial aid, Federal Pell Grants, Leveraging Educational Assistance Partnership Program aid, Federal Family Education Loan Program loans or Federal Direct Student Loan Program loans), and who fail to register or who withdraw after enrolling.

7.2. General Refund Policy for Students Who Withdraw from the Institution and Who Are Not First Time Enrollees in the Institution and Also Receiving Federal Student Financial Aid: Students who are not first time enrollees in the institution and also receiving Federal student financial aid, both as defined in Federal regulations, 34 CFR Section 668.22 and who withdraw from the institution or drop courses shall be entitled to refunds of tuition, fees, and other student charges (including housing and meal contract charges) paid to the institution which meet or exceed the following requirements:

Refund Period	Portion Refundable
Prior to 15th calendar day of the quarter, semester, or other period of enrollment	at least 70%
From the 15th calendar day to close of business on the 21st calendar day of the period of enrollment	at least 50%
After the 21st calendar day	none

7.2.2. Non Refundability of Application, Admission, and Late Registration Fees: Late registration, application and admission fees are not required to be refunded for students who are not enrolled at the institution for the first time in the current enrollment period and also receiving Federal student financial aid.

7.2.3. Refunds in the Case of Meal Tickets or Contracts with Dollar Value Rather than Time Periods: Where students purchase meal tickets or contracts with dollar value rather than covering specific time periods, a student who withdraws is entitled only to a refund of the unused portion of the dollar value of the ticket or contract.

7.3. Special Pro Rata Refund Policy for Students Who Fail to Enroll or Who Withdraw from the Institution and Who are First Time Enrollees in the Institution and are Also Receiving Federal Student Financial Aid: Any student who is a first time enrollee in the institution and is also receiving Federal student financial aid, both as defined in Federal regulations, 34 CFR Section 668.22 and who fails to register or who withdraws from the institution or otherwise fails to complete the period of enrollment for which registered, on or before the 60 percent point (in time) in the period of enrollment for which the student has paid tuition, fees, room and board, or other charges, shall be entitled to a pro rata refund of such tuition,

fees, room and board, and other charges. The institution's pro rata refund policy for such students, and all calculations and determinations there under, are required to conform to the requirements of 34 CFR Section 668.22.

7.4. Refunds for Students Who Withdraw from the Institution After the 60 Percent Point: The institution may, but is not required to, provide for refunds for students described in 7.3 who withdraw from the institution after the 60 percent point (in time) in the period of enrollment for which the student has paid tuition, fees, room and board, or other charges.

7.5. Exceptions for Hardship: Refunds greater than provided for in this refund policy may be granted by the President or the President's designee for unusual hardship cases.

R510-8. Classification of Residency Status

8.1. Classification in Accordance with Statute: Resident and nonresident students shall be classified in accordance with state statutes and the interpretations issued by the Regents according to law. (Policy and Procedures R512, Definition of Resident Student)

8.2. Adherence to Uniform Policy: Institutions shall adhere to a uniform policy concerning the establishing of residency of students.

January 4, 2011

MEMORANDUM

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

Issue

The University of Utah has requested Regents authorization to sell a donated property located at 1509 South Canterbury Drive in Salt Lake City, Utah. It is a property that does not serve the University's mission. It will be sold as near as possible to the appraised value with the proceeds going to KUED and the Colleges of Law, Nursing, and Social & Behavioral Science as specified in the gift.

Copies of the University's letter requesting authorization to sell this property and the appraisal are attached for your information. University representatives will be present at the meeting to provide additional information as needed.

Commissioner's Recommendation

The Commissioner recommends authorization of the sale of the above discussed property.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment



Office of the Vice President
For Administrative Services

November 30, 2011

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

Dear Dr. Stauffer:

The following property was gifted to the University for the benefit of the College of Law, KUED, Nursing and Social & Behavioral Sciences.

1509 South Canterbury Drive
Salt Lake City, Utah

Donated by David & Dorothy Watkiss

The property was appraised on August 1, 2011 by Jerry R. Webber, NAI. Appraisal attached.

The University of Utah is requesting approval to sell this property and requests that this item be placed on the agenda of the Board of Regents' meeting to be held on January 20, 2012.

Thank you for your help!

Sincerely,

Arnold B. Combe
Vice President

ABC/ah
Attachment

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

1614107001

File No.: 1614107001

RESIDENTIAL APPRAISAL SUMMARY REPORT

SUBJECT	Property Address: 1509 SOUTH CANTERBURY DRIVE		City: SALT LAKE CITY		State: UT		Zip Code: 84108-2832													
	County: SALT LAKE		Legal Description: LOT 34, ST MARY HILLS PLAT G																	
	Assessor's Parcel #: 1614107001																			
	Tax Year: 2010		R.E. Taxes: \$ 4,403.66		Special Assessments: \$		Borrower (if applicable): WATKISS													
ASSIGNMENT	Current Owner of Record: UNIVERSITY OF UTAH/WATKISS		Occupant: <input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input type="checkbox"/> Vacant <input type="checkbox"/> Manufactured Housing																	
	Project Type: <input type="checkbox"/> PUD <input type="checkbox"/> Condominium <input type="checkbox"/> Cooperative <input type="checkbox"/> Other (describe)		HOA: \$		<input type="checkbox"/> per year <input type="checkbox"/> per month															
	Market Area Name: ST MARYS		Map Reference:		Census Tract: 1042.00															
	The purpose of this appraisal is to develop an opinion of: <input checked="" type="checkbox"/> Market Value (as defined), or <input type="checkbox"/> other type of value (describe) POSSIBLE SALE																			
	This report reflects the following value (if not Current, see comments): <input checked="" type="checkbox"/> Current (the Inspection Date is the Effective Date) <input type="checkbox"/> Retrospective <input type="checkbox"/> Prospective																			
	Approaches developed for this appraisal: <input checked="" type="checkbox"/> Sales Comparison Approach <input checked="" type="checkbox"/> Cost Approach <input type="checkbox"/> Income Approach (See Reconciliation Comments and Scope of Work)																			
	Property Rights Appraised: <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Leased Fee <input type="checkbox"/> Other (describe)																			
	Intended Use: THE PROPERTY IS OWNED BY THE UNIVERSITY OF UTAH, AND THE CLIENT MAY PURCHASE THE PROPERTY FROM THE CURRENT OWNER																			
	Intended User(s) (by name or type): DAVID WATKISS																			
	Client: DAVID WATKISS		Address: 1509 SOUTH CANTERBURY STREET SALT LAKE CITY, UTAH 84108-2832																	
Appraiser: JERRY R. WEBBER, MAI		Address: 2330 SOUTH MAIN STREET, # 5, SALT LAKE CITY, UT 84115-2796																		
MARKET AREA DESCRIPTION	Location: <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural		Predominant Occupancy: <input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input type="checkbox"/> Vacant (0-5%) <input type="checkbox"/> Vacant (>5%)		One-Unit Housing		Present Land Use		Change in Land Use											
	Built up: <input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%				PRICE AGE		One-Unit 90% <input checked="" type="checkbox"/> Not Likely		2-4 Unit 5% <input type="checkbox"/> Likely * <input type="checkbox"/> In Process *											
	Growth rate: <input type="checkbox"/> Rapid <input type="checkbox"/> Stable <input checked="" type="checkbox"/> Slow				\$(000) (yrs)		Multi-Unit %		* To:											
	Property values: <input type="checkbox"/> Increasing <input type="checkbox"/> Stable <input checked="" type="checkbox"/> Declining				300 Low 4		Comm'l 5%													
	Demand/supply: <input type="checkbox"/> Shortage <input type="checkbox"/> In Balance <input checked="" type="checkbox"/> Over Supply				800 High 40		VACANT %													
	Marketing time: <input type="checkbox"/> Under 3 Mos. <input checked="" type="checkbox"/> 3-6 Mos. <input type="checkbox"/> Over 6 Mos.				500 Pred 30															
	Market Area Boundaries, Description, and Market Conditions (including support for the above characteristics and trends): THE AREA IS CONSIDERED TO BE THE CENTRAL EAST PORTIONS OF SALT LAKE COUNTY AND SALT LAKE CITY, BORDERED ON THE WEST BY 2300 EAST, ON THE SOUTH BY 2100 SOUTH, ON THE EAST BY 3200 EAST AND ON THE NORTH BY 900 SOUTH. SCHOOLS, SHOPPING, PARKS AND ALL RECREATIONAL FACILITIES ARE LOCATED NEARBY. LOW FARE BUS SERVICE IS AVAILABLE IN THE AREA ALONG 900 SOUTH AND WASATCH DRIVE. FREEWAY ACCESS TO I-80 IS WITHIN 1 MILE AND TO I-15 IS WITHIN 3 MILES. MOST RESIDENTS OF THE AREA COMMUTE TO WORK IN SALT LAKE AND UTAH COUNTIES. RESALE OF HOMES IN THIS AREA OF SALT LAKE COUNTY SLOWED FOR 2010. AS OF JANUARY 1, 2011, A TOTAL OF 242 HOMES AND CONDOS WERE LISTED FOR SALE IN THE AREA THROUGH WASATCH FRONT MLS, 435 HOMES AND CONDOS SOLD DURING 2010 AT AN AVERAGE PRICE OF \$362,406. AVERAGE DAYS ON MARKET FOR SOLD PROPERTIES WAS 60 DAYS IN 2010.																			
	Dimensions: 100 X 141.42 X 110.58 X 141.67				Site Area: 14,903 SQ. FT. OR 0.3421 ACRES															
	Zoning Classification: R-1-12000				Description: SINGLE FAMILY USES ON LOTS OF 12,000 SQ. FT. OR LARGER															
	SQ. FT. OR LARGER		Zoning Compliance: <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal nonconforming (grandfathered) <input type="checkbox"/> Illegal <input type="checkbox"/> No zoning																	
Are CC&Rs applicable? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown		Have the documents been reviewed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Ground Rent (if applicable) \$ /																
Highest & Best Use as improved: <input checked="" type="checkbox"/> Present use, or <input type="checkbox"/> Other use (explain)																				
SITE DESCRIPTION	Actual Use as of Effective Date: RESIDENTIAL SINGLE FAMILY				Use as appraised in this report: RESIDENTIAL SINGLE FAMILY															
	Summary of Highest & Best Use: MASS PRODUCED AND SEMI CUSTOM BUILT SINGLE FAMILY, OWNER OCCUPIED HOMES ARE COMMON IN THE AREA. THERE IS AVERAGE DEMAND IN THE MARKET AND THE IMPROVEMENTS HAVE REMAINING ECONOMIC LIFE.																			
	Utilities		Public		Other		Provider/Description		Off-site Improvements		Type		Public		Private		Topography		SLOPE DOWN TO WEST	
	Electricity		<input checked="" type="checkbox"/>		<input type="checkbox"/>		RKY MTN POWER		Street		ASPHALT/TYPICAL		<input checked="" type="checkbox"/>		<input type="checkbox"/>		Size		TYPICAL FOR AREA	
	Gas		<input checked="" type="checkbox"/>		<input type="checkbox"/>		QUESTAR GAS		Curb/Gutter		HIGHBACK/CONCRETE		<input checked="" type="checkbox"/>		<input type="checkbox"/>		Shape		RECTANGULAR/TYPICAL	
	Water		<input checked="" type="checkbox"/>		<input type="checkbox"/>		SL CITY WATER		Sidewalk		CONCRETE/TYPICAL		<input checked="" type="checkbox"/>		<input type="checkbox"/>		Drainage		AVERAGE/TYPICAL	
	Sanitary Sewer		<input checked="" type="checkbox"/>		<input type="checkbox"/>		SL CITY SEWER		Street Lights		INCANDESCENT/TYPICAL		<input checked="" type="checkbox"/>		<input type="checkbox"/>		View		AVERAGE/MOUNTAIN/VALLE	
	Storm Sewer		<input checked="" type="checkbox"/>		<input type="checkbox"/>		SALT LAKE CITY		Alley		NONE		<input type="checkbox"/>		<input type="checkbox"/>		APPEAL		GOOD	
	Other site elements: <input checked="" type="checkbox"/> Inside Lot <input type="checkbox"/> Corner Lot <input type="checkbox"/> Cul de Sac <input type="checkbox"/> Underground Utilities <input checked="" type="checkbox"/> Other (describe) BELOW GROUND ELEC, CABLE & PHONE																			
	FEMA Spec'l Flood Hazard Area <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No FEMA Flood Zone ZONE X FEMA Map # 490105-0306G FEMA Map Date 9/25/2009																			
Site Comments: TYPICAL BELOW GROUND PUBLIC UTILITY EASEMENTS DO NOT ADVERSELY AFFECT THE SITE. THE APPRAISER IS NOT AWARE OF ANY SOIL OR SUB SOIL CONDITIONS IN THE AREA THAT WOULD ADVERSELY AFFECT THE SITE OR THE EXISTING IMPROVEMENTS.																				
IMPROVEMENTS	General Description		Exterior Description		Foundation		Basement		Heating											
	# of Units ONE <input type="checkbox"/> Acc. Unit		Foundation CONCRETE/AV		Slab		Area Sq. Ft. 1,963		Type FORCED AIR											
	# of Stories RAMBLER		Exterior Walls BRICK/AVERAG		Crawl Space		% Finished 95		Fuel GAS											
	Type <input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/>		Roof Surface COMPOSITION		Basement FULL/CONCR		Ceiling PT PLSTBR		Cooling CENTRAL											
	Design (Style) RAMBLER		Gutters & Dwnspts. YES/AVERAGE		Sump Pump <input type="checkbox"/> NONE		Walls PT PLSTBR		Central REFRIGERAT											
	<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Und. Cons.		Window Type ALUMINUM/AV		Dampness <input type="checkbox"/> NO EVIDE		Floor TILE/CARPE		Other											
	Actual Age (Yrs.) 45 YEARS		Storm/Screen STRMS/SCRNS		Settlement NO EVIDENC		Outside Entry TO GARAGE													
	Effective Age (Yrs.) 20 YEARS		INSULATED GLASS PART STORMS		Infestation NO EVIDENC															
	Interior Description		Appliances		Attic <input type="checkbox"/> None		Amenities		Car Storage <input type="checkbox"/> None											
	Floors CPT/WD/CER/AVERA		Refrigerator <input type="checkbox"/> Stairs <input type="checkbox"/> Fireplace(s) # 2 MAIN 1 D		Woodstove(s) # 0		Garage # of cars (2 Tot.)		Attach. 2 BRICK											
Walls SHT. ROCK/AVERAG		Range/Oven <input checked="" type="checkbox"/> Drop Stair <input type="checkbox"/> Patio CONCRETE		SPRINKL AUTOMATIC		Detach. _____		Rm. In _____												
Trim/Finish WOOD/AVERAGE		Disposal <input checked="" type="checkbox"/> Scuttle <input checked="" type="checkbox"/> Deck OVER GARAGE		WTR SOF NONE																
Bath Floor CERAMIC/AVERAGE		Dishwasher <input checked="" type="checkbox"/> Basement <input type="checkbox"/> Deck TARG/CONCRET		VACUUM YES																

RESIDENTIAL APPRAISAL SUMMARY REPORT

COST APPROACH TO VALUE (if developed) <input type="checkbox"/> The Cost Approach was not developed for this appraisal.				
Provide adequate information for replication of the following cost figures and calculations.				
Support for the opinion of site value (summary of comparable land sales or other methods for estimating site value):		ESTIMATED SITE VALUE IS BY		
EXTRACTION OF IMPROVED SALES IN THE AREA. THE AREA IS NEARLY 90% DEVELOPED WITH FEW IMPROVED SITE SALES KNOWN. ALL COMPARABLES HAVE SIMILAR LAND TO TOTAL VALUE RATIOS COMPARED TO SUBJECT, WHICH IS TYPICAL FOR A FULLY IMPROVED RESIDENTIAL AREA.				
COST APPROACH	ESTIMATED <input type="checkbox"/> REPRODUCTION OR <input checked="" type="checkbox"/> REPLACEMENT COST NEW	OPINION OF SITE VALUE = \$ 250,000		
	Source of cost data: MARSHAL AND SWIFT PUBLICATION	DWELLING	2,121 Sq.ft. @ \$ 101.94	= \$ 216,215
	Quality rating from cost service: AVERA Effective date of cost data: 8/2011		1,963 Sq.ft. @ \$ 51.24	= \$ 100,584
	Comments on Cost Approach (gross living area calculations, depreciation, etc.):		Sq.ft. @ \$	= \$
	THE HOME IS A TYPICAL ONE STORY STYLE HOME FOR THE AREA		Sq.ft. @ \$	= \$
	DEPRECIATION IS BY STRAIGHT LINE EFFECTIVE AGE/LIFE METHODS.		Sq.ft. @ \$	= \$
	\$61,204 ADDED TO COST IS FOR FLOOR COVERINGS, APPLIANCES, FIREPLACES, PATIO, DECK AND SPRINKLER	Garage/Carport	535 Sq.ft. @ \$ 26.45	= \$ 14,151
		Total Estimate of Cost-New		= \$ 392,154
		Less Physical Functional External		
		Depreciation	130,705	= \$(130,705)
INCOME APPROACH		Depreciated Cost of Improvements = \$ 261,449		
		"As-is" Value of Site Improvements = \$ 10,000		
	 = \$		
	 = \$		
	Estimated Remaining Economic Life (if required): 40 Years	INDICATED VALUE BY COST APPROACH = \$ 521,449		
	INCOME APPROACH TO VALUE (if developed) <input checked="" type="checkbox"/> The Income Approach was not developed for this appraisal.			
	Estimated Monthly Market Rent \$ NA	X Gross Rent Multiplier	NA	= \$ Indicated Value by Income Approach
	Summary of Income Approach (including support for market rent and GRM): SINGLE FAMILY HOMES IN THIS AREA ARE NOT TYPICALLY BOUGHT AND SOLD BASED ON THE ABILITY TO PRODUCE INCOME.			
PUD	PROJECT INFORMATION FOR PUDs (if applicable) <input type="checkbox"/> The Subject is part of a Planned Unit Development.			
	Legal Name of Project:			
	Describe common elements and recreational facilities:			
RECONCILIATION	Indicated Value by: Sales Comparison Approach \$ 460,000 Cost Approach (if developed) \$ 521,449 Income Approach (if developed) \$			
	Final Reconciliation THE INDICATED VALUE BY COMPARISON IS GIVEN THE MOST WEIGHT IN THE ANALYSIS IN THAT IT REPRESENTS THE ACTIONS OF BUYERS AND SELLERS IN THE OPEN MARKET. THE INDICATED VALUE BY COST SUPPORTS THE FINAL ESTIMATE OF VALUE FOR THE PROPERTY AND IS GIVEN LITTLE WEIGHT IN THE FINAL VALUE ESTIMATE.			
	This appraisal is made <input checked="" type="checkbox"/> "as is", <input type="checkbox"/> subject to completion per plans and specifications on the basis of a Hypothetical Condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a Hypothetical Condition that the repairs or alterations have been completed, <input type="checkbox"/> subject to the following required inspection based on the Extraordinary Assumption that the condition or deficiency does not require alteration or repair: THIS APPRAISAL IS THE RESULT OF THE COMPLETE APPRAISAL PROCESS AND IS A SUMMARY REPORT AS DEFINED BY THE UNIFORM STANDARDS OF PROFESSIONAL APPRAISAL PRACTICE.			
	<input type="checkbox"/> This report is also subject to other Hypothetical Conditions and/or Extraordinary Assumptions as specified in the attached addenda.			
	Based on the degree of inspection of the subject property, as indicated below, defined Scope of Work, Statement of Assumptions and Limiting Conditions, and Appraiser's Certifications, my (our) Opinion of the Market Value (or other specified value type), as defined herein, of the real property that is the subject of this report is: \$ 460,000, as of: AUGUST 1, 2011, which is the effective date of this appraisal. If indicated above, this Opinion of Value is subject to Hypothetical Conditions and/or Extraordinary Assumptions included in this report. See attached addenda.			
	ATTACHMENTS	A true and complete copy of this report contains 22 pages, including exhibits which are considered an integral part of the report. This appraisal report may not be properly understood without reference to the information contained in the complete report.		
Attached Exhibits:				
<input checked="" type="checkbox"/> Scope of Work		<input checked="" type="checkbox"/> Limiting Cond./Certifications	<input type="checkbox"/> Narrative Addendum	<input checked="" type="checkbox"/> Photograph Addenda
<input checked="" type="checkbox"/> Map Addenda		<input checked="" type="checkbox"/> Additional Sales	<input type="checkbox"/> Cost Addendum	<input checked="" type="checkbox"/> Flood Addendum
<input type="checkbox"/> Hypothetical Conditions		<input type="checkbox"/> Extraordinary Assumptions	<input checked="" type="checkbox"/> LEGAL/TAXES	<input type="checkbox"/> Sketch Addendum
				<input type="checkbox"/> Manuf. House Addendum
Client Contact: _____ Client Name: DAVID WATKISS				
E-Mail: _____ Address: 1509 SOUTH CANTERBURY STREET SALT LAKE CITY,UTAH 84108-				
APPRAISER		SUPERVISORY APPRAISER (if required) or CO-APPRAISER (if applicable)		

January 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: USHE Paulien Facilities Space Study

Issue

The OCHE commissioned Paulien & Associates to perform a study of USHE facilities space at each institution in order to provide a review of space data definitions, a current and consistent audited inventory of space, an examination of space guidelines used in the analysis of System space needs, information about the current mix of institutional space relative to projected needs, and an evaluation of USHE space guidelines in the context of those used for evaluation of higher education space needs in other states. The Executive Summary of the resulting report, which includes a space model that can assist in the evaluation of current space inventories and analysis of space needs for future growth, is attached for your information. The full report, which includes substantial detail for each institution and by type of space, is available on-line with the January agenda materials. Additionally, hard copies of the full report will be available to Regents at the January Board meeting.

Results

There are multiple benefits resulting from the study, its process, and the resulting document. Those that are most significant include:

- An updated study. The last systematic review of USHE space was completed in 1996. That study, also undertaken by Paulien & Associates, resulted in the initial Higher Education Space Standards for the State of Utah. This new study was needed to update USHE facilities information and to reexamine and revise space guidelines for use in the evaluation of current and future space needs.
- Institutional support and collaboration. USHE institutions were fully supportive of the project and provided the majority of the funding for the cost. Institutional representatives at various levels participated in the process, including interaction with the consultants at the site visits to each institution. In addition, representatives from the offices of DFCM and the Legislative Financial Analyst (LFA) participated in the development and review of the project. Throughout this effort, avenues for communication and education were enhanced.
- Space planning enhancement. The project resulted in the reestablishment of a standing USHE Space Inventory Committee with representatives from each USHE institution and OCHE staff. This committee was instrumental in coordinating the site visits. It has met, and will continue to meet in

the future, to review and refine the definitions of space categories and their application to achieve and maintain data consistency throughout the space inventories of the USHE institutions. This committee will also be instrumental in reestablishing a periodic Space Utilization Analysis that was discontinued by USHE quite some time ago.

I wish to thank members of my staff, representatives from all of the institutions, and other representatives from State government for their participation in this study. Their contributions of time and insight have been invaluable and will continue to be so as we move forward in our efforts to provide the facilities needed to meet the challenge of providing quality and rewarding higher education experiences and, thereby, better serve the citizens of Utah.

Commissioner's Recommendation

This is an information item. No action is needed.

William A. Sederburg
Commissioner of Higher Education

WAS/GLS/WRH
Attachment

December 2011

UTAH SYSTEM OF HIGHER EDUCATION Higher Education Space Standards Study



Document prepared by:

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This document is the result of cooperation and assistance from the dedicated people at the Utah System of Higher Education and at the Utah institutions. The consultant extends special thanks to the following individuals:

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ABOUT THE CONSULTANTS

Daniel K. Paulien founded Paulien & Associates in 1979. The firm provides space needs analyses and pre-architectural programing for colleges and universities across the country and internationally. Paulien & Associates has provided space consulting for over 500 campuses. Prior to opening Paulien & Associates, Dan served as Coordinator of Facilities Planning and Research for the Colorado Commission on Higher Education and as Director of Planning and Student Auxiliary Services for the Auraria Higher Education Center in Denver.

Yvonne M. Thibodeau has been with Paulien & Associates for 15 years. During this time she has performed space analyses and benchmarking studies for multiple higher education entities. Yvonne has analyzed campus space utilization and applied normative guidelines. She has interpreted and updated state-mandated space standards to calculate space needs.

Paulien & Associates has developed space guidelines for state and regional higher education systems. Paulien & Associates developed Higher Education Space Standards for the State of Utah in 1996, providing a space utilization and standards study resulting in a space model that could be used in executive budgeting.

The Kentucky Council of Postsecondary Education contracted with Paulien & Associates for a study of higher education space standards for 39 campuses and a nationwide peer survey of all 50 state systems' space and utilization standards. The study involved all sectors of higher education from the University of Kentucky and the University of Louisville through the state universities and including the community colleges and the technical colleges which had just recently been added to the Council on Postsecondary Education responsibilities. This project resulted in a space utilization model that the Kentucky Council of Postsecondary Education can use to determine space needs.

Paulien & Associates developed a district-wide space and utilization standards for the Pima Community College District in Tucson, Arizona. All of the comprehensive campuses in the Pima Community College District were analyzed and a district-wide set of space and utilization standards was developed for eleven categories of space including classrooms, laboratories, offices, library, and student centers.

The Minnesota State Colleges and Universities (MnSCU) contracted with Paulien & Associates to perform a space utilization study of all of the system's 36 institutions, which are comprised of 53 campuses and include state universities, community colleges, and technical colleges. The study had three components: to inventory the academic space on all of the campuses by function, size, and capacity; to analyze existing academic space utilization data and produce findings for the entire system as well as findings for each institution; and to develop system-wide protocols for the space inventories, data collection and analysis, and space utilization standards.

Paulien & Associates has provided space analysis for all four campuses in the Connecticut State University System. For the Wyoming Community College Commission, the firm created a model to help the Commission rank and score capital projects at each of the institutions.

Recently the City University of New York has hired Paulien & Associates to review and update their space standards that have been in place since 1972. CUNY is comprised of 24 colleges in the five boroughs of New York City.

Table of Contents

EXECUTIVE SUMMARY	1
Key Findings and Outcomes	5
Documentation of Existing and Projected Space.....	5
Development of Space Needs Model	7
Application of Space Needs Model.....	10
SECTION 1 PROCESS AND PLANNING ASSUMPTIONS	15
Process.....	15
Planning Assumptions.....	15
Institution Mission.....	15
Enrollment Assumptions	17
Faculty and Staffing Assumptions	17
Space Assumptions	17
SECTION 2 EXISTING SPACE	23
SECTION 3 DEVELOPMENT OF SPACE NEEDS MODEL.....	37
Classroom Facilities	39
Teaching Laboratory Facilities	41
Open Laboratory Facilities.....	44
Research Laboratory Facilities	45
Office and Office Service Space	46
Libraries	48
Special Use Facilities.....	49
Physical Education/Recreation/Athletics	50
General Use Space	51
Support Space	52
Space Excluded from this Analysis.....	53
Distance Education.....	53
Branch Campuses.....	55
Summary of Space Planning Guidelines	56
SECTION 4 APPLICATION OF SPACE NEEDS MODEL.....	61
SECTION 5 APPLICATION OF SPACE NEEDS MODEL BY SPACE CATEGORY	65
Classroom & Service.....	66
General Education Teaching Laboratories & Service.....	67
Automotive and Construction Trades Vocational/Technical Teaching Laboratories & Service	68
Open Laboratories & Service	69
Research Laboratories & Service	70
Office & Service	71
Library & Study	72
Physical Education/Recreation/Athletics	73
Special Use Facilities.....	74
General Use Facilities.....	75
Support Facilities.....	76
SECTION 6 APPLICATION OF SPACE NEEDS MODEL BY INSTITUTION.....	79
University of Utah	80
Utah State University.....	81
Utah State University-College of Eastern Utah	82

Weber State University.....	83
Utah Valley University.....	84
Southern Utah University	85
Dixie State College	86
Salt Lake Community College	87
Snow College	88
APPENDIX A ASSIGNABLE SQUARE FEET BY INSTITUTION AND CAMPUS 2010....	91
APPENDIX B ASSIGNABLE SQUARE FEET BY INSTITUTION AND CAMPUS 2020....	101



Executive Summary

Higher Education Space Standards Study for the Utah System of Higher Education

Prepared by
Paulien & Associates, Inc.

December 2011

EXECUTIVE SUMMARY

The Utah System of Higher Education desired system-wide space information about the physical facilities used by all the public institutions of higher education in the State of Utah. A Space Standards Study for the institutions in Utah was initiated to provide the Utah System of Higher Education (USHE) with objective space information and guidelines to be used for decision making in operating and capital budgeting. Paulien & Associates, Inc. of Denver, Colorado, was contracted to provide the study.

USHE initiated this study to provide a review of space data definitions, an up-to-date and audited inventory of space, an examination of space standards currently used in determining space needs, information about the current mix of space compared with projected needs, and comparisons of space standards of systems of higher education in other states. This study is intended to provide a space model which can be used to evaluate current space and to analyze space needs for future growth.

It is important to point out that the analysis included in this study is a quantitative analysis only. It addresses only the amount of space in the existing inventories of the institutions and the potential space requirements based solely on enrollment estimates and related staffing increases. Existing space is counted regardless of its physical condition, functional viability, and programmatic relevance. The additional needs to review physical condition, functional viability, and programmatic relevance were consistently brought to the attention of the consultant on site visits and other discussions with the Office of the Commissioner of Higher Education (OCHE) and USHE institutional staff members during the course of the study. While consideration of these additional needs was beyond the scope of this study, they clearly

must be taken into account in any evaluation that involves prioritization of future space needs.

The space model developed for this study is intended to be a macro level estimate of space needs providing insight into the adequacy of space at the institution level. The space model developed here is not intended to create design standards, but to make a reasonably calculated estimate of space needs. It is to be used to illustrate the overall need for physical resources at institutions, not to design specific buildings.

While USHE has current standards and guidelines it is utilizing, the System has identified areas that need more updated analysis and review. The development of updated space guidelines for USHE was intended to focus on seven areas:

1. The scope of work outlined for the study included a review of the utilization and the space at each institution. The consultant gathered the facilities inventory data for all of the institutions. The facilities data for all the institutions was then compiled into one database for comparison. The facilities data was reviewed with campus representatives during visits to each of the campuses. The consultant made overall comparisons of the average square feet per student for eleven categories of space. As part of the previous study in which Paulien & Associates developed Higher Education Space Standards for the State of Utah in 1996, the consultant reviewed utilization of instructional space. In this study, since the institutions decided that gathering the course data from all of the institutions was time consuming and would delay the overall study, a utilization analysis was not performed to illustrate the weekly use or time of day use of instructional spaces.
2. The consultant was provided with demographic information on the current enrollment and with future enrollment estimates for each of the institutions. The future enrollment estimates provided to the consultant were developed by the USHE institutions and OCHE Institutional Research staff. They have been approved by OCHE for use in this analysis and communicated to the Regents for their information. Because the future enrollments cannot be estimated with certainty, the future year space needs were calculated to show a range of findings using a low and a high enrollment estimate. The low and high estimates of space needs were calculated using 10% below and 10% above the estimated future student FTE. The consultant was also provided with

faculty and staff numbers for each of the institutions. This demographic information was used to calculate the average square feet per student or average square feet per faculty and staff of existing space. Estimated future space was calculated by adding space that is in the "pipeline" in planning stages or under construction to the existing space. This allowed the consultant to apply the future demographic and space estimates to analyze the anticipated future square feet per student or staff and compare the current and future space needs for each of the institutions.

3. The consultant analyzed the facilities mix at each institution. Using the facilities data, the consultant created tables and charts to illustrate the amount of classroom, laboratory, office, library, physical education, special use, general use, and support space at each institution so that the relative mix of the types of space on the campuses can be evaluated.
4. The enrollment and facilities data provided was reviewed and compared and used to develop a space needs model. The model was based not only on the USHE data collected but also on the consultant's experience in developing space models for other state and regional systems, including the Minnesota State Colleges and Universities and the Kentucky Council of Postsecondary Education. This research on previous studies provided background on utilization targets and space guidelines for use in analyzing and comparing the mix of space on the Utah campuses and developing a space model for USHE.
5. The opportunities that may be available for alternative educational delivery systems including branch and satellite campuses, utilization of technology, and distance education delivery methods to achieve more efficient use of facilities were reviewed. The branch and satellite campuses vary greatly from single delivery sites in outlying communities to campuses that are evolving into comprehensive campuses. The uniqueness of each of the delivery sites and branch campuses creates challenges in generalizing about the opportunities available. Each delivery site or branch campus has its own unique opportunities. The use of technology to deliver courses is an important aspect of future opportunities and the use of space on the campuses. Students enrolled in distance learning programs vary from students who live on campus and opt to take a course on-line to students who live away from campus and take all courses that comprise their

academic programs remotely. As with the uniqueness of branch and satellite campuses, the opportunities that exist for the use of technology are unique for each type of delivery.

6. The impact that the type of delivery has on the space needs per student at the various institutions was reviewed. The impact distance education and on-line programs have on the need for space on campuses is a challenging and complex issue. Some remote students do not attend classes on the campuses and as a result the institutions do not need to provide classrooms, residence halls, or parking spaces for these students. On the other hand, it is still necessary for the campuses to provide faculty to teach the courses and academic support personnel, including admissions, financial aid, student accounts, information technology, and advising staff. Office and office service space, technology, libraries, and parking will be needed on campus for the faculty and academic support personnel. Some on-line students are essentially campus-based and are taking only an occasional on-line course. These students require a full range of campus facilities and services. In order to assess in detail the impact that the type of delivery has on the space needs per student it is necessary to identify those students who take courses on campus and require associated facilities and those who will not be on campus and do not require campus facilities, although they will require academic support services and access to the support personnel who provide those services.
7. The final area addressed in this study was to provide recommended alternative approaches to maximize the use of existing space while maintaining a quality educational system. The development of space guidelines is intended to provide USHE with a model for space assessment that can be used to determine comparative space needs for the institutions within the state. Because the USHE space guidelines developed here will be used for decision making for capital development projects, it is desirable to recommend an approach that is fairly aggregated, is not complex, and takes into account the real and important differences in the types of institutions for the amount of space that is needed to conduct the activities on the campuses. The recommended space model provides differentiation by type or mission of the institution. The guidelines separate Community Colleges, Baccalaureate/ Masters Degree granting institutions, and Research Universities. The guidelines were also developed to

provide differentiation for the size of the campus, to reflect the economy of scale that can be achieved on a campus with greater enrollment.

Key Findings and Outcomes

Documentation of Existing and Projected Space

During the project, and at meetings held on the campuses, the facilities data was reviewed. Data was clarified and, in some instances updated or corrected, resulting in more accurate and facilities data for use by USHE and the campuses. The review of the space and facilities data with the institutions' representatives allowed the campus participants to increase their understanding of the space coding system and to update facilities inventories in a more consistent manner.

Space used for this analysis excluded the medical school at the University of Utah, some of the space in the Sevier Valley Center in Richfield, most of the space in the Adams Memorial Theatre and Randall L. Jones Theatre at Southern Utah University, auxiliary space, hospitals, farms, public daycare centers, student health clinics, airport hangers, and leased out space.

The consultant used the data and information provided to document existing space by institution, to summarize assignable square feet per full-time equivalent student (ASF/FTE), and to compare existing ASF/FTE at the various institutions with normative expectations based on the consultant's prior experience developing space guidelines in Utah, Minnesota, and Kentucky.

To apply and verify the developed guidelines to future projections the space that is in the "pipeline", that will change the inventory which includes: (a) space under construction; (b) space in the planning stage for which funding has been approved; (c) major renovations that will change the use of existing space; (d) known purchases or acquisitions of facilities; and (e) planned disposal of owned and leased facilities, was added to the existing space to estimate the space that will exist in the future.

It should be noted that the analysis is a quantitative analysis only. No analysis was done on the utilization of space or of programmatic needs. No analysis was done of functionality or quality of space. Existing space is included and counted regardless of its quality or condition.

The consultant summarized the space analyzed by institution and by type of space and calculated the ASF/FTE for each institution.

UTAH SYSTEM OF HIGHER EDUCATION

	2010		
	Fall 2010 Student FTE	Existing ASF/ FTE	Existing ASF
SYSTEM TOTAL			
Institution			
Dixie State College	6,267	65	404,854
Salt Lake Community College	18,326	70	1,278,389
Snow College	3,415	131	447,451
Southern Utah University	6,609	95	624,879
University of Utah	25,879	128	3,311,839
Utah State University	18,689	132	2,474,229
Utah State University - CEU	1,772	162	287,771
Utah Valley University	21,825	56	1,226,774
Weber State University	15,555	75	1,168,055
TOTAL	118,337	95	11,224,241

ASF = Assignable Square Feet

The ASF per student FTE was also summarized by type of space. The classroom comparison is below. Similar tables that were developed for other categories of space can be found in Section 5.

UTAH SYSTEM OF HIGHER EDUCATION

	2010		
	Fall 2010 Student FTE	Existing ASF/ FTE	Existing ASF
Classroom Space			
Institution			
Dixie State College	6,267	11	67,332
Salt Lake Community College	18,326	12	212,052
Snow College	3,415	13	45,423
Southern Utah University	6,609	11	70,873
University of Utah	25,879	9	220,708
Utah State University	18,689	11	207,897
Utah State University - CEU	1,772	28	49,049
Utah Valley University	21,825	6	140,117
Weber State University	15,555	11	174,253
TOTAL	118,337	10	1,187,704

ASF = Assignable Square Feet

For research and office space categories the ASF was not calculated per student. For research space the ASF/FTE was

calculated using full-time equivalent faculty rather than FTE students. It was only applied to the two research universities and Weber State University, as these are the only three institutions with existing research space. For office and office service spaces the FTE used was full-time equivalent faculty and staff. The office and office service space comparison is below.

UTAH SYSTEM OF HIGHER EDUCATION

Office & Service Space	Fall 2010 Faculty and Staff FTE	2010	
		Existing ASF/ FTE	Existing ASF
Institution			
Dixie State College	409	223	91,334
Salt Lake Community College	1,743	142	247,453
Snow College	256	286	73,334
Southern Utah University	825	151	124,220
University of Utah	5,219	216	1,128,241
Utah State University	3,597	191	688,599
Utah State University - CEU	238	205	48,746
Utah Valley University	2,056	152	312,629
Weber State University	1,624	169	274,176
TOTAL	15,967	187	2,988,732

ASF = Assignable Square Feet

Development of Space Needs Model

Since the USHE space guidelines will be used in prioritization of capital development projects, it is desirable to recommend an approach that is fairly aggregated and does not have a great deal of complexity, yet takes into account that there are real differences by type of institution in terms of amounts of space that are needed to conduct the activities of the programs.

The facilities inventory files from the institutions allowed the calculation of ASF/FTE by type of space for all of the institutions. The space guidelines recommended are based on assignable square feet per full-time equivalent student (ASF/FTE) for most types of space. For the research space guidelines full-time equivalent faculty was used. For office and office service space guidelines full-time equivalent faculty and staff were used.

Once the ASF/FTE was calculated, the consultant reviewed the information and compared the findings to normative expectations, using data from previous state studies and benchmark studies the consultant has performed. The consultant reviewed data available from the studies in which the consultant created an inventory of the academic space on all of the campuses in the Minnesota State

Colleges and Universities and the Kentucky Council of Postsecondary Education campuses and reviewed the ASF/FTE calculations for type of space and type of institution, including universities, community colleges, and technical colleges.

The space guidelines were refined to provide differentiation by type or mission of the institution. In the consultant's experience, a differentiation is seen in space needed for different categories of space depending on the type or mission of the institution. For this reason, the guidelines separate Community Colleges, Baccalaureate/Masters Degree granting institutions, and Research Universities. This provides some differences by type of institution providing additional laboratory space for those institutions with extensive vocational/technical instruction, providing research laboratories for the research intensive universities, and differentiating office space and library space by type of institution. This also provides some flexibility as institutions and campuses change their mission or focus over time, and it may be most appropriate, for example, to use the Community College guideline for laboratories, but the Baccalaureate/Masters guideline for the library at a campus in transition from a two-year focus college to a four-year institution.

In addition, the guidelines were developed to provide differentiation for the size of the campus, to reflect the economy of scale that can be achieved on a campus with greater enrollment.

Utah System of Higher Education
Institution Mission and Size

Main Campus	FTE Enrollment			
	Fewer than 3,000 students	3,000 to 6,000 students	6,000 to 10,000 students	Greater than 10,000 students
Community College	USU-CEU	Snow	Snow	SLCC
Baccalaureate/Masters		USU-CEU	Dixie SUU	Dixie UVU Weber
Research University				U of U USU

Orange indicates future year

**Utah System of Higher Education
Space Planning Guidelines**

Space Type Institution Mission	FTE Enrollment			
	Fewer than 3,000 students	3,000 to 6,000 students	6,000 to 10,000 students	Greater than 10,000 students
Classrooms and Service Community College Baccalaureate/Masters Research University	applied to Non Dist Ed FTE 13 ASF/FTE student 12 ASF/FTE student 11 ASF/FTE student	applied to Non Dist Ed FTE 13 ASF/FTE student 12 ASF/FTE student 11 ASF/FTE student	applied to Non Dist Ed FTE 12 ASF/FTE student 11 ASF/FTE student 10 ASF/FTE student	applied to Non Dist Ed FTE 12 ASF/FTE student 11 ASF/FTE student 10 ASF/FTE student
Teaching Laboratories and Service General Academic Instruction Community College Baccalaureate/Masters Research University	applied to Non Dist Ed FTE 16 ASF/FTE student 15 ASF/FTE student 14 ASF/FTE student	applied to Non Dist Ed FTE 16 ASF/FTE student 15 ASF/FTE student 13 ASF/FTE student	applied to Non Dist Ed FTE 15 ASF/FTE student 13 ASF/FTE student 12 ASF/FTE student	applied to Non Dist Ed FTE 15 ASF/FTE student 12 ASF/FTE student 11 ASF/FTE student
Teaching Laboratories and Service Auto/Construct Trades Instruction Community College Baccalaureate/Masters	applied to Non Dist Ed FTE 6 ASF/FTE student 5 ASF/FTE student	applied to Non Dist Ed FTE 6 ASF/FTE student 5 ASF/FTE student	applied to Non Dist Ed FTE 5 ASF/FTE student 4 ASF/FTE student	applied to Non Dist Ed FTE 5 ASF/FTE student 4 ASF/FTE student
*Existing ASF/FTE for campuses not increasing Auto/Construction Trades instruction				
Open Laboratories and Service Community College Baccalaureate/Masters Research University	8 ASF/FTE student 8 ASF/FTE student 8 ASF/FTE student	7 ASF/FTE student 7 ASF/FTE student 8 ASF/FTE student	6 ASF/FTE student 6 ASF/FTE student 8 ASF/FTE student	5 ASF/FTE student 5 ASF/FTE student 8 ASF/FTE student
Research Laboratories and Service Baccalaureate/Masters Research University	35 ASF/FTE faculty 475 ASF/FTE faculty	35 ASF/FTE faculty 475 ASF/FTE faculty	35 ASF/FTE faculty 475 ASF/FTE faculty	35 ASF/FTE faculty 475 ASF/FTE faculty
Office and Office Service Community College Baccalaureate/Masters Research University	150 ASF/FTE employee 170 ASF/FTE employee 195 ASF/FTE employee	150 ASF/FTE employee 170 ASF/FTE employee 195 ASF/FTE employee	150 ASF/FTE employee 170 ASF/FTE employee 195 ASF/FTE employee	150 ASF/FTE employee 170 ASF/FTE employee 195 ASF/FTE employee
Libraries Community College Baccalaureate/Masters Research University	15,000 ASF minimum 7 ASF/FTE student 9 ASF/FTE student 14 ASF/FTE student	6 ASF/FTE student 9 ASF/FTE student 14 ASF/FTE student	5 ASF/FTE student 7 ASF/FTE student 14 ASF/FTE student	4 ASF/FTE student 7 ASF/FTE student 12 ASF/FTE student
Special Use Space Community College Baccalaureate/Masters Research University	3 ASF/FTE student 3 ASF/FTE student 3 ASF/FTE student	3 ASF/FTE student 3 ASF/FTE student 3 ASF/FTE student	3 ASF/FTE student 3 ASF/FTE student 3 ASF/FTE student	3 ASF/FTE student 3 ASF/FTE student 3 ASF/FTE student
Physical Education Community College Baccalaureate/Masters Research University	35,000 ASF minimum 35,000 ASF minimum 35,000 ASF minimum	35,000 ASF minimum 35,000 ASF minimum 35,000 ASF minimum	35,000 ASF minimum 4 ASF/FTE student 4 ASF/FTE student 4 ASF/FTE student	3 ASF/FTE student 3 ASF/FTE student 3 ASF/FTE student
General Use Space Community College Baccalaureate/Masters Research University	15 ASF/FTE student 15 ASF/FTE student 15 ASF/FTE student	13 ASF/FTE student 13 ASF/FTE student 13 ASF/FTE student	11 ASF/FTE student 11 ASF/FTE student 11 ASF/FTE student	10 ASF/FTE student 10 ASF/FTE student 10 ASF/FTE student
Support Space Community College Baccalaureate/Masters Research University Land Grant Mission Addition	4 ASF/FTE student 6 ASF/FTE student 8 ASF/FTE student +6 ASF/FTE student	4 ASF/FTE student 6 ASF/FTE student 8 ASF/FTE student +6 ASF/FTE student	4 ASF/FTE student 6 ASF/FTE student 8 ASF/FTE student +6 ASF/FTE student	4 ASF/FTE student 6 ASF/FTE student 8 ASF/FTE student +6 ASF/FTE student

ASF- Assignable square feet

FTE- Full-time equivalent

Application of Space Needs Model

Once the consultant developed an initial space model, the guidelines were applied to each type of space for each of the institutions. The details showing the application of guidelines for each institution are shown in Section 6.

Findings show a third of the campuses needing space at the current time and most needing additional space in the future. It should be noted that the space guidelines developed here are a model to be used for the calculation of objective space needs and as a means to help USHE to prioritize the planning of capital projects. The calculations resulting from the model are not a substitute for campus master planning and program planning nor are they an entitlement for the individual institutions.

UTAH SYSTEM OF HIGHER EDUCATION Space Needs Analysis

				2010				
	Fall 2010 Student FTE	Existing ASF/ FTE	Existing ASF	ASF/FTE from Guideline	Guideline ASF	ASF Over/ (Under) Guideline	Percent Over/ (Under) Guideline	
SYSTEM TOTAL								
Institution								
Dixie State College	6,267	65	404,854	71	445,204	(40,350)	(10%)	
Salt Lake Community College	18,326	70	1,278,389	71	1,303,100	(24,711)	(2%)	
Snow College	3,415	131	447,451	88	300,839	146,612	33%	
Southern Utah University	6,609	95	624,879	81	532,929	91,950	15%	
University of Utah	25,879	128	3,311,839	124	3,210,898	100,941	3%	
Utah State University	18,689	132	2,474,229	129	2,416,866	57,363	2%	
Utah State University - CEU	1,772	162	287,771	108	190,957	96,814	34%	
Utah Valley University	21,825	56	1,226,774	71	1,549,895	(323,121)	(26%)	
Weber State University	15,555	75	1,168,055	75	1,160,946	7,109	1%	
TOTAL	118,337	95	11,224,241	94	11,111,634	112,607	1%	

ASF = Assignable Square Feet

Because the future enrollments can't be estimated with certainty, the future year space needs were calculated to show a range of findings. Two calculations showing a low estimate and a high estimate of space needs were made. The two calculations are shown in the tables below.

UTAH SYSTEM OF HIGHER EDUCATION

Space Needs Analysis LOW Range Enrollment Estimate

SYSTEM TOTAL	2020						
	LOW Estimated 2020 Student FTE	Estimated ASF/ FTE	Existing and Pipeline ASF	ASF/FTE from Guideline	Guideline ASF	ASF Over/ (Under) Guideline	Percent Over/ (Under) Guideline
Institution							
Dixie State College	9,800	54	530,416	63	620,211	(89,795)	(17%)
Salt Lake Community College	21,700	60	1,307,701	70	1,510,595	(202,894)	(16%)
Snow College	5,600	87	489,926	74	415,075	74,851	15%
Southern Utah University	8,000	83	660,213	78	621,396	38,817	6%
University of Utah	26,200	135	3,527,394	123	3,229,306	298,088	8%
Utah State University	18,400	139	2,552,291	129	2,375,668	176,623	7%
Utah State University - CEU	2,900	99	287,771	96	277,431	10,340	4%
Utah Valley University	31,400	43	1,358,261	67	2,116,024	(757,763)	(56%)
Weber State University	20,100	63	1,259,276	72	1,450,473	(191,197)	(15%)
TOTAL	144,100	83	11,973,249	88	12,616,179	(642,930)	(5%)

ASF = Assignable Square Feet

UTAH SYSTEM OF HIGHER EDUCATION

Space Needs Analysis HIGH Range Enrollment Estimate

SYSTEM TOTAL	2020						
	HIGH Estimated 2020 Student FTE	Estimated ASF/ FTE	Existing and Pipeline ASF	ASF/FTE from Guideline	Guideline ASF	ASF Over/ (Under) Guideline	Percent Over/ (Under) Guideline
Institution							
Dixie State College	12,000	44	530,416	63	754,729	(224,313)	(42%)
Salt Lake Community College	26,600	49	1,307,701	69	1,828,970	(521,269)	(40%)
Snow College	6,900	71	489,926	73	500,922	(10,996)	(2%)
Southern Utah University	9,800	67	660,213	76	742,032	(81,819)	(12%)
University of Utah	32,000	110	3,527,394	121	3,856,495	(329,101)	(9%)
Utah State University	22,500	113	2,552,291	127	2,848,781	(296,490)	(12%)
Utah State University - CEU	3,500	82	287,771	93	324,916	(37,145)	(13%)
Utah Valley University	38,400	35	1,358,261	67	2,558,625	(1,200,364)	(88%)
Weber State University	24,500	51	1,259,276	71	1,746,424	(487,148)	(39%)
TOTAL	176,200	68	11,973,249	86	15,161,893	(3,188,644)	(27%)

ASF = Assignable Square Feet

January 4, 2012

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 Board Meeting November 18, 2011 at Utah Valley University, Orem, Utah.

B. Grant Proposals

1. Utah State University – National Science Foundation; "Utah-Urban Transitions and Aridregion Hydro-Sustainability"; \$20,000,000. Todd Crowl, Principal Investigator; Michelle Baker, Douglas Jackson-Smith, Jeffery Horsburgh, Co-Principal Investigators.
2. Utah State University – National Institutes of Health; "Genetic Factors and Interactions with Environment in Aging, Cognitive Change, and Dementia". \$1,096,439. Christopher Corcoran, Principal Investigator; Ron Munger, Maria Norton, Joann Tschanz, Co-Principal Investigators.
3. Utah State University – Wayne State University; "Construction of Comprehensive Immune Profiles Associated with ASD"; \$2,144,379. Anthony Torres, Principal Investigator. Chris Davies, Adele Cutler, Co-Principal Investigators.
4. Utah State University – National Science Foundation; "Dyn. of coupled human and large carnivore systems in the western US; linkages among carnivore ecol"; \$1,453,220. Zhao Ma, Principal Investigator; Ann Laudati, Julie Young, Co-Principal Investigators.
5. Utah State University – National Science Foundation; "CNH: Systems Modeling to Identify Drivers, Feedbacks, and Tradeoffs in Managing Westland Ecosystem"; \$1,499,612. David Rosenberg, Principal Investigator; Karen Kettenring, Charles Sims, Zhao Ma, Co-Principal Investigators.
6. Utah State University – National Institutes of Health; "Host Facilitators of Rift Valley Fever Virus Infection: Novel Antiviral Targets"; \$1,138,340. Brian Gowen, Principal Investigator.
7. Utah State University – National Institutes of Health; "Gene x Environment Interactions, Alzheimer's Disease & Pre-disease Endophenotypes"; \$3,811,505. Maria Norton, Principal Investigator. Ron Munger, Christopher Corcoran, Joann Tschanz, Co-Principal Investigators.

8. Utah State University – National Science Foundation; "Understanding Linkages Among Social, Hydroclimate, and Ecosystem Components of Western Water Systems"; \$4,999,802. Douglas Jackson-Smith, Principal Investigator; Bethany Neilson, David Rosenberg, Charles Sims, Jeffery Horsburgh, David Tarboton, David Stevens, Christopher Neale, Joanna Endter-Wada, Jiming Jin, Karin Kettenring, Phaedra Budy, Nancy Mesner, Michelle Baker, Sarah Null, Co-Principal Investigators.
9. Utah State University – National Institutes of Health; "Cellular Components Involved in Japanese Encephalitis Virus Entry"; \$1,656,750. Young-Min Lee, Principal Investigator; Sang-Im Yun, Co-Principal Investigators.
10. Utah State University – National Institutes of Health; "Targeting Induction of Cytosolic Calcium Buffers for Treatment of Viral Encephalitis"; \$1,359,279. John Morrey, Principal Investigator.
11. Utah State University – Science Application Intl Corp (SAIC); "Geospatial Research, Integration, Development and Support (GRIDS II)"; \$2,517,992. Scott Anderson, Principal Investigator.
12. University of Utah – National Institutes of Health; "Predictive Multiscale Models"; \$3,675,615. Gianluca Lazzi, Principal Investigator.
13. University of Utah – NIH National Institute of Neurological Disorders Stroke; "Multi-optrode Nerve Stim"; \$3,064,951. Gregory Clark, Principal Investigator.
14. University of Utah – National Institutes of Health; "Wireless EMG Sensor System"; \$2,994,185. Florian Solzbacher, Principal Investigator.
15. University of Utah – North Dakota State University; "MPC Transportation Center" \$1,680,000. Peter Martin, Principal Investigator.
16. University of Utah – NIH National Eye Institute; "Patterns Project"; \$1,576,084. Bradley Edward Greger, Principal Investigator.
17. University of Utah – Sarcos Research Corp; "MicroImaging for Cancer Screen"; \$1,454,574. Stephen Jacobsen, Principal Investigator.
18. University of Utah – US Department of State; "Col Capacity Questionnaire"; \$7,475,000. Wayne McCormack, Principal Investigator.
19. University of Utah – National Science Foundation; "Pire-Mongolia Preproposal"; \$4,840,000. Cari Johnson, Principal Investigator.

20. University of Utah – Agency For Healthcare Research & Quality; "Electronic Exchange"; \$2,473,622. Mollie Rebecca Cummins, Principal Investigator.
21. University of Utah – National Institutes of Health; "Posttranslational Modification"; \$ 2,393,750. Eric W. Schmidt, Principal Investigator.
22. University of Utah – NIH National Cancer Institute; "Adenoviruses Cancer Treatment"; \$1,863,750. Sung Wan Kim, Principal Investigator.
23. University of Utah – National Institutes of Health; "Seizure Clusters and Arrhythmia"; \$1,472,489. Steven Bealer, Principal Investigator.
24. University of Utah – National Institutes of Health; "NIH R01 Mast Cells & PTPN22" \$1,349,948. Amy M. Barrios, Principal Investigator.
25. University of Utah - National Institutes of Health; "Carioprotection and Nerve Age"; \$1,327,503. Steven Bealer, Principal Investigator.
26. University of Utah - National Institutes of Health; "Mitigating the Host Response"; \$1,250,000. David W. Grainger, Principal Investigator.
27. University of Utah - National Institutes of Health; "Vocal Motor Development"; \$1,868,750. Franz Goller, Principal Investigator.
28. University of Utah - National Institutes of Health; "Inhibitors of T. B-Catenin/TCF"; \$1,863,750. Mark Ji, Principal Investigator.
29. University of Utah - National Institutes of Health; "DNA-Based Lateral Flow Sensors"; \$1,500,000. Jennifer M. Heemstra, Principal Investigator.
30. University of Utah – National Institutes of Health; "Alcohol R01"; \$1,492,500. Shelley D. Minter, Principal Investigator.
31. University of Utah – American Cancer Society Inc; "Regulation of IRE1 Endoplasmic"; \$1,296,000. Julie Hollien, Principal Investigator.
32. University of Utah – American Association for Cancer Research; "Targeted Chemoprevention Trial"; \$5,999,999. Sancy A. Leachman, Principal Investigator.
33. University of Utah – NIH National Institute of General Medical Sci; "Extrusion and Homeostasis"; \$1,863,750. Jody Rosenblatt, Principal Investigator.

34. University of Utah - National Institutes of Health; "Histone Deacetylases in Genome"; \$1,863,750. Vidya Bhaskara, Principal Investigator.
35. University of Utah - National Institutes of Health; "Defining the Role of Braf"; \$1,701,877. David A. Jones, Principal Investigator.
36. University of Utah - National Institutes of Health; "Role of Mutant IDH"; \$1,696,331. David A. Jones, Principal Investigator.
37. University of Utah - National Institutes of Health; "COX-2 in Lung Cancer"; \$1,491,000. Matthew K. Topham, Principal Investigator.
38. University of Utah – Massachusetts General Hospital; "CGN"; \$1,207,279. Anita Kinney, Principal Investigator.
39. University of Utah – Air Force Research Laboratory; "Leveraging Social Networks"; \$5,644,324. Ken Kawamoto, Principal Investigator.
40. University of Utah - National Institutes of Health; "Giant Cell Arteritis"; \$3,666,225. Ivana De Domenico, Principal Investigator.
41. University of Utah – NIH National Institute Allergy & Infectious Disease; "Infection Mediated Stillbirth"; \$2,848,655. Robert M. Silver, Principal Investigator.
42. University of Utah - National Institutes of Health; "Nerve Regeneration"; \$2,236,500. Jayant Agarwal, Principal Investigator.
43. University of Utah - National Institutes of Health; "TCAT"; \$2,236,500. Joshua Leitch Bonkowsky, Principal Investigator.
44. University of Utah - National Institutes of Health; "Using Tale Protein Technology"; \$2,236,500. Ryan O'Connell, Principal Investigator.
45. University of Utah - National Institutes of Health; "Two-Photon Imaging"; \$2,000,000. Mario R. Capecchi, Principal Investigator.
46. University of Utah - National Institutes of Health; "Cone Opsins in Photoreceptor"; \$1,868,750. Yingbin Fu, Principal Investigator.
47. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "Flow & ETS-1 in Graft Stenosis"; \$1,863,750. Yan-Ting Shiu, Principal Investigator.

48. University of Utah – NIH National Institute Arthritis Musculoskel Skin Dis; "Neogenic Factors in Skin Graft"; \$1,863,750. Jayant Agarwal, Principal Investigator.
49. University of Utah – NIH National Institute Deaf & Other Comm Disorder; "Auditory Neuropathy"; \$1,863,750. Yong Wang, Principal Investigator.
50. University of Utah - National Institutes of Health; "Diaphragm and CDH Development"; \$1,863,750. Gabrielle Kardon, Principal Investigator.
51. University of Utah - National Institutes of Health; "Functional and Transcriptional"; \$1,863,750. John H. Weis, Principal Investigator.
52. University of Utah – CDC National Institute Occupational Safety & Health; "Shoulder Disorders"; \$1,697,719. Kurt Timothy Hegmann, Principal Investigator.
53. University of Utah - National Institutes of Health; "MicroRNA Expression & Function"; \$1,564,750. Li Wang, Principal Investigator.
54. University of Utah – US Department of Defense; "Pain in Aeromedical Patients"; \$1,516,418. Virgil Welch Davis, Principal Investigator.
55. University of Utah – National Institutes of Health; "Antigen Specific Immunity"; \$1,500,000. June Round, Principal Investigator.
56. University of Utah – NASA Johnson Space Center; "Microgravity and Vision"; \$1,181,050. James Patterson McAllister II, Principal Investigator.
57. University of Utah – National Science Foundation; "Morse Crystals"; \$1,200,000. Valerio Pascucci, Principal Investigator.
58. University of Utah – National Science Foundation; "High-Dimensional Data"; \$1,199,667. Valerio Pascucci, Principal Investigator.
59. University of Utah – NIH National Institute of Neurological Disorders Stroke; "Mechanisms of DBS in PD"; \$1,863,750. Alan Dorval, Principal Investigator.
60. University of Utah – National Science Foundation; "Phototropic Production of JP-8"; \$2,000,000. Leonard Pease, Principal Investigator.
61. University of Utah – NIH National Institute Biomedical Imaging & Bioengineering; "Bone Adhesive/P. Californica"; \$1,770,111. Russell Stewart, Principal Investigator.

62. University of Utah - NIH National Institute Biomedical Imaging & Bioengineering; "Wireless Neuronal Recording"; \$1,580,041. David J. Warren, Principal Investigator.
63. University of Utah – National Science Foundation; "Fingernail Imaging"; \$1,297,571. Stephen A. Mascaro, Principal Investigator.
64. University of Utah – National Science Foundation; "Robotic Treadmill Therapy"; \$1,035,902. John Hollerbach, Principal Investigator.
65. University of Utah – NIH National Institute Diabetes Digest Kidney Dis; "Exercise/Frail ESRD Patients"; \$2,316,034. Patricia Painter, Principal Investigator.
66. University of Utah – National Institutes of Health; "Outcomes of Toddlers with ASD"; \$1,401,131. Stacy Shumway, Principal Investigator.
67. University of Utah – National Institutes of Health; "Development of Marine Products"; \$2,999,000. Eric W. Schmidt, Principal Investigator.
68. University of Utah – NIH National Institute of Environmental Health Sci; "TRP Channels and Air Pollution"; \$1,863,750. Christopher A. Reilly, Principal Investigator.
69. University of Utah – Utah State University; "Epscore RII Track1: IUtah"; \$5,414,939. James Ehleringer, Principal Investigator.
70. University of Utah – National Institutes of Health; "Phop-Phoq Role in Symbionts"; \$1,868,750. Colin Dale, Principal Investigator.
71. University of Utah – National Science Foundation; "Utah Gamma-Ray Astronomy Base"; \$1,547,360. David Kieda, Principal Investigator.
72. University of Utah – NIH National Cancer Institute; "Risk Factors for Tumors"; \$2,973,288. Joshua David Schiffman, Principal Investigator.
73. University of Utah – National Institutes of Health; "P50 ACE"; \$11,284,052. Janet E. Lainhart, Principal Investigator.
74. University of Utah – National Institutes of Health; "Mirna and Colorectal Cancer"; \$8,400,620. Marty Slattery, Principal Investigator.
75. University of Utah – Magee-Womens Research Institute & Foundation; "I3POS"; \$5,771,914. Ingrid E. Nygaard MD, Principal Investigator.

76. University of Utah – NIH National Cancer Institute; "High-Risk BRCA Pedigrees"; \$3,687,191. Nicola J. Camp, Principal Investigator.
77. University of Utah – NIH National Institute of Neurological Disorders Stroke; "SOPHH"; \$3,502,433. Richard Holubkov, Principal Investigator.
78. University of Utah – National Institutes of Health; "Carotid Plaque Hemorrhage"; \$3,478,199; Gerald S. Treiman, Principal Investigator.
79. University of Utah – NIH National Heart Lung & Blood Institute; "Cardiac MRI Perfusion"; \$3,432,925. Edward Victor Rebok Di Bella, Principal Investigator.
80. University of Utah – National Institutes of Health; "Multimodal Approach-Obese FMS"; \$3,419,581. Akiko Okifuji Hare, Principal Investigator.
81. University of Utah - National Institutes of Health; "Sibling Study of AMD"; \$3,398,682. Meg Deangelis, Principal Investigator.
82. University of Utah – NIH National Institute of Allergy & Infectious Disease; "Biochemistry of HIV-1 Budding"; \$2,668,451. Wesley Sundquist, Principal Investigator.
83. University of Utah - National Institutes of Health; "Regulation of Pluripotency"; \$1,865,000. Roland D. Tantin, Principal Investigator.
84. University of Utah - National Institutes of Health; "Promoter Specificity"; \$1,865,000. David J. Stillman, Principal Investigator.
85. University of Utah - National Institutes of Health; "Net Formation by Neonatal PMNs"; \$1,863,750. Christian C. Yost, Principal Investigator.
86. University of Utah – NIH National Institute Diabetes Digest Kidney Dis; "MIR92 and Arterial Dysfunction"; \$1,863,750. Lisa Lesniewski, Principal Investigator.
87. University of Utah – Massachusetts General Hospital; "Biomarkers for Epilepsy NIH"; \$1,670,187. Francis Edward Dudek, Principal Investigator.
88. University of Utah – Lineagen Research Corp; "Gart—Task Order #2"; \$1,547,770. Mark F. Leppert, Principal Investigator.
89. University of Utah - National Institutes of Health; "WNT and Pancreas"; \$1,491,000. Charles L. Murtaugh, Principal Investigator.

90. University of Utah - National Institutes of Health; "Iron Chelators for AD"; \$1,305,000. Gang Liu, Principal Investigator.
91. University of Utah – US Department of Energy; "SDAV"; \$2,250,000. Valerio Pascucci, Principal Investigator.
92. University of Utah - National Institutes of Health; "FEBIO"; \$1,899,219. Jeffrey Weiss, Principal Investigator.
93. University of Utah – National Science Foundation; "A Topological Framework"; \$1,121,092. Valerio Pascucci, Principal Investigator.
94. University of Utah – NIH National Institute Deaf & Other Comm Disorders; "Source Filter Interaction"; \$2,879,182. Ingo R. Titze PhD, Principal Investigator.
95. University of Utah – NIH National Institute on Drug Abuse; "Adolescent Cannabis Use"; \$1,863,750. Deborah H. Ann Yurgelun-Todd, Principal Investigator.

C. Grant Proposals – Augmentation or Revision

1. Utah State University – University of Utah; "National Children's Study – Cache Valley Secondary Site (Subcontract w/University of Utah Medical Center)"; \$1,041,282. Mark Innoventi, Principal Investigator.
2. Utah State University – National Institutes of Health; "Progression of Dementia: A Population Study"; (\$800,575). Joann Tschanz, Principal Investigator; Christopher Corcoran, Maria Norton, Elizabeth Fauth, Kathleen Piercy, Ron Munger, Co-Principal Investigators.

D. Awards

1. Utah State University – National Institutes of Health; "National Children's Study – Cache Valley Secondary Site (Subcontract w/University of Utah Medical Center)"; \$1,041,282. Mark Innoventi, Principal Investigator; Vonda Jump, Co-Principal Investigator.
2. University of Utah – NIH National Institute of General Medical Science; "Conus Peptides and their Receptor Targets"; \$1,755,643. Baldomero M. Olivera, Principal Investigator.
3. University of Utah – NIH National Institute of Child Health & Human Development; "National Children's Study Wave-1"; \$2,080,000. Edward B. Clark, Principal Investigator.
4. University of Utah – NIH National Institute of Neurological Disorders Stroke; "Novel Treatments for Epilepsy"; \$4,594,607. H. Steve White, Principal Investigator.

5. University of Utah – National Science Foundation; "Plant Genome Annotation"; \$1,834,128. Mark Yandell, Principal Investigator.
6. University of Utah – Utah State Office of Education; "Utah Data Alliance"; \$1,084,571. Lisa B. Kuhn, Principal Investigator.

E. Academic Items Received and Approved

1. Three-Year Reports

- a. University of Utah – Master of Arts in Asian Studies
- b. Southern Utah University – Bachelor of Fine Arts (BFA) in Theatre
- c. Southern Utah University – Bachelor of Music (BM)
- d. Dixie State College – Bachelor of Accountancy
- e. Dixie State College – Bachelor of Science in Communication

2. Discontinuation

Weber State University – Associate of Applied Science and Bachelor of Science in Computer Engineering Technology

3. Name Changes

- a. Utah State University
 - i. Master of Food Microbiology and Safety to Master of Food Safety and Quality
 - ii. Bachelor of Arts/ Bachelor of Science in Speech Communication to Bachelor of Arts/ Bachelor of Science in Communication Studies
 - iii. Department of Languages, Philosophy and Speech Communication to Department of Languages, Philosophy and Communication Studies
 - iv. Department of Engineering and Technology Education to Department of Engineering Education
 - v. Bachelor of Science in Engineering Technology Education to Bachelor of Science in Technology and Engineering Education
 - vi. Masters of Science in Engineering and Technology Education to Master of Science in Technology and Engineering Education
 - vii. Emphasis in Technical Education to Emphasis in Technology and Engineering Education
 - viii. Emphasis in Trade and Technical Education to Emphasis in Skilled and Technical Sciences Education
- b. Southern Utah University – Emphasis in Range Management to Emphasis in Natural Resources/ Range Management in BIS Agricultural Science and Industry
- c. Salt Lake Community College
 - i. Associate of Science in Building Construction/ Construction Management to Associate of Science in Construction Management
 - ii. Associate of Applied Science in Building Construction/ Construction Management to Associate of Applied Science in Construction Management and Sustainable Building

4. New Programs
 - a. Weber State University – Graduate Certificate in Aerospace Management
 - b. Southern Utah University – Graduate Certificate in International Business
 - c. Salt Lake Community College – Certificate of Proficiency in Retail Management
5. New Administrative Units
 - a. Utah State University – Center for Human Nutrition Studies
 - b. Utah Valley University
 - i. School of Aviation Sciences
 - ii. College of Aviation and Public Services
6. Program Transfer

Utah State University

 - i. Bachelor of Science in Aviation Technology – Maintenance Management transfer to School of Applied Sciences
 - ii. Bachelor of Science in Aviation Technology – Professional Pilot to School of Applied Sciences
 - iii. Master of Science in Engineering and Technology Education transfer to School of Applied Sciences
7. Suspension

Southern Utah University – Minor in Food Science

William A. Sederburg
Commissioner of Higher Education

STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERISTY, OREM, UTAH
NOVEMBER 18, 2011

Contents of Minutes

Attendance	1
Administration of Oath of Office to Regent Wilford Clyde	2
Underserved Populations	2
Introduction of Stan Jones, President of Complete College America	3
Commissioner's Report	3
President Holland – Presentation on the State of the Utah Valley University	3
Senator Stephen Urquhart	3
Reports of Board Committees	
<u>Finance/Facilities Committee</u>	
Utah Valley University – Campus Master Plan	3
Utah State University – Non-state Funded Athletics Strength & Conditioning Center	4
Proposed Revisions to Regents' Policy R513 - Tuition Waivers and Reductions	4
Southern Utah University – Housing Revenue Bond Approval	4
<u>Programs/Planning Committee</u>	
Revision of Regents' Policy R605: Higher Education Success Stipends	4
Revision of Regents' Policy R165: Concurrent Enrollment	4
Adoption of Regents' Policy R465: Course Materials Affordability	4
Revision of Regents' Policy R481: Academic Freedom, Professional Responsibility, Tenure, Termination and Post-Tenure Review	4
Revision of Regents' Policy R401: Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports	4
University of Utah – Minor in Book Arts	4
Utah State University – Minor in Chinese Teaching	4
Dixie State College – Bachelor of Science in Physical Science Composite Teaching	4

University of Utah – Three-Year Reports	4
General Consent Calendar	5
Utah Valley University – Technology Strategy	5
Adjournment	5

STATE BOARD OF REGENTS
UTAH VALLEY UNIVERSITY, OREM, UTAH
SORENSEN STUDENT CENTER
NOVEMBER 18 2011

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

David J. Jordan, Chair
Bonnie Jean Beesley, Vice Chair
Keith M. Buswell
Daniel W. Campbell
Wilford W. Clyde
France A. Davis
James T. Evans
Katharine B. Garff
Meghan Holbrook
Nolan E. Karras
Thomas D. Leavitt
Robert S. Marquardt
Carol Murphy
Jed H. Pitcher
Robert W. Prince
David E. Smith
Marlon O. Snow
Mark R. Stoddard
Teresa L. Theurer

Regents Excused

John H. Zenger

Office of the Commissioner

William A. Sederburg, Commissioner
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Cameron Martin, Associate Commissioner for Economic Development and Planning
Gregory L. Stauffer, Associate Commissioner for Finance and Facilities
David Buhler, Associate Commissioner for Public Affairs
David Feitz, Associate Commissioner and Executive Director, UHEAA
Holly Braithwaite, Director of Communications
Andrew J. Stone, Special Assistant to the Commissioner
Blair Carruth, Assistant Commissioner for Academic Affairs
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Academic Affairs
Melissa Miller Kincart, Assistant Commissioner for Outreach and Access

Institutional Presidents

A. Lorris Betz, University of Utah
Stan L. Albrecht, Utah State University
F. Ann Millner, Weber State University
Michael T. Benson, Southern Utah University
Gary Smith, Vice President for Academic Affairs, Snow College
Stephen D. Nadauld, Dixie State College
Matthew S. Holland, Utah Valley University
Christopher Picard, Provost, Salt Lake Community College

Others Present

Chuck Wight, Dean, Graduate School, University of Utah
Ian Wilson, Vice President for Academic Affairs, Utah Valley University
Bill Byrnes, Associate Provost and Dean, Graduate Studies, Southern University of Utah
Val Hale, Vice President for Development and Alumni, Utah Valley University
Val L. Peterson, Vice President for Administration, Utah Valley University

Other institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Regents began the day with the Utah Valley University Board of Trustees for a breakfast meeting. Chair Jordan called the Regents to order in the Committee of the Whole at **9:05 a.m.**

Administration of Oath of Office to Regent Wilford Clyde

Having been appointed by the Governor and confirmed by the Senate, Chair Jordan administered the oath of office to new Regent Wilford W. Clyde.

Underserved Populations

"Expect the Great" – College and Career Readiness Fair (TAB A)

Regent Davis gave a report on the success of the College and Career Readiness Fair on October 15, 2011. The event, the first of its kind, was designed to reach out to Utah's African/ African American communities to provide information, resources and support for postsecondary education and careers. Over 400 people attended the event which will be considered a model for future events for other underrepresented populations.

Whitepaper "Access and Attainment: Utah's underserved, low-income, first generation and historically underrepresented student populations" (TAB B)

Regent Davis and Assistant Commissioner Melissa Miller Kincart reported on the whitepaper, which was written to raise awareness and focus on strategies to improve college access and success for Utah's underserved, low-income, first generation and historically underrepresented student populations. Regent Davis gave the Regents nine recommendations to begin thinking about strategies and awareness on reaching underserved populations.

It was moved by Regent Holbrook and seconded by Regent Prince for the Regents to accept the report presented and to charge the system with continuing the work with underserved populations. The motion passed.

Introduction of Stan Jones, President of Complete College America

Commissioner introduced Stan Jones, President of Complete College America and former Indiana House Representative and Indiana Commissioner for Higher Education. Stan led the Regents in discussion on topics including mission based funding, barriers for completion such as remediation, advising, and attendance policies.

Commissioner's Report

See attached for the Commissioner's report.

The Regents adjourned from the Committee of the Whole for a short break at **10:40 a.m.** followed by committee meetings from 11:00 a.m. to 12:00 p.m. At noon, President Holland led some of the Regents in a tour of the new Science Building which was followed by a lunch prepared by students in the Culinary Arts Institute at UVU.

President Holland – Presentation on the State of the Utah Valley University

President Holland presented on UVU's continued focus on students by remaining a teaching institution and remaining open while moving to structured enrollment. He also presented new and ongoing initiatives such as diversity, engaged learning, community partnerships and economic development.

The Committee of the Whole reconvened at **1:30 p.m.** following President Holland's presentation.

Senator Stephen Urquhart

Senator Urquhart engaged the Regents in a short discussion on his thoughts on higher education based on his whitepaper "Some Ideas to Improve Higher Education in Utah". He mentioned his least important issues include governance, adding that the system does great work. He would like to see a greater focus on completion and his other top thoughts include increasing college readiness, keeping costs down and flexibility. Other topics discussed included using technology to reduce costs and mission based funding. Associate Commissioner Dave Buhler was asked to work with Senator Urquhart to collectively draft a response to the senator's whitepaper and ideas on improving higher education.

Reports of the Committee Chairs

Finance/Facilities Committee

Utah Valley University – Campus Master Plan (TAB C)

The Board of Regents approved the Utah Valley Campus (UVU) Master Plan on August 18, 2010. UVU now requests approval of its updated Campus Master Plan. **It was moved by Regent Karras and seconded by Regent Holbrook to approve the updated plan. The motion carried unanimously.**

Utah State University – Non-state Funded Athletics Strength & Conditioning Center (TAB D)

Utah State University requests Regent approval to construct an Athletics Strength and Conditioning Center using donated funds. **It was moved by Regent Karras and seconded by Regent Theurer to approve the University's request to plan and construct the non-state funded project. The motion carried unanimously.**

Proposed Revisions to Regents' Policy R513 - Tuition Waivers and Reductions (TAB E)

Changes to Policy R513 consist of the inclusion of the "Exemption of Nonresident Tuition for Certain Foreign Nationals" and "Exemption of Nonresident Tuition as Athletic Scholarships", consolidation of waivers issued to Utah State University and Utah State University – College of Eastern Utah, and the definition of "entering student". **It was moved by Regent Karras and seconded by Regent Holbrook to approve the revisions to Policy R513. The motion carried unanimously.**

Southern Utah University – Housing Revenue Bond Approval (TAB F)

It was reported and confirmed by President Benson that this item would not come forward at this time.

Regent Karras concluded his report mentioning that Tabs G through M are information items only. Upon inquiry from Chair Jordan, Associate Commissioner Gregory Stauffer reported that the final Paulien Facilities Space Study (Tab L) will be submitted for Regent approval in January.

Programs/Planning Committee

Revision of Regents' Policy R605: Higher Education Success Stipends (TAB N)

Revision of Regents' Policy R165: Concurrent Enrollment (TAB O)

Adoption of Regents' Policy R465: Course Materials Affordability (TAB P)

Revision of Regents' Policy R481: Academic Freedom, Professional Responsibility, Tenure, Termination and Post-Tenure Review (TAB Q)

Revision of Regents' Policy R401: Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports (TAB R)

Vice Chair Beesley requested that revisions for Policies R605, R165, R465, R481 and R401 be approved with one motion. **It was moved by Vice Chair Beesley and seconded by Regent Garff to approve the aforementioned policy revisions outlined in Tabs N, O, P, Q and R. The motion carried unanimously.**

University of Utah – Minor in Book Arts (TAB S)

Utah State University – Minor in Chinese Teaching (TAB T)

Dixie State College – Bachelor of Science in Physical Science Composite Teaching (TAB U)

It was move by Vice Chair Beesley and seconded by Regent Davis to approve the new programs for University of Utah, Utah State University and Dixie State College outline in Tabs S, T and U. The motion carried unanimously.

University of Utah – Three-Year Reports (TAB V)

Vice Chair Beesley reported that the Programs/Planning Committee received and accepted the following three year reports from the University of Utah with no concerns: Master of Arts in World Language with

Secondary Licensure, Master of Occupational Health and Master of Science in Occupational Health, Master of Science in Clinical Investigation, and PhD in Rehabilitation Sciences. **It was moved by Vice Chair Beesley and seconded by Regent Garff to approve the University of Utah's Three-Year Reports. The motion passed unanimously.**

Vice Chair Beesley asked the Regents if they had questions on any of the information items in Tabs W through Tab BB. Upon hearing none, she concluded her report.

General Consent Calendar

On a motion by Regent Davis and seconded by Regent Theurer, the following items were approved on the Regents' General Consent Calendar:

- A. Minutes
 - 1. Minutes of the Retreat and Regular Board Meeting held September 15 and 16, 2011 at Entrada Club House and Dixie State College, St. George Utah.
 - 2. Minutes of the Special Meeting of the Board via conference call September 22, 2011
 - 3. Minutes of the Special Meeting of the Board via conference call October 3, 2011
- B. Grant Proposals
- C. Grant Proposals - Revision
- D. Awards
- E. Academic Items Received and Approved

Utah Valley University – Technology Strategy

Vice President Val Peterson presented on Utah Valley University's Technology Strategy. Projects that UVU has been working on this year include space utilization, customer relationship management initiative, advisement technology initiative, structured enrollment, safety and emergency preparedness IT initiative, infrastructure and classroom technology replacement initiative, disaster recover/business continuity initiative and security initiative. Peterson also reported that key issues for IT are the age of equipment/technology and dependence on one-time money.

It was moved by Regent Davis and seconded by Regent Holbrook that the board met in Executive Session for the sole purpose of discussing personnel matters. The motion passed unanimously.

The Committee of the Whole adjourned at 3:01 p.m. and the Regents met in Executive Session until 4:40 p.m.

Kirsten Schroeder, Executive Secretary

Date Approved:
Attachment

Commissioner's Report

State Board of Regents
Utah Valley University
November 18, 2011

Presented by:
William A. Sederburg



Spread Some Holiday Cheer

Ralphie has to convince his parents, teachers, and Santa that a Red Ryder BB gun really is the perfect gift for a boy in the 1940's



Quick Update

- Veterans Press Conference
- UESP- Best 529 College Savings Plan of 2011
- Disruptive Technologies Workshop
- Higher Education Appropriations
- SUU- Juniper Housing Replacement (President Benson)



AGB Interviews



- Rich Novak- Senior Vice President, Programs & Research



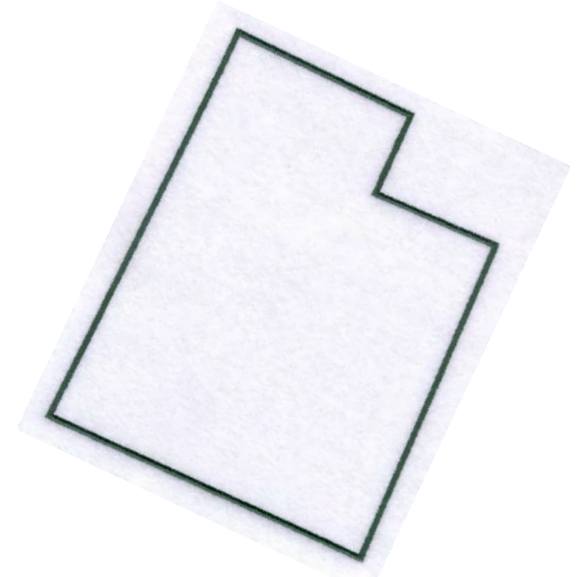
- Ellen-Earle Chaffee- Senior Fellow, AGB



Complete College Utah

- GOAL- To focus USHE institutions on 2-3 completion initiatives
- Representatives from each institution
- Involvement of state & national experts

**COMPLETE
COLLEGE
AMERICA**



UTAH EDUCATIONAL SAVINGS PLAN



*"The **Utah Educational Savings Plan** raises the bar. . . . The plan's 'Top' rating reflects the straightforward, low-cost investment options and strong management."*

— Morningstar, Inc., October 2011

UESP/Zions Bank Holiday Promotion

Open a UESP 529 College Savings Account and Get an Extra \$25.



As 2011 comes to a close, thousands of Utah taxpayers/residents are taking advantage of the UESP tax benefits.

- \$87 per qualified beneficiary for single filers (\$1,740 max. contribution)
- \$174 per qualified beneficiary for joint filers (\$3,480 max. contribution)



- Federally funded social awareness campaign
- Targeted at promoting higher education options to underrepresented populations.
- StepUP to Higher Education looks to overcome barriers sometimes associated with higher education

www.StepUPUtah.com

Upcoming Events

- Thanksgiving & Christmas holidays
- Women's College Task Force Recommendations
- January 20, 2012
 - State Board of Regents- University of Utah



Graduation & Retention Report

- Key to reaching 66% goal: improving pipeline to completion
- All institutions set five-year goals appropriate to mission
- Annual assessment of progress toward goals



Post-Tenure Review

- Sets parameters for rigorous tenure and post-tenure review
- Assures strong and fair process for just cause dismissals for tenured faculty
- Allows institutions to set processes within Regents' parameters, but consistent with institutional mission and processes



Highlights for Today

- Policy R481: Academic Freedom, Professional Responsibility, Tenure, Termination and Post-tenure Review
- UVU Technology Plan
- President Holland- State of the University



Housekeeping Information

UVU Science Building Tour-

- Anyone interested in a brief tour of the new Science Building, meet at the top of the stairs after committee meetings.
- Because of safety requirements, dresses and open-toe shoes are not allowed.

Lunch Arrangements-

- Regents, Presidents, Associate Commissioners and Commissioner's secretary - Centre Stage
- All others - Committee meeting rooms (SC213a/b)

*Everyone will return to Centre Stage at 1 p.m. for State of the University report by President Holland



UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of MindsSM

January 4, 2012

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: Utah State Board of Regents 2012 - 2013 Meeting Schedule

Issue

In compliance with Utah Code and the Open Public Meetings Act, the Utah State Board of Regents is required to give public notice at least once a year of its annual meeting schedule. For this reason in addition to scheduling purposes, the schedule for the 2012 - 2013 academic year is attached for board approval. The meeting dates are as follows:

- July 13, 2012
- September 14, 2012
- November 16, 2012
- January 25, 2013
- March 29, 2013
- May 24, 2013

Commissioner's Recommendation

The Commissioner recommends the Regents' approve the proposed State Board of Regents meeting schedule for the academic year 2012 - 2013.

William A. Sederburg
Commissioner of Higher Education

WAS/KLS
Attachment

*State Board of Regents
Meeting Schedule
2012-2013*

Scheduled Dates:

*Friday, July 13, 2012, 7:30 a.m. - 4:00 p.m.
Southern Utah University*

*Friday, September 14, 2012, 7:30 a.m. - 4:00 p.m.
Utah State University*

*Friday, November 16, 2012, 7:30 a.m. - 4:00 p.m.
Utah Valley University*

*Friday, January 25, 2013, 7:30 a.m. - 4:00 p.m.
Salt Lake Community College*

*Friday, March 29, 2013, 7:30 a.m. - 4:00 p.m.
Snow College*

*Friday, May 24, 2013, 7:30 a.m. - 4:00 p.m.
Weber State University*

Schedule is subject to change.

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: Amendments to USHE Operating Budget Request for 2012

Issue

Since the budget request was approved by the Board of Regents on September 16, 2011, new information is available on three of the items it included. Accordingly, modest amendments are proposed on these items as outlined below. These changes increase the Regents' budget request by a total of \$5,155,000 or 0.8%.

1. Mission Based Funding—Equity

During the 2011 legislative session, SB97 was enacted establishing Mission-Based Funding. It included a requirement that USHE "recommend ways to address funding any inequities for institutions as compared to institutions with similar missions".

The original budget included \$6 million toward addressing funding inequities, pending completion of a study commissioned by the Board and conducted by the National Center for Higher Education Management Systems (NCHEMS). Now that the study is completed, it has been determined that increasing the request from \$6 million to \$8 million will better address the unique missions of our institutions including recognizing that Dixie State College continues to have a large community college role, and to appropriately recognize the missions of the regional campuses of Utah State University.

2. Mission Based Funding—Historic Unfunded Enrollment Growth

SB 97 also required the Regents to include as part of Mission Based Funding an amount for Historic Unfunded Enrollment growth. In the original budget approved on September 16, \$5.8 million was included for this purpose, or 10% of enrollment growth using 2004 (the last year that growth was partially funded) as the base. The model used to allocate the unfunded growth among the institutions prioritizes funding the most recent growth first. As a result of this, a couple of institutions were left with a small or no budget request in the Historic Unfunded Enrollment Growth Category, even though they have had enrollment growth during this period. To recognize that all institutions have unfunded growth, USHE recommends a minimum \$100K budget request floor for all institutions. As a result, it is proposed that the budget request for the Historic Unfunded Enrollment be increased by \$155,000 to \$5,955,000.

3. Career & Technical Education

Increasing the number of Utahns with a high quality certificate in a field of Career and Technical Education is important to achieving the shared vision of the Board of Regents, Governor's Education Excellence Commission (Vision 2020), and Prosperity 2020. In the budget request approved by the Regents on September 16, there was a CTE initiative, with the amount to be determined. This initiative will provide support for post-secondary institutions to create and strengthen certificate programs and enhance methods of instruction that shorten student pathways to the workforce while maintaining appropriate program rigor in occupations that are high-wage and are in high demand and/or that fall within one of the eight economic development clusters as identified by the Governor's Office of Economic Development (GOED). Based on input from the Governor's Commission on Educational Excellence, it is recommended that \$3 million be included in our budget request.

Commissioner's Recommendation

The Commissioner recommends that the Board amend its Operating Budget Request for Fiscal Year 2012-13 as follows:

1. Change the amount under Mission Based Performance Funding from \$6 million to \$8 million.
2. Change the amount under Mission Based Performance Funding for Historical Unfunded Enrollment Growth from \$5.8 million to \$5,955,000.
3. Include \$3 million for Career and Technical Education (in place of "To Be Determined").

William A. Sederburg
Commissioner of Higher Education

WAS/DB

January 4, 2012

MEMORANDUM

TO: State Board of Regents

FROM: William A. Sederburg

SUBJECT: USHE Legislative Priorities for 2012

The 2012 Session of the Utah State Legislature will commence on Monday, January 23 through Thursday, March 8. According to the consensus revenue estimates prepared by the Governor's Office of Planning and Budget and Office of Legislative Fiscal Analyst, the state of Utah will have significant revenue growth for the first time since 2008, with an estimated on-going increase of \$280 million for the General Fund and Education Fund (combined) over 2010-11, an increase of approximately 6%. The revenue estimate also includes surplus funds (one-time money) of \$128 million.

Both the Governor and Legislative leaders are quick to mention that this increase does not mean that all of that money is available as there are a number of mandatory costs which must be covered, including taking care of a structural imbalance of \$52 million. Nevertheless, for the first time since 2008 Legislative leaders are not calling for cuts to the on-going base budgets of Higher Education or state agencies and have funds available within the existing tax structure. Although there are many competing priorities, this provides a strong possibility for increasing funding of Higher Education for the first time in four years.

Between October 31 and November 11, the Board of Regents hosted five regional legislative briefings attended by Regents, Presidents, the Commissioner's Office, and nearly half of all legislators. At these briefings the Regents' budget priorities and other issues were discussed. Advocacy will continue throughout the legislative session in coordination with the institutions. For example, Regents and Trustee Chairs and Vice Chairs and Presidents are invited to attend the annual Higher Education Day luncheon in the Capitol Rotunda on Friday, February 10.

Governor Gary R. Herbert announced his budget recommendation on December 12, and recommended \$16 million in new on-going funding (approximately a 2.5% increase) and \$5.4 million in one-time funding for the Utah System of Higher Education. And while the Governor's recommendation included partial funding of Mission Based Performance Funding, it did not include the Regents' top priority of employee compensation. It also included some items not in the Regents' budget recommendation.

The attached document was prepared by Associate Commissioner David Buhler detailing legislative priorities for the Utah System of Higher Education. These include the budget recommendation of the Board of Regents approved by the Board of Regents on September 16, 2011 (assumes adoption of amendments on January 11 meeting) Capital Facility priorities approved by the Board on September 22, 2011, and other

items that may result in legislative action in the form of bills. All are described in the attached document, and the priorities are consistent with the HigherEd Utah 2020 strategic plan.

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

Recommendation

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

1. Endorse them as the priorities of the Utah System of Higher Education for the 2012 Session of the Utah State Legislature.
2. That the Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.
3. Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case by case basis, other legislation that will be introduced during the 2012 legislative session.
4. That the Commissioner's Office provide the Board with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.

William A. Sederburg
Commissioner of Higher Education

WAS/DB
Attachment

2012 Legislative Priorities Summary

On-going Budget Priorities

Capital Facilities Priorities

Legislative Initiatives

January 4, 2012

Overview

The Utah State Board of Regents, along with business, government, and community leaders, recognize that the future prosperity of our state is dependent upon the percentage of adult population with a post-secondary education. In 2010, the Board adopted a goal of 66% with a postsecondary credential by 2020, including 55% with an associate's degree or higher. This goal has been endorsed by Governor Gary Herbert, the Governor's Commission on Educational Excellence, and the business-led organizations: Prosperity 2020 and Education First.

During the past three years, as Utah and the nation faced the most significant economic downturn since the 1930s, the Utah System of Higher Education has continued to provide quality education to a growing number of students. This is a credit to the dedication and innovation of USHE's presidents, faculty, and staffs. As of fall 2011, 152,337 were enrolled at the institutions of the Utah System of Higher Education (budget-related headcount) which is equivalent to 110,798 full-time students (budget related FTE). This annual increase in enrollment has consistently been accomplished with fewer resources. Since 2008, state tax funds per student (budget-related FTE) have dropped by \$1,555. Even when tuition increases have been factored in, USHE is, system wide, now spending an average of \$721 less per student¹.

It is clear that additional public investment is needed in public higher education institutions if quality and access are to be maintained, leading to strides necessary to reach the 66% goal. Several institutions are currently experiencing course sections at capacity, meaning some students are unable to enroll for needed courses. Furthermore, Higher Education operates in a national, sometimes

¹ Fiscal Year 2207-08 compared to Fiscal Year 2010-11, tax funds and total funding per FTE

international, competitive market; the best faculty and key staff are never short of opportunities to work elsewhere, and losing them weakens the academic quality and effectiveness of our institutions.

A number of important initiatives are underway as part of a “change agenda” to encourage greater preparation and participation of students, increase completion rates, and strengthen partnerships between higher education institutions and business and industry to expand Utah’s economy. We must do more than merely maintain where we are; state support is vital for these efforts to continue and accelerate.

In fulfilling its statutory role, the Board of Regents has prioritized proposed investments in Higher Education, focusing on those that are most critical for continued and future success. These were adopted at the Board’s September 16 and September 22 meetings. Priorities are categorized as follows: On-going Budget Priorities, One-Time Increases, Supplemental and Capital Facilities Request. As we approach the 2012 legislative session, System Legislative Priorities are also proposed.

On-going Budget Priorities

1- Compensation

- Base Compensation—for merit increases, as an equal percentage as approved for K-12 public education and state employees TBD
 - Note: The state tax fund share of a 1% increase in compensation equals \$6.7 million
- Merit and Retention \$5,000,000

2- Mission Based Performance Funding

- Enrollment Growth (60% of prior year growth) \$10,000,000
 - Distinctive Mission (Participation, Completion, Economic Development initiatives) \$10,000,000
 - Equity \$8,000,000ⁱ
 - Historic Unfunded Enrollment Growth \$5,955,000ⁱⁱ

3- Excellence and Efficiency in Education

- Technology Intensive Courses \$500,000
- Utah Jobs \$1,550,000
- Efficiency in Higher Education
 - Higher Education Technology Initiative \$2,000,000
 - Utah Academic Library Consortium \$750,000
 - USHE Collaborative Programs \$1,000,000

4- Operational Imperatives—

O& M Non-State Funded Projects \$2,567,700

5- USHE Programs

\$7,950,000

(Regents' Scholarship, Success Stipends, Career & Technical Education, Utah Engineering and Computer Science Scholarships and \$3 million for Career and Technical Education Initiative)

One-Time Increases

- 1- Higher Education Technology Initiative (HETI) \$2,000,000
- 2- Utah Academic Library Consortium (UALC) \$1,000,000
- 3- Excellence and Efficiency in Education \$5,050,000
(Technology Intensive Courses, Utah Jobs, USHE Collaborative Programs)

Supplemental Increases

- 1. O & M for Non-State Funded Projects \$2,453,000

(Continued next page)

Capital Development

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

Priority	Project	State Funds
1	UofU- Utilities Distribution Infrastructure Replacement	\$50 million
2	WSU- New Science Lab Building	\$60 million
3	Snow- Science Building Remodel & Addition	\$11.8 million
4	UVU- Classroom Building	\$50 million
5	SUU- New Business Building	\$8 million
6	USU(CEU)- Arts & Education Building	\$23.8 million
7	USU- Brigham City Campus Academic Building	\$7.5 million
8	DSC- General Classroom Building	\$35 million

Key Legislation

This year the Commissioner's Office is working with Representative Steve Eliason on legislation to repeal a financial aid program that has never been adequately funded (UTAP) with the intent of consolidating it into the Success Stipend Program. There are no other bills being advanced by the system in 2012.

During the 2011 interim, Senator Steve Urquhart, Senate Co-Chair of the Higher Education Appropriations Subcommittee, made a major investment of time and energy meeting with various higher education stakeholders as part of his desire to improve higher education. It will be important to work closely with Senator Urquhart as he formulates legislation. It also appears there will be legislation to alter governance of higher education, and may once again be legislation regarding tenure of faculty. All of these issues will require strong engagement with legislative sponsors and higher education leaders to ensure that legislation assists, rather than harms, our cause.

ⁱ Assumes amendment on January 11, 2012 from \$6 million

ⁱⁱ Assumes amendment on January 11, 2012 from \$5.8 million

January 4, 2011

MEMORANDUM

TO: State Board of Regents
FROM: William A. Sederburg
SUBJECT: DRAFT 2011 Report of the HigherEdUtah2020 Plan

Issue

The Office of the Commissioner for Higher Education (OCHE) has prepared the attached draft *2011 Report of the HigherEdUtah2020 Plan* for the Board's review. The Board will be led in an interactive discussion and exercise related to the 2011 Report during the Committee of the Whole. At the conclusion of the Board's review, the report will be printed, posted on the web and publically released in time to be used during the 2012 legislative session. The report will help Utah's higher education community champion targeted initiatives designed to improve the quality of post-secondary education in Utah as well as to help the state attain its *big goal*—to have 66% of Utahns ages 25 – 64 with a postsecondary credential by the year 2020.

Commissioner's Recommendation

The Commissioner recommends the Regents accept the *2011 Report of the Higher Ed Utah 2020 Plan* with noted changes stemming from the Board's Committee of the Whole discussion. The Commissioner further recommends that the 2011 Report be printed, posted to the web and publically released in time to be used during the 2012 legislative session.

William A. Sederburg
Commissioner of Higher Education

WAS/CKM
Attachment

NOTICE: This document is a **DRAFT** copy of the 2011 Report of the **HigherEdUtah2020** strategic plan (2020 Plan), which was officially adopted by the State Board of Regents and the Commissioner of Higher Education on December 9, 2010. The Board of Regents will be reviewing this draft copy during its January 11, 2012 board meeting. Suggested changes from that meeting will be implemented prior to the final printing and distribution of this report. This document will become Utah's report card of action taken and progress made towards attaining its **big goal**—to have 66% of Utahns age 25 to 64 with a postsecondary degree or certificate by the year 2020—during the calendar year of 2011.

QUESTIONS about this draft report should be directed to the Commissioner of Higher Education's office, attention Associate Commissioner Cameron Martin (801-321-7111; cmartin@utahsbr.edu).



HigherEdUtah2020

2011 Report

UESP page

Contents

Introduction: The Big Goal

Introduction: The Big Goal	4
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Section A—Action Plan

Section A—Action Plan	
Participation	11
Completion	23
Economic Innovation.....	26

Section B—Building Utah's Higher Education Network

Section B—Building Utah's Higher Education Network	32
--	----

Section C—Institutional Updates

Section C—Institutional Updates	36
University of Utah	36
Utah State University.....	40
Snow College	44
Weber State University	48
Southern Utah University.....	52
Dixie State College	56
Utah Valley University	60
Salt Lake Community College	64

Appendices

Appendices	68
Appendix A	68
Appendix B	70

THE BIG GOAL

Utah's Goal for Higher Education



Higher education is Utah's most important asset in preparing a talent-force capable of prospering the state in the 21st century. This asset must be strengthened, unified, and empowered to increase the level of educational attainment of Utahns and qualify them with skills to be productive in a global knowledge-based economy. The quality of life in Utah depends on meeting this challenge.

The Board of Regents and Commissioner of Higher Education addressed this challenge by establishing a **big goal** for Utah: to have 66% of Utahns—men and women ages 25-64—with a postsecondary degree or certificate by the year 2020. This **big goal** was adopted in 2010 by the Governor's Education Excellence Commission: a panel of educators, elected officials, and business leaders. The **big goal** is designed to create a work-ready talent-force as a foundation for future economic prosperity.

Current levels of educational attainment are insufficient to meet projected workforce demands. According to 2010 Census data and estimates on postsecondary certificate

attainment, only 43% of Utah's adult population has a postsecondary credential. Yet, a notable report from the Georgetown Center on Education and Workforce and other sources indicate that 66% of jobs in Utah will require some form of postsecondary education.¹ A more educated workforce will be needed to meet real workforce demands, to attract strong business, and to create new opportunities.

Specific degree attainment goals have been crafted for Utah, based on an analysis of the Georgetown study, a Utah survey by the Cicero Group, and data from the U.S. Census Bureau. By 2020, Utah aims to have at least the following percentages of degrees held by its workforce population:

- 13% Board-approved Certificates
- 14% Associate's degrees

¹ The Georgetown University Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements through 2018*, June 2010, by Anthony P. Carnevale, Nicole Smith, Jeff Strohl, <http://cew.georgetown.edu/jobs2018/>

- 28% Bachelor's degrees
- 11% Graduate or professional degrees.

Figure 1 shows the current level of educational attainment compared to Utah's goals for higher educational attainment by the year 2020. Goals for specific credentials are dynamic and will continue to change along with the economic demands of the state. Notably, growth is needed in all areas of postsecondary attainment. Achieving the **big goal** requires the cooperation of all levels of postsecondary education, both public and private.

The Benefits of Higher Education

Economic prosperity is directly linked to individual and collective educational achievement. As education level increases, individual earning potential also increases (see Figure 2). Additionally, data shows that the unemployment rate decreases as education level increases. These factors point to higher education as key to the health of the economy in Utah.

One impact of a recession is the reduction of tax revenues resulting in the reduction of

Figure 1: 2010 Postsecondary Educational Attainment in Utah Age 25+

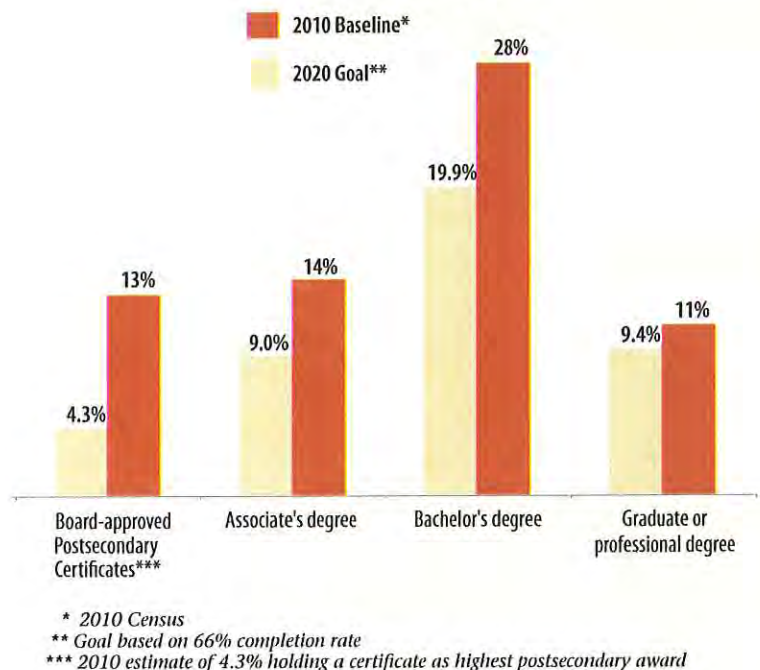
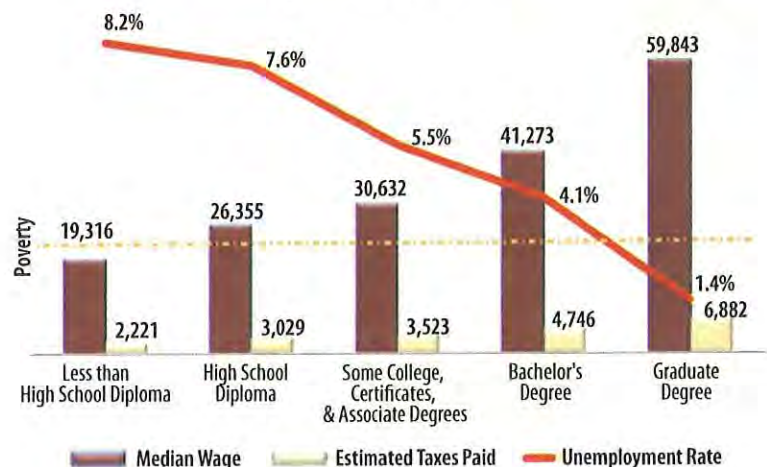


Figure 2: Median Wages, Taxes & Unemployment by Education Level



Source: U.S. Census Bureau, American Communities Survey 2009
 Utah Taxpayers Association (11.5% tax rate)
 *Utah Dept. of Workforce Services (Food stamp qualification for family of four, \$26,856)

government services. Some of these reductions may cause the state to become leaner and more financially efficient. Other cuts, however, may have long-term detrimental impacts on the state. For instance, cuts to mental health services may end up costing more in long-term care. Cuts to police forces may cost more in the way of rising crime rates and property loss. Cuts to education can reduce the number of people who are prepared to enter the workforce and earn family-sustaining incomes.

As residents and businesses earn more money, however, they contribute more to the tax base. As shown in Figure 2, individuals with a higher education tend to earn a higher income, and thus pay higher taxes. Those with a higher degree attainment also have a significantly lower unemployment rate. According to estimates from the Utah Taxpayers Association and the U.S. Census Bureau, 88% of Utah's taxes are paid by people with a postsecondary education (see Figure 3). Thus, by increasing the educational attainment of Utah's residents, vitality and stability is added to the state government, ensuring that residents receive the services they need.

As the largest contributor to the tax base, the middle class is the foundation on which the economy is built. As such, a well-educated



When a Promise is a Promise

First-generation Aggie, next-generation veterinarian

For as long as she can remember, LaDonya Jackson has held in absolute clarity the dream she is now eagerly pursuing as a beneficiary of the Aggie Promise Endowment at Utah State University. Every elementary school report, every pie-in-the-sky discussion of her future expressed the same dream: her being a veterinarian.

Jackson's natural gifts for math and science led one teacher to encourage her to medical school instead. And while, for a second, the option seemed logical, until Jackson realized that she wanted to wake up every morning and do what she loves.

The fact that Jackson could even recognize such an epiphany, that she could visualize herself as the first-ever college graduate in her family, speaks volumes of the urgent "escape away from everything" her mother was able to orchestrate several years earlier. Jackson's mother moved her family from a gang-ridden, drug-infested neighborhood in Stockton, California, to San Jose, California. The move was not without its challenges, but it eventually facilitated Jackson taking advanced placement classes in high school, working tirelessly at her mother's day care facility, and, more important, determining a plan that widened her perspective and became the "beginning of getting everything together."

Jackson first envisioned a future at Utah State University when she heard a speech by former Aggie football player Raymond Farris ('87). During his remarks, Farris mentioned the Aggie Promise Endowment designed by USU President Stan Albrecht to provide a financial vote of confidence to first-generation students who might not otherwise get the chance to chase dreams of a college education.

"I heard him talk about it and I looked USU right up and saw that it had vet science programs," Jackson says. "I was scared at first because I wasn't sure what I was doing, but it seemed like doors were opening, and I felt like I needed to get up and go. So I got up and went." Without knowing how things will play out exactly, Jackson accepted her Aggie Promise on a Thursday and left for Logan the following Wednesday.

No pause or wait, just get up and go. "I think that's mostly from watching my mom," she says. "Life isn't always a straight plot. There are many avenues to try, but you have to get up and try."





society contributes to a thriving middle class—individuals and families with a comfortable standard of living and significant economic security. The strength of the middle class is significant to the future of the state and nation.

Strategic Priorities for Achieving Utah's Big Goal

In order to achieve Utah's **big goal**, the state must address three strategic priorities:

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

By focusing on these three priorities, we can achieve Utah's **big goal**. This document serves as an update of the progress that the state is making in these three areas.

1. Participation

To achieve Utah's **big goal** more students must enroll in postsecondary education. The 2020 Plan projected how college enrollment rates will need to grow over the next decade (see Figure 4). The fall 2011

Figure 3: Utah Population 25 and Over by Education Level and State Tax Contribution

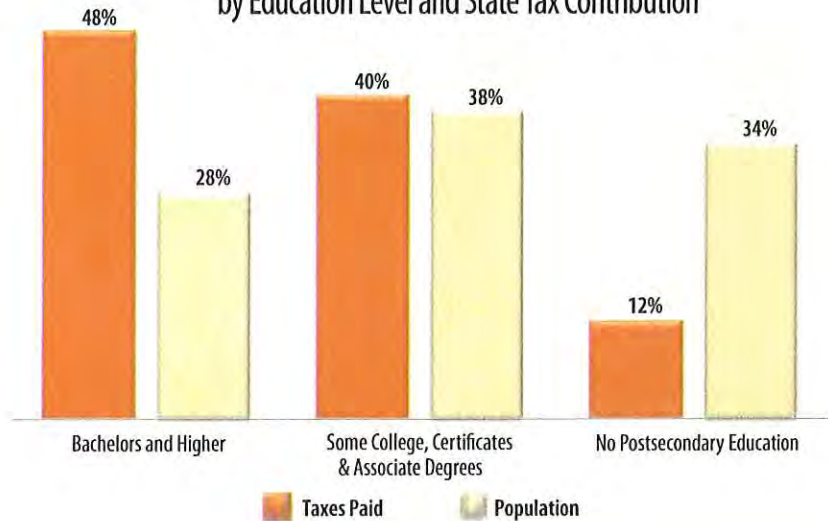


Figure 4: USHE Enrollment Projections for 55% of Utahns 25-64 to Achieve an Associate's Degree or Higher

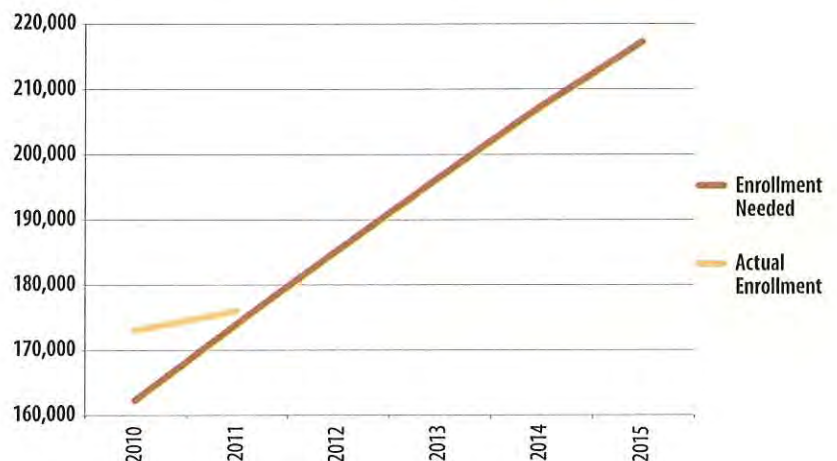
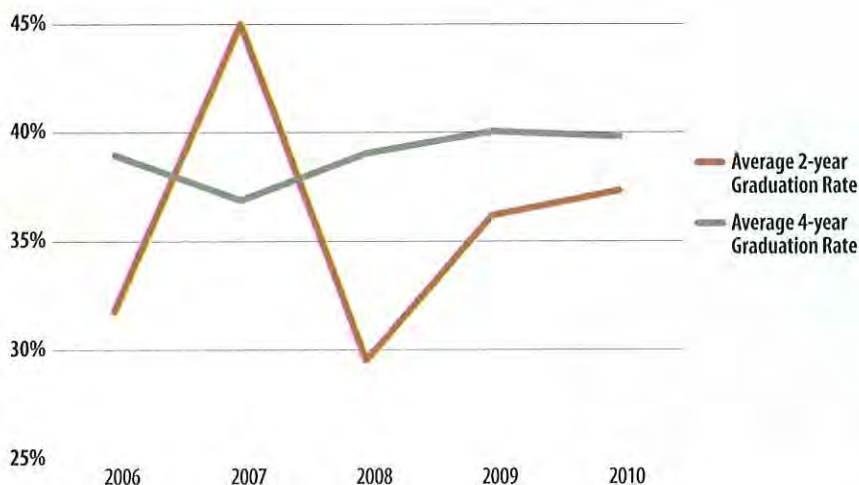


Figure 5: Average Graduation Rate (IPEDS-150%)
Utah System of Higher Education



enrollment of 175,940 slightly exceeds this projection, but with increased enrollment has come additional challenges of capacity. To be successful, we will need to continue to increase and broaden participation while expanding our capacity through technology, facilities efficiency, and expanded infrastructure.

2. Completion

Utah's institutions of higher education need to retain and graduate more of the students who initially enroll. Admittedly, not every student who begins college will complete a degree, but many more students could than do. Completion rates among USHE institutions have grown slightly, but not sufficiently, over the past five years (see Figure 5). In 2007, a spike was seen in the two-year degree completion rates; however, this appears to be a result of a small sample size rather than systemic improvement.

The majority of Utah students are not completing their degrees within 150% of expected time.* The completion rate for four-year degrees is now at about 40%, which means that 60% of students who have declared a major in a baccalaureate program have not

completed one within a 6 year period or at all. Longer time to completion results in increased costs for the student and the state; it also increases the likelihood that the student will not complete the degree. The timely completion of a postsecondary credential is important to the health of Utah's higher education institutions, the workforce, and the students themselves.

Figure 5 uses data from the National Center for Education Statistics in determining graduation rates. These rates are based on 150% completion time for a degree, meaning that a bachelor's degree is based on six years and an associate's degree is based on three years. A cohort of students is identified from the initial enrollment year, meaning that 2010 graduation rates are calculated using a 2007 cohort for two-year institutions and a 2004 cohort for four-year institutions.

3. Economic Innovation

To provide meaningful employment opportunities for graduates and to strengthen the economy, Utah will need to align education programs with future talent-force needs and establish a climate where partnerships among government, education, and industry flourish.



The Regents follow the recommendation of the American Association of State and College Universities (AASCU) and the National Center for Higher Education Management Systems (NCHEMS) to focus on personal wealth as a measure for successful economic development.² Traditionally states and regions measure economic development through tracking job creation, but many jobs may be low-paying and those who fill the jobs may be poorly educated or uneducated. The aim of Utah's **big goal** is to prepare Utah residents for meaningful and gainful employment.

Successful economic development requires an increase in the standard of living (rising real household income). This is the ultimate goal of all state programs in economic development, including higher education.

² Alliance for Regional Stewardship, in Tools and Insights—For Universities Called to Regional Stewardship: Making Place Matter, Alliance for Regional Stewardship, American Association of State Colleges and Universities, and National Center for Higher Education Management Systems, 2006, p. 15. This publication suggests that per capita income is the greatest measurement. However, due to large family size, per capita income is not a measurement that accurately portrays Utah's true position when compared to other states. Focusing on the issue of wealth by family makes a better comparison.

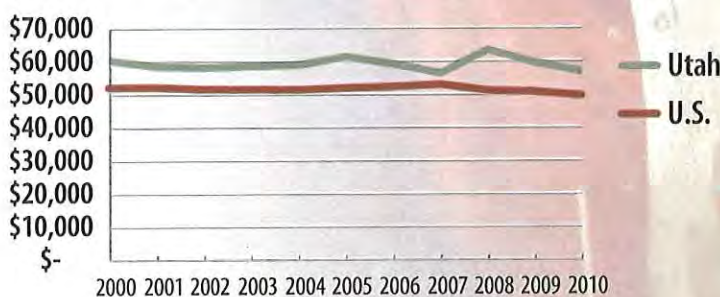
Holding ourselves accountable for wealth generation is meaningful because education level is the single greatest factor in determining wealth disparities between states and regions. As Utah's colleges and universities focus on raising the education level of all Utahns, there should be a corresponding rise in personal wealth.

In addition to education level, personal wealth is affected by other experiences and activities found at a college or university. AASCU and NCHEMS lay out six additional tools and policies that elevate personal wealth.³

- 1. Science and technology activities:** The vast majority of wealth creation in the past twenty years can be linked to technology output. Utah's colleges and universities have developed as major hubs of technology innovation and development.
- 2. Export-oriented industries:** Industries with national and transnational focus bring wealth to Utah from other areas. Utah's colleges and universities must create areas of excellence to support the state's key export-oriented industries.

³ Ibid

Figure 6: Median Household Income



3. **Entrepreneurial initiatives:** In addition to the creation of skilled work-and talent-force, Utah's colleges and universities must lead the charge in creating an owner-force. These small entrepreneurial companies create new jobs and foster breakthrough innovations.
4. **Innovation across industries and sectors:** Wealth creation is greatest when an industry or region competes on innovation before cost. Innovation requires the convergence of experience, interaction, and diversity—these are most commonly found on Utah's college and university campuses.
5. **Talent strategies:** The knowledge-based economy places the greatest asset of Utah's colleges and universities—knowledge creation and transmission—at the center of economic development policies. Leveraging the development of talent to specific economic opportunities will accelerate wealth creation.
6. **Reduction of poverty and inequality:** Research has demonstrated that a region's ability to sustain wealth creation is dependent upon a

relatively flat and interconnected socio-economic structure. Two-tiered economies generate hostility and economic uncertainty that hampers growth. Utah's colleges and universities have a role in developing policy and practice in poverty eradication and the promotion of human equality.

Utah's college and universities play an instrumental role in supporting each of the elements of a successful economic development strategy. Holding ourselves accountable for the wealth of our state, we will secure our long-term prosperity.

Utah has not been immune to the documented erosion of the middle-class.⁴ The last decade (full business cycle) saw a 6% decline in the median household income (see Figure 6). While Utah households maintain a slightly higher income than the national average, action must be taken to reverse the declining trend. Utah's colleges and universities are perhaps the most well positioned state institutions to effectuate that change.

4 See e.g., Don Peck, "Can the Middle Class be Saved?" in *The Atlantic Magazine*, September 2011 available at <http://www.theatlantic.com/magazine/archive/2011/09/can-the-middle-class-be-saved/8600/>.

Action Plan

The 2011 update identifies current initiatives and future initiatives for each of these priorities: participation, completion, and economic innovation. Within these three areas, the State Board of Regents and the Commissioner of Higher Education have initiatives that have been prioritized in order to help Utah attain its **big goal** and align its higher education network with the current and future demands of its workforce. These priorities are marked with the — symbol.

1. Participation

In order to reach the **big goal**, more students will need to enroll in a postsecondary institution. USHE and UCAT are committed to increasing the participation of students for postsecondary education. This action item is broken into four areas in which USHE is working to increase participation:

- College Readiness
- Student Enrollment Capacity
- Underrepresented Groups
- Funding

SLCC Student Selected to Design Robotic Rovers

Local Scholar to Participate in Training at NASA Flight Center



Christopher F. Thompson, a student at Salt Lake Community College, was selected to participate in NASA's National Community College Aerospace Scholars (NCAS) program. He was one of 48 students from 25 states to travel to the Marshall Space Flight Center in Huntsville, Alabama for three-day experience in November 2011.

Participants collaborated to design robotic rovers for NASA. Alongside his peers, Thompson established a team and formed a fictitious company pursuing Mars exploration. The team created a company infrastructure to design and develop a prototype rover. The experience included a tour of NASA facilities and briefings from agency

scientists and engineers.

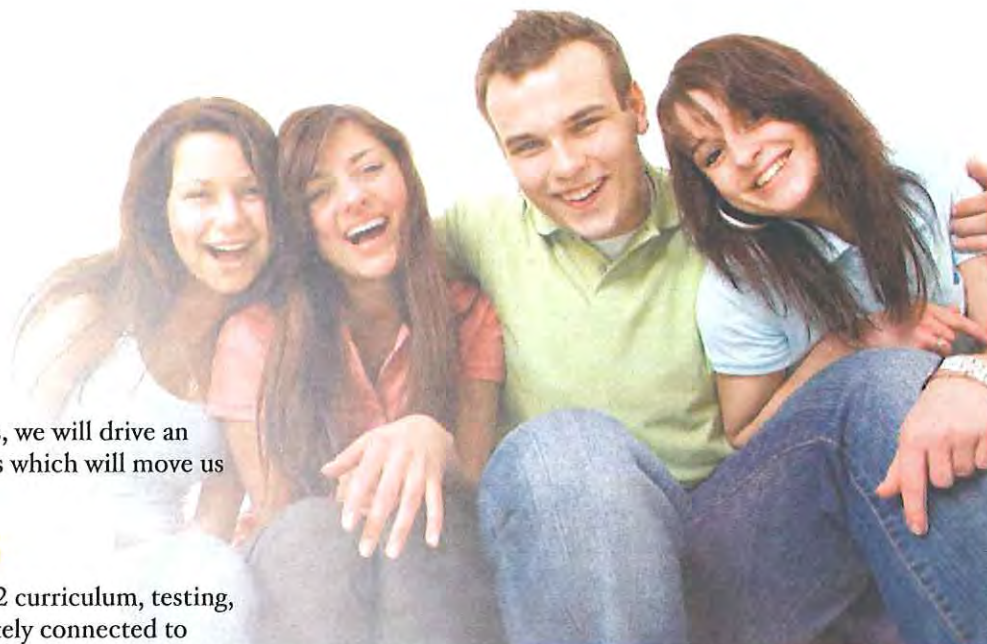
Thompson and other participants were selected based on completion of web-based assignments and activities during the school year centered on science, technology, engineering and mathematics (STEM) content.

NCAS is an interactive online learning opportunity highlighted by a three-day experience at NASA (either the Johnson Space Center, the Marshall Space Flight Center, or the Jet Propulsion Laboratory). Selected students are encouraged to study STEM fields by interacting with engineers at different NASA centers. The program is designed to encourage community and junior college students to enter STEM programs and ultimately join the

nation's highly technical workforce.

"Community colleges are a tremendous source of talented problem solvers and will help feed skilled scientists and engineers into the nation's workforce," said Susan White, Director of Education at Johnson Space Center in Houston, where the program is coordinated. "This program helps inspire students to pursue STEM careers in the future."

In acknowledging the honor afforded to Thompson, SLCC President Cynthia A. Bioteau wrote: "How great this news and what an affirmation for the teaching and learning that takes place in our classrooms, virtual highways, and among the campuses."



By focusing on these areas, we will drive an increase in participation rates which will move us closer toward the **big goal**.

COLLEGE READINESS

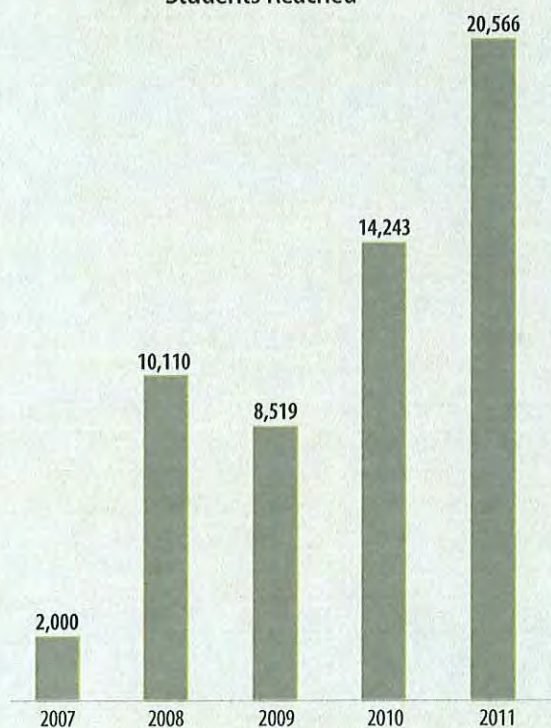
To what extent is the K-12 curriculum, testing, and accountability appropriately connected to higher education curriculum, academic standards, admissions policies, and advising?

The Board of Regents has identified ways to improve incoming students' preparedness. USHE has expanded the outreach efforts to public education students in order to encourage a more rigorous course of study in high school as well as provide information about opportunities to finance college for students who may have thought that funding precluded them from attending.

Current Initiatives

Utah Scholars—The Utah Scholars Initiative (USI) is a high impact program intended to motivate students to complete a defined course of study in high school. As one of its key goals, the USI helps students, particularly minority and disadvantaged students, understand the academic preparation needed for success in postsecondary education and the workforce. The USI brings business, community, and higher education leaders into middle and junior high school classrooms, where they discuss with students the benefits of working hard in high school and continuing their educational training beyond high school graduation. Since the program began in 2007, the USI has reached over 55,400 students, with that number growing each year (see Figure 7).

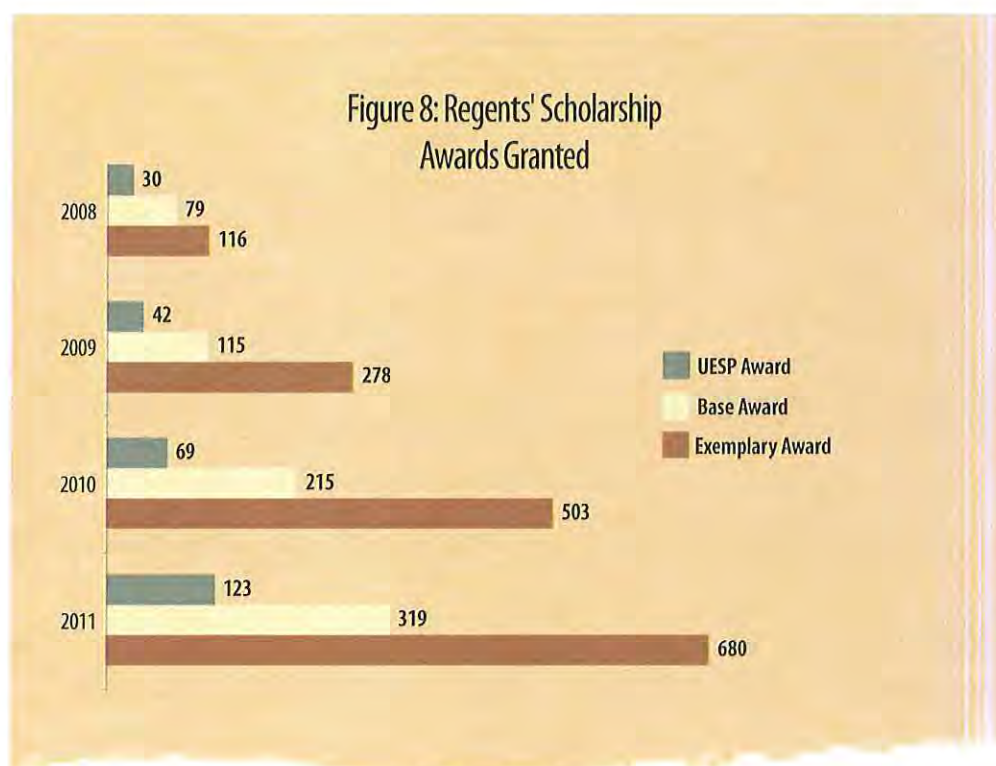
Figure 7: Utah Scholars Initiative
Students Reached



Regents' Scholarship—The Regents' Scholarship is designed to incentivize high school students to take a rigorous course of study during high school in order to be better prepared for college-level academics. The Regents' Scholarship is comprised of three awards: the Base award, the Exemplary Academic Achievement (EAA) award, and the Utah Educational Savings Plan (UESP) supplemental award. A student must first meet the requirements for the Base award in order to be considered for either the EAA or the UESP award. Students' qualifications are based on their grades for core courses, GPA, and ACT scores, as well their participation in the UESP program. Figure 8 shows the increase in the number of awards granted from 2008 to 2011.

Admissions Practices and Standards: K-16 Alliance

The Utah State Board of Education (USOE) has adopted the K-12 Common Core State Standards advocated by many national business, civic, and educational groups. The K-12 Common Core State Standards eliminate the dual track approach of vocational verses academic education in the K-16 system. The State Board of Regents is strongly supportive of implementation of the K-12 Common Core State Standards. Higher education's task is now to provide a seamless alignment of the new standards with higher education's first-year mathematics and English composition curricula within General Education.



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

develop new methods of assessment of the Common Core State Standards.

The K-16 Alliance is a working group that includes USOE, USHE, and UCAT. Through this alliance, topics such as the Common Core State Standards can be discussed and agreed upon between the different educational entities. This collaboration will enhance the transfer of students between educational systems and provide clear understanding of a student's progression from high school to college and beyond.

UtahFutures.org—UtahFutures.org (www.utahfutures.org), the state's education and career planning website, celebrated its second birthday this year. Some 400,000 students and job seekers are using UtahFutures as a one-stop shop to organize training, education and career information online. In September alone, the site had more than 4 million page hits, representing more than 91,000 user sessions (see Figure 9).

The site's promise to all customers is that the best way to predict the future is to plan it. Utah high school students constitute the majority of users; some 274,000 or more students are using the site regularly (see Figure 10).

UtahFutures.org is an involved collaboration across K-12 schools and higher education, public and private institutions, and state agencies. Partners include the Utah State Office of

From Trauma and Tragedy

to Solace and Service



Stephen Moore had already gone through a lot. Leukemia, twice—first at age 8 and then again at age 10. Radiation, chemotherapy, and a bone marrow transplant. But then, two years later, his father was killed in a small plane crash just outside of Malad, Idaho. Having endured so much trauma in only a few years, 12-year-old Stephen asked his mother, Carrie Moore, why God hated him.

Years later, when Moore began exploring career options, he decided on social work because it would allow him to serve people who had gone through similar difficulties and losses. “The diversity of social work—the ability to influence people in a variety of different ways—was one thing that made it stand out from the other mental health professions,” he said. Moore enrolled in the University of Utah and was accepted into the Bachelor of Social Work program.

A few months before graduating with his BSW in 2010, his mother approached him with an idea. Carrie Moore wanted to develop a grief support center that combined clinically-sound treatment models with the faith of each client. The benefit of this approach, Stephen explains, is that it can help clients address questions that traditional counseling doesn't answer.

On Saturday, January 15, 2011, Stephen and Carrie Moore announced

the opening of the Bradley Center for Grieving Children and Families. Named for Moore's father, the Bradley Center offers low-cost, interfaith peer support groups for children and families dealing with the loss of a loved one. “The Center brings together people in similar situations all struggling with the same thing, allowing them to learn from others and better navigate their journey,” said Moore.

Moore graduated from the University of Utah with his MSW in August, 2011. He passed the state's Clinical Licensing Exam the following month and became licensed as a Certified Social Worker. The Bradley Center now has more than 60 individuals enrolled in their support groups, and plans to continue accepting new clientele and expanding services. Moore has continued to be involved in the Bradley Center, both as a member of their Executive Board and as a facilitator for their teen groups.



Figure 9: Total Hits 2011

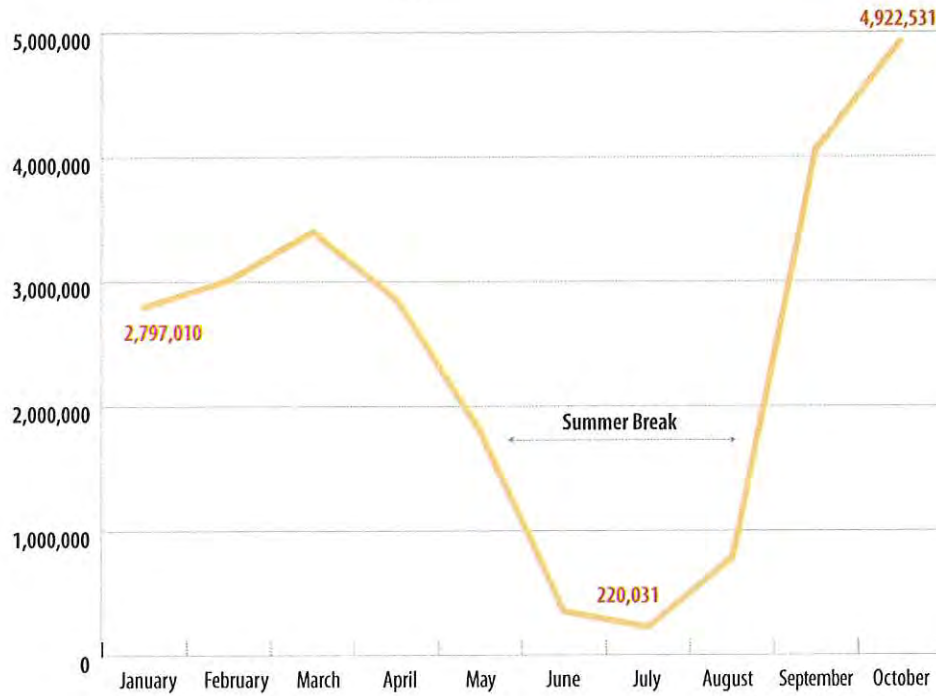
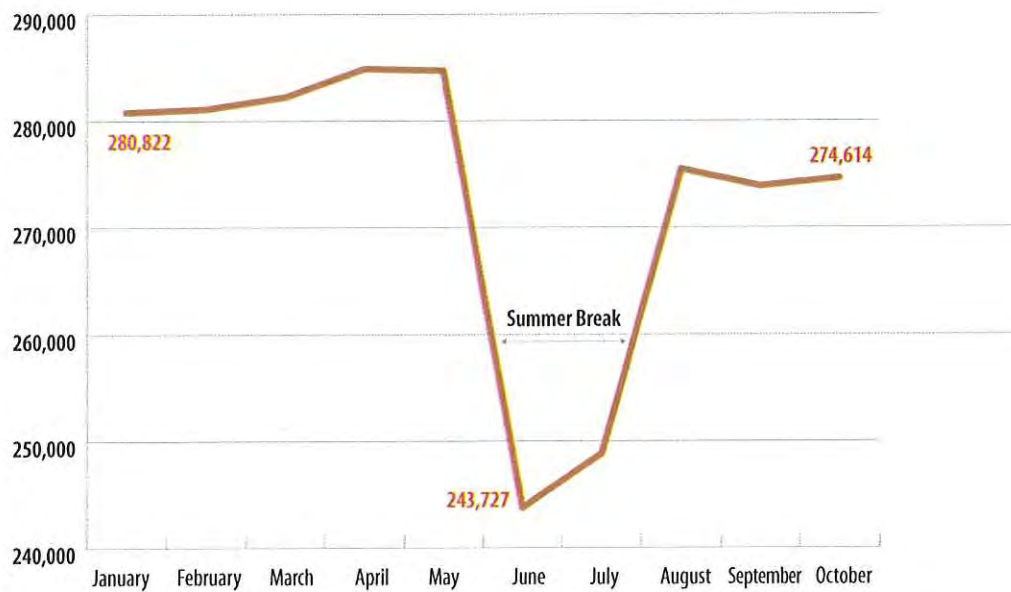


Figure 10: Student Portfolios Accessed 2011



Education, Vocational Rehabilitation and Adult Education, the Utah State Board of Regents, Higher Education Assistance Authority and Gear Up, a program for disadvantaged high school students. The Utah State Library recently joined the partnership, and the Utah Department of Corrections is preparing to launch a pilot project.

On July 1, 2011, Governor Herbert created the UtahFutures Steering Committee to oversee the further development of the UtahFutures.org Website (www.utahfutures.org) and related services. The legislature appropriated \$550,000 in one time funds for the project. Since the end of the legislative session, a great deal has been accomplished. The Executive Steering Committee (ECS) has been appointed, staff has been hired, a work-plan has been created, research contracts are ready to be signed, enhancements to the present product are being discussed, and constructive relationships have been built.

A request for information (RFI) has been issued for a research firm to analyze what other states, countries, and private firms are doing in this arena. The University of Utah will be conducting an analysis of the Website from the perspective of key users. The executive steering committee and working group are working with Salt Lake based market research firm, Cicero Group, to conduct an analysis of current needs and potential enhancements.

The Executive Steering Committee and Work Group share a vision that UtahFutures will be recognized—and utilized—by Utah residents as the source for accurate, current, and useful information regarding educational and employment data. The information will continue to be presented in an engaging, convenient, accurate and user-friendly manner, customized to individual users in a way that will help them (and their parents, when appropriate) make educational and employment decisions that will enrich and improve their lives. School counselors and state employees will use UtahFutures to assist students and clients in education and career planning and finding employment opportunities.

Future Initiatives

Task Force on Advising—Students can be unaware of the expectations or preparedness needed for college. A task force on advising is a possible initiative to ease in the transition from high school to college by enhancing advising to outgoing high school students and incoming college freshmen.

Development of 30 General Education Courses

Connected to High School—USHE will encourage the development of more General Education courses to be offered by concurrent enrollment. This initiative will help high school students make better use of their senior year and, by experiencing college-level courses, be more prepared to succeed in higher education. It will also make concurrent enrollment a more effective tool in helping students complete a college degree in a timely manner, potentially reducing the overall cost of degree attainment.



UNDERREPRESENTED GROUPS

Is USHE responding adequately to the increasing number of minorities currently enrolled in K-12 education and in need of higher education opportunities? Are we adequately responding to the underrepresentation of women among college graduates?

Current Initiatives

College Access Challenge Grant—The U.S. Department of Education's College Access Challenge Grant (CACG) has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education, and the Utah System of Higher Education, in moving forward on a number of initiatives aimed at increasing the number of Utah's underserved, low-income, first generation and historically underrepresented students who are prepared to enter and succeed in postsecondary education. The CACG Program is a federal formula grant and was extended in 2010 through the Health Care and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The Office of the Commissioner was designated by the Governor to apply for and administer these funds. Utah's proposal, which contained many of the recommendations from the 2010 Participation Task Force, was approved both for fiscal year 2011 and 2012. Utah has been eligible and received \$1.5 million dollars of these federal funds each year.



CACG highlights include:

StepUp Utah: StepUp Utah is a new social awareness campaign, designed to reach out to underrepresented students. The campaign promotes higher education options to underrepresented populations throughout Utah, informing them that “college” can include anything from a one-year certificate to a four-year degree. It centers on a comprehensive website (stepuputah.com) that targets three key groups: children under 12, youth 12 and over, and adults (parents, educators, etc.). Other components of this campaign include social media efforts through Facebook, Twitter and Tumblr, television and radio advertising and grassroots outreach initiatives. The campaign targets the following three audiences with specific messages:

- **Encourage the Dream:** This campaign is aimed at children 12 years of age and younger and encourages them to make the things they dream about become a reality through education. The objectives are to build on dreams for a better life and to educate children on the importance of school at an early age.
- **Inspire to Act:** This campaign is aimed at youth 12 and over to inspire them to act on their dreams by taking the right courses, seek financial assistance, and go to college. The objectives are to illustrate the importance of education and how it impacts their lives, to teach youth about the right classes to take to prepare for





college, and to give them access to financial assistance resources.

- **Support the Journey:** This campaign is aimed at parents, families, and educators. It teaches parents the steps and tools necessary to help them encourage their children to continue their education through college. The objectives are to start the conversation early, educate parents and families on the importance of a college education, and provide parents with the tools to assist in the process. It also inspires educators through professional development and increased resources.

ImPACT Subgrants (Improving Preparation, Access, & Communities Together): Colleges and universities are encouraged to establish, strengthen, or expand access and outreach programs to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. Grants support Utah's 66% attainment goal and CACG objectives. Twelve projects were awarded in January 2011 totaling just under \$714,000. A similar process and timeline is currently underway to fund projects for 2012.

Applicants can apply for one of the following:

1. Planning Grant (up to \$8,000) to support the planning process for creating a college access program.
2. Expansion Grant (up to \$50,000) to support the expansion of an existing college access program.
3. Startup Grant (up to \$75,000) to support a new college access program.

College Access Network of Utah (CAN U): Over the past year, college and university practitioners and K-12 administrators have come together to build an infrastructure in the state of Utah between the public and higher education community that supports Utah students in preparing for, accessing, and succeeding

in college. CAN U believes that working together is essential to Utah's success in reaching and supporting more students. In January 2011 collaborators formalized a working group and joined the National College Access Network (NCAN) as the College Access Network of Utah (CAN U). This membership affords our network the ability to participate in NCAN's programs, services, and professional development webinars and conferences.

The College Access Network of Utah's mission is: To support and strengthen programs and services that encourage the access and attainment of higher education for Utah's underserved, low-income, first generation, and historically underrepresented student populations, supporting the goal of 66% of all Utahns to have a credential beyond high school by 2020.

CAN U's Core Action Strategies are:

1. Advocacy: Promote equitable access and opportunities for all Utah students.
2. Professional Development: Identify, share, and support successful practices and programs that meet the needs of individual students congruent with their educational goals.
3. Partnership Development: Encourage statewide collaboration through bringing together practitioners in settings that allow participants opportunities to dialogue and share.
4. Resource Provider: Leverage and connect federal and state financial and talent force resources to strengthen, support, and grow programs and services.

UCOPE / Success Stipends—The Utah Centennial Opportunity Program for Education (UCOPE) was created in 1996 and is designed to provide financially needy Utah residents attending Utah schools with additional grant and work assistance. The 2011 Legislature approved legislation that will transition UCOPE to the Higher Education Success Stipend Program in 2011-2012.

Success Stipends is targeted to help students who would not otherwise be able to afford postsecondary education. In order to reach the **big goal**, this program will be used to increase student participation while reducing the amount of debt these students incur.

Need-based aid is funded by the legislature and the governor and increased sharply from 2006 to 2008. During the recent budget cuts, however, the number of awards and the total amount dispersed has declined. (see Figures 11 & 12 respectively). According to NASSGAP research, by all measures of awards and funding granted,

Utah consistently ranked in the lowest 10% of states in the U.S. during the 2009-2010 year.¹ For instance, Utah ranked 48th of 52 in grant dollars per estimated state population; Utah ranked 50th of 52 in estimated number of awards per enrollment.

¹ NASSGAP (National Association of State Student Grant and Aid Programs), 41st Annual Survey Report on State-Sponsored Student Financial Aid, 2009-2010 Academic Year, pp. 22 & 24.

Homeless Man with Few Options

Now Thriving as UVU Honors Student

Before he discovered his innate knack for writing that opened a world of educational possibilities for him at Utah Valley University, Daniel Parkins' future looked bleak.

His parents divorced when he was 9 years old, and Parkins was raised in a tumultuous domestic environment of custody battles and moves around the state. When his mother's health failed, the young teen was asked to take the role of a family breadwinner. By the time he was 16, Parkins and his brother, Joe, were responsible for the lion's share of the family's income.

Preoccupied with the onus of generating income to support his mother and siblings, Parkins had little time for educational pursuits. Still, he was able to earn a high school diploma at Landmark High School, an alternative secondary school in Spanish Fork, Utah. But due to family circumstances, he soon found himself living out of his car on the street.

After completing a welding class that landed him employment with stable income at a motorcycle dealership, he began to think about long-term goals and obtaining a higher education. At UVU, Parkins found a second chance through the institution's open admission policy that emphasizes access. But it was in Laura Hamblin's creative writing class where he wrote a short story that his talent for creating dynamic, thought-provoking prose manifest itself.

"I was just so moved by the difficulty of his life and the intelligence of this young man," Hamblin said. "He wrote in such intimate detail."

With renewed confidence and determination, Parkins blossomed as a student at UVU, posting a 3.7 GPA his sophomore year, securing a spot in the University's honors program, and winning the competitive Donner-Galbraith Memorial Scholarship. A junior English major, Parkins is working as a teaching assistant for a humanities writing course and also serving as a tutor in UVU's writing center.

"Besides personal resolve, what I've found most effective in terms of pursuing my degree is the support from staff and the programs involved," Parkins said.

In the UVU English Department, he's found a place to call his own.

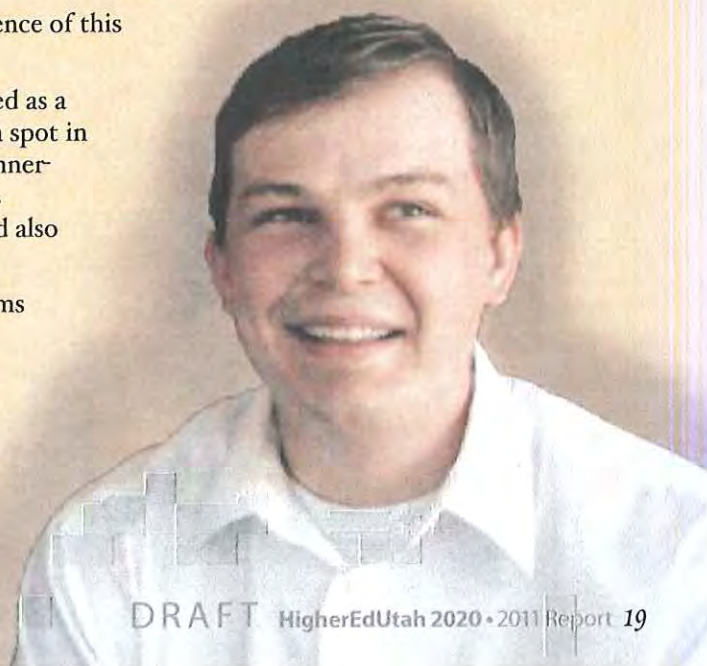




Figure 11: Need Based Aid: Number of Awards by Year

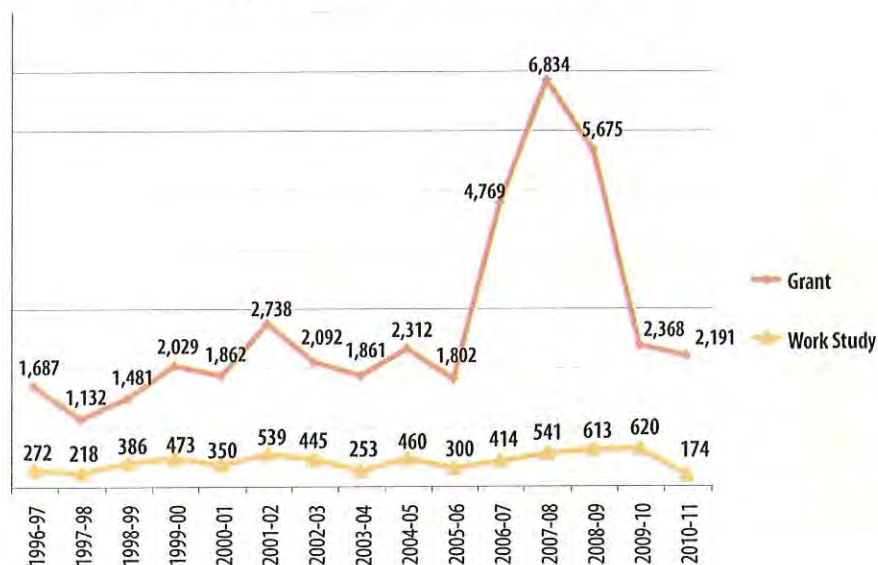
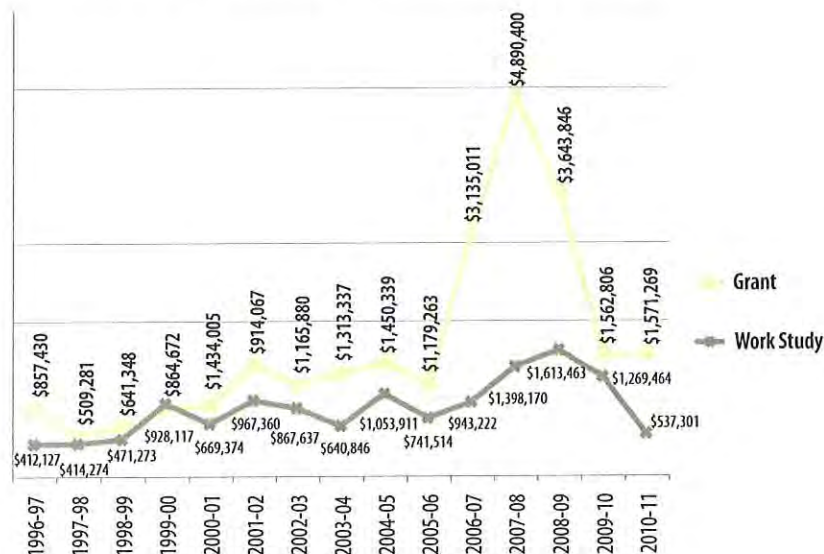


Figure 12: Need Based Aid: Amount Disbursed by Year



STUDENT ENROLLMENT CAPACITY

Are we adequately responding to the increasing student enrollment due to demographic change and improved retention?

Current Initiatives

Disruptive Technologies: Review of Technology Intensive Classes—

As a means of reducing the need for additional buildings, USHE is reviewing the effectiveness and feasibility of expanding technological educational offerings. Better utilization of technology in education could enhance learning while reducing the need for constructing new buildings to house the students necessary to reach the 66% goal.

Future Initiatives

Partnership with Western Governors University—

Western Governors University (WGU) has a role in helping Utah achieve its **big goal**. A partnership and an articulation agreement with WGU could allow returning students to finish their education at WGU or allow students to begin at WGU and finish at a USHE institution. This could expand the pipeline and allow access to a greater number of students.

Promote Accelerated Associate's Degrees—Providing the online tools for students to complete an associate's degree before stepping foot on campus would allow increased access to higher education throughout the state, especially in remote areas and for working adults.

Create Technology Intensive CTE Courses and Programs—

For students wanting to pursue a career in an industrial field, online CTE courses would allow quick access to certification and would reduce the need to travel to a CTE institution or take time away from work.

Expand Regional

Campuses—Many of the regional campuses have space for enrollment growth. Regional campuses are among the fastest growing areas within USHE. Through additional funding, regional campuses could provide better services and progress towards completion for students who are not able, or choose not, to attend a main campus.

FUNDING

What changes are needed in the way Utah funds higher education? Do we need to address funding adequacy, equity, performance-based funding, local taxes, tuition policy, etc.?

Current Initiatives

Utah Higher Education

Assistance Authority—The Utah Higher Education Assistance Authority (UHEAA) administers Utah's student financial aid programs. These programs exist to provide financial and informational assistance to Utah residents and students attending Utah postsecondary institutions in making the best decisions about and obtaining financial access to higher education. Since FY 1998, \$171 million in savings has been realized by financial aid borrowers. UHEAA's outreach programs are informing more people about the ways to pay for college and will assist

in encouraging participation in postsecondary education.

Utah Educational Savings

Plan (UESP)—UESP is Utah's official, nonprofit, tax-advantaged 529 college savings program. Dedicated to helping Utah families save for future college expenses, UESP plays a vital role in making it possible for Utah students to benefit from postsecondary education. UESP has been ranked as a top 529 plan by Morningstar, Inc., Money magazine, and CBS MoneyWatch for its low costs, flexibility, and family-friendly savings options.

Mission Based Performance

Funding—During the 2011 Legislative General Session, Senator Steve Urquhart sponsored SB 97, Higher Education Mission Based Funding (MBF). The goal of MBF is to tie funding from the state to outcomes. By aligning funding through mission and performance, MBF is evolving to Mission Based Performance Funding. Historically, higher education has been funded through enrollment. This change would tie higher education funding to outcomes and encourage success at the institutional level.

NCHEMS Study on Equity and Tuition Policy—USHE contracted with the National Center for Higher Education Management Systems (NCHEMS) to develop an equitable funding model for the USHE institutions. This funding model will help ensure that institutions are treated fairly, yet distinctively according to their institutional mission, and have equal opportunity to educate students as they enroll at whatever institution.

Efficiency Measures and Report—In July 2011, the Office





Student Researcher Finds Secret to Brine Fly Survival

New findings about the DNA of Great Salt Lake brine flies have taken a Weber State University student to one of the most important molecular genetics research conferences in the world.

In July 2011, senior Amanda Truong was selected to present at the annual meeting of the Society for Molecular Biology & Evolution in Kyoto, Japan. Nominated by her research advisor, zoology professor Jonathan Clark, Truong was one of only 10 undergraduate students selected by the society from universities around the world for the coveted conference scholarships.

She and Clark are investigating how brine flies might have adapted to survive in the harsh environment of the Great Salt Lake with its high salt concentrations. They have discovered that the bacteria *Wolbachia*, which has been shown previously to enhance the survival of brine flies, exists inside the host's cells and are passed along to offspring.

Truong will present a poster with findings gleaned from hundreds of hours of study during the past three years, collecting brine flies from the lake and examining them in the DNA Lab at WSU. "In order to study DNA, I have to make multiple copies of the genes—billions and billions of copies—just so I can see it," Truong said. "Because DNA is microscopic, I can't see the progression until the very end of the process. Even though I have to wait several hours, I like the suspense; it's kind of like a surprise at the end."

The flies and their survival are critical to the ecology of the Great Salt Lake, keeping it clear of growth such as algae that would overtake the lake and deplete it of oxygen. The flies also provide food for millions of migratory birds.

"I have a totally different perspective from my childhood," said Truong. "We used to visit the lake, and when I looked at the water, I asked 'Why are there so many flies? They are annoying.' Now I look at the flies and think

"They are my research; they have an important purpose.' I am excited to share what I have learned about them."

Truong says her experience in the lab and the field help as she pursues career as a research physician.



will
a

of the Commissioner released the *Efficiency in Utah Higher Education* report, compiled from NCHEMS and IPEDS data. The report concluded that USHE is one of the most efficient systems of higher education in the country. Utah is the third most efficient state in generating degrees for the dollars spent. Utah higher education institutions receive approximately 74% of the funding that peer institutions receive. Utah's institutions have accommodated larger enrollment increases than peer institutions while dealing with budget reductions and an increasing gap in tuition collections. The economic benefit of college degrees is clearly evident in wage differences. Expenditures for research yield positive results.

The report also concluded that further reductions in higher education funding may actually decrease the efficiency in the higher education system. Because of enrollment caps and the inability to attract high quality teachers, students will experience more difficulty in attending one of Utah's colleges or universities, more difficulty in enrolling in the needed classes for graduation, and teaching at the hands of less-qualified professors.

Future Initiatives

Social Awareness

Campaign—In partnership with Western Governors University (WGU), USHE will mount a social awareness campaign targeting adults who have not completed the degrees they began. A significant number of Utahns have completed most of the requirements toward a degree, but stopped attending because of family

responsibilities, finances, work, relocation, or other reasons. Some former students have credits spread across several institutions.

The needs of these individuals could be met by leveraging USHE and WGU's online courses and degree programs. The campaign would make people aware that they still have the potential to earn a degree and point them to services to help them begin the process. Funding would be required for the social awareness campaign and for staff at institutions to advise potential students about the best course of action to finish a degree.

2. Completion

In order to reach the **big goal**, we need to retain and graduate more of the students who enroll at our institutions. USHE and each of its institutions recognize that too many Utah students leave college before completing a degree. In addition to the retention and completion initiatives under way at each institution (see Section C: Institutional Updates), a number of system-wide initiatives have begun or progressed during 2011.

Are we making adequate progress in measuring and improving our college completion goals?

Current Initiatives

Complete College Utah Summit—The USHE is coordinating with each institution to develop the first ever Complete College Utah Summit. The two day summit will, to be held in spring 2012, and will bring together members of each campus to discuss strategies to improve

college completion. In preliminary discussions it seems that a significant focus of the summit will be a discussion surrounding course management systems and streamlining student success data. One anticipated outcome of the Complete College Utah Summit will be adopting specific strategies related data collection, practice, and innovations to improve college completion in Utah.

Technology-Intensive Concurrent Enrollment—Over the past year, USHE has made progress in the development of six general education technology intensive concurrent enrollment courses. Technology Intensive Concurrent Enrollment should achieve the following outcomes:

- Strengthen the Concurrent Enrollment system, which is designed to lower the cost of a college degree for students and their families.
- Allow students in rural areas (who have been unable to do so easily in the past) to pursue STEM fields (meeting workforce demands for engineers and technology in Utah) and can be better prepared for college entry.
- Effectively bridge K-12 curriculum to entry-level college courses in Utah Common Core (Math and English) and selected other disciplines.
- Leverage technology to increase student success and achievement in college courses.

Teams of USHE faculty, high school teachers, and Utah State





Office of Education (USOE) curriculum specialists have been formed to achieve course design and implementation. The six courses that begun development in 2011 and their lead institution for each are:

- ART 1010 (Introduction to Visual Arts) – Dixie State College of Utah
- ENGL 1010 (Introduction to Writing) – Weber State University
- CHEM 1110 (Elementary Chemistry) – University of Utah
- MATH 1010 (Intermediate Algebra) – Dixie State College of Utah
- MATH 1030 (Quantitative Reasoning) – University of Utah
- PSY 1010 (Introduction to Psychology) – Utah State University

Three course demonstration sites will be up and running by January 1, 2012 to show the capacity and progress of the project and to proffer promise for future development. All courses will be available for student enrollment in fall 2012. During the initial development and piloting of courses, the procedures and funding will follow the existing concurrent enrollment processes in place at the Utah State Office of Education (USOE) and Utah System of Higher Education (USHE) institutions.

Certification Increase: Partnership with UCAT—A state-level agreement between USHE and UCAT signed in 2011 opened the door for individual USHE and UCAT institutions to establish articulation agreements for specific courses of study. These agreements will allow students to use their 900 clock-hour postsecondary certificates from UCAT institutions to obtain 30 semester hours at USHE institutions (where agreements exist) towards associate of applied science (AAS) degrees in General Technology. USHE and UCAT anticipate significant student interest in the fulfillment of future articulation agreements.

This new opportunity will allow Utahns to be enrolled in a practical “ladder system” where their initial employability credential is a postsecondary certificate, enabling them to seek employment in their area of technical specialty. If individuals pursue additional postsecondary credentials, the employability and earning power of their postsecondary certificates assist them to better meet the costs of additional higher education.

Mission Based Performance Funding—As mentioned previously, SB 97, Higher Education Mission Based Funding (MBF), was introduced to the 2011 Legislative General Session. The goal of MBF is to tie funding from the state to outcomes. In this way, Mission Based Funding evolves into Mission Based Performance Funding. One of the areas identified is completion. By tying funding to completion rates, institutions are incentivized to retain students and aid them in their progression toward completion of a degree or certificate.

Future Initiatives

Policies on Attendance for “Gateway” Courses—Certain courses within the college curriculum are deemed “gateway” courses or courses that students must pass in order to make significant progress toward completion. Courses such as college algebra and college English are examples of gateway courses. If students do not complete these courses, it can significantly delay

their completion. One possible solution is to create a policy regarding attendance in these courses to provide the student every possible opportunity to pass these courses.

Streamlining Degree Programs and Establishing Student Graduation Plans—Some

degree programs require more courses than are necessary to meet workforce demands or established academic standards in specific disciplines. USHE will ask its institutions to evaluate degree programs to eliminate unnecessary requirements and streamline the route to completion without cutting academic quality.

Dixie Student Sits at Console for NASA Delta II Launch

Realizes the Sky is the Limit



Dixie State College sophomore Landon Terry is finally realizing a childhood dream, but the journey that ultimately led him down the path to achieving that dream is a true testament to how hard work and perseverance can make any dream a reality. Terry, a 32-year-old St. George native, first enrolled at Dixie State out of high school, but he admits he did not take school too seriously. He then got married and worked at a number of jobs, but eventually came to realize that he wanted to do what was important to him rather than just make money.

Terry returned to Dixie to pursue his dream to go into aerospace engineering. Ever since he was a young boy he has been fascinated with the space program and interested in things that fly. Growing up he took up building gliders, a hobby that he continues to this day. However, it was in first grade when he gathered with classmates to watch the ill-fated launch of the Space Shuttle Challenger in January of 1986 that his interest in space and NASA was launched.

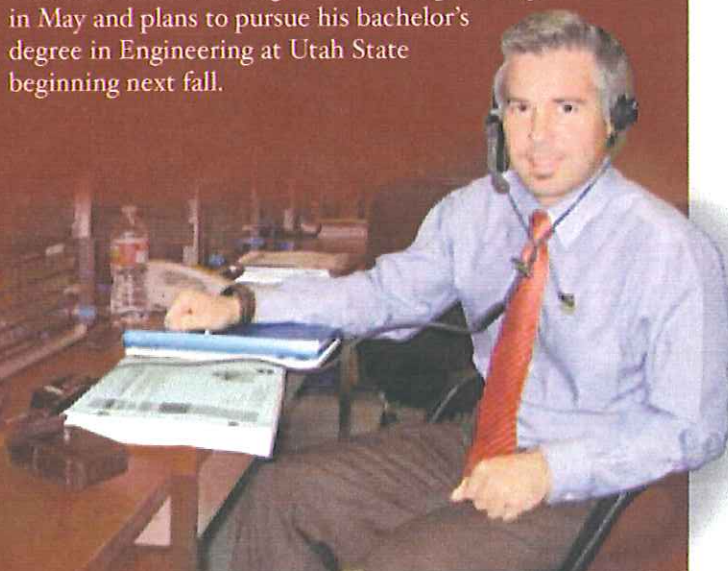
"Engineering for me is real world problem solving, and I've always been a problem solver," Terry says. "[The Challenger launch] was really impactful in my young life. My whole life I have followed NASA and all their missions, what they're doing, what they're learning, and what science is out there. Aerospace engineering is the only type of engineering I've wanted to do."

And now Terry is living his dream. Last month he joined students from the University of Michigan, Auburn University,

and Montana State University at California's Vandenberg Air Force Base to sit at the console for an early morning launch of a NASA Delta II rocket, which carried two satellites built by Utah State University students as part of the Dynamic Ionosphere Cubesat Experiment (DICE) into space. For Terry, witnessing a space launch in person was the moment of a lifetime, as well as an opportunity to gain valuable experience, which in turn has instilled in him the confidence of knowing that he truly can do what he's always wanted to do.

"What I learned is that I can be in this industry," Terry said. "It really affirmed the whole reason I'm going to school, that I actually can do what I want to do with my career."

Quite literally, the sky (or beyond) is the limit for Terry and his future. He will complete his Associate of Science degree in Pre-Engineering in May and plans to pursue his bachelor's degree in Engineering at Utah State beginning next fall.



In addition, many students graduate with more credits than needed. This can be due to changing majors or personal aspirations. Some classes, however, do not align with a particular degree and, while worthwhile, do not progress a student toward completion of a degree or certificate. USHE will ask institutions to establish policies that encourage students to create and adhere to a graduation plan (that may include purposeful electives).

3. Economic Innovation

Throughout 2011, Utah was a leading economy in the nation. An analysis by Forbes named Utah for the second straight year the “best state for business” stating that “no state can match the consistent performance of Utah.”¹ While much of the nation stagnated, Utah

¹ Kurt Badenhausen, “The Best States for Business,” Forbes 11 Nov 2011 Available online at forbes.com

Single Mother of two Michelle Eaton

More than her Fair Share of Life's Ups and Downs



Michelle Eaton is a student at Southern Utah University who, within the last year, has gained a new determination and focus for her future and the future of her children. In addition to managing the demands of home, family, and school, Eaton must also manage a variety of health challenges, including Lupus and heart problems that make her already difficult situation feel impossible at times.

After receiving her CNA certificate, Eaton married, joined the workforce and left school behind for many years. She had two children and later separated from her husband. These circumstances made a return to school particularly difficult.

The decision to return to school was a difficult one for Easton, whose initial matriculation did not go exactly as planned. After having been accepted to SUU and completed orientation, health problems intervened and delayed her attendance for another several months. Refusing to let those obstacles thwart her educational progress, Easton held firmly to her aspirations and jumped in with both feet the next semester.

Easton found a great support system in her professors and departmental staff at SUU. “My teachers have been spectacular in working with me and accommodating me to make sure I am able to succeed” she said. “They recommended me for the National Society of Leadership and Success as a way to help me along with my personal and school development and

provide another support group for me to draw strength and ideas from”.

Eaton attributes much of her personal and academic determination to her advisors at SUU, who helped her map out a personalized course for success. “I had gotten to a point where I was just a mom and a girl who didn’t have a clue what she wanted out of life” she said. “My academic and career advisors helped me find a general direction to take for my degree and helped me rediscover who I was and what I wanted out of life.”

Eaton is now in her second semester at SUU, working toward a bachelor’s degree in political science. In the short-term, she hopes to obtain an associate’s degree in paralegal studies, enabling her to work and support her family while continuing to pursue her long-term educational goals.



accelerated.

Utah's competitive advantage comes, in part, from Utah's colleges and universities. Each institution, from our community colleges to our research giants, recognizes the vital contribution each makes to Utah's economic recovery and long-term prosperity.

In addition to the many institutional economic development initiatives, the Board of Regents currently has three key economic development priorities: (1) expand and support the Utah Cluster Acceleration Partnership (UCAP) initiative; (2) expand and support the Utah Science Technology, and Research (USTAR) initiative; and (3) develop a Utah model for job and education projections.

Current Initiatives

Utah Cluster Acceleration Partnership (UCAP)—Utah's economic prosperity directly correlates to the success of its targeted economic

clusters, which have a focus along the Wasatch Front. Clusters are groups of related business and companies within an industry whose collective excellence, collaboration, and knowledge provide a sustainable competitive advantage (see Figure 13). The synergy of clusters helps generate wealth and jobs that accelerate the state's economy. For example, Utah's life science cluster generates 2.65 non-life science jobs for every one life science job. This multiplier of wealth is the reason Utah's colleges and universities must act as a catalyst to focus people, ideas and resources on the clusters as our greatest opportunities for success.

Outside of the Wasatch Front, the targeted economic clusters are more dispersed and not as impactful. In these more regional and rural economies, Utah's colleges and universities are among the only assets that can drive economic growth and regional prosperity. Current efforts in the areas of small business and entrepreneurial development should increase the rate and success of business ventures (see Figure 13).

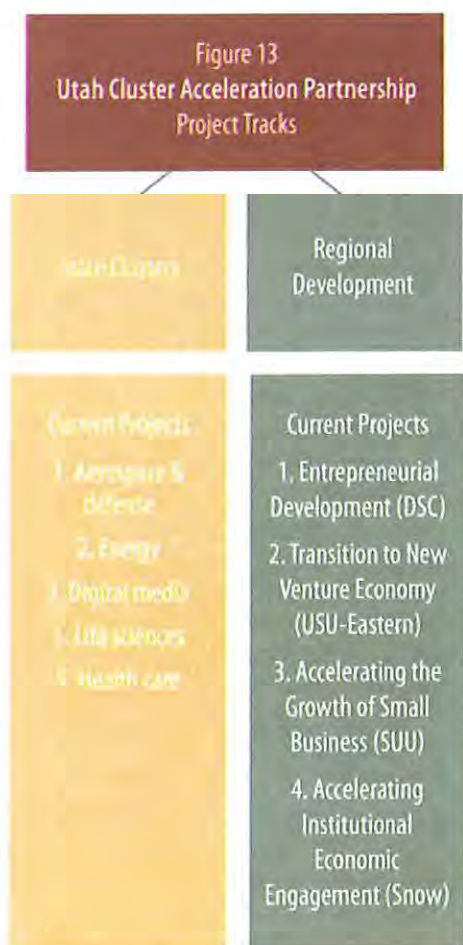
The UCAP initiative seeks to accelerate growth in both the high-impact economic clusters and regional economies. This two-pronged approach aligns with Governor Herbert's economic development goals to (1) strengthen and grow existing Utah business, both urban and rural, (2) increase innovation, entrepreneurship, and investment, and (3) prioritize education to develop the workforce of the future.²

In 2011, the UCAP initiative expanded and matured as an impactful public-private initiative. Expanding from the initial three pilot projects in aerospace, digital media, and energy, UCAP now supports projects at every USHE institution.

2011 cluster projects included life science, healthcare, and entrepreneurial development. Snow College,

"The Utah Cluster Acceleration Partnership is a true collaboration—with leaders from industry, state government, higher education and our research community—all working together to significantly increase the economic impact of our most important industry clusters."

Governor Gary R. Herbert
State of the State Address 2010



² Utah's Economic Development Plan From Governor Gary R. Herbert, Fall 2010. Available at www.business.utah.gov/econ-plan.



Figure 14: State's Research Investment
Leveraged 187 Percent
\$73.5 Million Yields \$137.4 Million Impact



Dixie State College, Southern Utah University, and Utah State University – College of Eastern Utah also completed regional stewardship audits to determine how best to leverage the resources of higher education to accelerate economic growth within their service regions. Through 2012, UCAP will continue to focus the efforts of Utah's colleges and universities towards the areas of greatest opportunity for wealth generation.

Utah Science Technology and Research (USTAR)—The Utah Science Technology and Research initiative (USTAR) focuses on leveraging the proven success of Utah's research universities in creating and commercializing innovative technologies to generate more technology-based start-up firms, higher paying jobs, and an expansion of Utah's tax base.

The March 2006 legislation that created USTAR provides funding to:

- Recruit top-level researchers
- Build state-of-the-art interdisciplinary research and development facilities
- Form science, innovation, and commercialization teams across the state.

In five years of operation, USTAR has hit significant milestones in its three program areas—Research Teams, Building Projects, and regional Technology Outreach.

Research Teams—As of June 30, 2011, USTAR had recruited more than 40 top researchers to the University of Utah (U of U) and Utah State University (USU). These innovators have come from Harvard, Massachusetts Institute of Technology, University of California—Los Angeles, Case Western Reserve, and other leading institutions.

Through June 2011, USTAR researchers have won \$90.2 million of direct federal and other funding, with awards to date and through FY2015. Including USTAR-assisted research and direct sub-contract funding committed for future years, USTAR researchers account for \$137.4 million in total impact. Given the state's \$73.5 million investment in the program to date, Utah has seen a 187% leverage of its research investment so far.

USTAR innovators have generated a portfolio of intellectual property, which will fuel economic impact far into the future. So far, 121 invention disclosures and 46 provisional patents have been filed, a highly productive performance in light of national averages. USTAR researchers have created four companies and

have a commercialization pipeline of more than 20 other projects.

Research Facility Construction—USTAR funding supports construction of state-of-the-art interdisciplinary research and innovation facilities at the U of U and USU. Each structure will provide research teams with strategic core facilities to advance innovation and commercialization in their respective focus areas. These facilities are already proving to be “industry magnets” for collaboration.

Research teams began to move into USU’s BioInnovations Building in January 2011. The U of U building is progressing toward an early 2012 opening. Both projects significantly expand the state’s life science research and commercialization resources.

Technology Outreach—USTAR’s Technology Outreach Innovation Program (TOIP) is the engine to drive commercialization activities. The regional program is led by industry-experienced directors deployed across Utah. Each director heads an Outreach Center located

Snow College Student Accepted at Juilliard

SNOW
COLLEGE

Andrew Wangemann is a drummer. He’s also one of the few transfer students accepted at Juilliard—certainly the first from Snow College.

Wangemann started at Snow College in fall of 2007. “Andrew was a serious drummer from the moment he walked in the door,” said Vance Larsen, Dean of the Fine Arts Division at Snow College. As another professor put it, Wangemann had the talent to do whatever he wanted, with the right help. In his three years at Snow College, he has met with great success.

Wangemann interrupted his studies with a two-year LDS mission. During that time, his goals changed, and his sights were firmly set on transferring from Snow College to the Juilliard School of Music in New York. With help from Snow College faculty and a personal connection, he was able to meet with Carl Allen, a fellow drummer and a faculty member at Juilliard. Andrew now had a path to his dream.

“Last year, Juilliard accepted one person in his field,” said Larsen. “That person was Andrew.”

“There is no way I would have ended up at Juilliard if not for my time at Snow College,” said Wangemann. “Everyone helped me determine a path to get there.”

That path included a lot of practice, honing of skills, and a lot of tips from Juilliard and Snow faculty such as James Burton, the former director of Jazz Studies and a Juilliard graduate. Wangemann said his growth at Snow made the transition smoother.

Snow’s Horne School of Music serves about 600 students and 140 student music majors each year, with the goal of helping them reach their educational goals. And as Wangemann the drummer demonstrates, no goal is out of reach.





at one of the state's higher educational institutions. The directors assist in expanding the transfer of new or improved technologies from state universities to existing companies.

In FY 2011, USTAR Technology Outreach staff conducted more than 200 projects that supported companies, entrepreneurs and researchers in 16 of 29 counties in the state. The team facilitated the Technology Commercialization Grant Program, which links regional institutions of higher education with local innovators to bring unique ideas to commercialization. Through November 2011, the grant program has resulted in 82 product prototypes, 128 invention disclosures and patents filed 37 new sales agreements, 21 new companies launched, and more than \$18.9 million in follow-on investment.

Jobs for Utah's Future –

Data Coordination—Like any enterprise, higher education must know and project future needs. Workforce and talent development is playing an increasingly larger role in economic development strategies. The Jobs for Utah's Future project is developing a unique approach to projecting workforce and talent needs specifically tailored for Utah.

The difficulty of projections is that the "language and data" used by education officials is different from that used by workforce services and economic development professionals. The State Board of Regents, in partnership with the Utah Department of Workforce Services, the Governor's Office, Utah State Office of Education, and the Utah College of Applied Technology has committed to formulate a Utah solution to the data incompatibility.

Working under the agenda of the Governor's Excellence in Education Commission, this coalition of workforce and talent development agencies have begun work to produce

The Governor's
Excellence in Education
Commission are
working to unite talent
and workforce needs
through education.

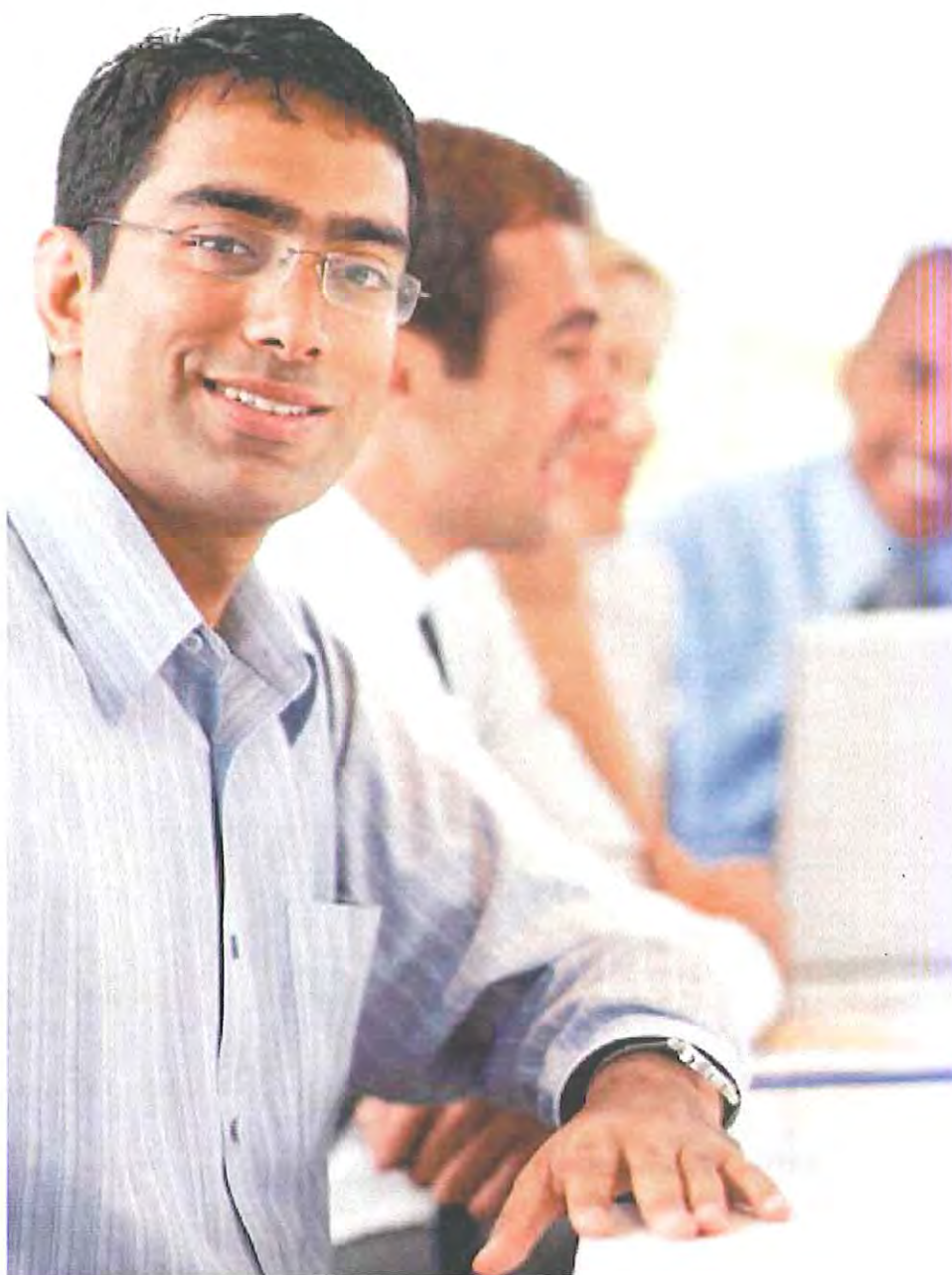
of a common report to the Governor and Utah Legislature about how state agencies will meet the workforce and talent needs of the state through education. The anticipated release of this document is mid-2012.

Future Initiatives

Jobs Utah—To grow jobs and wages in Utah requires the concerted effort of education, government, and industry. The Board of Regents supports forming of an interagency coordinating committee to oversee education and workforce economic development initiatives. The proposal to form this committee is currently before the Governor's Education Excellence Commission and will be more fully vetted in 2012.

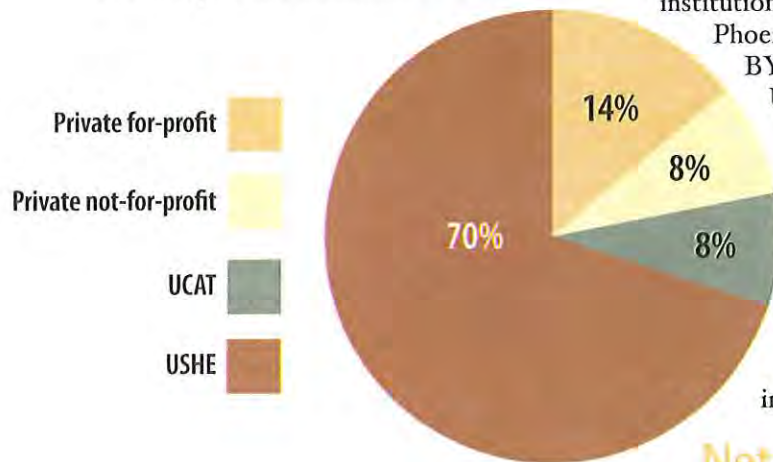
Workforce Grant

Collaboration—Throughout 2011, discussions were conducted regarding the opportunity to develop a proactive workforce and talent-development grant strategy. Having identified Utah's economic strengths and gaps, Utah's colleges and universities should seek grants that align to these strengths and bridge these gaps. Initial meetings to develop a pro-active consortium were held during 2011. The opportunities for collaboration will continue to be identified throughout 2012 to discover the best model for winning grants awards that meets Utah's greatest needs and exploits our greatest opportunities for growth.



Building Utah's Higher Education Network

Figure 15: All First-time Degree/Certificate Seeking Undergraduate Students
(Residency at time of admission = UT)



In order to accomplish Utah's **big goal**, USHE recognizes its responsibility to provide the largest share of degree/certificate attainment. However, accomplishing the 66% goal will not be possible without a joint effort of USHE, UCAT, private for-profit, and private not-for-profit schools.

USHE educates approximately 70% of all first time degree/certificate seeking undergraduate students. Private for-profit institutions, such as Stevens-Henager College and University of Phoenix, are educating 14%; private not-for-profit schools, like BYU and Western Governors University, educate 8%; and UCAT is educating the remaining 8% (see Figure 15).

A diverse offering of higher education institutions is a valuable component of any state's higher education system and economy. Currently, the Office of the Commissioner of Higher Education is working to develop a network of schools committed to meeting the state's goal through strengthened transferability between USHE and other institutions of higher education, and through public advocacy for the importance of higher education.

Network Effectiveness

To continue efficient and effective practices, USHE continues to lead the state in bringing people and groups together to improve efficiency while maintaining access and quality. The following initiatives represent two of the most exciting projects currently underway in Utah.

Utah Data Alliance (UDA)—In June 2010, USOE received an American Recovery and Reinvestment Act (ARRA) grant to construct a statewide longitudinal data system (SLDS). The goal is to make individual student data, from early childhood into the workforce, available for research and analysis.

The Utah Data Alliance seeks to complete two significant capabilities. The first of these capabilities is linking an individual's K-12 data to pre-kindergarten, postsecondary, workforce, and Armed Forces records. Such linking enables the analysis of student progress and outcomes over a longer period. The second capability is the exchange and access of this data by using widely recognized data

standards. Through the work proposed in this application, the fulfillment of these two capabilities extends the usefulness, quality and availability of the following required elements.

Element 1 - A unique statewide student identifier that does not permit a student to be individually identified by users of the system (except as allowed by Federal and State law).

Element 2 - Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.

Element 3 - The capacity to communicate with higher education data systems.

Element 4 - A state data audit system assessing data quality, validity, and reliability.

Element 5 - Student-level college readiness test scores.

Element 6 - Data that provides information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

Element 7 - Data that provides other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

WICHE Interstate Passport—The WICHE Interstate Passport is funded by the Carnegie Foundation in collaboration with the Western Interstate Commission for Higher Education (WICHE). This initiative focuses on developing learning outcomes within the General Education core to streamline transfer pathways and improve interstate transfer and graduation. Five of the fifteen WICHE states are collaborating to introduce the Essential Learning Outcomes (ELOs) developed by the Association of American Colleges and Universities and already in use in Utah. These ELOs will be integrated into institutional General Education core courses in the other participating states: California, Hawaii, North Dakota and Oregon. Students who complete the core courses and demonstrate competency in the ELOs will receive a Passport that allows these core courses to transfer seamlessly among the participating WICHE states.



UDA Partners Include:

- Utah State Office of Education (USOE)
- Utah System of Higher Education (USHE)
- Utah College of Applied Technology (UCAT)
- Utah Department of Workforce Services (DWS)
- Utah Education Policy Center (UEPC)
- Utah Education Network (UEN)

Quality

A major goal in Utah is to improve college readiness and clearly define learning outcomes. Through collaboration with USOE, UCAT, WICHE, and national associations, Utah continues to align curriculum with the needs of industry and other educational institutions, thereby improving transferability within the system and throughout the WICHE region. Maintaining quality while increasing efficiency continues to be a top priority of the Utah System of Higher Education.

Lumina funded Tuning project in Math, History, Physics and Elementary Education — Utah is leading the nation in its seamless transfer and articulation policy and practices. It is one of a small number of states receiving funding from the Lumina Foundation for its work in *Tuning*. This past summer the USHE received an additional \$390,000 to continue the Tuning project, expanding into Physics Education, History and History Education, General Education Math, and Elementary Education. The goal of the Lumina Tuning project is to develop and make transparent discipline learning outcomes and competencies for each degree level – associate's, bachelor's and master's. Faculty members from each institution around the state gather to discuss the knowledge and skills students will need upon completion of their degree. The learning outcomes and competencies are designed to align with employer needs, as determined by employer focus groups, and the Common Core State Standards adopted by Utah.

Quality Collaborative—New transfer and articulation agreements are being established between Salt Lake Community College and the University of Utah. Not only will the Quality Collaborative improve transfer and articulation, but it will also address assessment strategies and techniques that ultimately improve learning. The Associate of Science in Business degree is likely to be the starting point for this work.

Future

Technology is dramatically changing students' learning styles, as well as institutions' ability to deliver education differently, while sustaining academic quality and potentially reducing costs.

The following initiatives are underway in an effort to respond to disruptive technologies and to utilize technology to improve advising and career placement.

Disruptive Technologies—Staff members within the Office of the Commissioner of Higher Education (OCHE) are currently collaborating with the Information Technology offices from institutions around the state to develop responses and strategies to use technology more creatively. While much has already occurred on the *operational* front, the present emphasis within OCHE is to explore opportunities that exist at the core of the academic enterprise – the *instructional* front. On November 3, 2011 the OCHE hosted Henry J. Eyring, author of *The Innovative University: Changing the DNA of Higher Education*, to facilitate a discussion of potential innovation within the Utah System of Higher Education. Technology Plans are now being required by each campus and are being presented



to the Board of Regents. Finally, a paper addressing the current disruptive technology environment and potential future directions is being drafted.

Technology-based Advising &

DegreeWorks—Several campuses have purchased, or are investigating the possibility of purchasing, comprehensive web-based academic advising and degree audit software. Currently, five USHE institutions are in the beginning stages of implementing academic advising software for students and advisors called *DegreeWorks*. This software provides robust academic planning tools and real-time counseling capabilities to assist academic advisors in providing consistent and meaningful direction to students. It shows students how their courses apply toward their selected degree program without taking unnecessary courses. DegreeWorks also provides:

- Real-time advice and counsel to students
- Interactive “what if” scenario planning
- More transparent course and credit transfer
- More personalized advising
- More timely degree certification
- Better retention and improved transfer recruitment
- Semester-by-semester planning

Another advising tool being offered at extension campuses is advising through a video conferencing system. The product, called Movi, allows for a high definition video feed from the extension campus to the advisor located on the main campus. This is important because it allows advisors to require that a student show their picture ID for verification before any personally identifiable information is discussed. Once the connection is established, the advising session resembles a traditional face-to-face advisor-student interaction.

Collaborative Voice (Advocacy)

Working with state and national organizations, USHE is attempting to align its efforts to national best practices. Through collaboration with state business leaders, USHE ensures that all advocates of

higher education speak in the same voice. Along with membership in various professional development associations, OCHE staff is working with Complete College America and the National Governors Association to improve college completion.

Prosperity 2020—Utah Business leaders recognize the value and importance of the role education plays in building and sustaining a strong economy. Prosperity 2020 is an organization of Utah business and community leaders that promotes investment and innovation in K12 and higher education. USHE continues to work closely with Prosperity 2020 to advocate for increased state support to ensure that higher education provides the educated workforce businesses need.

Complete College America—Utah continues to work with Complete College America to develop and implement high-impact, large-scale college completion strategies. Utah has embraced new thinking on improving college completion for students in Utah. As one of thirty Alliance States, Utah is committed to setting state and institutional completion goals, developing action plans, and collecting and reporting common measures of progress. As mentioned previously, USHE is currently working with Complete College America to coordinate a Complete College Utah Academy in March 2012.

National Governors Association—In August 2011, the Office of the Commissioner was awarded a \$30,000 Complete to Compete grant from the National Governors Association (NGA). The grant outlines that OCHE will develop an action plan for a) increasing the emphasis on performance and outcome metrics in its postsecondary education accountability system; and b) embedding those metrics in a key area of state policy.

In November, Utah sent a team of four delegates representing USHE, DWS, and UCAT to the *Policy Academy: Strengthening Postsecondary Accountability Systems* meeting in Atlanta, Georgia. The academy focused on making efficiency and effectiveness a more significant part of state-level accountability systems. Over the next year, the NGA will be working closely with Utah to provide direction on best practices from around the country in the development of performance indicators and accountability matrices.



University of Utah



Established: 1850

Fall 2011 Headcount
Enrollment:

33,600

Fall 2011 FTE
Enrollment:

26,220

1. Progress in Achieving 2010 Report Recommendations

Last March, the University of Utah selected the following recommendations from the 2020 Plan as our highest priorities for the coming year:

- **Support mission based funding—Recommendation 20**
- **Adopt policies and procedures that will improve retention—Recommendation 26**
- **Increase use of mixed, or blended, delivery courses—Recommendations 27 and 41**
- **Use technology to decrease costs and improve services—Recommendation 44**
- **Increase funding for the USTAR program—Recommendation 47**

2. Progress in Improving Institutional Retention Rates and Practices

The goal of increasing the rate of student completion begins with admitting a population of students that will be successful in the programs the University of Utah offers.

The University of Utah combines its exceptional faculty, cutting-edge curricula, and institutional support to recruit outstanding student scholars. As the Flagship campus, the University must remain accessible and affordable while providing the exceptional undergraduate programs that emanate from Utah's only tier-one, public research university.

Although enrollment at the University of Utah has been growing, we realized that we needed to refocus our recruitment strategy to ensure that we are serving those students that can be most successful and thrive at a research intensive university. In 2010, we partnered with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) to develop a new admission profile designed to better predict student success. This fall we hired a new Associate Vice President for Enrollment Management who is working with all of those involved in recruiting across campus to develop a more integrated and strategic enrollment plan.

The Strategic Enrollment Management Plan systematically focuses resources on strategies that have the strongest impact on the University's primary enrollment goals. These goals will be achieved by following the initiatives below:

- We are more clearly identifying the number and types of students needed to fulfill the institutional mission.
- We are enhancing our communication to include more targeted, personalized messages to high performing high school students to clarify what the core competencies are of a research intensive university and the value of pursuing their postsecondary education in that environment.
- The University is developing a master recruitment calendar that includes the target date for each piece of communication to be sent to prospects, applicants and admits, as

well as counselors and parents. The Office of Marketing and Communications is working with admissions and academic units to help integrate and coordinate information about our programs via television, radio, print and billboard advertisements.

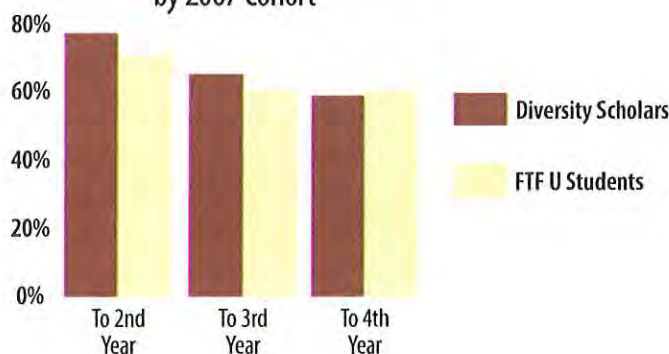
- We are determining the institution's capacity to serve students by degree program and types of students (traditional, non-traditional, graduate, veterans, etc.)
- We are currently conducting a systemic analysis of student characteristics to increase our knowledge of who is not persisting and graduating at the University.
- Through our new CRM recruitment software, the University is developing an online interest page that is designed to collect information on prospective students. As students move through the web portal, we are able not only to provide specific information tailored to the interests of the student, such as academic programs, student life, housing, and student aid, but we are also able to capture the data related to the student's information search and begin an individualized communication plan delivered through an automated process.
- We are refining our management of scholarships and financial aid by 1) Developing a campus wide scholarship search for students that will collect all scholarship resources in one place making it easier for the students to locate.; and 2) Targeting scholarships and institutional grant funding for low income students.

The goal of increasing the rate of student completion continues with providing the environment and tools to retain students so they can successfully graduate. We are working to increase the success of the following initiatives.

Expand Opportunities for High Engagement Experiences—The number of assistantships awarded to undergraduate researchers working with faculty sponsors by the Undergraduate Research Opportunities Program (UROP) has increased dramatically from 107 during the 2005-2006 academic year to 317 in 2010-2011.



First-time, First-Year Freshmen Retention
by 2007 Cohort



Deploy Student Orientation Leaders Year Round to Proactively Stay in Touch with First-Time Students—The Campus Life Mentor Program is a pilot program that was started in fall of 2011 that employs past orientation leaders to serve as assigned mentors to groups of incoming students during their first year at the University. During this first year, new students have been randomly selected to participate. If successful, we plan to increase the number of mentors and decrease the size of the mentee groups to allow for more personal one-on-one contacts.

Identify Intensive Mentoring and Support Services for Specific Subpopulations (First Generation Students)—The Diversity Scholars Program is central to the Office for Student Equity and Diversity's retention focus and was created as a way to support students of color during their first-year on campus via a campus orientation, regular interactions with faculty and staff of color, regular academic advising, multiple mentoring relationships, and off-campus community engagement opportunities. Most notably, the program is implemented as a cohort model that includes traditional admitted students, sponsored students, and scholarship students. Sponsored students are those students admitted under the University's 5% policy which allows for 5% of any incoming class to be comprised of students who do not meet the initial admission criteria. The Diversity Scholars program seeks

to sponsor such students' admissions and retain them through graduation.

Continue Mandatory Advising for Freshmen and Sophomores and Required Declaration of a Major After 60 Hours—U of U will continue its Mandatory Advising Program (MAP) that requires advising for first- and second-year students. Students who have accumulated 60 credits and not selected a major are required to seek advising for major exploration. Since its introduction to the campus community, the MAP committee has continued to offer training to advisors, initiated an assessment plan, and developed strategies to increase early participation.

Push the Use of the Newly Upgraded Automated Degree Audit System—After a consulting visit with College Source, two initiatives are under way in University College for the Degree Audit Reporting System (DARS): 1) Articulation tables from USHE schools are being adjusted so that the search for courses will work with prerequisite checking; and 2) Ways are being sought to identify repeats within transfer course work. Both of the above initiatives will help students to have a clearer picture of where they are in the progress toward their degrees.

Use of Technology to Decrease Costs and Improve Services—University IT is supporting management in the effort to improve and streamline



admissions, registration and financial aid awarding processes. The University has joined a higher education software development consortium called Quali that offers a workflow automation tool. This tool will be used to automate the student related processes as they are designed. In addition, the Technology-Assisted Curriculum Center (TACC) is providing faculty grants for curriculum development of hybrid courses which leverage technology to provide an efficient and effective use of on-line learning and classroom learning.

Reduce the Costs of Textbooks—Expanding book rental opportunities, availability of e-books and e-book rentals will help reduce costs and retain students in school. Through a concerted campus effort, many programs have been implemented at the campus level to help reduce the overall cost of textbooks to students. These programs include guaranteed buyback, e-books, textbook rental, and increased availability of used textbooks.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Economic Innovation—USTAR continues to show the potential for contributing to economic innovation. To date, we have hired 35 USTAR

investigators and are planning on recruiting five new investigators within the next year. We are currently five years ahead of the benchmarks from the Bureau of Economic and Business Research study as measured by our disclosures, patents, licenses, start-up companies and employment. We will be working with the USTAR Governing Authority board and Legislature to increase our funding as was outlined in the original bill (SB75) that established USTAR. Additional funding will allow us to pursue a health sciences drug research cluster and expand our current successful clusters.

Research at the University of Utah helps drive economic innovation. The Electronic Post Award Management project that is partially funded by mission based funds is on track to help automate many of the administrative duties related to funded research. The successful completion of this project will allow research faculty, including USTAR faculty, to spend more time actively involved in research.

Research at the University of Utah helps drive economic innovation.



Utah State University



Established: 1888

Fall 2011 Headcount
Enrollment:

28,994

Fall 2011 FTE
Enrollment:

19,541

The following summarizes Utah State University's (USU) continuing progress in addressing the goals of *participation, completion and economic innovation* outlined in the HigherEdUtah 2020 plan. Specific recommendations from the 2020 plan, toward which USU has made a focused effort, are addressed within the text.

Strategic Priority 1: Student Participation

The Utah State University system of campuses and education centers spans the state of Utah, offering access to quality higher education for all Utahans (see map). Utah State University increases participation in higher education by offering course content through face-to-face, interactive video broadcast, and online delivery modes. In fall 2011, a total of 28,994 students are enrolled at USU—across all campuses and in all course modalities, representing the largest enrollment in the 123-year history of the institution. In Logan, a total of 16,857 students are enrolled, the largest number at that location in the history of the university. Similarly, enrollment at the regional campuses in Brigham City, Tooele and the Uintah Basin are at an all-time high. Compared to fall 2000, headcount enrollments at the regional campuses have grown by 87% (from 6,727 to 12,583). In the entire USU system, compared to last year, enrollment increases were experienced in transfer students (+ 7.9%), continuing students (+ 5.0%) and new graduate students (+ 4.7%).

Utah State University continues to become more diverse. Across the entire USU system, enrollment of domestic minority students is up 11.5% compared to last year.

Since fall 2005, minority student enrollment in the USU system has almost tripled from 1,079 to 3,064 this year. Utah State University now has more students of Hispanic origin in the USU system (1,439) than it had in 2005 in all categories of ethnic minorities (1,079). Students of Hispanic heritage represent 47% of the minority students in the USU system. The largest concentration of domestic minority students is on the USU-Eastern campuses (26.9%), followed by the regional campuses in Brigham City, Tooele and the Uintah Basin (10.8%) and the Logan campus (7.9%).

► Mixed-delivery Courses— Recommendation 27 & 41

Utah State University is fully engaged in assisting faculty in the development and implementation of mixed delivery courses. In fall 2011 more than 800 traditional USU courses used some form of online delivery (i.e. learning management system). Additionally, USU broadcasted nearly 300 courses using video conferencing with faculty taking advantage of online delivery to increase teaching and learning experiences in lieu of physical seat-time. As an example, in 2010, USU's Nutrition and Food Science (NFS) 1020 course was meeting 3 days-a-week for 50 minute lectures with over 300 students. In 2011 the department worked with professional

instructional designers to develop a mixed delivery format that requires students to meet only one-day a week for a 50 minute lecture while providing smaller group sections that meet online, facilitating discussions, sharing content and promoting greater participation. Early data shows that student satisfaction is higher in the mixed delivery NFS 1020 course—with, on average, better overall student performance.

► Faculty Retention Efforts— Recommendation 34

Limited financial resources continue to provide a challenge for faculty hiring. However, after experiencing a decline in faculty numbers, USU has leveraged resources from faculty retirements into new hires, and the number of tenured and tenure-track faculty has now returned to 2007 levels. The university remains committed to building the faculty in response to increasing enrollments as the necessary resources become available.

Strategic Priority 2: Student Completion

Utah State University is continuing several programs that are anticipated to improve retention and completion rates over time. These include: new student and parent orientation, a first-year experience



course, academic support that includes tutoring, supplemental instruction and an early alert program for students who are struggling, weekly emails and an Aggie Passport Program to engage students in campus activities, and a leave of absence program that keeps USU in touch with students who have taken a break for a semester or longer to help reintegrate them when they are able to return to the University.

In addition to ongoing programs, several new initiatives are in planning or early stages of development, including: retention scholarships, a degree audit program to assist students in planning their path to graduation, improvements to summer course offerings and summer schedule, best-practice retention workshops for campus constituencies, and a virtual one-stop shop of tools and services to support student success and progress-to-degree (see details below).

► **Mission-Based Funding—Recommendation 20**

Utilizing one-time, mission-based funding from the Board of Regents, the Division of Student Services at Utah State University is partnering with the Provost's Office and Regional Campuses and Distance Education (RCDE) to design and implement a comprehensive

suite of Web-based tools (i.e., a virtual one-stop student services shop) to support student success and timely progress toward a degree.

This innovative one-stop shop of virtual tools and services is being designed by two teams working in tandem: a student team and a project team that includes professional staff and administrators from key areas across the university system. The one-stop shop will be available 24/7 without geographic limitations to all USU students, advisors, and other university personnel via a central Web site or portal accessible only by secure password. Faculty and advisors will access the one-stop shop to monitor their advisees' academic progress and involvement, thus allowing them to provide needed support or interventions.

The prototype for the virtual one-stop shop will be delivered by the design teams at the end of fall semester 2011. During spring semester 2012, USU will implement the prototype through an in-house process or by engaging an outside vendor to develop the virtual one-stop shop. The costs for either approach should be similar. The target date for rolling out the new suite of Web-based tools is August 2012.

Strategic Priority 3: Economic Innovation

Utah State University has received over \$213 million in external research awards for 2011, making it the best year on record for USU-sponsored research, and a 47% increase over the past two years. Approximately 70% of sponsored program funds are spent in the state of Utah, and more than 2200 jobs are created as a result of sponsored programs at USU. Commercialization of USU research discoveries continues to grow. Currently, USU is pursuing 57 active commercialization projects; 42 early-stage pipeline projects (8 in \$1B+ markets); 70 new invention disclosures, and 20 patents have been filed.

► USTAR Enhancements & Entrepreneurial Education— Recommendation 47

The Utah Science, Technology and Research (USTAR) initiative is designed to build the academy, leverage research opportunities, and create new technologies that will drive economic development and provide new revenue streams to higher education. USU USTAR researchers collectively number 32 (13 USTAR professors and 19 research affiliates). USU USTAR researchers have secured \$19 million in external funding and 6 new companies have been formed since January 2011.

Utah State University has established the Center for Entrepreneurial Excellence. The Center is administered in the Jon M. Huntsman School of Business, but is inclusive in serving students across the University, including USU's Regional Campuses and USU Eastern in Price and Blanding. The Center's curriculum, combined with programs and activities, teaches students the skills of entrepreneurship leadership and prepares them for successful careers in (1) creating new ventures, (2) developing existing corporations, and (3) building community organizations. The Center was launched in November 2011, and accomplishments will be noted in future reports.

Utah State University is a public, research university committed to providing access to higher education by fulfilling its land-grant mission in state of Utah. USU is committed to the priorities of participation, completion and economic innovation, evidenced by progress in these areas outlined in this summary report.



USU USTAR researchers
have secured \$19 million
in external funding and 6
new companies have been
formed since January 2011.



Snow College

Established: 1888

Fall 2011 Headcount Enrollment: **4,465**

Fall 2011 FTE Enrollment: **3,244**



The Degree Works
academic planning
software program
will help facilitate
educational plans.



1. Progress in Achieving 2010 Report Recommendations

► Institutional Remedial Education Reports to Public Schools—Recommendation 25

Each spring Snow College prepares annual high school profile reports that summarize key data elements regarding entering freshmen by high school. The 2012 edition of the report will include data about the number of students in the entering cohort that required developmental math and/or English courses and the number of those students who subsequently succeeded in the regular course (i.e. Math 1010, English 1010).

► Institutional Retention Policies—Recommendation 26

Snow College is developing a phone and email survey process to enhance the data we collect about student persistence and retention. The Student Success Office and Institutional Research Office are collaborating to conduct surveys from January-February 2012 with non-returning students from Fall 2011 to gather specific information about factors that resulted in students interrupting their enrollment. Data collected will be reviewed by the Deans Council and the Student Success Council in March and appropriate follow up action taken, including incorporating the findings into the Start Smart curriculum (new student orientation course) for the Fall 2012 cohort.

► Completion-oriented online services—Recommendation 43

Snow College is implementing the DegreeWorks academic planning software program for use by students,

advisors, faculty members and other academic support staff. The program will enable students to track progress toward degree completion, create an individual education plan, and make advisement conversations more focused on individual student progress toward goal completion. Initial training of our 5 person implementation team was completed in October 2011. The team is approximately 80% complete in building the databases and files for the program. Follow up training is scheduled for February 2012. After final entry and cleanup work, the program will be opened to a test group of students in April 2012. Our target for going live with the program is August 2012.

2. Progress in Improving Institutional Retention Rates and Practices

- Highlights of ongoing efforts to improve Snow College's retention rates and practices this past semester include:
- Discussions with fall semester student focus groups on both campuses to gather feedback on student satisfaction and concerns. Data collected will be reviewed by Deans Council and Student Success Council.
- Major re-modeling project on the Richfield Campus to create a Student Life space that will support and enhance the effort to build a stronger student activity and leadership program there. (Student involvement opportunities have a significant positive impact on persistence and retention.)
- Strengthening the curriculum in the Start Smart



(new student orientation) course by transferring oversight to Academic Affairs.

- 22% more students participating in the Multicultural Student Center and related programs in Fall 2011 than Fall 2010. Initiating a campus-wide advisory committee to further strengthen and expand the efforts of the Center to support multicultural students at Snow College.
- Re-modeling a dedicated space for the Counseling and Wellness Center to allow for improved counseling services, better confidentiality, and more opportunities for student programming.
- Ongoing efforts for cooperative coordination between Student Success, Financial Aid, and Business Offices to facilitate timely awarding of financial aid so students have the resources to start and stay enrolled in school.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Snow College recently updated its college strategic plan and submitted it to the Office of the Commissioner under the title, *A Blueprint for the Future*. The document focuses on the college's recently revised mission statement and the three strategic priorities that underlie the **big goal** in the Board of Regents plan outlined in HigherEdUtah 2020. Snow's blueprint summarizes the college's direction in connection with and in support of the plan.

The blueprint discusses Snow College's place in the Utah System of Higher Education as a residential junior college that strives to continue its tradition of excellence in preparing students to transfer for further educational

Snow College is committed to helping students with the resources they need to stay enrolled.

preparation at the university level, preparing students to enter the workforce, and supporting economic development in its six county primary service region of central Utah. The document goes on to address each of the three strategic priorities in the 2020 plan and discusses Snow's preparation to actively support and accomplish each priority. The blueprint concludes by reviewing Snow's five Centers for Opportunities, which

are described as clusters of dynamic and strategic focus and initiative. They are not buildings or administrative units; they identify pathways of excellence, innovation and engagement for Snow College and serve as incubators for practices and accomplishments that will empower Snow College to be an ambitious partner in moving the state toward the **big goal**.





Weber State University

The following summarizes Weber State University's (WSU) continuing progress in addressing the strategic priorities outlined in the HigherEdUtah 2020 plan. Progress made on specific recommendations from the 2020 plan, toward which WSU has made a focused effort, are addressed within the text.

Strategic Priority 1: Student Participation

► Land Acquisition (Branch Campuses)—Recommendation 31

Expand WSU-Davis Campus. Groundbreaking for a new classroom building at WSU Davis took place on November 8 and construction is slated for completion in fall of 2013. House Bill 4 and Senate Bill 5, which were passed by the 2011 Legislature, authorized the issuance of general obligation and revenue bonds to fund a new classroom building at WSU-Davis. That facility will provide space for as many as 3,000 students.

► Success Stipends—Recommendation 10

Expand "Dream Weber" Program. Enrollment in the "Dream Weber" program increased by 9% in fall of 2011, up from 697 in fall of 2010 to 758. This program makes higher education significantly more accessible for

Established: 1889

Fall 2011 Headcount
Enrollment:

25,483

Fall 2011 FTE
Enrollment:

13,821



minority and first-generation college students who might otherwise have not opted for postsecondary education by providing up to eight semesters of free tuition to resident students who qualify for federal Pell Grant funds and have an annual household income of \$25,000 or less.

► **College Access Challenge Grant & related outreach efforts—
Recommendation 14**

Connecting to College. WSU received a College Access Challenge Grant for its Connecting to College. The program expanded an existing bridge program and focused on connecting low income, first generation, underrepresented students to University services, staff, and peers through a series of events and one-on-one appointments. Monthly events begin in May when students graduate from high school and end in November as they complete their first semester in college. These events are designed to keep college a focus, instill that a college degree is attainable, and connect students with services, programs and staff that can increase their success.

Expand Pre-college Outreach Efforts. As a result of WSU outreach initiatives, 303 students from traditionally underserved local populations applied for admission to Weber State in fall of 2011. These outreach programs include federally funded efforts such as Educational Talent Search, Upward Bound and GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as well as local partnerships like “Student to Student Outreach” and the annual Multicultural Youth Conference. The 2011 statistics represent a 124% increase over the 135 similar students who applied for enrollment in fall of 2010. Beginning in autumn of 2012, WSU will expand outreach efforts by participating in another GEAR-UP grant that will include an additional six target schools. WSU will also host additional youth conferences and summer bridge programs for 9th - through 12th-grade students to create an expanded pipeline of college preparation to the university.



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Strategic Priority 2: Student Completion

► **Time to Graduation—Recommendation 28**

Implement “Fast Track” Program. As of fall 2011, Weber State has fully implemented its “Fast Track” program. Under the guidance of the WSU Student Success Center, students who participate in the “Fast Track” program have the opportunity to complete a General Studies associate degree in as little as one year. The Goddard School of Business & Economics has also implemented a “Fast Track” program in its Master of Business Administration program to streamline the process of completing the 36 credit hours required for that degree. These programs will benefit students by helping them to achieve their educational goals faster and at less personal expense.

SECTION C Institutional Updates



More efficient time-to-graduation will also accommodate additional students at the university.

► **Innovate Developmental and Remedial Education—Recommendation 23**

Enhance the “TERM” Program. Enrollment in the “Technology Enhanced Remedial Math” program at Weber State increased this fall by 9% in terms of headcount (from 3,503 to 3,802) and 7% in terms of full-time equivalent students (from 11,926 to 12,775). Continued expansion of this program will assist under-prepared students and accelerate their pace toward graduation.

► **Mixed-Delivery Courses—Recommendation 27**

Expand Hybrid/Online Offerings. In fall of 2011, the number of WSU courses delivered via online technology was 281. The 456 course sections offered online this fall accommodated 2,285 full-time-equivalent students (an increase of 4% over fall of 2010) who made up 17% of Weber State’s total FTE enrollment. Many of WSU’s master degree programs are delivered in hybrid course formats. WSU also now offers web-enhanced courses that enrich classroom instruction as well as accelerated hybrid classes that allow undergraduates to complete classes in just seven weeks. WSU offered nearly 1,500 sections of these types of courses in fall of 2011.

► **Provide Quality Opportunities for More Students—Action Plan Focus Area 3**

Enhance Engaged Learning Opportunities. Engaged learning opportunities at Weber State include the chance for students to participate in undergraduate research, community-based service learning, capstone projects and internships.

- As part of its ongoing Undergraduate Research Initiative, Weber State has hosted an Undergraduate Research Symposium every year since 2004. More than 800 WSU students have used that



event to highlight the results of their research efforts through either oral or poster presentations.

- The university’s annual undergraduate research journal, entitled ERGO, has also published 54 feature articles and 105 abstracts highlighting student research efforts since 2007.
- Some WSU students have earned national recognition for their undergraduate research projects. Those students include Amy Friend, who was one of only 60 students nationwide to participate in the 2011 Posters on the Hill event; zoology major Amanda Truong, one of only ten undergraduates worldwide invited to present their research results at the Society of Molecular Biology and Evolution conference in Kyoto in July; and Michelle Burton and Andrew Chris, whose report on the impact of religiosity on blended families was selected by the National



Council on Family Relations as its Outstanding Undergraduate Research Project of 2010-11.

- The annual conference meeting of the National Conference on Undergraduate Research will be held at WSU in March of 2012.
- Through capstone project, students demonstrate their command of academic subject matter as well as their ability to analyze and utilize that knowledge. During the 2010-11 academic year, nearly one-third of the 4,124 students who received WSU degrees completed capstone projects.
- During the academic year that ended in June, 7,077 WSU students participating in community-based learning initiatives contributed more than 131,000 volunteer hours to worthy causes. Compared to similar efforts in 2009-10, that accomplishment represented a more than 200% increase in student participation and a more than 500% increase in volunteer hours provided.
- Nearly 1,600 WSU students completed course-related internships in surrounding communities during 2010-11. Moreover, 79% of WSU graduate in spring of 2011 reported having completed one or more years of work experience related to their academic majors as either an intern or a volunteer.

Strategic Priority 3: Economic Innovation

➤ Utah Cluster Acceleration Partnership (UCAP)—Recommendation 48

Expand Business Cluster Acceleration Efforts. In partnership with the University of Utah, Weber State is continuing its efforts under the Utah Cluster Acceleration Project to study the implications of health care reform on the workforce professions of nursing, imaging technology and medical assistance. That effort has completed its industry analysis phase and is now moving into the next phase where industry employers, USHE, UCAT and private educators will develop a strategic plan to respond to changing employer needs.

A previous acceleration effort focused on Utah's aerospace industry, a business cluster employing more than 46,000 workers statewide. As a result of that effort, more than 100 WSU students opted to major in electronics engineering and the first graduate of that program received a bachelor's degree in December 2011. Weber State also established elective areas of emphasis in contract management and aerospace/defense in its master of business administration program.



➤ Enhance USTAR—Recommendation 47

Expand technology commercialization capabilities. Since March of 2011, Weber State has expanded its ability to foster technology commercialization and is working more closely with industry partners to support local business development, job creation and entrepreneurship. As the USTAR outreach center for northern Utah, the number of business development projects facilitated by Weber State has increased by more than 25% in the past nine months, up to 89 projects from the previous 70. In the same period, private entrepreneurial funding support for those projects has increased by \$500,000 to \$5.5 million. Two additional patent applications have also been filed, bringing the total from WSU facilitated projects to 11. Building on its previous success in winning TCG funding for local projects, the university has been equally successful in securing four TCIP grants worth nearly \$200,000 in recent months. Weber State has therefore secured a combined total of \$686,000 in TCG and TCIP funding for 19 projects.



Southern Utah University

Established: 1897

Fall 2011 Headcount
Enrollment:

7,750

Fall 2011 FTE
Enrollment:

6,007

1. Progress in Achieving 2010 Report Recommendations

➤ **Role/Mission-Based Institutional Admission Requirements— Recommendation 2**

The State Board of Regents should define specific admission requirements for each higher education institution based on its role and mission. These admission requirements should be communicated early and often to parents and students about what is expected in college so that time in high school will be used well to prepare adequately for college.

➤ **Mission-Based Funding—Recommendation 20**

Support a mission-based funding mechanism for USHE institutions that focuses new dollars specifically for measurable products. New accountability measures would connect funding to institutions' missions based on growth in course and degree completion, as well as research that contributes to the economy, quality and regional economic development activities, and job placement, rather than on third-week census numbers.

➤ **Institutional Retention and Completion Reporting— Recommendation 22**

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



➤ Institutional Retention Policies—Recommendation 26

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

➤ Faculty Retention Efforts—Recommendation 34

Increase funding for more faculty positions and faculty salaries in order to retain key faculty and expand the number of sections and students served. This will prevent soft or hard enrollment caps and course bottle-

Benchmarks of Successful Change at SUU

ACADEMIC YEAR	2008-09	2009-10	2010-11	2011-12
NUMBER OF PROGRAMS OFFERED				
Undergraduate	104	103	106	105
Graduate	9	9	9	8
DEGREES GRANTED				
Undergraduate (Associate/Baccalaureate)	323/900	317/924	359/938	—
Graduate (Masters)	307	352	420	—
FALL-TO-FALL RETENTION	61.5%	64.4%	63.9%	65.9%
6-YEAR GRADUATION RATE	39.5%	43.5%	41.7%	—
ENROLLMENT IN FOREIGN LANGUAGE (HC/FTE)	764/148.7	812/153.9	888/169.3	—
GEOGRAPHIC ORIGIN OF STUDENT BODY				
Utah Enrollment (Number of Counties)				
Out-of-State Enrollment (Number of States)	29 43	29 45	29 45	28 45
ENTERING ACT SCORES (FIRST-TIME FRESHMEN)	21.84	21.84	22.71	22.5
HIGH SCHOOL RANK IN TOP 40%	67.6%	66.1%	67.5%	68.7%
TOTAL NON-CAUCASIAN ENROLLMENT	778	874	965	1009
INTERNATIONAL STUDENTS	102	113	165	273
NUMBER OF STUDENTS STUDYING ABROAD	80	37	78	—

Definition of Measures

- **Program:** Program is defined as Field of Study.
- **Total Enrollment:** Total budget and non-budget related enrollment as of Fall 3rd week.
- **Degrees Granted:** Number of degrees awarded between July 1 and June 30.
- **Enrollment for Foreign Language:** Total enrollment for the entire academic year based on end-of-term data (Spring 2011 is based on March 2011 data). HC is unduplicated HC. FTE is annualized FTE.
- **High School Rank in Top 40%:** The percentage is based on all undergraduate students for whom SUU has received a high school rank. It should be noted that there are a good number of students for whom we do not receive high school ranks.
- **Total Non-Caucasian Enrollment:** This number is reported in HC and is based on Fall 3rd week reports.
- **International Students:** This number is reported in HC and is based on Fall 3rd week reports.
- **Number of Students Studying Abroad:** This is the total number of students for the entire academic year, reported as unduplicated headcount.



necks, and will help open admissions to programs that supply Utah workforce needs.

2. Progress in Improving Institutional Retention Rates and Practices

Pre-Enrollment

- **Drop for Non-payment:** To make room for students on waiting lists for classes, a deadline was implemented for tuition payment.
- **At-Risk Students:** Prior to classes starting, students with low math and English sub-scores on the ACT were sent an e-mail detailing resources available to help them should they need assistance.
- **FOUR YEAR SCHOLARSHIPS:** Starting with the 2012-2013 school year, students will receive four-year scholarships to provide incentive to complete their schooling at SUU.

First-year Efforts

- **SANS (Student Assessment Notification System):** This early alert system was created and is maintained through the mission based funding received from the state. This funding has allowed for the hiring of one graduate student to oversee submissions and the peer mentors. Additional IT help was also hired to maintain and make improvements to SANS.
- **First-year Student Survey:** A survey to first-year students has been completed for a second year, identifying trends associated with these students.
- **Operation Blind Spot:** Thirty staff were selected to help contact and train 60 faculty members relative to the use of SANS. The specific goal was to identify at-risk students (90-105 index). Faculty

participants had 10 or more at-risk students in their classes. The goal is to decrease the number of these students (357 in total) who are on academic probation in the spring semester.

- **90-95 Range Students:** All students who were admitted with an admission index between 90-95 were assigned a peer mentor to help them find resources and provide a peer contact for help.
- **On-Campus Housing Requirement for College Connections:** Starting Fall Semester 2012, all college connections students will be required to live in on-campus housing.
- **Learning Communities Enhanced:** Housing has expanded their offerings to seven different learning communities. Several have added required courses associated with the learning community.

Second Year+ Efforts

- **E-mail before Thanksgiving:** An e-mail was sent to students approximately one month prior to spring registration encouraging them to prepare for registration and providing them their appropriate date to register for classes.
- **Degree Works:** The Registrar's office invested in new software and has devoted many hours to provide students with this resource that identifies the courses they have completed and the courses still needed for graduation in every degree offered by SUU.
- **Quality Service Initiatives:** (a) Student training was piloted within the Student Services Division to create greater teamwork and a better understanding of quality service and its role on the SUU campus. (b) Training for new faculty and staff was completed in September. Nearly 35 new



faculty and staff attended the training focused on getting acclimated to Cedar City, SUU history and traditions, and our culture of quality service. (c) A new relocation guide is in development to provide new SUU employees with resources prior to starting their job at SUU.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Below are some highlights from a range of measures SUU has taken to ensure retention rates continue to climb.

- Established an experiential education requirement for all students.
- Initiated a communication campaign to encourage earlier spring semester registration.
- Enhanced communication and interventions for students with outstanding balances, students at risk academically, and students concerned about tuition payments.
- Planned significant programming during the first six weeks of fall and spring semester.
- Enlisted aid of national retention consultant.
- Implemented SUU Flight School to enhance the student transition to SUU.
- Identified four priority initiatives that aid in retaining students: Quality Service, Learning Communities, Academic Advising, and Early Alert. Tasked teams with developing action plans for each initiative.
- Enhanced the “MySUU” portal to provide students with a dynamic checklist for admissions and to conduct research to identify at risk students.
- Increased on-campus student job offerings.
- Hired four additional academic advisors and 30 new full-time faculty members since 2009.
- Targeted faculty hiring to address bottleneck required courses to reduce time to graduation.
- Increased funding for faculty development and training by 36% since 2009.
- Developing a comprehensive plan for summer course offerings to assist students with progress toward degree completion.
- Implementing an online interactive and dynamic degree audit system allowing students to explore different degree options as well as monitor progress towards graduation.
- Continue to sponsor orientations for special populations: non-traditional, first-generation and international students.





Dixie State College

Dixie State College has seen dramatic growth for eight consecutive semesters. Since 2007, student growth is up 63 percent. In order to align the institution's strategic directions and its role in advancing the *Higher Ed Utah 2020 Plan*, Dixie State College selected to focus on two areas of the Action Plan: **Access** (Student Participation) and **Retention** (Student Completion.)

Strategic Priority 1: Student Participation

Access—In order to expand the pipeline of college-bound and career-ready students, Dixie State College is addressing a series of recommendations found in the document. In addition to expanding its core and foundational degree options, Dixie State is specifically addressing:

➤ Access Inventory Report—Recommendation 4

"Dixie State College will complete and present to the State Board of Regents an Access Inventory Report by June 2011. The College will participate in the state-wide effort to increase and simplify access to higher education opportunities. It will modify services, procedures, and processes where needed to increase participation rates at the institution."

As an Open Admission institution, Dixie State College remains committed to providing simple and straight-forward access to its degree offerings. To further support this goal, the college has recently implemented admissions and advisement "Outreach Days" at many of its feeder schools, where students are able to complete their admissions application and receive initial advisement without leaving the high school and with the assistance of college representatives. To increase access and support to under-represented populations, Dixie State also recently expanded its multi-cultural and international student centers, providing them with additional staff and resources. For the current academic year, minority student enrollment increased by 9.8% and the international student population increased by 21.3% over prior year enrollments. To add to current retention initiatives and positively impact retention rates, Dixie State is creating a "new student services" office, a "student retention and success" office, and implementing a more comprehensive "Early Alert" program.

Established: 1911

Fall 2011 Headcount
Enrollment:

9,086

Fall 2011 FTE
Enrollment:

6,395



➤ **Nontraditional Student Courses and Advising—Recommendation 16**

“Dixie State College will continue to focus on developing and promoting services that benefit working adults by offering general education courses and full programs during the evenings, on weekends, and with alternative delivery methods. In addition, the institution will continue to develop degree-completion opportunities targeting incumbent workers; programs that build specific skill sets and provide career-ladder pathways.”

According to the 2010 census data, Washington County continues to lag behind the rest of the State in the percentage of adults with bachelor’s degrees (22% vs. 27%). To address this disparity, Dixie State College continues to seek to provide greater access by building evening degree programs and offering classes at times more conducive to adult learner schedules. Recent initiatives include an evening cohort-based program to earn a fast-tracked Bachelor of Science Degree in Communication, with an emphasis in Organization and Leadership. The courses are offered in either two or four week increments (typically one night per week), and students can complete the degree



within 20 months. In addition to online, hybrid, block, and evening courses, the college also recently added weekend courses (Friday/Saturday) with the intent that students will be able to complete all of their GE requirements on weekends; this is in addition to the ability to complete all GE coursework in the afternoons or evenings. Dixie State is also in the process of developing a focused “First Year Experience” section for non-traditional students to supplement its active support group and on-going seminars for re-entry students.

➤ **Community and College Centers—Recommendation 32**

“Dixie State College will continue to expand educational opportunities to those in need of traditional community college services. These community college functions include, but are not limited to: Open access, enhanced advising and student support services, flexible scheduling, associate degree and certificate offerings, developmental, adult and continuing education programs, clearly defined career pathways, and articulation with applied technology programs.”

According to the fall 2011 enrollment data, as new students complete their admissions applications, “General Education” continues to be the most popular choice for program of study (25%). This underscores the ongoing community college mission that DSC in preparing students to transfer to complete their coursework. To further support this population, the academic advisement office has increased its general education advisors from four to six advisors. Most recently, an advising position was created to reach out to such state agencies as Vocational Rehabilitation, Division of Workforce Services, Southwest High School, etc., with the goal to support local community members with admissions, advisement, financial aid, and course selection. The advisement office also just implemented an “Education after Graduation” program to encourage low income/underrepresented students to gain some form of postsecondary education. To continue the tradition of working closely with the local Dixie Applied



Technology College (DXATC), a joint program was created (AAS in Operations Management) and DSC advisors partner with DXATC advisors in meeting with high school students to promote their certificate, AS/AAS programs. The college also recently expanded its course offerings at the Hurricane Center to include law enforcement training options (POST), and ongoing discussions are taking place with local school districts to better meet student needs through concurrent enrollment opportunities.

Strategic Priority 2: Student Completion

In order to increase student retention and goal attainment, Dixie State College attempts to reduce key barriers to student success. With approximately 66% of its students requiring remediation in some form, it is examining ways to address:

➤ Innovative Developmental and Remedial Education—Recommendation 23

“Dixie State College will support innovative and expanded curricular opportunities that individualizes student learning and enhances skill development.”

Dixie State College supports innovative and expanded curricular opportunities that are geared to individualization of student learning and enhances skill development. Course redesigns are under consideration that will incorporate more technology, student support, and modularization.

➤ Mixed-delivery Courses—Recommendation 27/41

“Dixie State College will continue to develop and certify instructors to offer mixed-delivery courses that will increase classroom utilization and provide alternative formats that appeal to adult learners and incumbent workers.”

DSC requires new instructors who will teach online courses to go through online faculty endorsement training. Technology expertise is now an ongoing requirement of all faculty positions. Best practices of online education are introduced and explored as well as training on the current learning management system. This requirement must be completed prior to faculty teaching their first





online section. As Dixie State completes a full transition to the Canvas LMS system for the 2012-13 school year, its goal is to have every online class taught by faculty who have been endorsed to teach online either by completing the endorsement training or by an evaluation and waiver due to prior online training. Blended courses combine a mixture of traditional face-to-face instruction with online delivery, and Dixie State has increased its blended course offerings by more than 300% over the past year. Upper division courses count for approximately 25% online courses at Dixie State College. This is anticipated to be a rising trend.

➤ **Completion-Oriented Online Student Services—Recommendation 43**

“Dixie State College will continue to develop and enhance its online student services to help students monitor and plan for goal completion. It will continue to increase and maintain its services (advisement, tutoring, etc.) and coordination of online courses to provide a comprehensive and supported alternative to on-site classes.”

Recognizing the need to provide a more user-friendly and robust degree audit system, DSC is migrating from the Banner CAPP system to the “Degree Works” system, currently in place at the other Utah Banner schools. In addition to the capital expenditures, the college is further supporting this initiative by funding two new positions dedicated to supporting Degree Works. Along with the benefits of online degree audits, student self-advising, and the student planner, Dixie State will also take advantage of the ability to better predict future course demand. Also, the processing of graduation degree verifications and checkouts will occur in a more time-efficient manner. In addition to Degree Works, the Advisement office recently implemented a software program called “Advisor Track,” which helps to track appointments and specific advisement provided; this feature helps ensure that students are given consistently accurate information and increases office efficiency. A successful on-line access program was recently implemented in support of DSC’s Nursing Program, which contributed to its ability to receive a ten-year accreditation (a significant accomplishment).



Utah Valley University

1. Progress in Achieving 2010 Report Recommendations

➤ **Role/Mission-Based Institutional Admission Requirements—Recommendation 2**

In March 2011, the President's Cabinet released a white paper outlining nine initiatives to solidify UVU's commitment to its unique educational mission. At the heart of this commitment is the implementation of a "Structured Enrollment" system. UVU is currently preparing for full implementation of this new system for the fall semester of 2012. While remaining open admissions, UVU has implemented university "enrollment standards."

New students admitted before or at 23 years of age must have a minimum ACT composite score of 19 and a high school GPA of at least 2.5

New students admitted at or after 24 years of age will need to present Accuplacer scores at or above designated minimums.

Transfer students must present college transcripts with the equivalent of UVU Math 1010 and English 1010 and a transfer GPA of 2.0 or higher

➤ **Technology Delivered Instruction—Recommendations 27 & 41**

Utilize technology delivered instruction to respond to enrollment growth—In 2011, technology delivered instruction at UVU increase by 2,845 unduplicated students (29.4%) over the previous year (see Figure 1). Student FTE delivered technologically increased from 16.5% to 19.6% of total UVU FTE (see Figure 2).

Established: 1941

Fall 2011 Headcount
Enrollment:

33,395

Fall 2011 FTE
Enrollment:

19,704

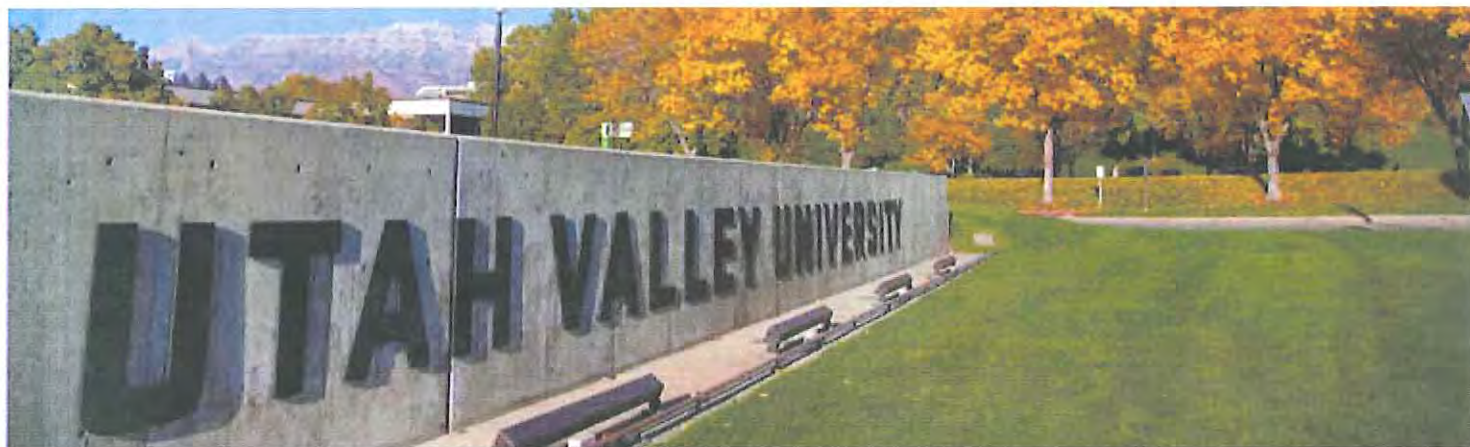


Figure 1: Technology Delivered Student Headcount

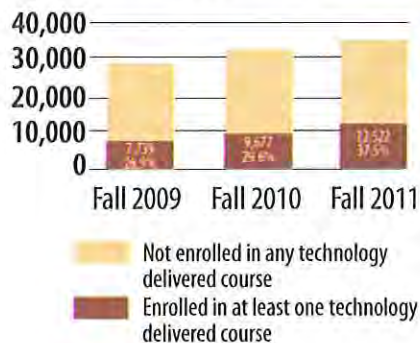
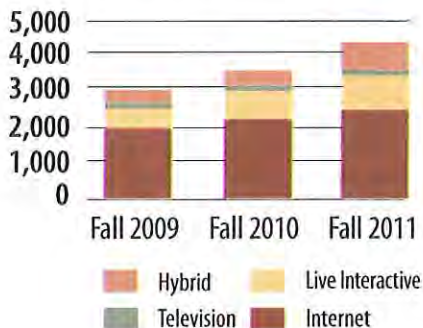


Figure 2: Technology Delivered Instruction (Student FTE)



Target development of high demand general education and majors' courses for delivery—through three of four delivery formats (face to face, online/broadcast, live interactive, hot bunk hybrid). Twenty-five “bottleneck” courses have been targeted for development. Two were developed and offered in fall 2011 and three more for spring 2012. Seven courses are currently in development and 13 are in the queue for development.

Expansion of Live-Interactive Courses—Compared to fall 2010, there has been a 21.2% increase in student FTE in live-interactive sections. UVU has completed on new live-interactive location and inaugurated the offering of two live interactive courses for weekend sections.

Hybrid Teaching Initiative—UVU hosted the first faculty Summer Hybrid Course Boot Camp (2-week intensive workshop series) for development of new hybrid course offerings, which produced 5 courses for Fall 2011. The Hybrid Teaching Seminar during Spring and Fall 2011 generated 60 hybrid courses.

➤ **Promote More Efficient Time to Graduation—Recommendation 28**

- Courses for 7 associate's degree programs and 9 bachelor's degree program courses are now available in the late afternoon, evening, or on weekends, and via distance education.
- Using Mission-Based Funding, UVU hired new coordinator to identify and develop additional degree programs for delivery at non-traditional times and days.
- UVU is recruiting for new position to direct summer semester with a focus on adding additional courses/sections for juniors/seniors to assist in degree completion.
- In 2011, UVU conducted 6 summer bridge programs for 134 students from groups that are underrepresented in higher education and plans to expand the program.
- UVU is implementing new class scheduling software to to improve the distribution of required courses by time of day and day of week.

➤ **K-16 Alliance—Recommendation 9**

UVU continues a strong partnership with K-12 public schools and the Mountainland Applied Technology Center through a K-16 alliance. This alliance convenes twice each semester and has made significant progress in a few areas:



- UVU has hosted and institutionalized an annual K-16 counselor conference. This conference brings together K-12 counselors and UVU advisors to discuss seamless transitions from public education to higher education.
- The alliance has collaborated on a series of concrete projects and data analysis to reduce the number of students who need remedial math upon entrance to higher education.

2. Progress in Improving Institutional Retention Rates and Practices

► Institutional Retention Policies—Recommendation 26

Five years ago, UVU launched a multi-faceted initiative to improve retention. Improved retention will lead to improved graduation. Retention rates for first-time, full-time, Bachelor's degree seeking students (IPEDS definition) have improved from 46.3% in 2004 to 64.9% in 2009 (see Figure 3).

In recognition of UVU's role in providing community college programs, an additional retention measure has been established (see Figure 4). This measure is based on all first-time, full-time degree seeking students.

In March 2011, UVU identified three focus areas for improving retention—Pre-College Efforts, First-year Experience, and On-going Support. *Pre-College* efforts include the summer bridge programs, JumpStart Orientation, and the GEAR-UP program, for which UVU received a \$26 million award in 2011 for seven additional years.

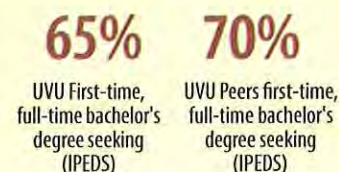
The *First-year Experience* includes the Stoplight early intervention program launched (28 triggers to identify students at most risk), a restructured parent website, and retention dashboard development. UVU is also conducting an awareness campaign among faculty called *I Choose to Retain*.

In its efforts to improve *on-going Support*, UVU has implemented "leave of absence" program for students stopping out to provide greater tracking and facilitate re-entry. Five Learning Communities were also piloted and assessed in 2011. UVU continues to expand and enhance personalized, seamless, intentional academic advising.

Figure 3: Percent of First-time, Full-time, Bachelor's Degree Seeking Students Enrolled at UVU the Following Fall Semester



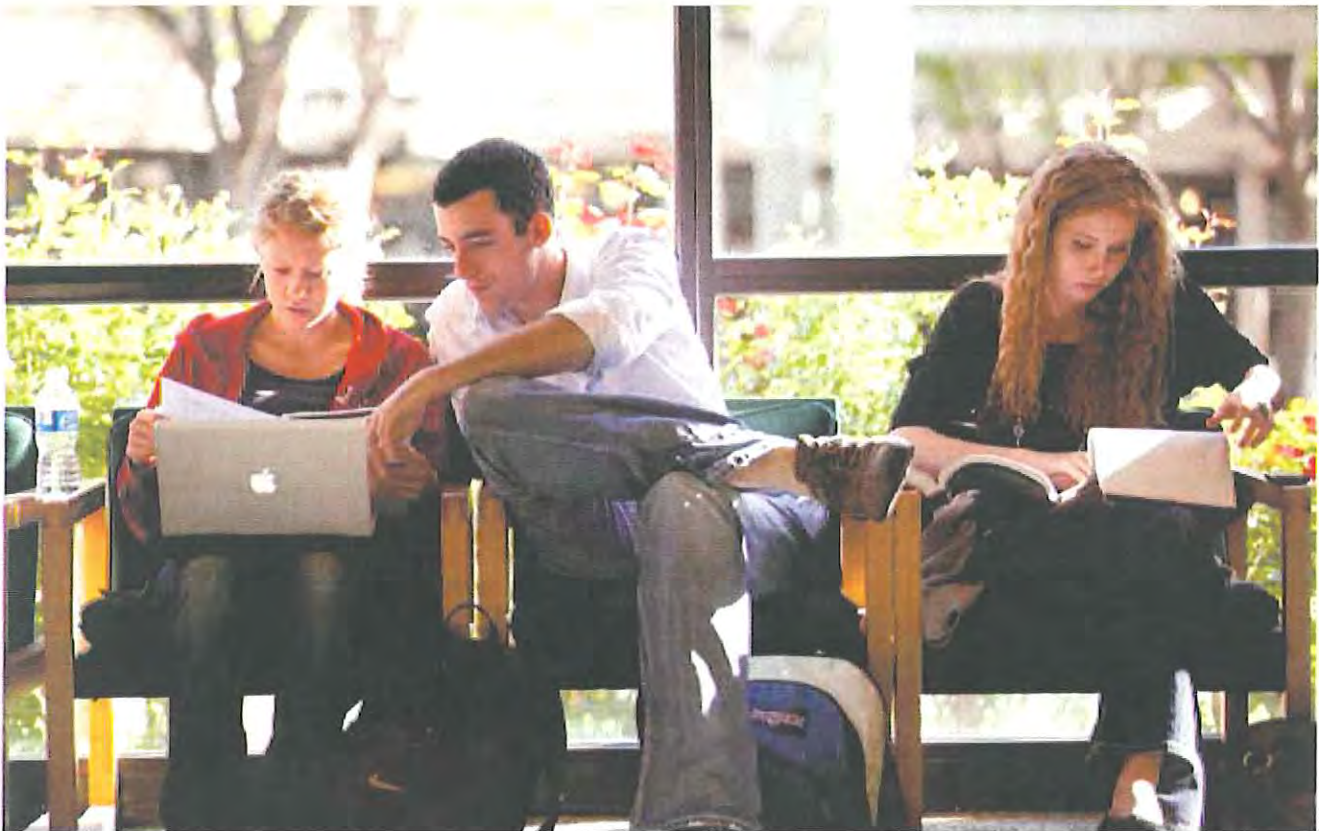
Figure 4: UVU Retention (Fall to Fall)



3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Other Unique Educational Mission initiatives include:

1. Strengthen admissions and enrollment administrative processes:
 - Established earlier and firm admissions deadlines of August 1 (fall) and December 1 (spring)
 - Revised registration payment process to require students who have registered for classes to pay for them even if they do not attend
 - Require receipt of transcripts prior to admission.
2. Strategically align administrative structures:
 - Currently, UVU is hiring for a new Assistant Vice President of Community College Programs to focus on maintaining, expanding, marketing, and assessing academic programs related to UVU's community college function
 - Aligned structures for improved collaboration and consistency in the areas of advising and student success and retention efforts.
3. Launched a series of discussions and initiatives focused on areas of: academic program initiation and review; faculty standards and expectations for rank and tenure; scheduling alignment to maximize flexibility and flow to help students graduate in a timely manner.





Salt Lake Community College

1. Progress in Achieving 2010 Report Recommendations

- **Alignment with Common Core—Recommendation 5**
- **Institutional Developmental Education Reports to Public Schools—Recommendation 25**

High School Feeder Report—In November 2011, SLCC Student Services staff convened a group of 20 high school principals from across the Wasatch Front to begin conversations about potential causes of the disconnect between high school curriculum and college readiness. At the meeting two documents were shared:

1. A new High School Feeder Report which shares outcomes information recent graduates and their progress at SLCC.
2. The results of an electronic survey conducted with recent high school graduates at SLCC about how to strengthen the transition between high school and college.

Next Steps: Follow-up conversations between SLCC faculty and high school teachers in the areas of math and English to tune curricular pathways and Common Core are being planned for spring 2012.

- **Innovative Developmental Education—Recommendation 23**
- **Data-driven Course Management—Recommendation 42**

SLCC Math Pipeline (Dev Ed through Degree Completion) Developmental Math Emporium—The Developmental Math Emporium is an innovative delivery method for developmental math curriculum that leverages technology and student-focused pedagogy to improve the overall success rates of students needing remediation. The program features faculty-facilitated, competency-based, modularized math curriculum paired with learning enhancement instruction. Students can learn at an accelerated pace and transition more quickly to college-level math courses. The following progress has been made in the past year:

- All twelve instructional modules have been created and built into the online platform. The first six modules have been piloted.
- The physical space for the Redwood Emporium is complete.

Next Steps: Nineteen sections of College Preparatory Math 1, our first-level redesign class, have been scheduled for Spring 2012.

Established: 1948

Fall 2011 Headcount
Enrollment:

33,167

Fall 2011 FTE
Enrollment:

15,856



Intermediate Algebra, Math 1010 “The Next Generation” Pilot—Math 1010 “The Next Generation” (TNG) is designed to help intermediate algebra students accelerate when they can and build competency when they need to. The fundamental question the Math 1010 TNG pilot is designed to address is, “If a student takes more time to successfully pass a Math 1010 course, could this ultimately result in higher completion rates and reduced time to degree completion?”

The fall 2011 Math 1010 TNG pilot consisted of 160 students in 6 sections. Delivery combined direct instruction with faculty-guided, computer-facilitated practice. The Math 1010 TNG curriculum is modularized and competency based with clear waypoints for reinforcement or acceleration. Informed by weekly student learning data and two student feedback surveys, faculty identified the most effective teaching strategies for different student groups.

Next Steps: For spring 2012, eight sections of Math 1010 TNG are scheduled. We will also create an acceleration pathway through Pre-Calculus and provide targeted reinforcement for students through modules in the Dev Ed Math Emporium. We will address potential financial aid and transfer concerns for students needing extended time in Math 1010.

- Experiential Credit—Recommendation 17
- Student Certifications—Recommendation 45
- UCAT Articulation Agreements—Recommendation 35

Workforce/ Education Advancement Pathways—SLCC has made significant progress in creating a comprehensive workforce development portal system for the integration of workforce/education advancement pathways with three components: 1) prior learning and skill gap assessment; 2) stackable credentials to meet both employment and education needs, 3) identifying workforce training needs and employment opportunities.

Prior Learning Assessment—SLCC implemented WorkKeys career readiness assessments for employment in the energy and composites sectors, and customized for industry partners. 242 career readiness certificates were issued to incumbent, transitioning and underemployed workers in 2011.

CTE Curriculum Development/ Stackable Credentials—Since July 2011, SLCC has created 7 AAS degrees and 13 certificates (approved or in approval process) to support local industry needs. Job-based training curriculum development at SLCC has been supported by state and federal





SLCC Students Attending Orientation

Year	April – August Total	% Increase
2010	6,112	
2011	9,491	36%

grants in the digital media, health information technology, and energy sectors. SLCC CTE curriculum follows a stackable credential model where students can stack technical certificates, general education, and experiential credit towards an Associate's degree. The following progress has been made in SLCC's Energy Career Pathway since January 2011:

- 322 students, many referred by DWS, have completed Energy Core Certification (noncredit).
- 90 students have earned NABCEP certification.
- 30 students graduated from Energy Management Technician (AAS) with 100% job placement.

Career Coach—SLCC has implemented Career Coach, an easy-to-use, web-based portal for students to research employment/education pathways. Career Coach provides information aligning SLCC degrees and certificates with desired career and employment opportunities. Students can access current job openings, plus future employment and earnings projections in the Salt Lake Valley. Since the soft launch in November 2011, users have engaged in over 1300 Career Coach Sessions.

Next Steps: Extend our stackable credential model, including experiential credit for demonstrable competencies, to SLCC's articulation agreements with sister institutions.

2. Progress in Improving Institutional Retention Rates and Practices

➤ Completion Oriented Online Student Services—Recommendation 43

➤ Student Portfolios—Recommendation 45

Mandatory Orientation—Mandatory Orientation, available in-person and online, was first implemented for summer and fall 2011 semesters. Students who attended Orientation in 2010-2011 experienced a 22% higher first term enrollment rate and an 11% higher persistence rate compared to students who did not attend Orientation.

Early Academic Alert—Thirty-eight faculty members made 287 referrals during the Early Alert notification period (September 14- October 26) in fall 2011. The referred students received both an email and a letter from the Academic Standards Advisor.

ePortfolios—Over the past year the number of SLCC student ePortfolios has grown from 1,787 to 22,883. ePortfolios are a required component of SLCC's General Education program. ePortfolios promote student engage-

ment, enhance learning, and support intentionality in mapping education pathways. With support from AAC&U, SLCC is incorporating ePortfolios as an integral part of our Developing a Community College Student Roadmap initiative. SLCC is also using ePortfolios as a tool for assessing essential student learning outcomes.

Waitlists—SLCC implemented electronic waitlists beginning summer 2011. Waitlists and revised Add policies help students better manage their initial engagement in classes which is critical for their academic success. Waitlists are especially useful for students in high demand math and English courses. In the fall 2011 Semester, of the 18,725 students who participated on the waitlist, 14,183 students were able to register for the desired class.

► Time to Graduation—Recommendation 28

Flexible Scheduling and Delivery—Since 2009, to address increased enrollments and our students' needs for flexible class schedules, SLCC has expanded nontraditional scheduling options (summer sessions, 8 week terms and short block classes). Nontraditional scheduling promotes more efficient time to completion for many community college students. SLCC has also increased its distance education offerings to be 12.6% of student credit hours earned in fall 2011.

GenEd Step Ahead Program—The GenEd Step Ahead (GESA) program at the Highland Center was implemented fall 2011. Through the GESA program, cohorts of students can take full sets of block-scheduled courses to finish their General Education Letter of Completion in two semesters.

Next Steps: Hybrid and Online student cohorts.

3. Other Strategic Plans and Initiatives that Support the HigherEdUtah2020 Plan

Institutional Planning—SLCC's Strategic Priorities and Mission Core Themes guide resource allocations and decision making at the College; they are well aligned with HigherEdUtah 2020 plan recommendations. SLCC Strategic Priorities are:

- I. Enhance Quality Higher Education
- II. Improve Student Access and Success
- III. Advance a Culture of Evidence and Accountability
- IV. Strengthen Institutional Support
- V. Advance Partnerships with the Community & Business

ePortfolios are a tool
for assessing student
learning outcomes
at SLCC.

Students Participating in Alternate-Term Classes (<15 weeks)

Semester	Unduplicated Headcount
Summer 2010	13,124
Fall 2010	3040
Spring 2011	2589
Summer 2011	13,367



Appendix A



Appendix A: Crosswalk between 2010 Recommendations and 2011 Initiatives

The following table lists the 52 Recommendations of the Action Plan from the **HigherEdUtah2020** report and their corresponding initiatives in the 2011 report. Some initiatives combine several recommendations. The initiatives will be referred to by name, as this will be more meaningful to future discussions of the plan of action to achieve Utah's **big goal**.

Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives

Recommendation Number	2011 Initiative	Status
1	College/Career Readiness and Admission Standards	50% Complete
2	Role/Mission Based Institutional Admission Requirements	Possible Initiative
3	Essential Learning Outcomes	Possible Initiative
4	Access Inventory Report	50% Complete
5	Common Core State Standards	Possible Initiative
6	Technology-Intensive Concurrent Enrollment	25% Complete
7	Use Common Core State Standards for Assessment	Possible Initiative
8	EXPLORE, PLAN, and ACT Tests	Possible Initiative
9	Strengthen and Expand the Utah Regional K-16 Alliances	50% Complete
10	Success Stipends (UCOPE)	100% Complete
11	Expand Outreach and Marketing for UESP	Ongoing
12	Part-time Student Loan Program	Possible Initiative
13	Expand the Utah Council Senior Tour	100% Complete
14	College Access Challenge Grant - Competitive Sub-Grant Process	100% Complete
15	Annual Graduation Plan for Adult Students Through UtahFutures.org	Possible Initiative
16	Evening and Weekend Classes and Programs	Possible Initiative
17	Experiential Credit for Adult Students	Possible Initiative
18	Increase Early College High Schools	Possible Initiative
19	Articulation Agreements Between Public and Private Colleges	Possible Initiative
20	Mission-Based Funding	50% Complete
21	Innovation Fund	Possible Initiative
22	Institutional Retention and Completion Reporting	25% Complete
23	Innovative Developmental and Remedial Education	25% Complete

Table 1: Crosswalk between 2010 Action Plan Recommendations and 2011 Initiatives

Recommendation Number	2011 Initiative	Status
24	Join Remedial Education Goals and Reporting	Less than 25%
25	Institutional Remedial Education Reports to Public Schools	Future Initiative
26	Institutional Retention Policies	50% Complete
27	Mixed-delivery Courses	Ongoing
28	Time to Graduation	Less than 25%
29	Use 12th Grade as First Year of College	Possible Initiative
30	Goal Statements From Institutions to Meet 66% Goal	Possible Initiative
31	Land Acquisitions (Branch Campuses)	50% Complete
32	Community College Centers	Less than 25%
33	Enrollment Growth Funding	Ongoing
34	Faculty Retention Efforts	Ongoing
35	UCAT Articulation Agreements	Ongoing
36	UCAT Affiliation Application	Possible Initiative
37	Statewide Technology-Intensive Curriculum Partnership	
38	Partner with Private, Nonprofit, and For-Profit Institutions	Possible Initiative
39	Develop New Faculty Workload and RPT Policies	Possible Initiative
40	Online Portal (Especially Concurrent Enrollment)	
41	Mixed-delivery Courses	
42	Adopt Best Practices for Course Management	Ongoing
43	Utilize Online Student Services	Ongoing
44	Strategic Technology Plan	25% Complete
45	Student Portfolios and Certifications	Less than 25%
46	Create and Market the Mountain Research Corridor Partnership	Possible Initiative
47	Enhance USTAR	Ongoing
48	Utah Cluster Acceleration Partnership (UCAP) - Talen Clusters	Ongoing
49	Tuition Assistance in Critical Degree/Career Pathways	Less than 25%
50	A Local Voter-Approved Tax (Two-year Tuition)	0% Complete
51	Seek Funding from Foundations, Corporations, and State and Federal Grants	Ongoing
52	Higher Education Advocacy	Ongoing

Appendix B



Appendix B: Suggested Top Priorities

The following table presents the suggested priorities for 2012. The Board of Regents will consider and may revise the list of priorities during its January 11, 2012 board meeting.

Table 2: Suggested Top Priorities for USHE to Address in 2012

Priority Number	2011 Initiatives	2010 Recommendation Number	Status
1	Task Force on Advising	9, 13, 15, 23, 32	In Process
2	Technology-Intensive Concurrent Enrollment	20, 37, 41	50% Complete
3	Complete College Utah Summit	42	Ongoing
4	Certification Increase	9, 35, 36	50% Complete
5	Disruptive Technologies	44, 45	In Process
6	Admission Practices and Standards	1, 5, 7	50% Complete

UHEAA page

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