STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
COMMANDER'S HOUSE / UNIVERSITY GUEST HOUSE
FRIDAY, JANUARY 23, 2015

<u>AGENDA</u>

7:30 – 8:50 AM   BREAKFAST MEETING – STATE BOARD OF REGENTS, UNIVERSITY OF UTAH
                        BOARD OF TRUSTEES, PRESIDENT PERSHING, COMMISSIONER BUHLER
                        <u>Location: Commander's House</u>

9:00 – 9:01 AM   COMMITTEE OF THE WHOLE (motion for closed session)
                        <u>Location: Commander's House</u>

9:01 – 10:00 AM   EXECUTIVE SESSION
                        <u>Location: Commander's House</u>

9:45 – 10:15 AM   REFRESHMENTS
                        <u>Location: University Guest House, City Creek Room</u>

10:15 – 11:45 AM   MEETINGS OF BOARD COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Robert W. Prince, Chair
<u>Location: University Guest House, Bonneville Room</u>

ACTION:
1. Utah Valley University – Bachelor of Arts in Art History   TAB A
2. Utah Valley University – Bachelor of Fine Arts in Theatre Arts   TAB B
3. Snow College – Certificate of Completion in Agribusiness and Associate of Applied Science Degree in
    Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range TAB C
4. Revision of Policy R461, Access, Admission, and Articulation   TAB D
5. Institutional Completion Goals   TAB E

CONSENT:
Please see the General Consent Calendar at TAB Z.

INFORMATION:
1. Report of the Technology Initiative Advisory Board to the Utah State Board of Regents   TAB F
2. "Expect the Great" African/African American Leadership and College Fair Event   TAB G
3. Utah College Application Week   TAB H

FINANCE/FACILITIES COMMITTEE
Regent Robert S. Marquardt, Chair
<u>Location: University Guest House, Alpine Room</u>

ACTION:
1. New USHE Performance Funding Model Proposal   TAB I
2. 2015-16 Mission Based Funding Initiatives   TAB J
3. FY 2016 Capital Development Projects Changes   TAB K
4. Weber State University – Renovation of Davis Campus Northrup Grumman Building   TAB L

5. Weber State University – Miller Administrative Building Systems Renovation   TAB M
6. Weber State University – Series 2015 Bond Issue to Refund Student Facilities System Revenue Bonds   TAB N
7. UHEAA - Proposed Student Loan Portfolio Purchase and Financing   TAB O

CONSENT:
Please see the General Consent Calendar at TAB Z.

INFORMATION:
1. Update on Institutional Audit Reports to the Regents' Audit Committee   TAB P
2. USHE – 2015 Data Book   TAB Q
3. Securities Exchange Commission (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative TAB R
4. Utah State University – Donation of Caine Home Contiguous Property to the Logan Campus   TAB S
5. University of Utah Health Care System Remodeling Projects   TAB T
6. University of Utah – Series 2015A General Revenue and Refunding Bonds   TAB U
7. USHE – Annual Report on Institutional and Revenue Bonded Indebtedness   TAB V
8. USHE – Report of Auxiliary Funds   TAB W

11:45 AM – 12:30 PM   LUNCH
Location: University Guest House, City Creek Room

12:30 – 1:00 PM   STATE OF THE UNIVERSITY – PRESIDENT PERSHING
Location: University Guest House, Douglas Ballroom

1:00 – 1:45 PM   COMMITTEE OF THE WHOLE
Location: University Guest House, Douglas Ballroom

1. Updated Strategic Direction and Goals   TAB X
2. Institutional Completion Goals   TAB E*
3. New USHE Performance Funding Model Proposal   TAB I*
4. 2015 Legislative Priorities   TAB Y
5. General Consent Calendar   TAB Z
6. Reports of Board Committees
7. Resolutions

*Tab E and I are also listed under board committee items.

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.

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January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts in Art History

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts (BA) in Art History effective Fall Semester 2015. The institutional Board of Trustees approved the degree on September 4, 2014.

Background

UVU currently offers a minor in Art History and an Art History emphasis under the Integrated Studies bachelor's degree, as well as BFA, BA, BS, AA, AS, and AAS degrees in several studio art areas and art education. More than 60 students declared the Art History minor within the first year of it becoming available at UVU in 2013, and approximately 500 students were enrolled in Art History courses in spring 2014. The BA in Art History would position graduates for work in a variety of career fields, as well as admission to graduate and professional programs. Sources referenced in the UVU proposal point to employment growth in arts-related fields through the end of this decade.

The proposed BA in Art History, based on comparable programs and in accordance with standards of the National Association of Schools of Art and Design, includes study in art history, studio art, general education, a foreign language, and a cognate field. Existing faculty, staff, library and information resources, and funding are sufficient to offer the proposed degree, and only one new course would need to be developed. Student interest in Art History is high at UVU, and the addition of a BA in Art History represents an important step in the growth and development the Department of Art and Visual Communications and the University.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The USHE Chief Academic Officers, with input from Art departments at their institutions, are supportive of UVU's request to offer a BA in Art History. There are no additional policy issues relative to approval of this program.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UTAH VALLEY UVU UNIVERSITY   Salt Lake Community College

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Arts in Art History.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Program Description
Utah Valley University
Bachelor of Arts in Art History

Section I: The Request

Utah Valley University requests approval to offer a Bachelor of Arts in Art History effective Fall Semester 2015. The institutional Board of Trustees approved the degree on September 4, 2014.

Section II: Program Description

Complete Program Description

UVU's proposed Bachelor of Arts in Art History is a specialized degree that consists of 120 credits, which is within the standard for liberal arts degrees stipulated by the National Association of Schools of Art and Design (NASAD). The degree will provide a solid foundation for students wishing to specialize in an arts-related and history-related academic discipline through concentrated courses in the history of art and architecture, including seminars. The program will aid students to become better prepared to compete for a variety of arts-related and professional jobs.

Purpose of Degree

UVU students hoping to pursue graduate studies in Art History have been disadvantaged in the past by the lack of a four-year degree or emphasis in the discipline. A BA degree will benefit those who apply for Art History graduate or professional programs by providing them a solid academic base. As UVU continues to grow in enrollments and to strengthen its academic identity, it is important to provide students with the same opportunities available at comparable institutions. Enrollments in Art History courses have more than doubled since the 2007–08 academic year, growing 115% since that time, surpassing even the University's remarkable growth rate. This growth in enrollment occurred in the absence of a major, minor, or emphasis in Art History. It is anticipated that Art History majors will bring a new level of academic and intellectual excitement to the Department. Seminars, scholarly workshops and conferences, and collaborative research projects as a result of the Art History degree will benefit both the Department and the University.

Institutional Readiness

The Art History faculty designed the proposed program based on comparable programs and in accordance with NASAD standards. Three primary factors have placed the Department in a position to offer a strong program in Art History: (1) the popularity of a new Art History minor, with over 60 students declaring the minor during the first year it was offered, and an Art History emphasis in Integrated Studies; (2) the addition of a new tenure-track Art History faculty position; and (3) the return to full-time teaching of a tenured Art History faculty member who had an administrative assignment for seven years.

Administrative staff will manage this program as they do existing degree programs. No new personnel are required to administer this program. The only action required is training the advisor(s) who will meet with Art History majors on how to advise students who are enrolled or interested in the program in terms of career options, including graduate programs.

No new organizational structures are needed to deliver this program. The proposed program will not impact the delivery of undergraduate and/or lower-division education.

Departmental Faculty (A current list of faculty directly connected with Art History is found in Section VII.)

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	9		9
Full-time Non-Tenured	6		6
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	30		30
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	8		8
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	10		10
Full-time Non-Tenured	10		10
Part-time Tenured			
Part-time Non-Tenured	40		40
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	44.10		44.10

Staff

No additional administrative staff is required for this degree. Qualified teaching assistants (graders) will continue to be requested to help with multiple large sections of Art History courses and will not add to the number of TAs currently requested each semester.

Library and Information Resources

Library Call Numbers: Art materials are located in the "N" Library of Congress call number area. In this area, there are 7,845 book titles (8,932 volumes) and 215 video titles (377 volumes). Admittedly, most of the art collection in the Ns only refers obliquely to art history. A keyword search in the library catalog of specifically "art and history" brings up 3,450 titles, most of which are not in the Ns. In addition, UVU

students, via an agreement with Brigham Young University, have full access to the H. B. Lee Library. Over the past several years, the Fine Arts librarian at the Lee Library has been a valuable resource for UVU students seeking guidance in locating art- and art history-related sources.

OneSearch and Databases: *OneSearch* is a discovery service that searches the library catalog and a number of databases at the same time. A recent keyword search on the phrase "art and history" retrieved 586,504 items. Of those items, there were: 274,693 academic journal articles (264,918 of those full-text); 18,909 books (15,196 of those eBooks); 1,149 videos (including 623 online streaming videos); and thousands of items from 14 other sources.

JSTOR is a large archive of academic journals from the first issue up to three to five years ago. A keyword search on "art and history" retrieved 722,229 full-text articles.

A keyword search on "art and history" in the *ProQuest Newsstand* database retrieved 1,675,697 full-text news articles.

Admission Requirements
There are no special admission requirements for students entering the BA in Art History. However, students will be required to maintain an overall GPA of 2.0 or above and a 3.0 GPA or above in Art History courses.

Student Advisement
Students entering this academic program will follow the same method of advisement already in place for the UVU School of the Arts (composed of the departments of visual arts, dance, music, theater). One of the advisors will be dedicated to the Art History majors. All majors are encouraged to meet with their advisor each semester. As part of their application for graduation, all majors are required to meet with the advisor.

Justification for Graduation Standards and Number of Credits
Based on comparable programs and in accordance with NASAD standards, the Bachelor of Arts in Art History totals 120 credits: General Education, 36 credits; Discipline Core (studio art), three credits; Art History Foundation Core, nine credits; Art History Upper Division, 33 credits; Art History Seminars, six; Foreign Language,12 credits; Cognate Field Requirement, 21 credits.

External Review and Accreditation
The Department of Art and Visual Communications anticipates applying for NASAD accreditation within four years. The Art History degree will be part of the review at that time. The cost of accreditation evaluation and implementation is minimal.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	10	15	20

Total # of Declared Majors in Proposed Program	-	18	45	65	73	78
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	44.10	44.10	44.10	44.10	44.10	44.10
Total Department Student FTE *(Based on Fall Third Week)*	346	348	352	351	353	353
Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	7.85	7.89	7.98	7.96	8.00	8.00
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

Utah Valley University currently offers a minor in Art History and an Art History emphasis under the Integrated Studies bachelor's degree, as well as BFA, BA, BS, AA, AS, and AAS degrees in several studio art areas and art education.

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 this interdisciplinary degree; second, student demand is high and enrollment in Art History courses is very high; third, the current faculty composition of the UVU Department of Art and Visual Communications is suited for offering such a degree.

Labor Market Demand

Degrees in Art History prepare students to become custodians of the arts and visual culture on local, national, or international levels. Art historians preserve ideas and artifacts for future generations; they teach others to appreciate art, culture, and cultural history. A bachelor's degree in Art History would prepare students for a range of arts-related jobs, including art dealership, art directorship, art education, and work in museums and art galleries. An Art History degree would also provide the necessary foundation for graduate studies in Art History, which would prepare a student for a career in postsecondary teaching, museum curatorship, and museum directorship. An Art History degree would also help students prepare for graduate work in correlated fields, such as art restoration, arts management, library studies, international business, finance, and legal studies.

Opportunities for art history-related employment are positive. According to the Bureau of Labor Statistics, employment of archivists, curators, and museum technicians is expected to grow much faster than average in the coming years:

> Employment of archivists, curators, and museum technicians is expected to increase 20 percent over the 2008-18 decade, which is much faster than the average for all occupations. Jobs for archivists are expected to increase as public and private organizations require organization of and access to increasing volumes of records and information. Public interest in science, art, history, and technology will continue, creating opportunities for curators, conservators, and museum

technicians. Museum attendance is expected to continue to be good. Many museums remain financially healthy and will schedule building and renovation projects as money is available.[1]

Additionally, the employment of artists and related workers is expected to grow 12% through 2018. Data from the National Center for Education Statistics show that the percent of graduates who had full-time jobs one year after graduation increased across the board for liberal arts specialties between 1975 and 2001.[2] According to that same report, additionally, in 2001, 41% of humanities majors reported a direct link between their jobs and their majors one year after graduation. Finally, rising salaries for liberal arts graduates are part of a long-term trend—the National Center for Education Statistics reports that salaries for humanities majors increased by nearly 67% from 1975 to 2001.[3]

For Utah, the future appears bright as related to the arts, according to a recent report from Georgetown University, that indicated the "Arts, Entertainment, and Recreation" sector is expected to grow in Utah by 34% (from 28,210 jobs in 2010 to 37,770 in 2020). Additionally, the "Arts, design and entertainment, sport and media" sector in Utah is expected to provide approximately 30,000 jobs to individuals holding bachelor's degrees. [4]

Again, it should also be noted that liberal arts degrees prepare students for more than their major. Art History majors have continued education in fields such as law, historical research and restoration, auction houses, and library studies. Additional careers for Art History BA graduates include:[5]

1. Artist Representative
2. Estate and Art Appraiser
3. Preservation and Conservation
4. Antiques Dealer
5. Publishing
6. Art Advisor
7. Governmental Agencies
8. Law Enforcement
9. Arts Organization Consultant

Because many art history careers have an educational connection, whether students continue for graduate studies to prepare for higher education or work in museum-related position, an Art History program is a valuable part of both public and private educational systems. The importance of arts and arts education was recently addressed in a National Arts Policy Roundtable article.[6] Dr. Hamsa Thota, an innovation expert, asserted: "The arts and arts education have fundamental roles to play in helping the United States to engage with the economic and cultural challenges it faces . . . The arts illustrate the tremendous richness and diversity of human intelligence and that there is much more to the human ability than a narrow academic curriculum recognizes."[7]

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[1] http://www.bls.gov/oco/ocos065.htm#outlook
[2] *Occupational Outlook Quarterly*, Winter 2007-08, p.6.
[3] Ibid.
[4] *The Job Growth and Education Requirements Through 2020*, Georgetown University, 2013.
[5] "Career Alternatives for Art Historians", 2013, http://www3.nd.edu/~crosenbe/jobs.html#precon
[6] "Thinking Creatively and Thinking Globally: The Role of the Arts in Building the 21st Century American Workforce" (2007).
[7] http://www.artsusa.org/pdf/information_services/research/policy_roundtable/2007_essays.pdf

The introduction of the aforementioned article also addresses the importance of critical thinking and creativity—both significance components of an art history education:

> Business leaders increasingly acknowledge critical thinking, creativity, and innovation as among the top applied skills necessary for works at all levels in all industries to succeed in the new economy . . . *The Governor's Commission on the Arts in Education Findings and Recommendations* report (Education Commission on the States, July 2006) focused on the importance of arts education to the development of a flourishing creative national economy, suggesting that the Creative Economy . . . relies upon people who can think creatively, adapt quickly to new situations, and problem-solve. This industry, which is growing at a faster pace than total U.S. business growth, increases the demand for workers with the skills that are gained through the arts in education.

The implementation of an Art History program at UVU presents an important opportunity to address the issues raised in this article; moreover, the visual arts help fill the aesthetic and creative voids business leaders have recognized. Critical-thinking and the ability to analyze and interpret information are skills often linked to art historical studies: "Key transferable skills highly prized by employers include visual and critical awareness, problem solving, and time management. You will also have developed effective written and oral communication skills, be adept at analyzing and interpreting information from a range of sources, and be able to work independently."[8]

Student Demand
The request for this degree is student-driven with full faculty support. Surveys conducted amoung visual arts majors and non-majors enrolled in art classes in fall 2011 and January 2014 report a strong demand for this degree. In the most recent survey (January 2014), of 252 students who responded, 48 (19%) indicated they would change their major to Art History now, if that degree were offered, and 93 (37%) reported they would have been interested in the Art History major but were too far into another program. These numbers are consistent with those gathered from the fall 2011 survey.

Enrollments in Art History courses have grown 115% since 2008. During 2012-13, 1,123 students took Art History classes. In Spring Semester 2014, approximately 500 students were enrolled in Art History classes, including 295 students enrolled in upper-division courses.

Similar Programs
USHE universities currently offering this degree are Utah State University, the University of Utah, and Southern Utah University. The purpose of this degree is not to attract students from other USHE institutions, but to better serve students from Utah Valley and the immediate region who desire to pursue Art History. In terms of curriculum, the proposed program is comparable to Art History programs at the aforementioned USHE institutions. However, UVU's proposed degree includes an optional course in Arts Management, as well as two required seminars.

Collaboration with and Impact on Other USHE Institutions
Because the majority of UVU students are from the immediate region and "local" districts, students select this university for their undergraduate work for a variety of reasons, and implementation of this proposed

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[8] Angela Foster, "What to do with a degree in art history," *The Guardian*, Friday, 29 April 2011.

degree is not likely to negatively impact enrollments in similar programs at other USHE institutions. It is anticipated that graduate programs in Art History throughout the region, including that at the University of Utah, are likely to benefit from a robust BA in Art History offered at UVU by providing well-trained undergraduate Art History majors interested in pursuing graduate programs.

Benefits

A Bachelor of Arts in Art History will produce graduates who have the necessary skills to succeed in graduate programs and as professionals in a variety of fields. Utah Valley University is a teaching institution that provides career opportunities, promotes student success, and meets regional educational needs. The Art History major will draw upon the scholarly and creative work produced globally, nationally, and regionally, as students study visual culture from prehistory to the modern era, produced both locally and internationally. The University prepares professionally competent people of integrity, and the study of Art History will help students expand their understanding of human achievement, enabling them to become lifelong learners, leaders, and stewards of a globally interdependent community. The knowledge learned at Utah Valley University through the study of Art History would provide students a foundation upon which to grow both academically and professionally. Such a degree would also provide the necessary foundation for graduate work in Art History, thus preparing students for careers in teaching, museum curatorship, private collections, archiving, and conservation. An Art History degree would immediately prepare students for work in galleries and museum education, as well as prepare students for liberal-arts based careers. Graduates who become successful 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 Arts in Art History will enable students to qualify for graduate programs and professional positions, which "provide opportunity [and] promote student success." A student pursuing this degree will acquire skills related to critical thinking and writing, as well as a broad foundation in many interdisciplinary areas. The discipline required to master skills related to Art History promotes integrity, life-long learning, and competency on many levels.

Section IV: Program and Student Assessment

Program Assessment

Art History classes have been assessing the level of success of intended learning outcomes for the past three years. Course syllabi in classes state, "The purpose or goal of this class is to introduce students to art and its history—including how to 'see' and analyze art, how to be a critic, how art has functioned in cultures in the past and how it functions in our world today, and to research what scholars have said about art throughout history. The course provides students the tools to become better critical, analytical, and creative thinkers. With this goal in mind, the primary Essential Learning Outcomes are: "Quantitative Reasoning: Critical, Analytical, and Creative Thinking" and "Intellectual & Practical Skills Foundation."

Expected Standards of Performance

Completion of the program requires students to demonstrate the following: A student will acquire a foundation of intellectual and practical skills, including communication, quantitative reasoning, qualitative reasoning (critical, analytical, and creative thinking), and technical and information literacies. Students will:

1. Understand art and its place throughout history within a variety of cultures and time periods.
2. Apply new tools to better 'see' and analyze from a historical point of view.

3. Understand the history of art and what art meant to past cultures and peoples (including symbolism, religious function, political function, the influences on art).
4. Understand the function and meaning of visual arts in past and present societies.

These outcomes are gathered through common assessment tools used by all classes, including written and quantitative assignments (critiques, research papers, and exams).

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$1,757,871		$1,760,894		$1,778,050		$1,778,857
Benefits	$682,389		$682,709		$691,347		$691,706
Total Personnel Expense	$2,440,260	$	$2,443,603	$	$2,469,397	$	$2,470,563
Non-Personnel Expense							
Travel			0		0		0
Capital							
Library							
Current Expense	$48,450		$50,950		$50,950		$50,950
Total Non-Personnel Expense	$48,450		$50,950		$50,950		$50,950
Total Expense (Personnel + Current)	$2,488,710	$	$2,494,553	$	$2,520,347	$	$2,521,513
Departmental Funding							
Appropriated Fund	$2,488,710		2,494,553		$2,520,347		$2,521,513
Other:							
Special Legislative Appropriation							
Grants and Contracts							

Special Fees / Differential Tuition							
Total Revenue	$2,488,710	$	$2,494,553	$	$2,520,347	$	$2,521,513
Difference							
Revenue-Expense	$0	$	0	$	$0	$	$0
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")*	$240	$	$239	$	$239	$	$239

** **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

Funding Sources
This program will be funded from growth resulting from new enrollments in the program, reallocation of faculty teaching load within the program, and legislative appropriation from Acute Equity funds.

Reallocation
The only internal reallocation will be the reassignment of faculty teaching load to support new courses.

Impact on Existing Budgets
The BA in Art History will have minimal impact on present finances or workload. Program costs will be absorbed within current base budgets. To accommodate the number of lower- and upper-division Art History courses offered and the popularity of those classes, adjunct faculty teaching perhaps three courses per semester, at a cost of approximately $13,800 per year will be required.

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Section VI: Program Curriculum

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All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Requirements		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing	3
Complete one of the following:		
MATH 1030	Quantitative Reasoning	3

MATH 1040	Introduction to Statistics	3
MATH 1050	College Algebra	4
Complete one of the following:		
POLS 1000	American Heritage	3
HIST 2700 **and** HIST 2710	US History to 1877 **and** US History since 1877	3 **and** 3
HIST 1700	American Civilization	3
HIST 1740	US Economic History	3
POLS 1100	American National Government	3
Complete the following:		
PHIL 2050	Ethics and Values	3
HLTH 1100 **or** PES 1097	Personal Health and Wellness **or** Fitness for Life	2 **or** 2
Distribution Courses		
	Biology	3
	Physical Science	3
	Additional Biology or Physical Science	3
	Humanities Distribution fulfilled by 2020 or 202G of chosen foreign language	4
	Fine Arts Distribution	3
	Social/Behavioral Science	3
Sub-Total of General Education Requirements		**36**
Discipline Core Requirements		
Art Studio core: complete one of the following:		**3**
ART 1020	Basic Drawing for Non-Majors	3
ART 1050	Photography I	3
ART 1120	2D Design	3
ART 1130	3D Design	3
ART 1340	Sculpture I	3
ART 1350	Ceramics I	3
ART 1650	Watermedia I	3
Art History foundation Core: complete the following:		**9**
ARTH 2710	History of Art to the Renaissance	3
ARTH 2720	History of Art from the Renaissance	3
ARTH 2800	Intro to Art History Research and Methodology	3
Art History Upper Division: Complete eleven courses from the following:		**33**
ARTH 3010	History of Design and Visual Arts	3
ARTH 3015	Ancient Art of Egypt and the Near East	3
ARTH 3020	Classical Art and Architecture History	3
ARTH 3030	Medieval Art and Architecture History	3
ARTH 3040	Renaissance Art History	3
ARTH 3050	Baroque Art and Architecture History	3
ARTH 3060	Nineteenth-Century Art History	3
ARTH 3070	Modern Art and Architecture History	3
ARTH 3080	History of Architecture	3

ARTH 309G	Introduction to Non-Western Ancient Art	3
ARTH 3100	History of American Art and Architecture	3
ARTH 3120	History of Contemporary Art	3
ARTH 3200	The History of Photography	3
ARTH 3300	**Introduction to Museum Studies**	3
ARTH 3400	Arts Management	3
Seminars: complete a minimum of two:		6
ARTH 391R	Art History Seminar	3
	Sub-Total of Art History Requirements	51
Elective Requirements		33
	One foreign language (1010, 1020, 2010 levels. German and French are recommended).	12
	Complete any courses from Humanities, Music, Philosophy, Art History (at least four courses must be 3000 level). The major advisor will have a list of approved courses.	21
Graduation Requirements		
Completion of a minimum of 120 credits. Overall GPA of 2.0 (C) or above and a GPA of 3.0 (B) or above in ARTH courses. Residency hours: minimum of 30 credit hours through course attendance at UVU, with at least ten hours in the last 45 hours. Completion of GE and specified departmental requirements. Successful completion of at least one Global/Intercultural course.		
	Total	120

Program Schedule

Fall of First Year	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
HLTH 1100 or PES 1097	Personal Health and Wellness or Fitness for Life	2
ARTH 2710	History of Art to the Renaissance	3
BIOL 1010	General Biology	3
Art studio core	Complete one of the following: ART 1020, 1050, 1120, 1130, 1340, 1350, or 1650.	3
	Semester total:	14
Spring of First Year	Course Title	Credit Hours
ENGL 2010	Intermediate Writing—Humanities/Social Sciences	3
Mathematics	Complete one of the following: MATH 1030, 1040, or 1050	3
ARTH 2720	History of Art from the Renaissance	3
Elective	Complete any course from Humanities, History, Music,	3

	Art History	
PHIL 2050	Ethics and Values	3
	Semester total:	15
Fall of Second Year	**Course Title**	**Credit Hours**
History	Complete one of the following: HIST 2700 and 2710, 1700, 1740, POLS 1000, 1100	3
Physical Science	Pick from Physical Science Distribution	3
Language 1010	Complete foreign language 1010 course. German or French are recommended.	4
ARTH 2800	Introduction to Art History Research & Methodology	3
ARTH	Art History upper-division course (3000 level) from list	3
	Semester total:	16
Spring of Second Year	**Course Title**	**Credit Hours**
Additional Biology or Physical Science	Pick from Biology or Physical Science Distribution List	3
Fine Arts	Pick from distribution list	3
Language 1020	Complete foreign language 1020 course. German or French are recommended.	4
ARTH	Art History upper-division course (3000 level) from list	3
ARTH	Art History upper-division course (3000 level) from list	3
	Semester total:	16
Fall of Third Year	**Course Title**	**Credit Hours**
Social/Behavioral Science	Pick from distribution list	3
Elective	Complete any course from Humanities, History, Music, Art History	3
Language 2010	Complete foreign language 2010 course. German or French are recommended.	4
ARTH	Art History upper-division course (3000 level) from list	3
ARTH	Art History upper-division course (3000 level) from list	3
	Semester total:	16
Spring of Third Year	**Course title**	**Credit Hours**
Elective	Complete any course from Humanities, History, Music, Art History	3
Elective	Complete any 3000+ course from Humanities, History, Music, Art History	3
Language 2020	Complete foreign language 2020 course. German or French are recommended. Fulfills Humanities distribution.	4
ARTH	Art History upper-division course (3000 level) from list	3

ARTH	Art History upper-division course (3000 level) from list	3
	Semester total:	16
Fall of Fourth Year	**Course Title**	**Credit Hours**
ARTH 391R	Art History Seminar	3
ARTH	Art History upper-division course (3000 level) from list	3
ARTH	Art History upper-division course (3000 level) from list	3
Elective	Complete any 3000+ course from Humanities, History, Music, Art History	3
Elective	Complete any 3000+ course from Humanities, History, Music, Art History	3
	Semester total:	15
Spring of Fourth Year	**Course Title**	**Credit Hours**
ARTH 391R	Art History Seminar	3
ARTH	Art History upper-division course (3000 level) from list	3
ARTH	Art History upper-division course (3000 level) from list	3
Elective	Complete any 3000+ course from Humanities, History, Music, Art History	3
	Semester total:	12

Section VII: Faculty

Full-time	Steven Bule	PhD	Art History (tenured)
	Courtney Davis	MA, JD	Art History, Law (tenure track)
	Robert DeWitt	MA, MFA	Art History, Painting & Drawing (tenured)
	Jim Godfrey	MFA	teaches History of Graphic Design (tenured)
	Melissa Hempel	MA	teaches Museum Studies (museum director)
	Travis Lovell	MFA	teaches History of Photography (tenure track)
	Perry Stewart	MFA	teaches History of Illustration (tenured)
Adjunct	Tonya Bassett	MA	Art History
	Travis Clark	PhD	Art History
	Scotti Hill	MA	Art History
	Char Poulson	PhD	Art History
	Angela Westcott	MA	Art History

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Fine Arts in Theatre Arts

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Fine Arts (BFA) in Theatre Arts effective Fall Semester 2015. The institutional Board of Trustees approved the degree on September 4, 2014.

Background

UVU currently offers a variety of bachelor and associate degrees, as well as minors in theatre arts, theatre education, and theatre for children and youth; the proposed BFA in Theatre Arts would add a rigorous, professional training degree with emphases in Acting, Musical Theatre, and Theatre Design and Production. Employment in theatre arts will grow this decade at a national percentage rate in the teens, with Utah several percentage points higher. The BFA in Theatre Arts would prepare graduates for entry into the workforce and is also the preferred degree for admission to MFA programs. The BFA was also shown to be prospective theatre students' degree of choice (versus the BA or BS) in a survey conducted by UVU at four Utah high schools in February 2014.

The UVU Department of Theatrical Arts for Stage and Screen has consistently garnered top regional and national recognition through the Kennedy Center American College Theatre Festival. Faculty, staff, library and information resources, and funding are essentially in place to offer the proposed BFA, and it is anticipated a full-time lecturer position will be restored as enrollments increase. Eleven new courses will be developed and implemented in stages as students move through the new BFA to the point where there is a first graduating class. While existing facilities are well-equipped and sufficient to support the proposed program, a new performing arts center is UVU's top building priority. Admission to and continuation in the BFA program would be based competitive auditions and annual reviews.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The USHE Chief Academic Officers, with input from Theatre departments at their institutions, are supportive of UVU's request to offer a BFA in Theatre Arts. There are no additional policy issues relative to approval of this program.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Fine Arts in Theatre Arts.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Section I: The Request

Utah Valley University requests approval to offer a Bachelor of Fine Arts in Theatre Arts effective Fall Semester 2015. The institutional Board of Trustees approved the degree on September 4, 2014.

Section II: Program Description

Complete Program Description

UVU's proposed Bachelor of Fine Arts in Theatre Arts is a rigorous professional training degree with three emphases: Acting, Musical Theatre, and Theatre Design and Production. Through rigorous study and intensive practical experience, students will be prepared to meet industry and professional standards and the demands of leading graduate programs. The Acting emphasis offers extensive training in acting, voice, movement, and auditioning. The Musical Theatre emphasis offers training in movement, dance, and vocal and singing technique, as well as acting. The Theatre Design and Production emphasis offers training in design conceptualization, stage management, costuming, lighting, makeup, and scenic design, and rendering. It also provides more extensive training in one of five tracks: Costume, Scenery, Lighting, Technical Direction, and Stage Management.

Purpose of Degree

The purpose of the BFA degree is to offer students at Utah Valley University a professional training program that will prepare them for professional careers and graduate school admission. While the recently revised BA degree offers students a broad-based liberal arts program with freedom to choose between a variety of courses and sub-specialties, the BFA will offer a rigorous, sequential training program in Acting, Musical Theatre, or Theatre Design and Production.

Institutional Readiness

The Department of Theatrical Arts for Stage and Screen at Utah Valley University is the second largest theatre program in the Utah System of Higher Education. Its students and faculty have consistently received regional recognition in both performance and production through the Kennedy Center American College Theatre Festival. Seven of the last eleven years, and five of the last six years, a production from UVU has been one of the eight to ten selected for the festival from the five-state region comprising Arizona, Hawaii, Nevada, Utah, and Southern California. At the regional festivals, UVU's undergraduates have taken top honors in scenic design, costume design, makeup and hair design, dramaturgy, and acting, competing with BFA and graduate student designers and performers. In 2013, the UVU Theatrical Arts for Stage and Screen Department received national recognition at the Kennedy Center for Best Production of a Play, Best Director of a Play, Best Scenic Designer, Best Costume Designer, and Best Performance by an Actress in a Play. In 2014, the Department received additional honors at the national level for Best Production of a Musical, Best Director of a Musical, Best Lighting Design, Best Makeup and Hair Design, and Best Actress in a Musical. These honors indicate that UVU has demonstrated excellence in all three emphases in the proposed BFA: Acting, Musical Theatre, and Theatre Design and Production. UVU students deserve a degree that matches their level of consistent achievement.

The President of UVU has made a state-of-the-art performing arts center his top building priority. In the meantime, the existing facilities, including four performance/rehearsal spaces, are outfitted with cutting-edge media technologies, including video streaming, video capture, and video conferencing. These tools enable students to interact with performers, designers, and scholars throughout the United States and to create high-quality video portfolios that will help them secure employment and admission to top graduate theatre programs.

The Department offers direct, individualized instruction to its majors in almost every course, and most of the Department's instruction happens at the main campus. Five sections of THEA 1013 Introduction to Theatre are taught "on-line interactive," while two sections are taught on campus. Three sections of THEA 1023 Introduction to Film are taught "on-line interactive," while two sections are taught on campus. Most of students in the distance education sections of these classes are non-majors. Ten to fifteen theatre majors complete a theatre study-abroad course in England and Scotland over the summer.

Faculty
The faculty of the UVU Department of Theatrical Arts for Stage and Screen includes eight tenure-track faculty, two artists-in-residence, two lecturers, one academic staff member, and five adjuncts. Tenure reviews, student ratings, and regional and national recognitions attest to the quality of the theatre faculty and staff at UVU. The Department includes five faculty members with doctorates, six with MFAs (considered terminal degrees in the field), two with other master's degrees, and five with bachelor's degrees.

The BFA in Theatre Arts will require the teaching of ten more required courses and one more elective course by spring 2019, when the first group of seniors complete the program. As enrollment for the University and the Department is expected to increase significantly over the next four years, it is anticipated that a lecturer position in acting will be restored and additional part-time and/or adjunct faculty will be added to meet the educational needs of a growing student body.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		6
Full-time Non-Tenured	5	1	2
Part-time Tenured			
Part-time Non-Tenured	4		4
With Master's Degrees			
Full-time Tenured	1		1
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	3		3

Part-time Tenured			
Part-time Non-Tenured	2		2
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured		1	1
Total Headcount Faculty			
Full-time Tenured	3		7
Full-time Non-Tenured	9	1	6
Part-time Tenured			
Part-time Non-Tenured	6	1	7
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	14.50	1.33	15.83

Staff

In addition to its faculty, artists-in-residence, academic staff, and adjuncts, the Department of Theatrical Arts for Stage and Screen has an administrative assistant, a technical director, two costume shop supervisors, and a scene shop supervisor. The Department also has as an outreach coordinator and a media coordinator for the Noorda Theatre Center for Children and Youth, which is a component of the Department.

Library and Information Resources

Theatre, as with other subject areas, is assigned its own separate, annual library budget. Collections are housed primarily in the PN 1991-2300 area using the Library of Congress classification system, including resources in areas related to the specific subject area such as drama, acting, directing, production, history, etc. The Department of Theatrical Arts for Stage and Screen will work with the library specialist assigned to the theatre area to augment the current collection with additional books on acting, musical theatre, and design and technical production as needed.

- Books

Books are selected in collaboration with faculty to best support current and future classes at UVU, and are updated with peer-recommended lists and other review sources. Because of the relatively new age of the holdings, students have access to books of quality and currency. Books accessible to UVU theatre students expand dramatically with access to all other Utah higher education institution libraries and the library's Interlibrary Loan (ILL) service (see *Other Library Resources*, below).

- Audio Visual Items

The UVU Library has one of the largest video collections in the state's higher educational system, with close to 18,000 video recordings on the main campus alone. Of UVU's main campus holdings, over 5,700 of these titles are related to Theatre and Film Studies, with over 330 filmed stage productions, including the "Broadway Theatre Archive."

- Periodicals Indexes

Currently, the UVU Library provides access to over 136 periodical indexes. Major indices include a film database covering theatre, Academic Search Premiere, Arts Abstracts, Directory of Open Access Journals (DOAJ), International Index to the Performing Arts, JSTOR, LexisNexis Academic, MasterFILE Premier, the MLA International Bibliography, films from the Film Board of Canada, Project Muse, and Video Librarian.

- Other Library Resources

The UVU library belongs to the Utah Academic Library Consortium (UALC) which allows reciprocal borrowing among the higher education institutions in Utah, Idaho, and UNLV in Nevada. The statewide reciprocal borrowing agreement through UALC allows UVU students and faculty to check out materials from any Utah academic institution library, including the University of Utah Marriott Library and the private schools, Brigham Young University and Westminster College. If books are not available in-state, or if students cannot physically go to another library, any needed book can be ordered through Interlibrary Loan. The ILL web form can also be accessed from the Library Homepage. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship. With active participation from faculty, the collection continues to grow in quality and quantity.

The Department Chair will work with the library specialist assigned to the theatre area to ensure that students in the BFA program have access to periodicals from professional associations, including the National Association of Schools of Theatre, Theatre Communications Group, and the American Alliance for Theatre and Education.

Admission Requirements
Students will apply for admission to one of the three BFA emphases the January before beginning university courses in the fall. Students applying to the BFA program must have a cumulative GPA from their high school, or from the school from which they are transferring, of a minimum of 3.00. Admission to the BFA program will be competitive and will be based on faculty evaluation of students' performance audition or production portfolio. BFA students must pass a faculty review in December of their freshman, sophomore, and junior years in order to continue in their emphasis. Students who do not advance in the BFA program will be encouraged to use their credits to complete a BA in Theatre Arts or another degree offered in the Department.

Student Advisement
The School of the Arts employs a full-time advisor for the Department of Theatrical Arts for Stage and Screen. The advisor currently counsels students for the BA and BS in Theatrical Arts, as well as the BS in Theatrical Arts Education and the AAS in Theatre for Children and Youth. The same advisor will also counsel students in the proposed BFA program.

Justification for Graduation Standards and Number of Credits
The Bachelor of Fine Arts will require completion of 126 semester hours. This is higher than the 120 required for the BA in Theatre Arts at UVU but consistent with existing BFA programs in theatre at other USHE institutions and with accreditation requirements for admission to the National Association of Schools of Theatre, which UVU plans to join within the next five years.

The General Education requirements in the BFA, which all UVU four-year degree program students complete, will ensure a liberal arts foundation to university study. The BFA Core requires training in acting, makeup, stagecraft, script and text analysis, directing, theatre history, and dramatic literature. A new one-credit lab course, BFA Cohort Seminar, will be taken during the sophomore year by students in each of the

three emphases. This will build on the practical application component of Script and Text Analysis I that all BFA students will take during their freshman year. It will promote collaboration between performers and designers as they analyze, interpret, and present a theatrical text through integrated performance and design. The revised Script and Text Analysis II course, which all BFA students will take during their junior year, will build on this integration and collaboration with greater emphasis on contemporary and historical theoretical models and how they may be applied in production and performance.

The Acting Emphasis includes 24 credits in acting, 15 in voice, and 12 in movement beyond the BFA core, all of which will be prescribed semester by semester in a rigorous, regimented sequence. The Musical Theatre emphasis requires 22 credits in acting, 14 in movement and dance, and ten in singing and voice, all of which will be prescribed semester by semester. Students in the Theatre Design and Production emphasis will complete 47 credits in costuming, scenic design, lighting, stage management, storytelling, art, and drafting. These students will also complete one elective course, as well as 12 credits in one of five tracks: Costume, Scenery, Lighting, Technical Direction, and Stage Management.

External Review and Accreditation

The proposed degree program has been developed by the full-time faculty at Utah Valley University in alignment with the standards and expectations of the National Association of Schools of Theatre, the national accrediting body to which the UVU Department of Theatrical Arts for Stage and Screen will apply for admission within the next five years. The BFA program will be assessed according to the University's program review calendar by a qualified external reviewer.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	0	15	18
Total # of Declared Majors in Proposed Program	0	20	45	65	95	100
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	14.50	14.50	15.33	15.58	15.83	15.83
Total Department Student FTE (Based on Fall Third Week)	131	131	137	138	143	143
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total	9.03	9.03	8.94	8.88	9.03	9.03

Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The BFA in Theatre Arts is a new offering in the Department of Theatrical Arts for Stage and Screen. It will complement the existing degree programs in the Department, including the recently revised BA degree in Theatre Arts, the BS in Theatre Arts Education, the AAS in Theatre for Children and Youth, and the AA in Theatre Arts. The majority of the courses in the BFA program will include enrollment of students in the BA and other degree programs in the Department.

Section III: Need

Program Need

Research conducted by the Department of Theatrical Arts shows a need for the proposed BFA in Theatrical Arts based upon: (1) labor market demand for graduating theatre students; (2) growth in theatre majors at UVU; and (3) student demand for a BFA program in Theatrical Arts.

According to the Utah Department of Workforce Services and the US Bureau of Labor Statistics, the 2008 through 2018 employment trends for most theatre arts job categories show increases in both Utah and in the nation as a whole.[1] For example, in Utah, jobs for actors are expected to increase by 26%, producers/directors by 19%, set/exhibit designers by 24%, and writers/authors by 27%, in each case higher than the national percentages.

One must not overlook the many other specialties within theatre in which employability is very favorable. UVU's current and graduated theatre students have found work throughout the state in design (lights, set, sound, costume, makeup), construction, stage management, directing, and producing in the theatre, motion picture, broadcast, television, video, and public relations industries.

The UVU Theatrical Arts for Stage and Screen department not only helps students to be hired for existing jobs in theatre organizations but also cultivates an entrepreneurial ability that has led its students and recent graduates to create new companies that serve the local population. These new companies include Grassroots Shakespeare Company, Resonance Story Theatre, and Thrillionaires Improvisation.

In addition to market demand for professional work, many students need a BFA degree to be accepted into top MFA programs. While most MFA programs will consider applicants with BA degrees, the intense specialization offered by BFA programs makes these students considerably more attractive to MFA programs.

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[1] CareerOneStop [Sponsored by the U.S. Department of Labor, Employment, and Training Administration], Occupations: Employment Trends by Occupations Across States, Copyright © 2011.

A five-year departmental review of the UVU Department of Theatrical Arts for Stage and Screen in May 2011 indicated a total instructional headcount of 197, an 89% increase from its 2006 headcount of 104. Total student credit hours between fall 2006 and fall 2011 increased by 67%. The first bachelor degree programs within the Department (BA/BS in Theatre Arts and BS in Theatre Education) were implemented in 2006. In fall 2006, 56% of department students were seeking associate degrees (AS in Theatrical Arts) and 44% seeking bachelor degrees (BA/BS in Theatrical Arts or BS in Theatre Arts Education). In fall 2010, four percent of department students were seeking an associate degree and 96% were seeking bachelor's degrees.

Enrollment of theatre majors surged from 197 in fall 2011 to 214 in fall 2012 and then settled back at 196 in fall 2012. Theatre major enrollment declined significantly to 164 in fall 2013. This corresponded to a campus-wide decline in enrollment, attributed largely to the change in the LDS missionary age and the improving economy.

The Department of Theatrical Arts for Stage and Screen expects these numbers to exceed enrollment for fall 2013 by fall 2015 when the proposed BFA program would be implemented. Student recruitment by the department, which has been less necessary during times of natural enrollment increase, has been significantly enhanced. In January 2014, UVU staff and students hosted a booth at the Utah Theatre Association convention, resulting in a four-fold increase in the number of students auditioning or interviewing for scholarships at UVU. The UVU Department of Theatre Arts for Stage and Screen recently initiated a program to connect each faculty and staff member with a specific high school theatre program in Utah County. The 2013 and 2014 Kennedy Center honors that the UVU theatre department received are expected to continue to build interest in the University and its theatre degree programs.

Student Demand

A January 2014 survey of 68 current theatre majors at Utah Valley University indicated that 60% were very or extremely interested in the BFA emphasis in Acting, 51% were very or extremely interested in the BFA emphasis in Musical Theatre, and 38% indicated that they were very or extremely interested in the BFA emphasis in Theatre Design and Production; 78% of current theatre majors surveyed indicated that they would pursue a BFA, even if, in switching from the BA program, it would take them a fifth year to complete their degree.

In February 2014, UVU faculty surveyed 57 high school students at Mountain View, Hillcrest, and Provo High Schools and the Salt Lake School for the Performing Arts who indicated that they intended to major in theatre in college. UVU faculty members communicated with the teachers administering the surveys and responded to their questions. The survey explained the three proposed emphases in the BFA, as well as the BA, BS, AAS, and AA options in Theatre Arts at Utah Valley University and included 13 questions about their interest in various degree options. The last question asked specifically if having a BFA in Theatre Arts at UVU would make them more likely or less likely to pursue their major at UVU or whether it would make no difference to them. Seventy-two percent of those surveyed indicated that they would be more likely or much more likely to attend UVU if it offered a BFA in Theatre Arts. The BFA in Theatre Arts is crucial to recruiting more theatre majors to Utah Valley University.

Similar Programs

The University of Utah offers separate BFA degrees in Acting, Musical Theatre, Performing Arts Design, and Stage Management. Utah State University offers separate BFA degrees in Acting, Design and

Technology, and Theatre Education. Southern Utah University offers a BFA degree in Theatre Arts with emphases in Classical Acting, Musical Theatre, and Theatre Design and Technology. Weber State and Dixie State do not offer BFA programs in Theatre.

The BFA in Theatre Arts at UVU will be distinguished from other programs in the state system because it stresses collaboration between students in the performance emphases (Acting and Musical Theatre) and the production emphasis (Theatre Design and Production). Students from all three emphases will enroll in Script and Text Analysis I their freshman year, BFA Cohort Seminar their sophomore year, and Script and Text Analysis II their junior year. This series of courses will emphasize analyzing, interpreting, and presenting the text in performance and design to tell a common theatrical story. It will enable performance and production students to collaborate and develop partnerships that may extend beyond graduation from UVU.

Collaboration with and Impact on Other USHE Institutions
Outside the institution, UVU collaborates with other USHE theatre departments on matters related to lower-division courses and transfer through participation in the annual USHE Majors Meetings. Within the institution, the proposed BFA in Theatre Arts includes non-major classes in other UVU departments, including DANC 1100 and 1200, ART 1020 and 1650, and ARTH 2720.

The impact of the BFA degree in Theatre Arts at UVU is expected to be minimal at other USHE institutions. Based on the 2012 Fact Book, produced by the UVU Office of Institutional Research and Information, 71.4% of Utah students attending UVU come from Utah County, where the main campus is located. Only 12.7% of Utah students attending UVU come from Salt Lake County, where the University of Utah's BFA programs are located; 0.6% of Utah students attending UVU come from Cache County, where Utah State University's BFA programs are located; and 0.4% of Utah students attending UVU come from Iron County, where Southern Utah University's BFA program is located.[2]

It is expected that the overwhelming majority of students in the proposed BFA program in Theatre Arts at Utah Valley University will come from UVU's service region, as is the case for the University's programs as a whole. The BFA in Theatre Arts may retain some Utah County students who would otherwise have pursued their BFA degrees at other USHE institutions or at Brigham Young University.

Benefits
The BFA in Theatre Arts will better prepare UVU students for admission to MFA programs in Acting, Musical Theatre, and Theatre Design and Production. As noted in the Institutional Readiness section, UVU students are already competing successfully with BFA and graduate students in the regional and national Kennedy Center American College Theatre Festival competitions. The BFA program will provide UVU students with more rigorous training suited to their demonstrated talent and accomplishments.

Consistency with Institutional Mission
Utah State Board of Regents Policy R312.5.2.3 states that Utah Valley University, as a teaching institution, "prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community." The proposed BFA degree in Theatrical Arts would enable UVU graduates to engage in local theatres, community organizations as professionally competent

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[2] 2012 Fact Book, Utah Valley University: http://www.uvu.edu/iri/documents/additional_resources/factbook2012.pdf.

instructors, directors, actors, and designers and to create job opportunities for themselves and other theatre artists.

The Bachelor of Fine Arts degree, as proposed, will serve a three-fold aim in preparing students for professional practice and advanced graduate opportunities. State Board of Regents Policy R312 charges Utah's higher education institutions with the responsibility to "meet the educational needs of the students of the State of Utah." In adherence to this directive, Utah Valley University "builds on a foundation of substantive scholarly and creative work to foster engaged learning." Providing an environment that encourages 'learning by doing' is the core ambition of the proposed BFA. Graduates with this degree will have the specific technical and practical skills to find immediate placement within their chosen discipline. Innovation is the Department's principal value, and the proposed BFA degree serves those students seeking deeper mastery through practiced craft as well as innovative solutions. The BFA advances the goal of the Department of Theatrical Arts for Stage and Screen to "innovate to educate for excellence."

The recently-revised BA degree in Theatre Arts provides students with a well-rounded, liberal arts degree with a high level of individual curriculum choice. By contrast, the proposed BFA offers a regimented course sequence in one of three emphases that provides a tighter focus and a higher level of specialization.

Section IV: Program and Student Assessment

Program Assessment
All students who are admitted to one of the three emphases in the BFA in Theatre Arts will undergo a faculty assessment in December of their freshman, sophomore, and junior years, based on a performance audition or design portfolio. Successful completion of these assessments will be required for students to continue in the BFA program. For each production in which a student is involved, whether in performance or design, the student's performance will be evaluated by the faculty mentor.

Sophomores in the BFA emphases in Acting and Musical Theatre will be required to take the Auditioning I class, which will serve as an assessment course, as well as providing specific training in auditioning technique. Students who do not demonstrate the necessary level of improvement will be advised to apply their credits toward the BA degree or another degree offering in the Department of Theatrical Arts for Stage and Screen.

UVU's proposed BFA was developed according to the standards and expectations of the National Association of Schools of Theatre (NAST), the national accrediting body to which the UVU Department of Theatrical Arts for Stage and Screen will apply for admission within the next five years. If admitted, UVU will undergo a rigorous external review by NAST at least every five years. Additionally, the BFA program will also be assessed according to the university's program review calendar by a qualified external reviewer.

Expected Standards of Performance

Students who complete the BFA emphasis in Acting should be able to:

1. Employ a broad range of acting knowledge including the ability to create characters convincingly and project one's self believably in word and action into imaginary circumstance.
2. Demonstrate analytical and performance skills required in plays from various genres and style periods.

3. Demonstrate technical proficiency in voice and speech, including the production of clear, articulate, and expressive speech; the ability to demonstrate phonetic transcription; and versification skills.
4. Demonstrate technical proficiency in movement including the ability to use the body effectively as an instrument for characterization to create a believable physical life and a detailed score of physical action.
5. Comprehend the basic business procedures of the actor's profession, including auditions, resumes, and professional representation.
6. Demonstrate understanding of the various aspects of a production and their place in the storytelling process.

Students who complete the BFA emphasis in Musical Theatre should be able to:

1. Employ a broad range of acting knowledge, including the ability to create characters convincingly and project one's self believably in word and action into imaginary circumstance.
2. Demonstrate analytical and performance skills required in musicals from various genres and style periods.
3. Demonstrate technical proficiency in singing voice production and application to song.
4. Demonstrate technical proficiency in voice and speech, including the production of clear, articulate, and expressive speech; the ability to demonstrate phonetic transcription; and versification skills
5. Demonstrate technical proficiency in movement including the ability to use the body effectively in dance and acting as an instrument for characterization to create a believable physical life and a detailed score of physical action.
6. Comprehend the basic business procedures of the actor's profession, including auditions, resumes, and professional representation.
7. Demonstrate understanding of the various aspects of a production and their place in the storytelling process.

Students who complete the BFA emphasis in Theatre Design and Production should be able to:

1. Employ a broad range of design and technical knowledge including the ability to establish settings and characters convincingly through the judicious and skillful use of visual and aural elements.
2. Demonstrate analytical and design skills required for designing and producing plays and musicals from various genres and style periods, including the ability to render designs visually and draft blueprints and patterns needed to construct them.
3. Demonstrate basic competency in the design and implementation of lighting, sets, costumes, makeup, properties, and sound.
4. Demonstrate an advanced competency in at least one of the following areas: costuming, lighting, scenery, stage management, or technical direction.
5. Employ visual metaphor in design to reinforce and enhance the story of the script, the concept of the director, and the intention of the playwright.
6. Comprehend the basic business procedures of the designer's and technician's professions, including portfolios, resumes, and interviewing.
7. Demonstrate understanding of the various aspects of production and performance and their place in the process of telling a story on stage.

Section V: Finance

Departmental Data	Three-Year Budget Projection						
	Current Departmental Budget— Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	$844,066	$0	$844,066	$31,379	$875,445	$13,424	$888,869
Benefits	$475,211	$0	$475,211	$15,317	$490,528	$8,137	$498,665
Total Personnel Expense	$1,319,277	$0	$1,319,277	$46,697	$1,365,974	$21,561	$1,387,535
Non-personnel Expense							
Travel	$0	$0	$0	$1,000	$1,000	$0	$1,000
Capital	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$0	$0	$0
Current Expense	$29,310	$0	$29,310	$2,500	$31,810	$0	$31,810
Total Non-personnel Expense	$29,310	$0	$29,310	$3,500	$32,810	$0	$32,810
Total Expense (Personnel Current)	$1,348,587	$0	$1,348,587	$50,197	$1,398,784	$21,561	$1,420,345
Departmental Funding		Year 1		Year 2		Year 3	
Appropriated Fund	$1,348,587	$0	$1,348,587	$50,197	$1,398,784	$21,561	$1,420,345
Other	$0	$0	$0	$0	$0	$0	$0
Special Legislative Appropriation	$0	$0	$0	$0	$0	$0	$0
Grants and Contracts	$0	$0	$0	$0	$0	$0	$0
Special Fees/ Differential Tuition	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$1,348,587	$0	$1,348,587	$50,197	$1,398,784	$21,561	$1,420,345
Difference							
Revenue - Expense	$0	$0	$0	$0	$0	$0	$0

Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	$343	-	$343	-	$340	-	$342

*Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report.

Funding Sources

The BFA degree will require creating ten required classes and one elective class not already in the list of approved courses. It is anticipated that the BFA in Theatre Arts will have a minimal impact on present finances or workload. The department has requested that a current adjunct position in acting become a lecturer position, and that request is in the current approval process. That position would cover up to four additional sections of performance courses. Seven lower-division production sections could be taught by new or current adjuncts, at an approximate cost of $16,100 a year, thus enabling the current tenured faculty to teach the new higher level courses, or those sections could be taught by additional part-time faculty at a higher cost.

Seven one-credit lab courses, connected to specific courses in theatre design and production, will replace current production practicum sections. By connecting labs to specific courses, rather than offering more general practicums, theory will be better integrated with practice. Because they are replacing existing practicums, these lab courses will not alter the teaching load of the department as a whole.

Appropriated Fund .... ☒
Special Legislative Appropriation .... ☐
Grants and Contracts .... ☐
Special Fees/Differential Tuition .... ☐
Other (please describe) .... ☐

Reallocation

UVU does not allocate tuition revenues directly to any programs. Increased tuition revenue from general UVU growth will fund the difference between anticipated expenditures and anticipated tuition revenue generated by the program.

Impact on Existing Budgets

See above.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number	Title	Credit Hours
General Education Requirements		
ENGL 1010	Introduction to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing HU/SS Majors Intermediate Writing SCI/TECH Majors	3
MATH 1030 or MATH 1040 or MATH 1050	Quantitative Reasoning Introduction to Statistics College Algebra (4)	3
HIST 1700 HIST 1740 HIST 2700+2710 POLS 1000 POLS 1100	American Civilizations US Economic History US History American Heritage American National Government	3
PHIL 2050(G)	Ethics and Values	3
HLTH 1100 or PES 1097	Personal Health and Wellness Fitness for Life	2
BIOLOGY	Choose from Distribution List	3
PHYSICAL SCIENCE	Choose from Distribution List	3
ADD'L BIOLOGY Or PHYSICAL SCIENCE	Choose from Distribution List	3
HUM 1010	Humanities through the Arts (Humanities Distribution)	3
THEA 1013	Introduction to Theatre (Fine Arts Distribution)	3
SOCIAL SCIENCE	Choose from Distribution List	3
	Sub-Total	35
BFA Core Requirements		
THEA 1033	Acting I	3
THEA 1223	Makeup I	3
THEA 1513	Stagecraft I	3
THEA 1514	Stagecraft I Lab	1
THEA 159R	Production Practicum for Stage and Screen I	1
THEA 1713	Script and Text Analysis I	3
THEA 2711	**BFA Cohort Seminar**	**1**
THEA 3611	Directing Actors for the Stage I	3
THEA 3711	Script and Text Analysis II	3
THEA 3721	Theatre History and Literature I	3
THEA 3722	Theatre History and Literature II	3
THEA 481R	Theatre Internship	2
	Sub-Total	29
Requirements for Emphasis in Acting		
THEA 1113	Voice and Diction I	3
THEA 2033	Acting II	3
THEA 2131	Movement for the Actor I	3

THEA 2156	Group Voice for Theatre	3
THEA 3033	**Acting III**	**3**
THEA 3111	Acting for Musical Theatre I	3
THEA 3112	Acting for Musical Theatre II	3
THEA 3113	Acting for Film	3
THEA 3115	**Improvisation**	**3**
THEA 3117	**Auditioning I**	**3**
THEA 3122	**Voice and Diction II**	**3**
THEA 3123	Stage Dialects	3
THEA 3131	**Movement for the Actor II**	**3**
THEA 3133	Stage Combat	3
THEA 3154	Dance for Musical Theatre I	3
THEA 315R or THEA 319R	Musical Theatre Practicum (2.0) Performance Practicum for Stage and Screen (1.0) (no more than 2 credits from 315R)	5
THEA 4115	Acting Styles	3
THEA 4117	Auditioning II	3
THEA 4119	**Senior Showcase and Career Management**	**3**
THEA 4122	Vocal Approaches to the Classics	3
	Sub-Total	62
Requirements for Emphasis in Musical Theatre		
DANC 1100	Beginning Ballet	1
DANC 1200	Beginning Modern Dance	1
THEA 1113	Voice and Diction I	3
THEA 2033	Acting II	3
THEA 2131	Movement for the Actor I	3
THEA 2156	Group Voice for Theatre	3
THEA 284R	Singing Technique for Actors I (1.0) (taken three times)	3
THEA 3033	**Acting III**	**3**
THEA 3111	Acting for Musical Theatre I	3
THEA 3112	Acting for Musical Theatre II	3
THEA 3115	**Improvisation**	**3**
THEA 3117	**Auditioning I**	**3**
THEA 3131	**Movement for the Actor II**	**3**
THEA 3154	Dance for Musical Theatre I	3
THEA 3155	**Dance for Musical Theatre II**	**3**
THEA 315R	Musical Theatre Practicum (2.0) (taken twice)	4
THEA 319R	Performance Practicum for Stage and Screen (1.0) (taken four times)	4
THEA 3725	Musical Theatre History	3
THEA 4117	Auditioning II	3
THEA 4119	**Senior Showcase and Career Management**	**3**
THEA 484R	Singing Techniques for Actors II (1.0) (taken four times)	4
	Sub-Total	62
Requirements for Emphasis in Theatre Design and Production		

ART 1020	Basic Drawing for Non-Majors	3
ART 1650	Watermedia I	3
ARTH 2720	History of Art from the Renaissance	3
THEA 2203	Costume Construction I	3
THEA 2204	Costume Construction I Lab	1
THEA 2513	Introduction to Design for Stage and Screen	3
THEA 2514	Introduction to Design for Stage and Screen Lab	1
THEA 2515	**Rendering for Theatre**	**3**
THEA 2517	**Visual Concepts in Theatre**	**3**
THEA 259R	Production Practicum for Stage and Screen II	1
THEA 3241	Storytelling	3
THEA 3514	Period Styles for Theatre Design	3
THEA 359R	Production Practicum for Stage and Screen III	1
THEA 4531	Lighting Design I	3
THEA 4534	Lighting Design I Lab	1
THEA 4541	Costume Design I	3
THEA 4544	Costume Design I Lab	1
THEA 4571	Scenic Design I	3
THEA 4574	Scenic Design I Lab	1
THEA 4981	Portfolio	1
THEA 4993	Senior Project	3
Elective (three credits from the following):		
PHIL 3800 or HUM 3800	Aesthetics or Aesthetics	3
THEA 3251	Puppetry and Mask	3
THEA 3625	Fundraising for the Arts	3
THEA 4543	**Costume Construction III**	**3**
THEA 4621	Theatre Administration	3
THEA 457R	Practical Design	1
Complete one of the following tracks:		12
Costume track:		
THEA 2541	**Costume History**	**3**
THEA 3223	Makeup II	3
THEA 3542	Costume Construction II	3
THEA 4542	Costume Design II	3
Scenery track:		
THEA 3511	Stagecraft II	3
THEA 3563	Art Direction for Film	3
THEA 3573	Scenic Painting	3
THEA 4572	Scenic Design II	3
Lighting track:		
THEA 3521	**Sound Design I**	**3**
THEA 3563	Art Direction for Film	3
THEA 4535	**Multimedia Design for Stage**	**3**
THEA 4532	Lighting Design II	3

Technical Direction track:		
THEA 3511	Stagecraft II	3
THEA 3521	**Sound Design I**	**3**
THEA 3565	Technical Direction for the Stage	3
THEA 3566	Technical Direction for the Stage Lab	1
THEA 3574	Drafting for Theatre Design	3
Stage Management track:		
THEA 3521	**Sound Design I**	**3**
THEA 3561	Stage Management I	3
THEA 3625	Fundraising for the Arts	3
THEA 4561	Stage Management II	3
	Sub-Total	62
	Total	126

New Courses to Be Added in the Next Five Years

Year 1	Course Prefix and Number	Course Title
		NONE
Year 2		
	THEA 2517	Visual Concepts in Theatre (3.0)
	THEA 3131	Movement for the Actor II (3.0)
	THEA 2541	Costume History (3.0)
	THEA 2711	BFA Cohort Seminar (1.0)
	THEA 3115	Improvisation (3.0)
	THEA 3117	Auditioning I (3.0)
Year 3		
	THEA 2515	Rendering for Theatre (3.0)
	THEA 4543	Costume Design III (Elective) (3.0)
	THEA 3155	Dance for Musical Theatre II (3.0)
Year 4		
	THEA 3033	Acting III (3.0)
	THEA 4119	Senior Showcase and Career Management (3.0)

Program Schedule: Acting Emphasis (126 credits)

Fall of First Year	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
THEA 1013	Introduction to Theatre	3
THEA 1033	Acting I	3
THEA 1713	Script and Text Analysis I	3
THEA 2156	Group Voice for Theatre	3
	Semester total:	15

Spring of First Year	Course Title	Credit Hours
ENGL 2010	Intermediate Writing for HU/SS Majors	3

MATH 1030	Quantitative Reasoning	3
THEA 1113	Voice and Diction I	3
THEA 1513	Stagecraft I	3
THEA 1514	Stagecraft I Lab	1
THEA 159R	Production Practicum for Stage and Screen I	1
THEA 2131	Movement for the Actor I	3
	Semester total:	17

Fall of Second Year	**Course Title**	**Credit Hours**
HUM 1010	Humanities Through the Arts	3
THEA 1223	Makeup I	3
THEA 2033	Acting II	3
THEA 3122	**Voice and Diction II**	**3**
THEA 3131	**Movement for the Actor II**	**3**
THEA 481R	Theatre Internship A	1
	Semester total:	16

Spring of Second Year	**Course Title**	**Credit Hours**
	PHYSICAL SCIENCE COURSE	3
THEA 2711	**BFA Cohort Seminar**	**1**
THEA 3113	Acting for Film	3
THEA 3115	**Improvisation**	**3**
THEA 3117	**Auditioning I**	**3**
THEA 3154	Dance for Musical Theatre I	3
THEA 481R	Theatre Internship B	1
	Semester total:	17

Fall of Third Year	**Course Title**	**Credit Hours**
THEA 3111	Acting for Musical Theatre I	3
THEA 3123	Stage Dialects	3
THEA 3133	Stage Combat	3
THEA 3711	Script and Text Analysis II	3
THEA 3721	Theatre History and Literature I	3
	Semester total:	15

Spring of Third Year	**Course Title**	**Credit Hours**
	BIOLOGY COURSE	3
THEA 3112	Acting for Musical Theatre II	3
THEA 3722	Theatre History and Literature II	3
THEA 4115	Acting Styles	3
THEA 4122	Vocal Approach to the Classics	3
THEA 319R	Performance Practicum for Stage and Screen	1
	Semester total:	16

Fall of Fourth Year	**Course Title**	**Credit Hours**

	SOCIAL SCIENCE COURSE	3
	ADD'L BIOL. OR PHYS. SCIENCE COURSE	3
PHIL 2050	Ethics and Values	3
THEA 315R	Musical Theatre Practicum	2
THEA 319R	Performance Practicum for Stage and Screen	1
THEA 4117	Auditioning II	3
	Semester total:	15

Spring of Fourth Year	Course Title	Credit Hours
HIST 1700	American Civilizations	3
PES 1097	Fitness for Life	2
THEA 3033	**Acting III**	**3**
THEA 319R	Performance Practicum for Stage and Screen	1
THEA 3611	Directing Actors for the Stage I	3
THEA 4119	**Senior Showcase and Career Management**	**3**
	Semester total:	15

Program Schedule: Musical Theatre Emphasis (126 credits)

Fall of First Year	Course Title	Credit Hours
DANC 1100	Beginning Ballet	1
DANC 1200	Beginning Modern Dance	1
ENGL 1010	Introduction to Writing	3
THEA 1033	Acting I	3
THEA 1713	Script and Text Analysis	3
THEA 2156	Group Voice for Theatre	3
	Semester total:	14

Spring of First Year	Course Title	Credit Hours
MATH 1030	Quantitative Reasoning	3
THEA 1113	Voice and Diction I	3
THEA 1513	Stagecraft I	3
THEA 1514	Stagecraft I Lab	1
THEA 159R	Production Practicum for Stage and Screen I	1
THEA 2131	Movement for the Actor I	3
THEA 284R	Singing Technique for Actors I	1
	Semester total:	15

Fall of Second Year	Course Title	Credit Hours
THEA 1013	Introduction to Theatre	3
HIST 1700	American Civilizations	3
THEA 1223	Makeup I	3
THEA 2033	Acting II	3
THEA 284R	Singing Technique for Actors I	1
THEA 3131	**Movement for the Actor II**	**3**

		Semester total:	16
Spring of Second Year	Course Title		Credit Hours
ENGL 2010	Intermediate Writing for HU/SS Majors		3
THEA 2711	**BFA Cohort Seminar**		1
THEA 284R	Singing Technique for Actors I		1
THEA 3115	**Improvisation**		3
THEA 3117	**Auditioning I**		3
THEA 3154	Dance for Musical Theatre I		3
THEA 3725	Musical Theatre History		3
		Semester total:	17
Fall of Third Year	Course Title		Credit Hours
	PHYSICAL SCIENCE COURSE		3
HUM 1010	Humanities Through the Arts		3
THEA 3111	Acting for Musical Theatre I		3
THEA 3711	Script and Text Analysis II		3
THEA 3721	Theatre History and Literature I		3
THEA 484R	Singing Techniques for Actors II		1
THEA 319R	Performance Practicum for Stage and Screen		1
		Semester total:	17
Spring of Third Year	Course Title		Credit Hours
	BIOLOGICAL SCIENCE COURSE		3
THEA 3112	Acting for Musical Theatre II		3
THEA 3155	**Dance for Musical Theatre II**		3
THEA 315R	Musical Theatre Practicum		2
THEA 319R	Performance Practicum for Stage and Screen		1
THEA 3722	Theatre History and Literature II		3
THEA 484R	Singing Techniques for Actors II		1
		Semester total:	16
Fall of Fourth Year	Course Title		Credit Hours
	ADD'L BIOL. OR PHYS. SCIENCE COURSE		3
	SOCIAL SCIENCE COURSE		3
PHIL 2050	Ethics and Values		3
THEA 315R	Musical Theatre Practicum		2
THEA 4117	Auditioning II		3
THEA 319R	Performance Practicum for Stage and Screen		1
THEA 481R	Theatre Internship (A)		1
THEA 484R	Singing Techniques for Actors II		1
		Semester total:	17
Spring of Fourth Year	Course Title		Credit Hours
PES 1097	Fitness for Life		2

THEA 3033	Acting III	3
THEA 319R	Performance Practicum for Stage and Screen	1
THEA 3611	Directing Actors for the Stage I	3
THEA 4119	**Senior Showcase and Career**	3
THEA 481R	Theatre Internship (B)	1
THEA 484R	Singing Technique for Actors II	1
	Semester total:	14

Program Schedule: Theatre Design and Production Emphasis (Costume track) 126 Credits

Fall of First Year	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
THEA 1013	Introduction to Theatre	3
THEA 1223	Makeup I	3
THEA 1513	Stagecraft I	3
THEA 1514	Stagecraft I Lab	1
THEA 1713	Script and Text Analysis I	3
	Semester total:	16
Spring of First Year	**Course Title**	**Credit Hours**
MATH 1030	Quantitative Reasoning	3
PES 1097	Fitness for Life	2
THEA 159R	Production Practicum for Stage and Screen I	1
THEA 2203	Costume Construction I	3
THEA 2204	Costume Construction I Lab	1
THEA 2513	Introduction to Design for Stage and Screen	3
THEA 2514	Introduction to Design for Stage and Screen Lab	1
THEA 3241	Storytelling	3
	Semester total:	17
Fall of Second Year	**Course Title**	**Credit Hours**
ART 1020	Basic Drawing for Non-Majors	3
ENGL 2010	Intermediate Writing HU/SS Majors	3
THEA 2517	**Visual Concepts in Theatre**	3
THEA 3514	Period Styles for Theatre Design	3
THEA 3721	Theatre History and Literature I	3
	Semester total:	15
Spring of Second Year	**Course Title**	**Credit Hours**
ART 1650	Watermedia I	3
ARTH 2720	Art History from the Renaissance	3
HUM 1010	Humanities through the Arts	3
THEA 2541	**Costume History**	3
THEA 259R	Production Practicum for Stage and Screen II	1
THEA 2711	**BFA Cohort Seminar**	**1**

THEA 3722	Theatre History and Literature II	3
	Semester total:	17

Fall of Third Year	Course Title	Credit Hours
THEA 2515	**Rendering for Theatre**	3
THEA 3711	Script and Text Analysis II	3
THEA 4531	Lighting Design I	3
THEA 4534	Lighting Design I Lab	1
THEA 4541	Costume Design I	3
THEA 4544	Costume Design I Lab	1
THEA 4571	Scenic Design I	3
THEA 4574	Scenic Design I Lab	1
	Semester total:	18

Spring of Third Year	Course Title	Credit Hours
	PHYSICAL SCIENCE COURSE	3
	BIOLOGICIAL SCIENCE COURSE	3
THEA 1033	Acting I	3
THEA 3223	Makeup II	3
THEA 359R	Production Practicum for Stage and Screen III	1
THEA 4542	Costume Design II	3
	Semester total:	16

Fall of Fourth Year	Course Title	Credit Hours
HUM 3800	Aesthetics (Elective)	3
PHIL 2050	Ethics and Values	3
THEA 3542	Costume Construction II	3
THEA 3611	Directing Actors for the Stage I	3
THEA 481R	Theatre Internship (A)	1
THEA 4981	Portfolio Class	1
	Semester total:	14

Spring of Fourth Year	Course Title	Credit Hours
	SOCIAL SCIENCE COURSE	3
	ADD'L BIOL. OR PHYS. SCIENCE COURSE	3
HIST 1700	American Civilizations	3
THEA 481R	Theatre Internship (B)	1
THEA 4993	Senior Project/Thesis	3
	Semester total:	13

Section VII: Faculty

Full-Time Faculty
- James Arrington
  - MA Theatre, Brigham Young University

- Lara Beene
  - MFA Costume Design and Technology, Brigham Young University
  - BA Theatre Arts and Technology, Brigham Young University
- Christopher Clark
  - PhD Educational Leadership, Brigham Young University
  - MFA Directing Shakespeare, University of Exeter, England
  - Bachelors in English, Brigham Young University
- Lisa Hagen
  - PhD Theatre History and Criticism, University of Colorado
  - MA Playwriting, Boston University
  - BA Drama Performance, San Diego State University
- Rob Moffatt
  - AA General Studies, Mesa Community College
  - BFA Musical Dance Theatre, Brigham Young University
- Rick Moody
  - PhD Film Studies, Brigham Young University
  - MA Telecommunications, San Diego State University
  - BS Radio, Television, and Film, San Diego State University
- John Newman
  - PhD Educational Theatre, New York University
  - MA Theatre Teaching, University of Texas at Austin
  - MEd Critical and Cultural Studies, University of Utah
  - BFA Theatre Teaching, University of Utah
- Terry Petrie
  - PhD Theatre, Brigham Young University
  - BEd Theatre, University of Alberta
- Stephen Purdy
  - BA Communications, Brigham Young University
- Laurie Harrop-Purser
  - MFA Acting, National Theatre Conservatory
  - BA Theatre Arts, Brigham Young University
  - BFA Theatre, Utah State University
- Jill Robinson
  - MA Theatre and Media Arts, Brigham Young University
  - BA Theatre and Cinematic Arts, Brigham Young University
- David Tinney
  - BFA Musical Dance Theatre, Brigham Young University

Full-Time Academic Staff
- Isaac Walters (Noorda Center Media Coordinator)
  - MBA Arts Administration, University of Wisconsin
  - MFA Directing, Columbia University
  - BA Theatre Arts, Brigham Young University

Part-Time Adjunct Faculty
- Matthew Carlin

- o BFA Acting, Brigham Young University
- Lisa Elzey
  - o BA Theatre Arts, Brigham Young University
- Benjamin Hopkin
  - o MFA Dramatic Arts Acting, University of San Diego
  - o BA Theatre, Brigham Young University
  - o BA English/Creative Writing, Brigham Young University
- Randall King
  - o MFA Directing, Utah State University
  - o MA Theatre History, Brigham Young University
  - o BFA Acting, Brigham Young University
- Barrett Ogden
  - o MFA Contemporary Performance, Naropa University
  - o BA Acting, Brigham Young University

TAB C

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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

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Fax 801.321.7199
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www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Snow College- Certificate of Completion in Agribusiness and Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range

Issue

Snow College requests approval to offer a Certificate of Completion in Agribusiness and an Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range effective Fall Semester, 2015. These programs were approved by the institutional Board of Trustees on October 10, 2014.

Background

The proposed programs provide a background in agribusiness requiring a minimum of 32 credits for a certificate of completion and a minimum of 63 credits for an AAS degree. The certificate of completion stacks directly into the AAS degree so that students have an efficient pathway to marketable credentials as they pursue higher levels of educational attainment. While the programs are not necessarily designed for transfer, there are some baccalaureate programs within the Utah System of Higher Education that would be reasonable transfer options for graduates of the proposed programs.

The proposed AAS degree will allow students to select one of four areas of emphasis: Agribusiness and Management; Animal Science; Agronomy; and Range. The certificate of completion and the AAS degree are designed to prepare students to manage the business aspects of their own farm or ranch or to enter the job market at an entry-level or mid-level position in an occupation such as agriculture business management, livestock or crop production, agriculture sales, marketing, or natural resource management.

A recent Utah State University report, *The Economic Contribution of Agriculture to the Economy of Utah in 2011*, stated that the agricultural processing and the production agriculture sectors accounted for $17.5 billion in total economic output. In Snow College's central Utah service area, from 2012 to 2013, the Utah Department of Workforce Services reported a 5.6% decrease in animal production, but a 4.0% increase in crop production employment, and a 47.4% increase in support services for agriculture and forestry. Snow College's service area represents some of the most productive

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

agricultural lands in the state, covering six rural counties. As such, it is well situated to provide these programs to students in its service region.

Trends for Snow College enrollment in agriculture courses show an increase, with class enrollment reaching and exceeding class size capacity.   The institution reported that enrollment in agriculture courses has increased from 49 in 2011 to 141 in 2014.

<u>Policy Issues</u>

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve Snow College's request to offer the Certificate of Completion in Agribusiness and Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Certificate of Completion in Agribusiness
Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and
Management, Animal Science, Agronomy, and Range

Section I: The Request

Snow College requests approval to offer a Certificate of Completion in Agribusiness and an Associate of Applied Science Degree in Agribusiness with Emphases in Agribusiness and Management, Animal Science, Agronomy, and Range effective Fall Semester, 2015. These programs were approved by the institutional Board of Trustees on October 10, 2014.

Section II: Program Description

Complete Program Description
The agribusiness programs offer an educational background in agriculture business management requiring a minimum of 32 credits for a Certificate of Completion and 63 credits for an Association of Applied Science (AAS) degree in Agribusiness. The AAS degree is created on a stackable framework with the Certificate of Completion. The AAS in Agribusiness degree allows students to select one of four emphases including Agribusiness and Management, Animal Science, Agronomy, and Range. Students will be prepared to: 1) manage their own farm or ranch business; 2) return to the family farm/ranch with ability to create a plan to better manage the business; and 3) enter the job market at an entry or mid-level position in an agriculture-related business, such as agriculture business management, livestock or crop production, agriculture sales, marketing, or natural resource management. While the programs are not necessarily designed for transfer, there are some baccalaureate programs within the Utah System of Higher Education (USHE) that would be reasonable transfer options for graduates of the proposed programs.

Purpose of Degree
The Snow College agribusiness program will provide Farm/Ranch Business Management education to farmers and ranchers in the central Utah area. Students will be exposed to current and relevant agribusiness challenges and opportunities through Farm/Ranch Management connections by:

o   Experiencing current challenges and opportunities of farmers/ranchers.
o   Being exposed to real-life examples from farmers/ranchers when these examples are used in teaching, case studies, and class materials.
o   Meeting with full-time farmers/ranchers through site visits to experience the actual context of agriculture business management.

A vast majority of students coming from farm and ranch backgrounds at Snow College understand and have been involved in the production side of agriculture but have not had experience in the business aspects of the family farm or ranch. Students completing requirements for the Certificate of Completion in Agribusiness can enter or return to a job in a field of agribusiness better prepared to succeed in their career. Students receiving the AAS degree in Agribusiness will have a foundation of agribusiness, general business, and general education courses that will provide an expanded business skillset and prepare them to be employed in many agriculture businesses that support production agriculture.

Institutional Readiness
Agribusiness courses have been offered for several years with growing student interest. Funding, staffing, and physical resources are currently in place to support the program. The proposed programs will be

housed in the Business and Applied Technologies Division. Program faculty will have opportunities for active collaboration with business faculty who teach in the various business disciplines. Agribusiness students will benefit from business classes such as Introduction to Business, Social Media Marketing, Entrepreneurship, Accounting, and QuickBooks for Small Business. Successful relationships with other academic divisions and with other departments within the division provide a balanced opportunity for student success in all four areas of emphasis.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	0	1
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	1	2
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured	1	0	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	2	1	3
Total Department Faculty FTE *(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")*	2	0.4	2.4

Staff
Years: 1-3 – Maintain the two adjunct teachers.
        3-5 - Add a third adjunct for a total of 3 adjuncts

Library and Information Resources

No additional library resources will be required. Currently, all the courses for the certificate and degree are being taught. Library resources are currently in place to support these courses.

Admission Requirements

No program-specific admission criteria will be implemented.

Student Advisement

Student advisement counselors will be informed of the new certificate and AAS degree. Once students interested in agriculture are identified and enrolled in one or more introductory agriculture classes, they will be encouraged to meet with the current full-time instructor to review the courses they have taken, the courses in which they are enrolled, and the courses they will need to take to fulfill program requirements.

Justification for Graduation Standards and Number of Credits

Credit hour requirements for the certificate and AAS degree are consistent with Board of Regent policy. Certificate of Completion credits are stackable into the 63 credits for the AAS in Agribusiness The standards for graduation within the AAS program provide students an education that has a significant number of credits that are business-based. Additionally, general education credits provide for critical thinking, problem solving, communication, and quantitative reasoning.

External Review and Accreditation

Over the past few years, the program advisory committee for farm and ranch management courses served as the advisory committee as these new proposed programs were developed. The advisory committee indicated a need to offer a certificate and a degree in agribusiness with a selected group of emphasis areas. The recommendation for these new programs is in alignment with the Snow College's strategic plan for agriculture education and economic development in central Utah. The Agribusiness department's mission and purposes are harmonious for both agribusiness courses and farm and ranch management courses. Currently, there is no plan to seek specialized accreditation.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates **in Proposed Program**	X	6	10	15	20	20
Total # of Declared Majors **in Proposed Program**	29	30	37	40	40	40
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE *(as reported in Faculty table above)*	2.0	2.0	2.0	2.2	2.2	2.4
Total Department Student FTE *(Based on Fall Third Week)*	21.9	24.8	27.6	30.4	33.2	36.1

Student FTE per Faculty FTE *(ratio of Total Department Faculty FTE and Total Department Student FTE above)*	10.95	12.4	13.8	13.82	15.09	15.01
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: Not Applicable_____)						

Expansion of Existing Program

The proposed Certificate of Completion and AAS in Agribusiness is an expansion of the current agribusiness offerings at the institution. These offerings have seen increased enrollment and student interest since 2011 when agribusiness was first offered at the institution.

Section III: Need

Program Need

The certificate and degree in agribusiness extends Snow College's role as a two-year institution to provide students interested in agriculture the opportunity to receive credentials that are specifically focused on its six-county rural service area. There are no other opportunities within the central Utah region for students to enter a one-year or two-year post-secondary agriculture program and to also receive an emphasis in a specific content area. The AAS degree will also provide a foundation for transfer to select four-year programs at other USHE institutions.

Labor Market Demand

The institution reported that a search on SimplyHired showed a 77 percent rise in agricultural job listings since October 2011. Sales representatives, customer-service representatives, sales managers and veterinarians topped the search engine's recent list of top occupations in agriculture.

Additionally, a recent Utah State University report, *The Economic Contribution of Agriculture to the Economy of Utah in 2011,* stated that the agricultural processing and the production agriculture sectors accounted for $17.5 billion in total economic output (http://ag.utah.gov/documents/EconomicContributionOfAgriculture2011.pdf).

In Snow College's Central Utah service area, the Utah Department of Workforce Services reported a 4.0% increase in crop production employment, a decrease of 5.6% in animal production and a 47.4% increase in support services for agriculture and forestry from December 2012 to December 2013 (www.jobs.utah.gov/wi/pubs/industrybriefs/agriculture_central.pdf).

The institution reports that graduates who have taken agriculture and agribusiness classes have either returned to work on the family farm, started farming on their own, or moved to a four-year institution to work on a baccalaureate degree.

Student Demand

Trends for Snow College enrollment in agriculture courses have increased with class enrollment reaching and exceeding class size capacity. The institution reported that enrollment in agriculture courses has increased from 49 in 2011 to 141 in 2014.

The institution also reported that many students coming to Snow College from rural areas of Utah who enroll in agriculture classes desire to return to the farm and/or start their own farm business and would prefer a degree with a specialized area of study within agriculture.

Similar Programs

No other programs exist in Utah with the same structure and areas of emphasis for students as proposed by Snow College. Southern Utah University (SUU) offers two related AAS programs, an AAS in Livestock Farm Management, and an AAS in Equine Management. Both of SUU's degrees emphasize production with less focus on agribusiness. Utah State University (USU) offers an AAS in Agriculture Mechanics. Unlike these related programs, Snow College's proposed AAS in Agribusiness degree is highly business-based.

Collaboration with and Impact on Other USHE Institutions

The institution reports that discussion and collaboration has occurred with USU academic advisors in the School of Applied Sciences, Technology and Education. It is anticipated that Snow College's AAS in Agribusiness will have little impact on SUU's AAS Livestock Farm Management or AAS Equine Studies, or on USU's AAS Agriculture Mechanics. Students who choose to attend Snow College do so out of a desire to participate in a smaller, more personal campus experience and prefer to take courses at a smaller institution for their first years of college rather than the larger universities. It is believed that the proposed AAS in Agribusiness will not take students away from either SUU's or USU's programs.

Benefits

With Snow College's role in its central Utah service area, the institution is seeking ways to position program and degree offerings that are attractive to rural students. Evidence of the institutional benefit is seen by the increased enrollment over the past four years in agriculture business courses. Also, the Snow College Rodeo team (started in 2013 as a sanctioned event by the National Intercollegiate Rodeo Association) brought 46 students to Snow College. Of this group, 18 have selected agribusiness as their intended major.

Consistency with Institutional Mission

Snow College's mission provides for a tradition of excellence, a culture of innovation, and an atmosphere of engagement to advance students in the achievement of their educational goals. The proposed programs support mission fulfillment by providing targeted educational opportunities for students from the six-county area interested in agriculture.

Section IV: Program and Student Assessment

Program Assessment

Students in agribusiness should expect to gain an understanding of business principles as they relate to farms and ranches and agricultural businesses that support production agriculture. Students will be able to articulate the connections between business principles within all segments of agriculture. Students will acquire the communication skills to present ideas and proposals in a logical and accurate way both orally, in writing, and in presentation format. In-class and out-of-class presentations will provide opportunities to formulate, organize, and present perspectives and insights into agriculture. Students will gain an understanding of both local, regional and national agriculture business relationships and trends. They will acquire the ability to recognize strengths and weaknesses of a business based on industry benchmarks, and they will gain experience in developing and monitoring management plans that improve a business' economic strength. Students will be able to use current technology to accomplish tasks in a changing agriculture environment, with experiences using spreadsheets, Word documents, presentation, accounting,

and analysis software. These software applications will be taught within the courses and applied to agriculture needs.

Expected Standards of Performance
A student who completes an AAS degree in Agribusiness at Snow College should expect to leave with the following outcomes.

Acquire substantive knowledge
- Students will understand the fundamentals of agriculture business and the relationship of business to the agriculture industry
- Students will understand that agriculture business encompasses production, financing, processing and marketing of food and fiber products

Communications
- Students will be able to organize and effectively present a business plan using a variety of presentation methods
- Students will be able to produce clear, concise, purposeful and grammatically correct written documents

Computation
- Students will demonstrate knowledge of local and national agriculture businesses and evaluate strengths and weaknesses using industry benchmarks
- Students will be able to use industry standard software to calculate and perform accurate calculations to summarize data effectively

Professionalism
- Agriculture business students will apply high level business and agriculture skills to real world applications necessary to support and grow the agricultural industry
- Students will be able to articulate an educational plan that meets their educational and career needs

Technology
- Students will be able to effectively use business technology to accomplish tasks in a dynamic and changing agriculture industry
- Students will be able to produce professional-looking documents and projects using industry standard technology

Students who complete an AAS in Agribusiness have also obtained all AAS required general education requirements, which are separately assessed by the college. These competencies are valued by the industry and reflect employer expectations identified by the advisory committee.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	114,285	7,500	121,785	7,500	129,285	7,500	136,785

Benefits	66,768	0	66,768	0	66,768	0	66,768
Total Personnel Expense	181,053	7,500	188,553	7,500	196,053	7,500	203,553
Non-Personnel Expense							
Travel	2,500	0	2,500	500	3,000	500	3,500
Capital	5,000	0	5,000	500	5,500	500	6,000
Library	0	0	0	0	0	0	0
Current Expense	8,000	0	10,000	500	10,500	500	11,000
Total Non-Personnel Expense	17,500	0	17,500	1,500	19,000	1,500	20,500
Total Expense *(Personnel +Current)*	196,553	7,500	206,053	9,000	215,053	1500	224,053
Departmental Funding							
Appropriated Fund	118,180	2,000	120,180	2,000	122,180	2,000	124,180
Other:							
Special Legislative Appropriation	0	0		0		0	
Grants and Contracts	78,794		86,180	0	93,000		100,000
Special Fees / Differential Tuition	0	0	0	0	0	0	0
Total Revenue	196,974	0	206,360	0	215,180	0	224,180
Difference							
Revenue-Expense	421	$	307	$	127	$	127
Departmental Instructional Cost / Student Credit Hour* *(as reported in institutional Cost Study for "current" and using the same Cost Study*	291		291		291		291

Funding Sources
Existing budgets and resources will support the program's needs. The Agribusiness Department has a five-year history of securing grants through the United States Department of Agriculture (USDA) Risk Management Education and the USDA Benchmarking programs. It is anticipated that these grants will continue into the foreseeable future.

Reallocation
No reallocation of funds is expected.

Impact on Existing Budgets
The current Agribusiness Department budget will absorb the costs of implementing the degree. All classes required for the Certification of Completion or the AAS degree in Agribusiness are currently in place and offered in the Business and Applied Technologies Division, the Natural Science and Mathematics Division, and the Social and Behavioral Science Division.

No additional library resources will be required. Currently, all the courses for the certificate and degree are being taught and the needed library academic resources and educational materials are currently available.

Section VI: Program

Curriculum All Program Courses
Certificate of Completion Agribusiness

Course Prefix and Number	Title	Credit Hours
ENGL 1010	Expository Composition	3
AGBS 1010	Fundamentals of Animal Science	4
AGBS 1100	Agriculture Career Exploration	2
AGBS 2020	Intro. to Agricultural Economics & Agribusiness Mgt.	3
AGBS 2030	Analysis and Decision Making	3
BUS 1010	Introduction to Business	3
BUS 1060	QuickBooks for Small Business	3
BUS 1170	Team and Interpersonal Dynamics	3
BUS 1210	Personal Finance	3
BUS 1600	Entrepreneurship Seminar	2
BUS 1300	Social Media Marketing	3
	Sub Total	32

AAS Agribusiness

Course Prefix and Number	Title	Credit Hours
General Education		
ENGL 1010	Expository Composition	3
AGBS 1715 or MATH 1030 or MATH 1040	Technical Math or Quantitative Literacy or Intro to Statistics	3
BUS 1170	Team and Interpersonal Dynamics	3
ECON 1740	US Economic History	3
Fine Arts	Any Class that meets the Fine Arts GE Requirement	3
Humanities	Any Class that meets the Humanities GE Requirement	3
BIOL 1010	General Biology (Agronomy Emphasis BIOL 1610)	3
BIOL 1015	General Biology Lab (Agronomy Emphasis BIOL 1615)	1
	Sub Total	22
Required Courses		
AGBS 1010	Fundamentals of Animal Science	4
AGBS 1100	Agriculture Career Exploration	2
AGBS 2020	Intro. to Agricultural Economics & Agribusiness Mgt.	3
AGBS 2030	Analysis and Decision Making	3
BUS 1010	Introduction to Business	3
BUS 1060	QuickBooks for Small Business	3
BUS 1300	Social Media Marketing	3
	Sub Total	21
Areas of Emphasis		
	Agribusiness & Management	
PHSC 1000	Interdisciplinary Physical Science	3

BUS 1210	Personal Finance	3
BUS 1600	Entrepreneurship Seminar	2
ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
ECON 2010	Introduction to Microeconomics	3
ECON 2020	Introduction to Macroeconomics	3
	Sub Total	20
	Animal Science	
PHSC 1000	Interdisciplinary Physical Science	3
BUS 1600	Entrepreneurship Seminar	2
AGBS 2200	Anatomy & Physiology of Domestic Animals	3
AGBS 2205	Anatomy & Physiology of Domestic Animals (Lab)	1
AGBS 2400	Livestock Feeds and Feeding	4
NR 2040	Introduction to Range Management	3
NR 2050	Range Management and Monitoring	4
	Sub Total	20
	Agronomy	
PHSC 1000	Interdisciplinary Physical Science	3
BIOL 1610	Biology I	4
BIOL 1615	Biology I Lab	1
BIOL 2300	Plant Taxonomy	3
BIOL 2305	Plant Taxonomy Lab	1
NR 2040	Introduction to Range Management	3
NR 2060	Survey of Hydrology	3
NR 2805	Short Term Training in Natural Resources	2
	Sub Total	20
	Range	
BIOL 2300	Plant Taxonomy	3
BIOL 2305	Plant Taxonomy Lab	1
AGBS 2400	Livestock Feeds and Feeding	4
NR 2040	Introduction to Range Management	3
NR 2050	Range Management and Monitoring	4
NR 2060	Survey of Hydrology	3
NR 2805	Short Term Training in Natural Resources	2
	Sub Total	20
	Total Number of Credits	**63**

Suggested Class Schedule
Certificate of Completion Agribusiness

Fall

Class	Credits
AGBS 1010	4
AGBS 1100	2
BUS 1010	3
BUS 1300	3
BUS 1210	3
BUS 1600	2

Total	17

Spring

Class	Credits
AGBS 2020	3
AGBS 2030	3
BUS 1060	3
BUS 1170	3
ENGL 1010	3
Total	15

Agribusiness Associate of Applied Science Degree Areas of Emphasis and Suggested Class Schedules

Agribusiness & Management Emphasis

Fall Freshman Year

Class	Credits
AGBS 1010	4
AGBS 1100	2
BUS 1010	3
ENGL 1010	3
BUS 1210	3
BUS 1600	2
Total	17

Spring Freshman Year

Class	Credits
BIOL 1010	3
BIOL 1015	1
BUS 1170	3
AGBS 2020	3
PHSC 1000	3
MATH	3
Total	16

Fall Sophomore Year

Class	Credits
ACCT 2010	3
ECON 2010	3
BUS 1300	3
FA or HU	3
FA or HU	3
Total	15

Spring Sophomore Year

Class	Credits
AGBS 2030	3
BUS 1060	3
ACCT 2020	3
ECON 1740	3
ECON 2020	3
Total	15

Animal Science Emphasis

Fall Freshman Year

Class	Credits
AGBS 1010	4
AGBS 1100	2
BUS 1010	3
ENGL 1010	3
PHSC 1000	3
BUS 1600	2
Total	17

Fall Sophomore Year

Class	Credits
AGBS 2200	3
AGBS 2205	1
BUS 1060	3
BIOL 1010	3
BIOL 1015	1
BUS 1300	3
Total	14

Spring Freshman Year

Class	Credits
NR 2040	3
AGBS 2400	4
AGBS 2020	3
MATH	3
FA or HU	3
Total	16

Spring Sophomore Year

Class	Credits
AGBS 2030	3
BUS 1170	3
NR 2050	4
FA or HU	3
ECON 1740	3
Total	16

Agronomy Emphasis

Fall Freshman Year

Class	Credits
AGBS 1100	2
BUS 1060	3
BIOL 1010	3
BIOL 1015	1
BUS 1010	3
NR 2040	3
Total	15

Fall Sophomore Year

Class	Credits
AGBS 1010	4
BIOL 2300	3
BIOL 2305	1
BUS 1300	3
NR 2060	3
FA or HU	3
Total	17

Spring Freshman Year

Class	Credits
AGBS 2020	3
BIOL 1610	4
BIOL 1615	1
ENGL 1010	3
PHSC 1000	3
NR 2805	2
Total	16

Spring Sophomore Year

Class	Credits
AGBS 2030	3
BUS 1170	3
ECON 1740	3
MATH	3
FA or HU	3
Total	15

Range Emphasis

Fall Freshman Year

Class	Credits
AGBS 1010	4
AGBS 1100	2
BUS 1010	3
BUS 1060	3
FA or HU	3
Total	15

Fall Sophomore Year

Class	Credits
BIOL 2300	3
BIOL 2305	1
NR 2040	3
NR 2060	3
BUS 1300	3
FA or HU	3
Total	16

Spring Freshman Year

Class	Credits
BIOL 1010	3
BIOL 1015	1
BUS 1170	3
AGBS 2020	3
ENGL 1010	3
MATH	3
Total	16

Spring Sophomore Year

Class	Credits
AGBS 2030	3
AGBS 2400	4
NR 2050	4
NR 2805	2
ECON 1740	3
Total	16

Jay Olsen - BS in Ag Economics, MS in Animal Science
Employed at Snow College 17 years
Farm/Ranch Business Management instructor, 12 years
Department Director of Agriculture and Farm/Ranch Business Management, 5 years
Full-time faculty
Assistant Rodeo team coach

Two adjuncts:
1 - Chris Larsen - Doctor Veterinary Medicine
1 - Russell Yardley – MS, Animal Nutrition

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R461, Access, Admission, and Articulation

Issue

R461 was last updated in 1992, and much of the policy uses outdated language, is rather prescriptive, and/or does not reflect current practices. Furthermore, a section regarding Admission of Veterans needed to be added in response to state legislation passed in recent years.

Background

The USHE Chief Academic Officers and Chief Student Services Officers, and their respective staffs, have been engaged by the Commissioner's staff over the course of fall 2014 in updating R461. The proposed revisions were reviewed and recommended for full Board consideration by the SBR Program Review Committee on December 17, 2014.

Summary of changes:
- **Title**
  - Changed order of current "Admission, Access, and Articulation" to "Access, Admission, and Articulation" to reflect flow of headings in Section 3
- **Section 1—Purpose**
  - Switched position of "access" and "admission" to reflect change in title
- **Section 2—References**
  - Added two Utah Code references regarding veterans
  - Added one Federal government link regarding veterans
  - Added four SBR policy references regarding access, admission, high school courses, and transfer
- **Section 3—Policy**
  - **3.1 Access**
    - Inserted statement (previously included under 3.2) regarding opportunity to pursue higher education
    - Inserted reference to R315 regarding geographic accessibility/proximity of academic programs, deleted current language regarding same
  - **3.2 Admission**
    - Inserted reference to R312 regarding standards for admission to different classifications of institutions, deleted current language regarding same

THE UNIVERSITY OF UTAH   UtahState University   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

- Deleted current language regarding not establishing additional postsecondary institutions in state
  - o **3.3 Articulation with High Schools**
    - Minor word changes
  - o **3.4 Nonresident Student Access**
    - Changed "cultural diversity" to "nonresident enrollment"
- **Section 4—Procedures**
  - o **4.1 Application Deadlines**
    - Inserted general statement regarding institutions establishing appropriate deadlines, deleted current (prescriptive) language
  - o **4.2 Index Benchmarks**
    - Deleted (prescriptive and/or not applicable)
  - o **4.3 High School Courses (new 4.2)**
    - Changed "Requirements" to "Recommendations"
    - Replaced current list of high school courses with new list based on Utah Scholars recommendations
  - o **4.4 Interdisciplinary Curricula**
    - Deleted current language (no longer applicable)
  - o **4.5 (number missing in current R461)**
  - o **4.6 Special and Nontraditional Admission for Universities (new 4.3)**
    - Changed to "Special Consideration for Admission"
    - Deleted current language regarding "5 percent rule" and modified other language
  - o **4.7 Transfer (new 4.4)**
    - Changed "Requirements" to "Students"
    - Inserted reference to R470 regarding considerations for transfer students
    - Deleted current language regarding minimum transfer GPAs and under 45 transfer credit hours
    - Minor revisions to other sections
  - o **Inserted section (new 4.5) regarding "Admission of Veterans"**

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Regents approve the revisions to Policy R461, Access, Admission, and Articulation.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

R461, ~~Admissions,~~ Access, <u>Admission,</u> and Articulation[1]

UTAH SYSTEM OF HIGHER EDUCATION
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R461-1. Purpose: To provide for student <u>access,</u> admission~~s~~, ~~access~~ and articulation with high schools.

R461-2. References

2.1. Utah Code §53B-2-106(2)(c)<u>,</u> ~~(~~Direction of Instruction, Examination, Admission and Classification of Students~~)~~

2.2. Utah Code §53B-16-102<u>,</u> ~~(~~Changes in Curriculum~~)~~

<u>2.3.   Utah Code §71-8-6, Government Entity Participation</u>

<u>2.4.   Utah Code §71-8-7, Government Entity Veterans' Affairs Specialist – Duties – Training</u>

<u>2.5.   United States Department of Veterans Affairs School Resource Information (available online at http://www.gibill.va.gov/school-certifying-officials/)</u>

<u>2.6.   Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles</u>

<u>2.7.   Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs</u>

<u>2.8.   Policy and Procedures R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination</u>

<u>2.9.   Policy and Procedures R609, Regents' Scholarship</u>

R461-3. Policy

3.1.   Access: General Guidelines

3.1.1.   <u>Open Access to System:</u> <u>Every individual capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.</u>~~Geographic Proximity—Lower Division Programs: Access to postsecondary institutions is based on the assumption that the students and society will benefit from higher education. Generally speaking, access is linked to the level of academic programs. Lower-division offerings constitute the foundation of advanced educational opportunity both in the liberal arts and in vocational and technical training. In the case of lower-division programs, reasonable geographic accessibility should be an overriding criterion in determining specific access policies. In case of unusually high-cost or highly specialized programs, geographical proximity will necessarily be weighted against numbers served and the availability of resources.~~

3.1.2.   <u>Geographic Accessibility:</u> <u>For guidelines regarding the availability of graduate education, upper-division education, lower-division education, remedial and developmental education, and postsecondary career and technical education across the System, refer to R315-4, Service Area Principles.</u>~~Upper Division Programs: Because of the increased cost and specialization of many upper-division programs over lower-division offerings, geographical proximity will be a less important consideration in determining access. Senior public institutions~~

~~are not located in every center of population in the state; therefore collaborative inter-institutional arrangements should be undertaken to ensure that students capable of benefiting from such programs are included.~~

~~**3.1.3. Graduate and Professional Programs**: Graduate and professional programs are characterized by critical masses of highly specialized faculty, expensive research equipment, research libraries, and sophisticated laboratory and clinical facilities, and are, in general, substantially more expensive than undergraduate programs. Since these graduate and professional programs constitute such a scarce educational resource to the state, geographical proximity should be regarded as only a nominal consideration.~~

3.2. Admission~~s~~: General Principles

3.2.1. <u>Student Admission:</u> <u>For guidelines regarding admission to Doctorate-granting Universities (University of Utah and Utah State University), Master's Universities (Southern Utah University, Utah Valley University, and Weber State University), Baccalaureate Universities (Dixie State University), and Comprehensive Community or Associate's Colleges (Salt Lake Community College and Snow College), refer to R312-8, Student Admission.</u>~~Open Access to System: Every Utah citizen capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.~~

~~**3.2.2. No Additional Institutions**: Given the nine existing institutions and the several off-campus centers now functioning, no additional postsecondary institutions should be established in the state at the present time or in the foreseeable future.~~

~~**3.2.3. Admissions at Community Colleges**: The five two-year comprehensive community colleges should provide open access consistent with established admissions standards to both traditional entering freshmen and older students reestablishing their educational and career objectives. Selective admission may be necessary in some of the high-cost programs where limitations of faculty and facilities exist.~~

~~**3.2.4. Admissions at Metropolitan/Regional Universities**: The two metropolitan/regional universities (WSU and SUU) should provide access consistent with established admissions standards to most programs at the lower-division level, except where high-cost programs with limitations of faculty and facilities require enrollment restrictions. While access to upper-division majors may necessarily be restricted in some areas, such access should be predicated on admission standards which are appropriately rigorous and demanding for the baccalaureate degree programs offered and should generally facilitate students completing baccalaureate-level work.~~

~~**3.2.5. Admissions at Teaching/Research Universities**: Standards of preparation of a more rigorous and demanding kind should be developed as appropriate by the state's two universities at the lower division level, the upper division level, and at the graduate level, in order to bring the level of preparation students should possess into congruence with the institution's classroom standards, educational norms, and academic reputations~~.

3.2.2<u>2</u>~~6~~. Communications with Public Education: Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions.

3.3. Articulation with High Schools

3.3.1. Communicate Preparation Needed for Success: Utah System of Higher Education institutions should clearly communicate to all stakeholders ~~the public~~ the kind of preparation that is needed in high school (or elsewhere) for a student to successfully perform at the institution and in specific programs at the institution.

3.3.2. Admission~~s~~ Standards and Public Schools Curricula: When major changes in institutional admission~~s~~ policies are contemplated, the Commissioner's Office, together with the interested institutional offices, should consult with the State Office of Education and with appropriate area school districts concerning implications for the public schools and curriculum offerings.

3.3.3. Faculty Committees to Articulate Curricula: Where the need suggests, task forces or committees composed of faculty representatives from public education and higher education should be appointed to articulate curriculum offerings at both levels in specific subject matter areas.

3.4. Nonresident Student Access

3.4.1. Tuition Reciprocity Agreements: The Commissioner, in cooperation with the institutional presidents, will continue to pursue tuition reciprocity agreements with neighboring states where such initiatives seem prudent and warranted subject to applicable statutory authority for, and Board of Regents approval of, such agreements.

3.4.2. Nonresident Enrollment~~Cultural Diversity~~: ~~Cultural diversity will be fostered at all system institutions to the extent that program offerings will allow. Accordingly, t~~The Board of Regents encourages appropriate levels of nonresident enrollments, consistent with availability of resources, maintenance of quality programs, and compliance with approved admission~~s~~ requirements.

R461-4. Procedures

4.1. Application Deadlines: Institutions will establish appropriate application deadlines according to institutional classifications (doctorate-granting universities, master's universities, baccalaureate universities, comprehensive community or associate's colleges) and student categories (freshman, transfer, returning, graduate, international, etc.).

~~**4.1.1. Universities**: All four USHE universities shall have common application deadlines for Autumn, Winter and Spring quarters. The Autumn deadline shall be no later than July 1.~~

~~**4.1.2. Community Colleges**: Community colleges shall not adopt application deadlines.~~

~~**4.1.3. Late Applications**: Late applications may be processed with verification of exceptional circumstances (e.g., severe illness, accident or death of family member, etc.).~~

~~**4.1.4. Deadline Extension**: If an institution's funded enrollment target is not met by the deadline, an extension may be granted by the Board of Regents.~~

~~**4.2. Index benchmarks**~~

~~**4.2.1. Universities** The U of U and USU shall use an upper benchmark of 105 and a lower~~

~~benchmark of 95, and WSU and SUU shall use an upper benchmark of 95 and a lower benchmark of 80.~~

~~**4.2.2.** **Community Colleges**: Community colleges shall not use an admissions index at this time.~~

4.2~~3~~. High ~~S~~school ~~C~~course Recommendations~~requirements~~: The following recommended courses taken during grades 9-12 have been found to provide high school graduates with the preparation needed to succeed in postsecondary education and the workforce:

- 4 years/credits of English
- 4 years/credits of mathematics taken in a progressive manner (Secondary Math I, II, and III or Secondary Math Honors I, II, and II, plus one course beyond)
- 3.5 years/credits of social science
- 3 years/credits of lab-based natural science (one each of Biology, Chemistry, and Physics)
- 2 years/credits of world or classical language, other than English, taken in a progressive manner

~~**4.3.1.** **List of Courses**: Ultimately, the four USHE universities shall use the same list of high school courses (with the exception of foreign language for the U of U), with the teaching/research universities requiring students to have completed the high school courses prior to admission and the metropolitan/regional universities strongly recommending completion of the courses. Sections 4.3.3 through 4.3.6 should enable each university to develop and implement high school course requirements for that institution.~~

- ~~Four years of English: emphasizing composition and literature~~
- ~~Two years of Mathematics: selected from geometry, intermediate algebra, trigonometry, college or advanced algebra, or calculus~~
- ~~Two years of Biological/Physical Science: including one laboratory experience~~
- ~~One year of American History: processes and structure of democratic governance~~
- ~~Two years of foreign language: the same language taken during grades seven through twelve~~
- ~~Four years of additional courses: from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, and fine arts~~

~~**4.3.2.** **Conditional Admission**: A freshman applicant who does not meet the course requirements for admission but who has an ACT or SAT score in the upper half of the Utah college-bound population may be admitted on the condition that the course deficiency is fulfilled during the applicant's freshman year.~~

~~**4.3.3.** **Universities**: U of U and USU shall each require its respective list of courses, including three math courses selected from a common list and three science courses. WSU and SUU shall strongly recommend a similar list of courses.~~

~~**4.3.6.** **Community Colleges**: Community colleges shall strongly recommend that students take full advantage of their high school curricula in order to diminish the need for remedial courses in college. Furthermore, students planning to transfer to a university should take the same high school courses as recommended/required for the respective university. Also, students planning to study in the vocational education and applied technology fields should take as many math, science, English and computer science courses as possible to prepare themselves for increasingly technical training required in these fields.~~

~~**4.4.** **Interdisciplinary Curricula**: Interdisciplinary curricula, developed in high schools shall be~~

~~articulated with the above course requirements so as not to disadvantage students graduating from such high schools~~.

4.~~3~~6. Special Consideration~~and Nontraditional~~ for Admission ~~for Universities~~: ~~Each USHE university shall be allowed to continue to employ what has been referred to as the "5 percent rule," whereby up to 5 percent of new students may be composed of individuals who do not meet conventional admissions criteria and are admitted conditionally. This~~ Special consideration for admission may be ~~is~~ given to certain groups of students (e.g., educationally disadvantaged, racial and ethnic minorities~~y~~, ~~and~~ students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose
special talents or diversity enhance the institution's character.
~~Also, universities in locations without a nearby community college may include in the 5 percent a portion of freshman students whose circumstances prohibit relocation in order to enroll in a community college~~.

4.~~4~~7. Transfer Students~~Requirements~~

4.~~4~~7.1. General Guidelines~~Annual System Reviews~~: For guidelines regarding considerations for transfer students, refer to R470-7, Transfer of Credit Policy and R470-8, Credit Transfer Principles within USHE. ~~Annual USHE system reviews and analyses shall be conducted in order to give direction for future policies.~~

~~4.7.2. Minimum Grade Point Averages for Transfer Students: The minimum grade point averages (GPAs) for admission of transfer students to USHE universities shall be as follows:~~

~~U of U & USU: 2.50 Likely to be admitted~~
~~*2.20-2.49 May be admitted~~
~~2.19 & below Likely to be denied~~
~~WSU & SUU: 2.25 Likely to be admitted~~
~~**2.00-2.24 May be admitted~~
~~1.99 & below Likely to be denied~~
~~*Students who have completed an associate degree and whose GPA is in this range are more likely to be admitted to the U of U and USU than those without an associate degree.~~
~~**Students who have completed an associate degree and whose GPA is 2.00 or higher qualify for general admission at WSU and SUU and will be treated the same as non-transfer students in the admission to specific programs.~~

4.~~4.2~~7.3. Completion of ~~Appropriate~~ Associate of Arts or Associate of Science Degree: ~~Community college s~~Students shall be strongly encouraged to complete an ~~appropriate associate~~ Associate of Arts or Associate of Science degree prior to transferring ~~to a university~~. ~~Typically, the Associate of Applied Science Degree is not considered a transfer degree unless specified by the receiving university.~~ An advantage of ~~the completion of~~ completing the AA or AS ~~associate~~ degree is the automatic acceptance of the general education requirement having been met. ~~By Fall 1993, the System shall study and bring a recommendation to the Board of Regents as to whether or not a "probationary quarter" should be required of transfer students.~~

~~4.7.4. Transfer Students with Less than 45 Credit Hours: Students transferring with less than 45 quarter credit hours (or 30 semester credit hours) will be governed by the same admissions requirements as freshman students; however, performance in college work will be considered.~~

4.~~4.3~~7.5. Departments and ~~or~~ Majors with Higher GPA Standards: ~~The System i~~Institutions shall make available to potential transfer students information regarding departments and majors with higher GPA standards and additional course requirements in order to assist students in

realistic academic planning.

4.4.4.7.6. **Degree Completion**: ~~Universities~~ Institutions shall develop procedures for monitoring and advising transfer students ~~who move from sophomore to junior status~~ with the objective of degree completion within an appropriate time ~~and in order to limit the continuation of students not making satisfactory progress toward a degree~~.

4.5. Admission of Veterans

4.5.1. Processes for Serving Veterans and Current Military Personnel: Each USHE institution shall appoint or designate a full-time employee as a veterans services specialist. This specialist shall attend annual training provided by the Utah Department of Veterans and Military Affairs (hereinafter referred to in this section as the Department) and shall coordinate the provision of veterans services with the Department. Each institution shall: (1) provide the Department with non-protected or non-private information about services provided to veterans; (2) post on its website all services available to veterans, contact information for the veterans services specialist, and provide a link to the Department and the contact information for the Department's veterans services coordinator; and (3) award credit for previous military service and training pursuant to R470-8.6.1, Credit for Current and Former Military Personnel.

4.5.2. Veterans Certifying Official: Each institution in the USHE shall have a trained veterans certifying official as a member of its staff.

4.5.3. Qualifying Veterans for Federal Veterans Education Benefits: Upon receipt of an official military transcript, an institution's veterans certifying official or other qualified employee shall review the transcript and other materials pertaining to a student's request for use of federal veterans education benefits and process the application consistent with current United States Department of Veterans Affairs procedures.

R461-1. Purpose: To provide for student access, admission, and articulation with high schools.

R461-2. References

2.1. Utah Code §53B-2-106(2)(c), Direction of Instruction, Examination, Admission and Classification of Students

2.2. Utah Code §53B-16-102, Changes in Curriculum

2.3. Utah Code §71-8-6, Government Entity Participation

2.4. Utah Code §71-8-7, Government Entity Veterans' Affairs Specialist – Duties – Training

2.5. United States Department of Veterans Affairs School Resource Information (available online at http://www.gibill.va.gov/school-certifying-officials/)

2.6. Policy and Procedures R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

2.7. Policy and Procedures R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

2.8. Policy and Procedures R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

2.9. Policy and Procedures R609, Regents' Scholarship

R461-3. Policy

3.1. **Access: General Guidelines**

3.1.1. **Open Access to System:** Every individual capable of benefiting from postsecondary education should be afforded the opportunity to enroll somewhere in the Utah System of Higher Education.

3.1.2. **Geographic Accessibility:** For guidelines regarding the availability of graduate education, upper-division education, lower-division education, remedial and developmental education, and postsecondary career and technical education across the System, refer to R315-4, Service Area Principles.

3.2. **Admission: General Principles**

3.2.1. **Student Admission:** For guidelines regarding admission to Doctorate-granting Universities (University of Utah and Utah State University), Master's Universities (Southern Utah

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[1] Adopted December 14, 1982, amended November 20, 1984, May 15, 1992 and June 19, 1992.

University, Utah Valley University, and Weber State University), Baccalaureate Universities (Dixie State University), and Comprehensive Community or Associate's Colleges (Salt Lake Community College and Snow College), refer to R312-8, Student Admission.

3.2.2. **Communications with Public Education**: Changes in admission standards at the postsecondary institutions may have implications for curriculum structures in the state's secondary schools. In order to facilitate articulation between the public school system and the system of higher education, cooperative efforts in maintaining and improving communications should be part of the planning process of postsecondary institutions.

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3.3.3. **Faculty Committees to Articulate Curricula**: Where the need suggests, task forces or committees composed of faculty representatives from public education and higher education should be appointed to articulate curriculum offerings at both levels in specific subject matter areas.

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3.4.1. **Tuition Reciprocity Agreements**: The Commissioner, in cooperation with the institutional presidents, will continue to pursue tuition reciprocity agreements with neighboring states where

such initiatives seem prudent and warranted subject to applicable statutory authority for, and Board of Regents approval of, such agreements.

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4.2. **High School Course Recommendations:** The following recommended courses taken during grades 9-12 have been found to provide high school graduates with the preparation needed to succeed in postsecondary education and the workforce:

- 4 years/credits of English
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- 3.5 years/credits of social science
- 3 years/credits of lab-based natural science (one each of Biology, Chemistry, and Physics)
- 2 years/credits of world or classical language, other than English, taken in a progressive manner

4.3. *Special Consideration for Admission*: Special consideration for admission may be given to certain groups of students (e.g., educationally disadvantaged, racial and ethnic minorities, students with special talents) for whom the common indicators of predicted academic success may not be valid indicators of their potential success at a university, but whose special talents or diversity enhance the institution's character.
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4.4. **Transfer Students**

4.4.1. **General Guidelines**: For guidelines regarding considerations for transfer students, refer to R470-7, Transfer of Credit Policy and R470-8, Credit Transfer Principles within USHE.

4.4.2. **Completion of Associate of Arts or Associate of Science Degree**: Students shall be strongly encouraged to complete an Associate of Arts or Associate of Science degree prior to transferring. An advantage of completing the AA or AS degree is the automatic acceptance of the general education requirement having been met.

4.4.3. **Departments and Majors with Higher GPA Standards**: Institutions shall make available to potential transfer students information regarding departments and majors with higher GPA standards and additional course requirements in order to assist students in realistic academic planning.

4.4.4. **Degree Completion**: Institutions shall develop procedures for monitoring and advising transfer students with the objective of degree completion within an appropriate time.

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4.5.3. **Qualifying Veterans for Federal Veterans Education Benefits:** Upon receipt of an official military transcript, an institution's veterans certifying official or other qualified employee shall review the transcript and other materials pertaining to a student's request for use of federal veterans education benefits and process the application consistent with current United States Department of Veterans Affairs procedures.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Institutional Completion Goals</u>

<u>Background</u>

Increasing the number of students who successfully complete with a degree or certificate has been an explicit goal of the Board of Regents for nearly a decade. In July 2013, the Board passed a College Completion Resolution, identifying five initiatives proven to increase college success and graduation rates. The Presidents and their administrations and faculty have taken seriously the Board's charge and have been implementing these strategies. Over the past year, the eight Utah System of Higher Education (USHE) institutions have made significant progress on these initiatives. In July 2014, the Board of Regents charged the institutions with setting three- and five-year goals in support of improving the college completion rates in the state.

The goals are as follows:

1. *Establish 15 credits hours per semester as the normal full-time course load for students. Institutions are strongly encouraged to promote the recommended course load and ensure their own top scholarship requirements define 15 credit hours/semester as full time, no later than the 2014-2015 academic year.* **Each institution sets a target based on the % of students they have taking 15 credits/semester or 30 credits/year. Data has been provided by USHE.**

2. *Maintain plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time. Institutions are strongly encouraged to promote the advantages of taking 15 credit hours per semester or 30 hours per year as a way to complete a degree on time.*

3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students, ensure they are updated regularly to help students stay on track to finish their degrees on time and better enable institutions to maximize course scheduling availability for students.* **Institutions should indicate what % complete these degree maps are, and set a target date for 100% completion.**

4. *Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.* ***Using data provided by USHE, institutions should set goals to increase the number of students successfully completing QL and decrease the number of semesters students spend in Math 1010 or lower.***

5. *Explore the feasibility of reverse transfer/stackable credentials.*

   Although the Board has approved more than 75 certificates, not all of these readily transfer credit to an associate degree, or "stack" to the next credential.
   Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree.

   The institutions have been exploring increasing the number of associate degrees awarded over the past year and have made significant progress.

   Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

<u>Issue</u>

As improving college completion has been a Board of Regents priority since 2004, institutions remain in progress toward meeting these overarching goals. To meet the Board request, each institution set goals based on their distinctive mission, student body, and institutional vision. The reports and goals from institutions are attached, and below is a summary of the institutional goals.

Although not part of the resolution, several institutions chose to set **overall completion goals**.

UU: Six-year graduation rate from 60% to 65% in three years and 67% in five years.
  First-to-second year retention rate from 88.4% to 90% in three years and 91% in five years.

WSU: Graduation rates to increase by 1% per year until July 2018. Five-year goal from 37% to 42%.

SUU: Increase graduation rate from 53% to 70%.

1. "15 to Finish"

Institution	Baseline data	3-year goal	5-year goal
UU	29% 15/semester	35%	40%
	37% 30/year	42%	47%
USU	32% 30/year	41%	47% at least
WSU	28% 30/year	*Did not submit*	*Did not submit*
SUU	45% 15/semester	53%	57%
SNOW	59% 30/year	62%	64%
DSU	33% 15/semester	39%	43%
UVU	27% 15/semester	32%	35%

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SLCC	14% 15/semester	15%	16%

2. No goals necessary. Plateau tuition is implemented at seven institutions; the University of Utah uses a linear model that is consistent with their role and mission.

3. Degree maps, percent completed
   UU: 100%
   USU: 82%, complete by summer 2015
   WSU: 89%, complete by 2018
   SUU: 100%
   SNOW: 95%, complete by March 2015
   DSU: 98% of baccalaureate degrees
       86% of associate degrees, complete by May 2015
   UVU: 100%
   SLCC: full-time maps complete by June 2015
       part-time maps complete by July 2015

4. Math goals
   Increase the number of students successfully completing QL within first year through class or prior credit (AP, CE, etc.)

Institution	Baseline data	3-year goal	5-year goal
UU	64.1%	70%	72%
USU	58.9%	70.9%	75% at least
WSU	38.1%	*Sophomores completing QL by 60 credits: 64% (up from 62%)*	*Sophomores completing QL by 60 credits: 66%*
SUU	50%	66%	90%
SNOW	37.1%	47%	49%
DSU	37.1%	45%	50%
UVU	31.4%	Full-time students enrolling in math: 81.5% (up from 78.1%)	Full-time students enrolling in math: 83%
SLCC	18%	23%	28%

<u>Reverse Transfer/Stackable credits</u>

UU: New Block U General Education certificate.
    UU and SLCC piloting a dual admission pathway program starting in Fall 2015.
USU: Increase number of students completing an associate degree by 5% annually.
    Increase number of SLCC Students transferring to USU with an associate degree by 5% annually.
    At least one new stackable credential will be developed by USU each year over the next five years.
WSU: Reverse transfer exists. No goal submitted.

SUU: College Connections students (provisional acceptance) are required to complete AA/AS degrees within three years of matriculation. SUU has established a goal to initiate assistance for all qualified transfer students from Snow College and SLCC to receive reverse transfer associate degree.

SNOW: Stackable credentials that lead to AAS and then BA/BS degrees:
- 3-year goal: 15 additional certificates
- 5-year goal: 25 additional certificates total

Increase the number of AA/AS degrees:
- Baseline: 731 in 2012-2013 (5-year average is 705)
- 3-year goal: 750
- 5-year goal: 800

Increase reverse transfer degrees awarded:
- 3-year goal: 150
- 5-year goal: 175

DSU: Exploring streamlining the awarding of associate degrees. No goals submitted.

UVU: Reviewing 31 certificates and 62 associate degrees to determine additional stackable pathways.
- Goal: 12-15 pathways per year.

SLCC: All SLCC certificates can be stacked toward associate degrees in one of multiple ways.
- 3-year goal: 10% increase in certificates awarded
  - Maintain top-10 national status in number of AA/AS degrees awarded
- 5-year goal: 25% increase in certificates awarded
  - Maintain top-10 national status in number of AA/AS degrees awarded

With assistance from USHE, institutions will provide annual reports on their progress on these goals and report to the Board each January.

<div align="center">Commissioner's Recommendation</div>

The Commissioner Recommends that the Board thank the presidents and institutions for their efforts, encourage continued efforts in meeting these goals, and accept the attached three- and five-year institutional completion goals.

_____
David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachments

University of Utah

Completion Goals
January 5, 2015

<u>Fundamental Goals:</u>

Three-Year: We aim to achieve a first- to second-year retention rate of 90%.
               We aim to attain a six-year graduation rate of 65%.
Five-Year: We aim to achieve a first- to second-year retention rate of 91%.
               We aim to attain a six-year graduation rate of 67%.

<u>Completion Initiative Goals:</u>

1. <u>Credit Hours Earned Per Semester</u>

The University of Utah has implemented a *Plan to Finish* approach to this initiative. *Plan to Finish* emphasizes the value and importance of full-time enrollment for degree completion, while recognizing that many of our students balance family and work obligations with their academic commitments. Thus, *Plan to Finish* targets completion of 30 credit hours per year as the path to timely degree completion, using summer session, and a new menu of Flex U offerings (intensive short courses during Fall, Spring and May term breaks).

The USHE initiative of increasing the percentage of students who earn 15 hours per semester is a way to benchmark the impact of the *Plan to Finish* effort. In the two most recent semesters, 25% and 29% of U of U students have completed 15 or more credits per semester (USHE data). We establish the following goals:

Three-Year: 35% of students will complete 15 credits per semester.
Five-Year: 40% of students will complete 15 credits per semester.

Approximately 37% of U of U students earn 30 or more credit hours per year (USHE data). We establish the following goals, specifically for the *Plan to Finish* initiative:

Three-Year: 42% of students will complete 30 or more credits per year.
Five-Year: 47% of students will complete 30 or more credits per year.

2. <u>Plateau Tuition</u>

The U of U does not utilize a plateau tuition model. We continue to study this issue.

3. <u>Create Semester-by-Semester Degree Program Maps</u>

100% of our undergraduate degree programs have developed and publicized semester-by-semester degree program maps. This effort was completed in Spring

2014. More than 80% of incoming freshmen completed mandatory advising sessions in Fall 2014. We aim for 100% implementation with incoming students in Fall 2015 and will include the completion of four-year degree plans in those sessions.

4. <u>Encourage Students to Enroll in an Appropriate Math Course in the First Year</u>

Currently, 64.1% of U of U freshmen complete the Quantitative Literacy (QL) requirement in their first year of college. We set the following goals:

Three-Year: 70% of U of U freshmen will complete the QL requirement.
Five-Year: 72% of U of U freshmen will complete the QL requirement.

(Note that after AY2015-16, Math 1010 will no longer be offered at the U of U, so the percentage of students enrolling will abruptly go to zero.)

5. <u>Explore the Feasibility of Reverse Transfer/Stackable Credentials</u>

The U has many existing certificate programs and three new efforts that are particularly pertinent to these USHE completion initiatives.

a. First, we have developed and implemented a new Block U General Education certificate. This certificate can be earned in one year and offers a coherent and transcriptable credential recognizing full completion of general education requirements.
b. Second, the U and SLCC are creating a dual-admission Pathway program that will be piloted with an inaugural cohort of students in Fall 2015. Selected students will be invited to join this program, beginning their academic career at SLCC but with access to U of U advising, supports, and learning opportunities from the beginning of their academic careers. The goals of the Pathway program are to promote a more integrated, seamless educational experience, reducing the number of students who strive for the baccalaureate but currently do not make the transition from SLCC to the U. Reverse transfer will be used, in specific cases, to appropriately credit SLCC for associate degree completion. We are currently working to automate the reverse transfer credit system.
c. Third, we are exploring development of a general education certificate in partnership with large local high schools. The certificate would allow high ability students to complete U of U general education courses during two summer sessions. The program could be created as a pathway to a three-year baccalaureate degree at the U.

Board of Regent's Completion Initiatives
Summary for Utah State University (January, 2015)

1. <u>Resolution defining 15 credits as full-time</u> – The 15-to-Finish promotional campaign was launched by USU in the weeks prior to Fall Semester 2014 pre-registration using video, social media, student tabling, emails, posters, and various media outlets.

   3-year goal for Regent Initiative 1: Increase the percentage of students taking 30 or more credits/year by 3% each year.

   5-year goal for Regent Initiative 1: Increase the percentage of students taking 30 or more credits/year by at least 15% compared to AY2013-14.

2. <u>Encourage the use of plateau tuition</u> – USU has changed its plateau to 12-18 credits effective Summer Semester 2014. In addition, online courses are now counted towards the plateau, also effective Summer Semester 2014.

   Completion of Regent Initiative 2: Summer Semester, 2014.

   The successful completion of Regent Initiatives 1 and 2 have already impacted the number of credits that students are taking. In Fall Semester 2014, there was a 3% increase in students taking 15+ credits and a 2% decrease in students taking less than 12 credits compared to the number of credits/semester in Fall Semester 2013. (See figures at end of report.)

   Other actions implemented by USU are also impacting the number of credits taken by students in a semester. For example, the number of Native American students taking a full load of classes (15 credits) at USU Eastern-Blanding has more than doubled in the last two years, due in large part to 80 students who reside in a new residential living and learning center on the Blanding campus. (See figure at end of report.)

3. <u>Create "graduation maps" for each major</u> –Graduation maps are now available for 82% of the USU degrees. The Provost's office will be collecting the remaining maps over the next three months. A common format for all "Degree Pathways" is under development and will be made available through the USU website for incoming students and their parents, with unrestricted access.

   Completion of Regent Initiative 3: Graduation maps for 100% of USU degrees will be available by Summer Semester 2015. Unrestricted access of Degree Pathways on the USU website will be available by Spring Semester 2016.

4. <u>Strategies to improve success of developmental math</u> – Two hybrid math courses with compressed course content (MATH 0995 - College Mathematics Preparation and Stat 1045 - Introduction to Statistics with Elements of Algebra) are now available to USU students. These new courses mean that students can take two instead of three classes to complete their quantitative literacy (QL) requirements. MATH 1010 – Intermediate Algebra will not be offered by USU starting Fall Semester 2016.

During student orientation in Spring 2014, students were encouraged to take the math placement exam prior to attending orientation events on campus. This allowed better scheduling of math courses during pre-registration for freshmen students.

In AY 2013-14, over 500 students took advantage of the opportunity to automatically pre-register for their next successive math/stats course prior to the general student population registration.

USU is exploring a requirement that all students must enroll in an appropriate math course in their first year of college. A target goal for this requirement is Fall Semester 2016.

3-year goal for Regent Initiative 4: Decrease the percentage of first year students who do not take any math by 4% each year (currently at 20.4%). Increase the percentage of first year students who have earned QL credit by 4% each year (currently at 58.9%).

5-year goal for Regent Initiative 4: Require all students to enroll in a math course in their first year of college. Have at least 75% of students earn QL credit in their first year.

5. <u>Reverse transfer/stackable credential policy</u> – The USU Aggie-Road-to-Success program, supported by a USHE completion grant to raise the number of students obtaining associate degrees (AA/AS), was launched in Summer Semester 2014. A promotional campaign targeted 8,000 students and parents through the use of brochures, social media, emails and events, to encourage students to obtain an associate degree. The targeted students were those who had stopped-out within the last two years, were within 15 credits of completion, and had completed their quantitative literacy (math) requirement; were currently enrolled and had met the requirements for an AA/AS but were working on their bachelor degrees; or were currently enrolled with GPAs below 2.30 with 30 credit hours. During Fall Semester 2014, over 200 students responded to the AA/AS degree notification.

   Utah State University and the Salt Lake Community College (SLCC) have developed four "stackable credentials" that combine associate degree credits from SLCC and third and four year credits from USU into Bachelors of Science degrees. These stackable degree programs include Health Science, Business Administration, Communication Disorders, and Elementary Education, and more are planned in the future.

   Utah State University and the Utah Colleges of Applied Technology (UCAT) are developing a "stackable" Associate of Applied Science degree (AAS) in general technology. Students who have completed a 900-hour certificate program through Bridgerland, Tooele, or Uintah Basin's Applied Technology Colleges can receive 30 transfer credits from USU once they have completed the other course requirements for the AAS degree.

   USU is part of the partnership with the Western Interstate Commission for Higher Education (WICHE) that promotes transferability for students through the Passport Program. Students who meet quantitative and communication literacy requirements receive a "passport" that indicates that these credits can be transferred to other member schools.

3-year goal for Regent Initiative 5: Increase the number of students completing an associate's degree by 5% each year. Increase the percentage of students transferring to USU with an associate's degree from SLCC by 5% each year.

5-year goal for Regent Initiative 5: At least one new "stackable" credential will be developed by USU each year over the next five years. Emphasis will be placed on development of associate degrees, particularly at the regional campuses, and bachelor degrees in partnership with SLCC.

Other student completion strategies used by USU:

- MyUSU Portal – targeted student messaging
- Mandatory and customized Student Orientation Advising and Registration (SOAR) for first-time freshmen
- New courses in Academic Success (PSY 1730) and Career Exploration (PSY 0710)
- Automatic pre-registration of students in ENGL 1010 and 2010 who were on waiting lists in previous semester
- Automatic pre-registration of students into successive math/stats courses who are currently in math/stats courses (mentioned above)
- Revision of General Education breadth requirements to remove bottlenecks of USU courses
- Expansion of Summer Semester course offerings
- Emphasis on the leave of absence (LOA) program
- Contacting current students who have not registered for successive semester
- Retention scholarships to students with financial need

USU Team Members on the Complete College Utah effort:
- Donna Crow; Executive Director, Career Services & Student Success, CCU Team Lead
- Janet Anderson, Vice Provost for Academic Programs
- Stephanie Hamblin; Director, University Advising
- Dennis Kohler; Director, Academic Resource Center
- John Mortensen; Assistant Vice President, Enrollment Services & Retention
- Larry Smith; Executive Senior Vice Provost
- Roland Squire; Registrar
- Jan Thornton; Executive Director Student Success, USU Eastern
- Robert Wagner; Executive Director, Academic and Instructional Services (AIS)

Intensity of Course Enrollment for Students at USU: Main Campus Only
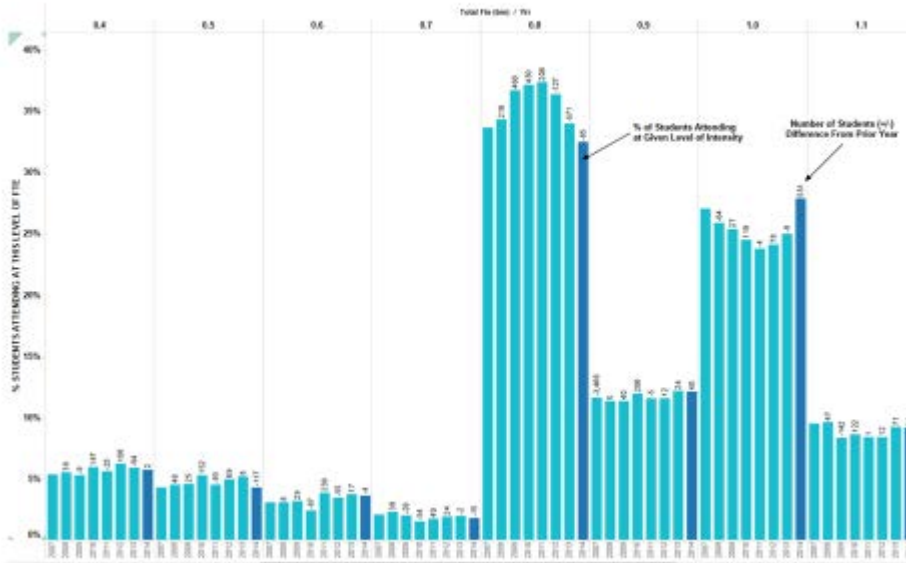
Intensity of Course Enrollment for Students at USU: Main Campus Only
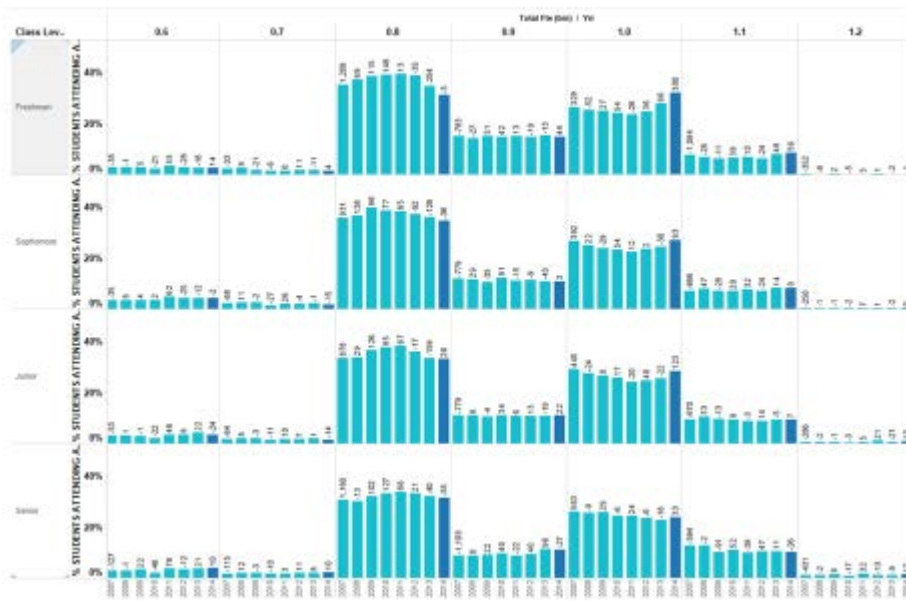
Intensity of Course Enrollment for Native Am. Students at USU: USUE – Blanding
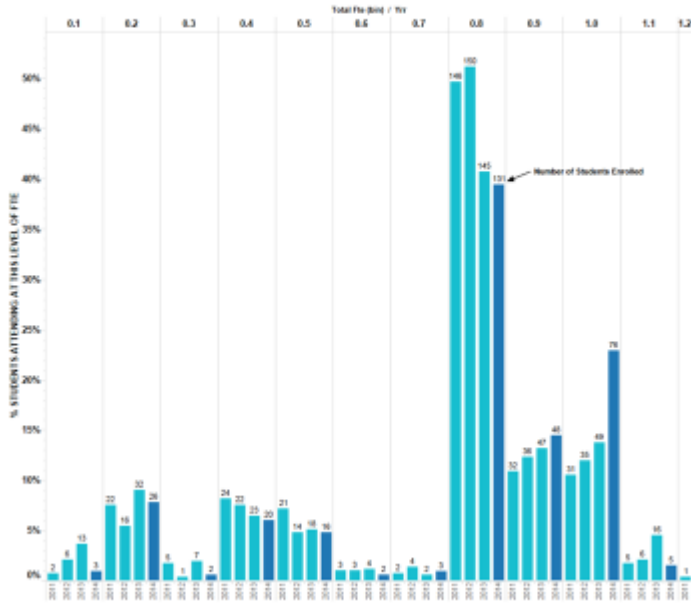
Utah Regent Initiatives: Weber State University Report on Three- and Five-Year Goals

Regent Initiative 1: Establish 15 credit hours per semester as the normal full-time course load for students.

WSU Goals: Weber State is focused on the concept of helping all of our students stay *on track to graduate*. Institutional data shows 70% of our students finish their degree — it just takes longer than the six-year cohort reporting model. Our goal is to increase baccalaureate degree graduation rates by 1% per year until July 2018.

Three- and Five-Year Goals to Increase
Graduation Rates for Bachelor's-Degree-Seeking Students

%					
77					
76					
75					
74					x
73				x	
72			x		
71		x			
70	x				
Year	Su-13	Su-14	Su-15	Su-16	Su-17
	Fa-13	Fa-14	Fa-15	Fa-16	Fa-17
	Sp-14	Sp-15	Sp-16	Sp-17	Sp-18
Cohort	2002	2003	2004	2005	2006

The *15 To Finish* video has been embedded in several Web pages including new student orientation, On Track to Graduation, Return to Weber, Academic Advising and Financial Aid & Scholarships. It is also shown on the informational monitors in the student union and included in the Academic MAPS.

Presidential scholarship recipients are required to take a minimum of 15 credit hours per semester. Furthermore, beginning fall semester 2015, all new freshman academic scholarship awards, currently awarded for one year, will be allowed to roll over each succeeding year if the student completes 30 semester hours per year.

Regent Initiative 2: Maintain plateau tuition and work to inform students of financial benefit of taking more hours 15 hours per semester or 30 hours per year.

WSU Goals: Students pay the same tuition amount in the plateau, which covers 11-18 credit hours. We have paired the message of *15 to Finish* with the tuition plateau message so students know taking more credit hours is like getting college credit for FREE.

Beginning in the summer of 2009, the institution adopted a tri-semester academic calendar for the purpose of encouraging students to take classes in the summer. We offer three semesters during the calendar year, with two blocks embedded within each semester. Approximately 8,500 students attend every summer, with 55% of those having attended the previous spring and fall semesters.

Regent Initiative 3: Create semester-by-semester degree maps for every major and make them available to current and potential students and parents.

WSU Goals: We've created a MAP template that lists courses semester by semester in recommended sequence and includes when courses are typically taught (fall, spring, summer). The template includes milestones so students know if they are on track. Some MAPs have been developed showing course sequencing for students who must begin with developmental math and/or English.

By April 1, 2015, Weber State will have MAPS completed for majors from which 89% of all WSU degrees are awarded. Will have 100% done by July 2018.

We are marketing the degree MAPS by creating a common icon that "brands" all MAPS. The icon will be used in Web-based and print materials. Clicking on the icon will take students to an online landing page with easy navigation for students and parents to find major-specific MAPS.

Regent Initiative 4: Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

WSU Goals: We are encouraging students to enroll in math during their first year with the following:
- Placement in math at point of admissions (we don't require an additional test)
- Academic advisors encourage students to enroll in developmental classes their first semester
- Graduation MAPs show taking developmental math in the first semester/year

WSU Goals: Transitioning students from developmental math to QL in three semesters:
- In our Math Emporium (TERM), we've developed a "Fast Track" pre-test program so students can demonstrate mastery of a module prior to doing any work in the module.
- Instituted "flipped classes" as an option for developmental math courses. Students enrolled in a flipped course watch video lectures at home, then meet four days a week and use in-class time to discuss and work on math problems.

- Developed a new pathways course for Math 1030 (4 credit hours) that combines elements of Math 990 and Math 1010. We have just completed the second semester teaching this experimental class—offering eleven sections with 161 students enrolled. Pass rates of "C" grade or better counting all students is 73%. Removing students who officially withdrew (W grade) or unofficially withdrew (UW grade), the success rate jumps to 85%. Moving forward we have two goals: 1st to make this a permanent course; and 2nd to increase overall enrollment in this course by 50% for fall semester 2015.

WSU Goals: Market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.
- We encourage high school students to take four years of math. If they will finish Math 3 in their junior year, then we discuss the options of concurrent enrollment Math 1050 or Advanced Placement Calculus AB/BC for their senior year.
- Beginning last year, we initiated a concurrent enrollment EDGE scholarship, which provides an academic scholarship to any student who completes 12 credit hours (or more) of any combination of WSU concurrent enrollment courses and earns a minimum 3.0 (B) cumulative grade point average on those courses. The EDGE scholarship increases the likelihood of students taking more concurrent enrollment courses their senior year—including math.

Regent Initiative 5: Explore the feasibility of reverse transfer/stackable credentials.

WSU Goals: Reverse transfer already exists. Any student who transfers to another institution after earning 20 credit hours at WSU and then satisfies the requirements of an AA or AS degree can transfer the credit back, and Weber State will award the degree.

Southern Utah University

Next Steps on Completion Initiatives Report
To the Utah State Board of Regents
January 1, 2015

SUU's graduation rate is 53% (2013), up 27 points from five years ago and currently the second highest rate in the system. SUU has established a goal to increase its graduation rate to 70%. With respect to the *Next Steps on Completion Initiatives*, approved by the Board of Regents on July 18, 2014, SUU has established the following three-year and five-year goals:

1.   *Establish 15 credit hours per semester as the normal full-time course load for students.* SUU has established 15 credits as the normal load. Forty-five percent of the students at SUU took 15 credits or more during Fall Semester 2014; the percent is expected to increase to 47% during Spring Semester 2015. SUU has established a goal to increase the percentage by two points per year over the next five years.

2.   *Maintain plateau tuition . . . and work to inform students at all institutions so they understand the financial benefits of taking 15 instead of 12 hours per semester (or 30 hours per year including summers).* SUU will maintain its plateau (10 – 18 credit hours) and is informing students of the financial benefits of a full load. The Cashiers, Advising and Financial Aid Offices all mention it when visiting with students; it is also promoted on the University's web page.

3.   *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.* Every degree program at SUU is mapped and the information is available online.

4.   *Encourage students to enroll in an appropriate math class in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.* Year 3 Completion Goal: Increase the number of students successfully completing QL to 66% (15% growth from 2012 cohort numbers) by: (1) increasing capacity; (2) requiring all College Connections students to begin math their first semester; (3) aggressively encouraging high school students interested in attending SUU to complete Math 1030, 1050, or 1040 via concurrent enrollment before they enroll as full-time degree seeking students at SUU; (4) strongly recommending all freshmen to begin math their first year; and (5) implementing a more robust tutoring and supplemental instruction program. Year 5 Completion Goal: Increase the number of students successfully completing QL to 90% by: (1) maintaining focus on aforementioned strategies; (2) Upholding institutional policy that all students will complete QL by 60

credits.

5.   *Explore the feasibility of reverse transfer/stackable credentials.* SUU grants limited certificates or associate degrees outside of College Connections and Success Academy. All students in College Connections (admissions index of 90 or lower) are required to complete an associate degree within three years of beginning studies at the University. SUU has established a goal to initiate assistance for all qualified transfer students from Snow College and SLCC to receive a reverse transfer associate's degree.

COMPLETION GOALS FOR SNOW COLLEGE

1. Each institution sets 3 and 5 year targets based on the % of students they have taking 15 credits/semester or 30 credits/year. Data has been provided by USHE.

Snow will increase the % of students taking 30 credits per academic year:
3 year goal 62%   5 year goal 64%

2. Institutions should indicate what % complete their degree maps are, and set a target date for 100% completion.

Snow's degree maps are currently 95% complete. The target date for having them 100% complete and available online is the end of February 2015.

3. Institutions should set goals to increase the number of students successfully completing QL AND decrease the number of semesters students spend in Math 1010 or lower.

Snow will increase the % of students successfully completing the QL requirement in their first year:
3 year goal 47%   5 year goal 49%

Snow will decrease the % of students needing 2 or more semesters of Math 1010 or lower to pass the QL requirement :
3 year goal 32%   5 year goal 30%

4. Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree. AND Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

Snow will increase the number of stackable credentials that lead to AAS degrees and can go on to bachelor degrees:
3 year goal 15 additional certificates
5 year goal 25 additional certificates (10 more beyond 3 year goal)

Snow will increase the number of Associate degrees awarded:
3 year goal 750   5 year goal 800

Snow will increase reverse transfer degrees awarded;
3 year goal 150   5 year goal 175

Next Steps on Completion Initiatives
3-year and 5-year goals

1. *Establish 15 credit hours per semester as the normal full-time course load for students.*

    As a primary driver for promoting enrollment in 15 credit hours, DSU established this as a minimum credit requirement for all academic scholarships beginning fall 2008. Additionally, a "Finish in Four" promotional campaign was launched in spring 2014 via social media, emails, posters, banners, and the USHE video.   Academic advisors are also actively promoting enrollment in 15 credit hours per semester.   Additional block courses (8-week session) will be created to provide students with more course options after the term has begun, and to promote the maintaining of a 15 credit hour load for students who choose to drop a regular term course and add a block course.

    For fall 2014, 33% of full-time degree-seeking students enrolled in 15 or more credit hours.   This represents a two percent increase over fall 2013. 3-year goal: **39%**. 5-year goal: **43%**.

2. *Maintain plateau tuition and work to inform students of the financial benefits of taking 15 credits instead of 12 credits per semester.*   **Completed**

3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to students.*

    DSU has created degree program maps for 98% of its available baccalaureate programs, and 86% of its associate degree programs. All degree maps will be created by May 2015. Milestones and critical pathway courses have also been identified and will be reflected in the degree mapping b May 2015.   Links to advising materials (including Degree Audit) are on the DSU website.

    Future goals (3-5 year):

    - All new degree seeking students will receive their degree map information, and advisors will use this information in advising sessions.
    - In addition to Degree Works, programming will be implemented to track when students deviate from their prescribed degree maps, with appropriate advising interventions.

- Structured scheduling of all new freshmen, enrolling them in specific required blocks of courses based on their identified major.

4. *Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent option for high school students.*

   Beginning in spring 2014, DSU compressed its developmental math sequence and abolished Math-1010 on campus.   Math-0900/0920/1010 has been replaced with Math-0900/1000 with students having the opportunity to move through the math modules at their own pace.   Advisors and degree maps encourage students to enroll in Math during their first year of college.

   As part of the Step Up and Completion grants, math tutors are being provided to local high school students and college developmental math students to improve their success in math.   Weekly workshops are also being conducted by math mentors to assist students who are struggling in Math-1000.   The math department will implement summer math bridge programs to assist incoming students prepare to enroll in the appropriate QL course in fall 2015.

   According to data shared by USHE, only 41% of incoming freshmen (2008-2012) completed the quantitative literacy requirement within the first year.   3-year goal: **45%.** 5-year goal: **50%**.

5. *Explore the feasibility of reverse transfer/stackable credentials.*

   DSU is participating in the Council for Adult and Experiential Learning (CAEL) pilot project to incentivize students to earn their Associate Degrees with prior learning experience.   DSU is also exploring the possibility of offering baccalaureate-seeking students with 75 or more credits who have completed the associate degree requirements a streamlined application process to award their associate degrees.   Departmental advisors will also be provided with reports of students who have completed their associate degree requirements but have not applied for graduation.

UTAH VALLEY UNIVERSITY
Report on Completion Initiatives - December 2014

1. Establish 15 credit hours per semester as the normal full-time course load for students. Institutions have made good progress on requiring 15 credit hours for scholarships. Each institution sets a target based on the % of students they have taking 15 credits/semester or 30 credits/year.

UVU continues to promote the concept that well-prepared, full-time students should take 15 credits a semester and graduate in four years. To accomplish this, each new student meets with his or her academic advisor before registering for classes to review the student's graduation plan and encourage well-prepared students to take 15 credits per semester. Wolverine Track (Degree Works) defaults to 15 credits for full-time student course planning. Fifteen credits are required for Presidential and Exemplary scholarships. The data and goals below are based on traditional students between the ages of 18 and 24 who are most likely to be able to attend full-time.

GOAL
Increase percent of 18-24 year old undergraduate students enrolled in at least 15 credit hours during Fall semester.
2014 (baseline):   27%
2018:   32%
2020:   35%

2. Maintain plateau tuition at seven institutions and work to inform students at all institutions so they understand the financial benefits of taking 15 instead of 12 hours per semester (or 30 hours per year including summers).

UVU has had level tuition from 12 to 18 credit hours for several years. The University's aggressive *15 to Finish* campaign encourages students to take advantage of this tuition plateau. New student orientation is being updated with a module in financial literacy and this concept is included there as well.

3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students. Institutions should indicate what % complete these degree maps are, and set a target date for 100% completion.

Each department has developed an academic advising sheet that has a semester-by-semester outline (degree map) of the program requirements. Advising sheets are available at each advisor's office. All degree maps have also been added in the on-line University Catalog: http://www.uvu.edu/catalog/current/departments/degrees-programs.html. UVU has also created templates for each program for Fall semester 2014 from those maps, in the planner portion of Wolverine Track. This is 100% complete.

4. Encourage students to enroll in an appropriate math course in their first year in college; transition students from developmental to credit-bearing math within three semesters; market Math 1030/1040/1050 as a preferred concurrent enrollment option for high school students.

Institutions should set goals to increase the number of students successfully completing QL and decrease the number of semesters students spend in Math 1010 or lower.

UVU has several strategies to address this goal: structured enrollment, which requires new college students requiring remediation to enroll in appropriate math and English courses their first semester; a MOOC math refresher course; a 4-week summer transition math program, and a Math 1010/1050 co-requisite course. UVU currently offers Math 1010 and 1050 through Concurrent Enrollment, and is examining data for students coming to UVU with Concurrent Enrollment math credit.

GOALS
Increase percent of enrollment in math during the first year for entering full-time students who had not fulfilled quantitative literacy requirement at admission.
Fall 2013 (baseline):   78.1%
Fall 2018:   81.5%
Fall 2020:   83.0%

Improve percent of sophomores (as of the beginning of the Spring term) who have completed quantitative literacy requirement by the end of the Spring term.
Spring of 2014 (baseline):   52.5%
Spring of 2018:   55.0%
Spring of 2020:   57.0%

5. Explore the feasibility of reverse transfer/stackable credentials. Institutions that grant certificates should set a goal to increase the number of certificates that stack to an AAS degree and then to a BS degree. Associate degree granting institutions should set a target for associate degrees awarded to students and for increasing reverse transfer.

In fall 2013, UVU created three UCAP-funded high school to college to career pathways in Computer Science, Information Technology, and Digital Media in partnership with the Advanced Learning Center in Springville. UVU is reviewing its 31 certificates and 62 associate degrees to determine additional stackable degree pathways with the goal of developing 12-15 career and college pathways per year. Because students often fail to apply for associate degrees they have earned, the Graduation Office has been contacting these students and waiving the graduation fees to encourage applications for multiple awards. A team from UVU will be attending the *National Policy Summit on Reverse Transfer* hosted by the National Student Clearinghouse to explore additional ideas related to reverse transfer.

6. USHE Completion Grant

In an effort to increase full-time enrollments and degree completion, UVU purchased an annual contract with *College Scheduler*®. This product utilizes a simple and user-friendly process to provide functionality for students to easily search schedule options and register for classes either by importing their Wolverine Track (Degree Works) graduation plan or by entering class options directly into the tool. It also provides real-time reporting for administrators to adjust course offerings to meet student needs. The tool was made available when registration opened on

October 27, 2014. To date, 4,946 unique students have used the tool to register. All grant objectives are on target and initial student feedback is very positive.

Board of Regents Completion Goals

January 2015 Update

15 to Finish

According to recent USHE data, only 14% of SLCC students are taking 30+ credits/year. SLCC continues to encourage full-time students to take 15 credits through mandatory orientation and advising; additionally, top academic honors (Dean's and President's Lists) require recipients to have maintained 15 credits/semester. SLCC has a plateau tuition model that allows students to pay the same tuition rate between 12-18 credits.

Serving part-time working students with dependents is core to SLCC's mission and a large increase in the percentage of students taking 30+ credits/year is unrealistic. However, SLCC will continue to advise and incentivize larger credit loads for full-time students and to offer comprehensive summer class schedules.

Research[1], conducted by the Community College Research Center (CCRC), indicates that for community college students, uninterrupted enrollment with a reduced load is a course-taking pattern correlated with degree completion. SLCC will also focus on continuous enrollment incentives to advance the progress of students to completion.

3 yr goal — 15% of SLCC students take 30+ credits/year
5 yr goal — 16% of SLCC students take 30+ credits/year

Graduation Maps

As part of a strategic initiative to provide clearer educational pathways for students, SLCC is implementing the following timeline for the creation of accessible graduation maps for transcripted programs of study with recommended courses for each semester.

December 2014	Standard program template created for academic departments (to serve as self-advising tool with academic progress guidance, available support resources, and information about key milestones)
February 2015	Draft program graduation maps ready for review
June 2015	100% of full-time (15+ credits) graduation maps for degrees and certificates of completion and proficiency completed and published online, available in DegreeWorks and used in academic advising
July 2015	Part-time maps based on 9 credits/semester available and published

3 yr goal – 100% of programs have accurate and accessible graduation maps meeting *best practice* standards adopted for full-time and part-time students

Quantitative Literacy Initiatives

At SLCC, student pass rates in Math 1010 and QL courses (Math 1030,1040,1050) declined from 2010/11 to 2012/13. To address this concerning trend, the Math Department is implementing practice and policy changes directed at increasing student success in QL courses and decreasing the time students spend in developmental math while maintaining high expectations for student learning.

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[1] Crosta, Peter M. (2013, June). *Intensity and Attachment: How the Chaotic Enrollment Patterns of Community College Students Affect Educational Outcomes.* (CCRC Working Paper No. 60). New York, NY: Columbia University.

Quantitative Literacy Initiatives Cont'd.

Initiatives include:

- Supplemental instruction, just-in-time remediation
- Refined Accuplacer threshold scores to place students in the highest level of math possible with corequisite support
- Accuplacer scores stratified for QL courses
- High school juniors ACT expiration date extended 6 months
- Math sequence acceleration through late semester placement testing
- Curriculum alignment
- Incentives for those taking math sequentially and completing math requirements early

3 yr goal – reverse downward trend in QL pass rates (*target - 5% increase*)
5 yr goal – increase QL pass rates by 10%

Stackable Credentials

SLCC instituted a stackable credential program development model in 2011/12. At SLCC, all certificates can be stacked toward associate degrees either as satisfying core degree requirements, elective degree requirements, or through awarding credit for noncredit coursework under R473. By definition all transfer AA/AS/APE degrees stack with 4-year degrees at USHE institutions. Additionally, SLCC has created transfer pathways to 4-year programs for some CTE (AAS) degrees. Many of our existing 122 certificates align with industry standards for job competencies.

Students are taking advantage of the stackable credential model; the number of certificates SLCC awarded increased 70% from 2012/13 to 2013/14. We anticipate additional increases in the number of certificates awarded as we fully implement our stackable credential model. Our goal is not to increase the number of stackable credentials available but to increase the number of students earning these certificates.

SLCC Awards				
Fiscal Year	**Transfer (AA, AS, APE)**	**CTE (AAS)**	**Certificates**	**Total**
2011/12	2798	752	150	3700
2012/13	2760	725	135	3620
2013/14	2956	826	230	4012

3 yr goal – 10% increase in certificates awarded
5 yr goal – 25% increase in certificates awarded
3 and 5 yr goal – maintain top 10 national status # associates degrees awarded

Competency Based Education and Prior Learning Assessment

Recently, SLCC was awarded a $2.5 million dollar Department of Labor grant to advance a comprehensive initiative to support recognition of prior learning in a competency based education model. Preliminary implementation of the model in the School of Applied Technology (SAT) focuses on two main projects. The first is the creation of a prior learning assessment system that is centralized, clearly defined, consistently applied and student-friendly for all SAT students. The second project involves the development of a competency-based education delivery model that recognizes prior and new learning through self-paced demonstrations of competencies. The desired goal for this initiative is to scale successful aspects of the model to the larger SLCC community.

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report of the Technology Initiative Advisory Board to the Utah State Board of Regents

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the Utah System of Higher Education (USHE), with the goal to increase the number of students graduating from engineering, computer science, and related technology programs. The legislation created the Technology Initiative Advisory Board (TIAB), appointed by the Governor that makes an annual report to the Board of Regents. The attached document provides this year's report from the TIAB.

Background

Key highlights noted in the report include:

1. During the last 13 years, the Engineering and Computer Science Initiative has been successful in increasing the number of graduates in targeted areas.
2. During FY14, 1,321 engineering degrees were awarded compared to 862 in 2000 (53% increase), and in computer science 958 degrees were awarded compared to 513 in 2000 (87% increase).
3. Since the initiative began, a total of 26,547 computer science and engineering degrees have been awarded.
4. The TIAB requested that Information Systems be added to the initiative and that the base year for comparison to be used for legislative funding requests be changed from FY00 to FY11.
5. Total engineering and computer science degrees awarded in FY14 was 2,279 compared to 2,133 in FY11, representing an increase of nearly 7 percent from the new base year.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

<u>Policy Issues</u>

There are no policy issues associate with this report.

<u>Commissioner's Recommendation</u>

<u>This report is for information to the Board of Regents. No action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds℠

Engineering and Computer Science Initiative
Annual Report November 2014

The 2001 Legislature approved SB61 *Enhancements to the State Systems of Public and Higher Education,* sponsored by Senator Lyle Hillyard. This legislation established an Engineering and Computer Science Initiative within the Utah System of Higher Education (USHE) with the intent to increase the number of students graduating from engineering, computer science, and related technology programs.

Specifically, the following key provisions of SB61 have been accomplished:

1. Established a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directed the Regents to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Provided supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Established a student scholarship to encourage enrollment in programs included in the initiative.
5. Assisted USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increased program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Created a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the initiative. The advisory board includes individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

To date, $11.5 million of on-going funding plus $10M of one-time funding have been appropriated to support the initiative. The following table gives a summary of the funding between FY02 and FY15.

Appropriated Funds

Engineering and Computer Science Initiative Funding History 2002-2014			
	Funds Appropriated		
Year	Ongoing	One time	Scholarship[1]
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0
2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
2013-14	0	0	0
2014-15	0	0	0
Total	11,500,000	9,450,000	550,000

One measure of the initiative's success is the transfer of students from one institution to another as students complete degree requirements. Based on a study conducted of FY13 computer science and engineering degrees awarded, approximately 36% were awarded to students who transferred credit from other USHE institutions. Each USHE institution contributed to this transfer impact. This data suggests that each USHE institution contributes to degree completion by enabling students to earn credits that are part of their overall educational pathway. This is evidence that transfer policies within the USHE impact students positively and serve to meet key state objectives in enabling students to complete their educational goals.

During FY14 a question arose concerning inclusion of information systems degrees at the University of Utah and Utah State University (USU) as part of this initiative. Previously these degrees had not been counted as part of this initiative at either of these institutions. While USU reported them in a computer science category, it did not include them in the numbers toward the initiative. However, due to a reporting change that occurred at the University of Utah, its information systems programs were reflected in the computer science category effective with FY14 data. With both of these institutions now reporting information systems within computer science, the TIAB considered whether or not these programs should be included in the initiative. Ultimately, the TIAB requested that these programs be reflected in the initiative's total degree completion count. Accordingly, FY14 data reflects this change.

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[1] In 2001, SB61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. At that time scholarship funding was $39,200 annually. In FY13 an additional $300,000 of on-going scholarship funding was allocated to institutions by the Board of Regents from the FY13 $2,500,000 appropriation. This $300,000 of scholarship funding did not roll into the previously legislated scholarship funding program but went directly to institutions.

Fiscal Year 2011 was the last year used to assess data to support a $2.5 million funding increase that was provided by the legislature for FY13. The TIAB suggested additional funding should be appropriated after the number of graduates increased by 150. Accordingly, the TIAB suggested that FY11 be used as a base year to support additional requests to the legislature for funding. The chart below compares FY11 and FY14 data. To provide a valid comparison, FY11 data has been adjusted to include information systems degree completions at USU and the U of U. The TIAB will use this data to consider if it will pursue a legislative funding request for the upcoming legislative session.

Comparison of FY11 and FY14 Degree Completions for the Engineering and Computer Science Initiative

	FY11 (Base Year)			FY14			Change from FY11	
	Computer Science	Engineering	Total	Computer Science	Engineering	Total	Change	Percent Change
Total	755	1,378	2,133	958	1,321	2,267	146	6.84

Over the life of the initiative, there has been a significant impact on degrees awarded in engineering and computer science. The 1,321 engineering degrees awarded in FY14 compares to 862 awarded in 2000 (53% increase), and the 958 computer science degrees awarded in FY14 compare to 513 awarded in 2000 (87% increase). Over time there has been a consistent increase in total number of degrees awarded in the targeted areas. Since the initiative began, a total of 26,547 computer science and engineering degrees have been awarded. The initiative has resulted in a positive cumulative impact for the state. It is believed that a modest investment of state dollars has made a significant difference for Utah.

Based on assessment by the TIAB, the Engineering and Computer Science Initiative has been one of the most successful legislative efforts of the past decade. With participation including industry, higher education, and the state, the initiative has proven to be a model program with strong accountability and demonstrable results.

Technology Initiative Advisory Committee Members

- John Sutherland (Chair)   Brigham Young University
- Susan Johnson (Co-Chair)   Futura Industries
- Richard Anderson   Hewlett Packard, Retired
- Reed Brown   Local Digital Insider
- Roland Christensen   Applied Composite Technology
- Ed Ekstrom   Yorke Capital
- Chuck Taylor   Metalcraft Technologies
- J. Howard VanBoerum   VanBoerum & Frank

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: "Expect the Great" African/African American Leadership and College Fair Event

Background

In 2011, President Matthew Holland and some key Utah Valley University administrators visited Regent France A. Davis and his congregation at the Calvary Baptist Church. During this visit, Regent Davis expressed his desire to have the Utah System of Higher Education (USHE) host a college and career fair targeting his congregation and other members of the African/African American/Black communities with the purpose of providing information, resources, and support to prepare for postsecondary education and careers. President Holland reached out to former president of Salt Lake Community, Cynthia Bioteau and asked for her support and willingness to host the first event. Together, they asked their fellow presidents to support this endeavor through a financial commitment and staff resources. With this support, along with a commitment from Westminster College, a planning team was assembled and the event was executed later that fall with around 300 participants. Building on the momentum of the first year success, this event has been hosted in subsequent years by Weber State University and the University of Utah.

Issue

At the request of Regent Davis, Salt Lake Community College was asked to host the fourth annual "Expect the Great" event which was a two day gathering on November 7-8, 2014. President Huftalin asked Jill Kemerer, Director of School Relations, to chair the event, under the direction of Regent Davis with planning and implementation support from the Office of the Commissioner's Outreach and Access department, USHE institutions, Westminster College, and number of Wasatch front school districts. This effort was a USHE state-wide effort targeting African/African American/Black continuing college students and high school students throughout the state. In total, there were approximately 200 participants, including current college students, high school students and their parents and families, community members, K-12 educators, Black Student Union/clubs and student services staff members. Each participating institution contributed $2,000 toward expenses for this event. Additionally, SLCC was awarded a $6,600 internal grant from the Community Partnership Council to fund expenses related to the Leadership Retreat, with $300 of additional financial assistance from the Office of Diversity and Multicultural Affairs.

This year's conference had the following goals:

- Develop a two day program with the primary focus on the student retention and college completion of our currently enrolled African/African American/Black college students.
- Build upon the efforts of last year and host a Friday evening leadership workshop and networking social for Black Student Union clubs in a supportive environment.
- Provide a two track program on Saturday; one for college students and the other for high school students and families on college readiness which both culminated with a college and career fair in the afternoon where employers and higher education professionals provided information.

In order to encourage participation, postcard invitations were created and distributed throughout the church congregations in Salt Lake City and throughout Ogden/Weber area. Wasatch Front area school districts were also supportive and sent targeted mailings through the Alpine, Canyons, Davis, Granite, Jordan, Ogden, and Salt Lake districts. USHE college students were contacted through their Black Student Union clubs. Salt Lake Community College created an on-line registration site, and together with the Office of the Commissioner utilized social media outlets.

The event commenced with a Leadership Retreat on Friday evening for over 80 self-identifying African-American/African/Black currently enrolled college students from all USHE colleges and universities as well as our private partners BYU and Westminster College. Dr. Bryan Hotchkins, a postdoctoral Research Associate in the Political Science Department at the University of Utah, provided an interactive, soul-searching leadership development workshop designed to engage student leaders in intellectual and emotional exploration. The following student learning outcomes were developed for the student leadership retreat:

- Recognize how personal biases can limit the ability to lead peers who are different;
- Determine organizational climate in order to develop a plan for leadership effectiveness;
- Proactively respond to follower resistance;
- Evaluate leadership styles, strengths, and follower cues of support.

The Saturday session began with a welcome from Regent France Davis and Commissioner David L. Buhler. President Deneece Huftalin of Salt Lake Community College gave an opening address. The luncheon speaker was Adrienne Andrews, Special Assistant to the President for Diversity from Weber State University. Our currently enrolled college students attended workshops on college completion pathways and campus climate and support. Precollege participants learned about developing college plans for success and parents received information about "*What parents need to know and do about college—while your student is still in high school.*" The morning concluded with a currently enrolled college student panel and the event concluded with a college and career fair. The college student participants indicated that the most valuable part of the event was the opportunity to connect with their peers. And prospective students indicated they valued learning about how to navigate the college planning process.

<u>Next Steps</u>

The planning committee will meet the end of January to review this year's budget and begin planning for the 2015 event to be held at Weber State University (WSU) in Ogden. The addition of the student leadership retreat for currently enrolled college students is such an important addition to this effort.

However, it is costly, especially when residence hall space on campus is not available. However, because of the additional $1000 contribution by each institution just over $11,000 will be passed onto Weber to execute the event. Additionally, this year each of the sessions were also led by African/African American/Black USHE college and university professionals. This is so crucial in building community and strengthening college success identity. The planning committee should continue this intention and strive to bring in these critical leaders from the WSU community. The college and career fair continues to be a highlight of the offerings, however in the past has distracted students from attending workshops. This year its time slot at the end of the day and its location in another part of the student service building helped participants to be engaged in other aspects of the program. Finally, an ongoing concern is sustainability; this event has been organized the past four years with an ad hoc planning committee from the colleges and universities with some K-12 representation, led by a chair from the host institution, with support from USHE Outreach and Access Department. As this event has increased in popularity and grown in size due to the Friday evening leadership retreat, consideration needs to be given to determine how best to financially support this event.

<u>Commissioner's Recommendation</u>

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

_____
David L. Buhler
Commissioner of Higher Education

DLB/MMK

3

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State Board of Regents
Board of Regents Building, The Gateway
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Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah College Application Week

Background

The American College Application Campaign (ACAC), is national intiative of the American Council on Education (ACE), to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of this initative is to help high school seniors navigate the college admissions process and ensure each participating student submits at least one college admissions application during the school day throughout the designated week.

The ACAC initiative began in 2005, in a single GEAR UP North Carolina high school in Chatham County. In the spring of 2013, Assistant Commissioner, Melissa Miller Kincart, was approached about piloting this program in Utah with support of the College Access Network of Utah (CANU). In November 2013, eight Utah high schools in three districts joined 39 states and the District of Columbia in participating in the American College Application Campaign. In 2014 the Utah College Application Week program (UCAW) expanded to 48 high schools in 15 districts and one charter school.

Issue

The goal of Utah College Application Week is to provide every high school senior at our partner schools the opportunity to complete at least one viable college or university application during the school day in a school computer lab or library. A special focus was placed on students who would be the first in their families to attend, low-income students, or students who may not have otherwise considered applying. In the spring of 2014, the Outreach and Access Department of the Commissioner's Office assembled a steering committee for Utah College Application Week comprised of members from the College Access Network of Utah, district representatives, admissions directors and outreach staff from Utah System of Higher Education (USHE) institutions and Westminster College, and access programs such as GEAR UP and Utah College Advising Corp. Based on feedback from the 2013 campaign, we selected two full weeks in November for the UCAW program; November 10-14 for awareness events and activities, and November 17-21 for application completion. It was also decided that this year's program participants would have the opportunity and support to register for their FAFSA PIN number.

On May 20, 2014, USHE launched the Utah College Application Week program at a training meeting for high school site teams. The Utah College Application Week Program Manager, Heidi Doxey, under direction of Assistant Commissioner, Melissa Miller Kincart created a 100 page Site Coordinator Training and Implementation Manual which contains information and templates for participating high schools to use to develop their own plan for incorporating UCAW programming in their school. The manual includes: timelines, pre-event awareness and activities, application requirements, fees and waiver information, PR and media guidelines, program models, data tracking requirements, and post-UCAW programming such as FAFSA Completion and College Decision Day. Additionally, templates for letters, postcards, social media posts, and other documents on financial aid for parents and students were developed and distributed electronically so UCAW site coordinators could edit with their own school-specific information. On September 23 and 24 we provided additional training for site coordinator teams via an in-person training at the Office of the Commissioner and through an online webinar. Attendees were given additional training support on FAFSA PIN registration, the nuts and bolts of completing college and university applications, fee waivers, data tracking, and PR and social media ideas. Additionally, through September and October, the Utah College Application Week Program Manager traveled to several districts to provide additional training and support to site teams.

Our participating school sites (listed below) agreed to set aside time and space during the school day with computer and internet access, and provided school personnel and volunteer support to assist their seniors in filling out and submitting at least one college application during the designated UCAW weeks. The schools launched college awareness activities for all their students during the week prior including lunch-time activities, assemblies, announcements and school videos, posters and school-wide door decorating contests. Most sites brought entire English, other core or advisory classes to the library or computer lab to complete college applications. A few schools such as Taylorsville High, Wasatch High, and American Leadership Academy, were able to support the entire senior class at one time through use of individual laptops or iPads. Provo High School asked students to indicate where they wanted to apply and called them to the computer labs in those groups during non-core classes, garnering additional support from their teachers, and representatives from the college or university assisted students in completing their applications. Participating high school seniors, volunteers and site teams were surveyed about their experience in an effort to make improvements for the continued implementation and expansion in 2015. A Scantron bubble-sheet survey was distributed to each student participant and we are still collecting and processing that data, which includes the number of first generation college students, and number of applications completed and submitted, as is self-reported by students.

2014 School Sites

Canyons School District	Jordan School District	San Juan School District
Alta High	Copper Hills High	Monticello High
Brighton High	West Jordan High	Monument Valley High
Corner Canyon High		Navajo Mountain High
Hillcrest High		San Juan High
Jordan High		Whitehorse High
Charter School	**Nebo School District**	**Tooele School District**
American Leadership Academy	Maple Mountain High	Dugway High
	Payson High	Grantsville High
	Salem Hills High	Stansbury High
	Spanish Fork High	Tooele High

	Springville High	Wendover High
Davis School District Layton High Northridge High	**Ogden School District** Ben Lomond High George Washington High Ogden High	**Wasatch School District** Wasatch High
Iron School District Canyon View High Parowan High Cedar City High	**Provo School District** Independence High Provo High Timpview High	**Washington School District** Pine View High
Granite School District Connection High Cottonwood High Cyprus High Granger High Hunter High Kearns High Olympus High Skyline High Taylorsville High	**Salt Lake School District** East High West High Highland High	**Weber School District** Roy High

All in all we had a successful second year of Utah College Application Week and learned a great deal. The sites with the best results had strong school administration (principal, vice principal) support and innovative and encouraging district leadership. Sites with these individuals in place had a higher percentage of their senior class participate, more applications submitted, smoother programming, and were more likely to include Utah College Application Week as an extension of college readiness efforts already in place in the school. These schools and districts were also more likely to encourage the district foundation to set aside funds to help pay the application fee for underserved students from low socio-economic backgrounds. Having high school administration, school district and school board support and participation during Utah College Application Week resulted in more students understanding the importance of submitting a college application, and more parents understanding the required information needed for their student to complete an application (for example, knowing a social security number, driver's license information, city/state of birth, application fee payment, etc.). This year, Canyons School District partnered with USHE to bring the UCAW program to all five of their high schools; with strong district support and administration buy in Utah College Application Week enjoyed wonderful success. The school board highlighted UCAW in two of their meetings, including hearing from students who expressed why this program was important to them; additionally the Canyons District School Board set aside $25,000 dollars to assist underserved and low-income students with college application fees. The district was involved in a media and social media campaign and involved high schools, communities, and businesses in their UCAW programming.

There was great media coverage of Utah College Application Week events and programming throughout November, including coverage of kick off events with Lieutenant Governor Spencer Cox, Commissioner David L. Buhler, President Matthew Holland of Utah Valley University, President Charles Wight of Weber State University, and President Deneece Huftalin of Salt Lake Community College. Articles and video coverage appeared on KSL, KUTV, in the Deseret News, the Salt Lake Tribune, the Standard Examiner, and various university and local newspapers. Staff from the Office of the Commissioner conducted site

visits at 40 of the 49 participating high schools, which ranged from Roy High School to Wendover High School, Cedar City High School to Pine View High School in St. George and Monument Valley High School in the four-corners region.

Though the institutions were open last year to feedback surrounding the hurdles inherent in the their college application, in working with a critical mass of students from all backgrounds this year it was evident that residency, the required social security number and/or driver's license numbers, and difficulty in changing a student's status from concurrent enrollment to incoming freshman are areas of the application that need improvement. Additionally, student's difficulty or inability to pay an application fee and no simple or consistent process for submitting a fee waiver for students who qualify for Free and Reduced Lunch is a huge barrier for most underserved students. Education Direction, an independent education consulting firm, also surveyed students on the application process. They collected survey data from 1,700 seniors on their experience with the USHE applications. These findings will be shared over the coming months with key USHE and K-12 stakeholders as part of the State System Transformation grant from the Gates Foundation. At present we are still compiling data. We are also working with admissions directors to determine any potential increase in submitted applications from partner schools both during the specific Utah College Application Week program, as well as before and after the campaign. Further data analysis will be required to measure year-over-year increase in submitted applications in addition to examining data from the National Clearinghouse to determine enrollment numbers of each high school's senior cohort. Early analysis suggests:

- In our partner schools **52,462** students in grades 9-12 participated in Utah College Application Week awareness activities.
- Out of 18,000 possible senior students in our partner schools, **10,996 seniors participated in application programming support.**
- The percentage of senior class who from partner schools who participated ranged from 17% to 100%,(depending on school model and administration commitment) with the average being **68% seniors participation per high school.**

Next Steps

- Finalize data reporting, share outcomes and lessons learned with stakeholders.
- Create MOU for 2015 program to strengthen and build upon programs already in place in Utah high schools and incorporate FAFSA completion programming into Utah College Application Week.
- Recruit additional sites and districts for 2015 participation; we hope to increase to 100 participating sites.
- Work with USHE institutions to improve their on-line application and enrollment process from data collected through feasibility study on system wide college application portal.
- Launch our 2015 program in May and September with site team training for our Utah College Application Week: November 9-13 for awareness and November 16-20 for application submission.

This is an information item only, no formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

_____
David L. Buhler
Commissioner of Higher Education

DLB/MMK
Attachments

The Salt Lake Tribune

Utah high schools, higher education encourage students to apply to college

BY BENJAMIN WOOD

THE SALT LAKE TRIBUNE

PUBLISHED: NOVEMBER 12, 2014 10:20PM

UPDATED: NOVEMBER 12, 2014 10:41PM

Austin Taylor completed two college applications Wednesday — one to Southern Utah University and another to Snow College.

The Kearns High School senior hopes to study medicine and eventually work in a hospital emergency room. And he wants to start his education at a junior college before transferring to a Tier 1 school like the University of Utah.

He's ready to graduate from high school and move on.

But despite all that thinking about college, Taylor acknowledged he might not have finished

Al Hartmann | The Salt Lake Tribune
Utah Lt. Gov. Spencer Cox speaks to Kearns High School seniors Wednesday Nov. 12 on the importance of continuing their education as they apply online at the Kearns High School Library for college during Utah College Application Week.

his applications so early without a little gentle pressure: He filled out the forms in the Kearns High School library surrounded by his classmates and watched over by a fleet of school counselors, volunteers and Utah Lt. Gov. Spencer Cox.

"I don't think I would've done it at home," he said. "I probably would have slacked off."

The event was part of Utah College Application Week, an initiative sponsored by the Utah System of Higher Education to promote college enrollment and provide students with help while navigating the application process. Organizers hope the push results in 20,000 applications to 50 participating schools and a wave of incoming freshmen in the fall.

"It can be a little intimidating and a little bit confusing," said David Buhler, Utah's commissioner of higher education. "A lot of students have a desire to go to college but they don't know how to go about it."

College Application Week is in its second year, Buhler said, and officials hope it continues to grow.

At Kearns, which was among the 15 original schools that participated last year, banners and decorations lined the hallways, promoting Utah's public and private colleges. Students who completed applications received free T-shirts and other prizes.

Last year, 82 percent of Kearns' senior class completed at least one application, school counselor Danie Natter said. The school is aiming for 85 percent of seniors this year.

"College Application Week is one of my favorite things we do," Natter said. "It gives (students) an avenue where they have help, where they have someone who can cheer for them and be excited."

In Utah, 27.6 percent of adults have some college, but no degree, according to U.S. Census Bureau data, leaving the state with one of the highest non-completion rates in the country.

Buhler said the state's college and university presidents are developing strategies to improve degree completion, but initiatives like College Application Week are designed to target the "beginning of the pipeline" and provide outreach to underserved populations and first-generation college students.

"We know that we need to have more start going to college to have more finish college," he said.

The lieutenant governor spent the morning helping students with their applications and chatting with them about their intended alma maters.

Too often, Cox said, educators talk about the need to continue education beyond high school, but fail to follow through on the steps required to enroll in higher education.

"Life happens and deadlines are missed," he said.

Cox said the state's economy depends on removing the barriers between grade school and college and that one of the priorities of Gov. Gary Herbert is to increase the number of school counselors who can help guide students through the transition to postsecondary education.

"We need great, trained counselors to help cut through the clutter," he said.

Kearns High School student Robert Schley said he appreciated having help nearby while he applied to Salt Lake Community College.

"I did have a lot of questions," he said. "This is my first time doing it, so I was glad I had help."

Salt Lake Tribune reporter Annie Knox contributed to this report.

bwood@sltrib.com

Deseret News

College Application Week coming to Canyons School District

Published: Monday, Nov. 3 2014 12:39 p.m. MST

SANDY — College Application Week for Canyons School District is Nov. 17-21. All district high school seniors will complete a college application during the regular school day with the help of counselors, faculty, support professionals and parent volunteers.

Utah College Application Week, sponsored by the Utah System of Higher Education's StepUp to Higher Education campaign, complements the Canyons Board of Education's mission to ensure all students are ready for college and careers when they graduate high school. Students in all five Canyons high schools — Alta, Brighton, Corner Canyon, Hillcrest and Jordan — are participating in the weeklong event.

"It sets everyone on an equal playing field ... and lets them take their education to the next level," Jordan High student body officer Bronson Battaglia said of College Application Week. "That's what college is all about."

College Application Week is part of the American College Application Campaign, a national initiative that aims to remove barriers to higher education and increase the number of first-generation and low-income students who pursue a post-secondary education.

Canyons District middle schools also are participating in Utah College Application Week activities.

PRWeb
Online Visibility from Vocus

SLCC president brings USHE's College Application Week to Taylorsville

As part of Utah System of Higher Education's College Application Week, Salt Lake Community College President Deneece Huftalin visited Taylorsville High School to talk about the value of a higher education.

Taylorsville, Utah (PRWEB) November 13, 2014

The message Salt Lake Community College President Deneece Huftalin had Thursday for Taylorsville High School seniors wasn't so much about choosing SLCC as it was to understand the value of a college education.

"I implore you, I don't care where you go to college – I want you to go to college," said Dr. Huftalin. "I want you to study what you're passionate about. I want you to love what you're learning."

Dr. Huftalin, along with Taylorsville Mayor Larry Johnson, spoke at Taylorsville High as part of Utah System of Higher Education's Utah College Application Week. Several elected officials, college and university presidents and school leaders have been speaking at events throughout the state this week, reaching more than 20,000 seniors in 15 districts. The weeklong event has focused on first-generation and low-income students who might be less likely to apply to or enroll in college.

"Taylorsville High School has historically been a wonderful school for us in terms of a pipeline to Salt Lake Commuinity College, and they do wonderful things once they come to us," Huftalin said. She reminded students of SLCC's many campuses throughout the Salt Lake Valley. "And I would encourage you to investigate what you might be able to take closer to home."

Dr. Huftalin said SLCC students often say they like the smaller class sizes at a school that is actually large – about 30,000 students per semester – and where faculty know their names. "We're huge, but we feel small," she said. "And we have a huge range of programs."

Johnson and Huftalin urged students to visit the various classrooms throughout the high school where college and university representatives were set up for the morning to answer questions and give hands-on help with the application process.

"Your future is in front of you – it's only nine months away," Huftalin said. "I know you're thinking about the next test, which is tomorrow. I get that you're focused on this point and time. But in nine months you're going to be somewhere else, and you need to figure out today where that's going to be."

Salt Lake Community College is an accredited, student-focused, urban college meeting the diverse needs of the Salt Lake community. Home to more than 60,000 students each year, the College is Utah's leading provider of workforce development programs. SLCC is also the largest supplier of transfer students to Utah's four-year institutions and a perennial Top 10 college nationally for total associate degrees awarded. The College is the sole provider of applied technology courses in the Salt Lake area, with multiple locations, an eCampus, and nearly 1,000 continuing education sites located throughout the Salt Lake Valley. Personal attention from an excellent faculty is paramount at the College, which maintains an average class size of 20.

Contact Information

Stephen Speckman
Salt Lake Community College
+1 (801) 957-5076

TAB I

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: New USHE Performance Funding Model Proposal

Background

In 2013, the Utah Legislature provided $1 million in one-time funds to incent Utah System of Higher Education (USHE) institutions to meet specific performance metrics that aid college completion. These metrics were subsequently adopted by the Board of Regents, and funding was awarded to institutions based on their performance on the metrics. Similarly, in 2014, the Legislature provided $1.5 million in one-time money for performance funding. Metrics were adopted by the Board, and funding will be allocated to institutions based on their performance in July 2015.

There is continued strong interest in the Legislature and others for a portion of new state funding to be used to provide incentives for performance on measures related to student success. In the spring of 2014 the Commissioner appointed a working group chaired by President Charles Wight, Weber State University, and including President David Pershing of the University of Utah and President Scott Wyatt of Southern Utah University, to develop a new performance funding model. This working group considered models in other states as well as guiding principles articulated by the Commissioner. In September 2014, the working group provided a draft to the Commissioner, who then worked with them to make a few modifications and refinements. The revised draft was presented to the Council of Presidents on October 28, 2014. This proposal was included in the Board of Regents meeting agenda for November 14, 2014. However, the Commissioner asked the Board to defer action on the item in order to provide additional time to refine the proposal.

Revisions were taken by the Commissioner to the Council of Presidents meeting on January 6, 2015, and based on their further input, additional changes were made. These changes have been incorporated in this proposal to the Board of Regents.

On September 26, 2014, the Board of Regents included $5 million for Performance Funding in the USHE 2015-16 Budget Request to the Governor and the Legislature. This new model is proposed to the Legislature in support of the Regents′ funding request. If the Legislature appropriates new money for Performance Funding, the model will come back to the Board, along with specific metrics selected by institutions, for approval in July 2015.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

<u>Issue</u>

The 2015-16 USHE budget request includes support for employee compensation, student participation, distinctive mission, and performance funding, all of which serve to further the strategic directions of the Board of Regents—affordable participation, timely completion, and innovative discovery. Similar budget priorities are expected in future years, in particular, support for employee compensation and student participation, as well as performance funding. The proposed new Performance Funding Model is described in the attached document. Using new increments of state tax funds, the proposed model will provide meaningful incentives for each institution within USHE to improve the quality, access and affordability of higher education in Utah.

The overall objective of Performance Funding is for each institution to measure in the top third (67 percent or better)—defined as "best-in-class"—in specific metrics when compared to its national Carnegie peers.

Institutions will be rewarded for their progress on four or five metrics: three system-wide, and one or two institution-specific. The annual goal is to improve on each metric at least 7 percent of the way from current performance to the best-in-class benchmark.

The three proposed system-wide metrics are:
1. Completion as measured by percentage of students graduating within 150 percent of time to degree or certificate.
2. Affordability as measured by the published in-state tuition and fees for undergraduate students.
3. Access as measured by the percentage of degree-seeking undergraduate students with Pell grant support.

Presidents will select one or two institution-specific metrics from the following list:
1. First-to-second year student retention for full-time students.
2. First-to-second year student retention for part-time students.
3. Degrees/certificates awarded per FTE student.

With approval of the Commissioner and Board, Presidents may also select as one of their institution-specific metrics something not listed above, which furthers the strategic directions of the Board of Regents, is of equivalent rigor, and has national data available for comparisons.

Under this model, funding will be allocated to institutions based 50% on their share of USHE graduates, and 50% on their share of USHE state tax funding. This provides a further incentive for increasing each institution's share of graduates in the system, while also taking into account higher cost programs. At each institution, Performance Funding will be divided equally among the four or five metrics, and funds awarded will be based on the percentage of each goal met. Funds not distributed will be redistributed to institutions based on their success in meeting identified metrics.

If funding is provided by the 2015 legislature, the model including institution-specific goals and allocations will be presented to the Board of Regents for approval in July 2015.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve, as a proposal to the 2015 Legislature, the Performance Funding Model as described in the attached document.</u>

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David L. Buhler
Commissioner of Higher Education

DLB
Attachment

Introduction

The 2015-16 USHE budget request includes support for employee compensation, student participation, distinctive mission and performance funding, all of which serve to further the strategic directions of the Board of Regents—affordable participation, timely completion and innovative discovery. This document proposes a Performance Funding model, which will complement the other elements in the 2015-16 budget request and will incentivize USHE institutions to improve the quality, access and affordability of higher education in Utah.

Objective

The overall objective of Performance Funding is for each USHE institution to rank best-in-class (initially defined as the top third percentile or better) as compared to its peer benchmark.

Metrics

Each institution will have four or five metrics. Three of these metrics will apply to the entire USHE system. Each President will then choose an additional one or two institution-specific metrics.

System-wide Metrics

The proposed system-wide metrics are:
1.) Completion as measured by percent of first-time, full-time students (IPEDS Graduation Rate Survey) graduating within 150% of time to degree or certificate (six years for a bachelor's, three years for an associate);
2.) Affordability as measured by the published in-state tuition and fees for undergraduate students (IPEDs Institutional Characteristics Survey); and
3.) Access as measured by the percent of degree-seeking undergraduate students with Pell grant support (IPEDs Financial Aid Survey).

Institution-specific Metrics

Presidents shall select one or two institution-specific metrics from the following list:
1.) First to second year student retention for full-time students (IPEDS Fall Enrollment Survey).
2.) First to second year student retention for part-time students (IPEDS Fall Enrollment Survey).

3.) Degrees/certificates awarded per FTE student (IPEDS Completions Survey, IPEDS 12-month Enrollment Survey).

With the approval of the Commissioner, Presidents may select as one of their institution-specific metrics something not listed previously, which is of equivalent rigor, has national data available for comparisons, and furthers the strategic directions of the Board of Regents. Some possible examples include:

- Average wage earned by Career and Technical Education graduates (certificates and associate degrees)
- Transfer conversion rate – successful transfers resulting in a degree within 150% of time (for community colleges)
- Research funding per faculty member (for research universities)
- Graduate degrees awarded per tenured faculty member (for research universities)

Comparisons
Performance Funding metrics are based on existing, nationally reported measures that are already tracked—such as those found in IPEDS—as opposed to developing new metrics specific to this model. Each institution's metrics will be compared with peer sets from Carnegie or other national comparison data sets. (Metrics will not be compared between USHE institutions.) Peer benchmarks will be determined and locked-in for three years. At the end of three years, these benchmarks will be evaluated and either continued or updated. Affordability benchmarks will be adjusted annually.

Annual Goal
The goal each year (as applicable) will be to move the selected metrics up at least 7% of the way from current performance to the best-in-class performance level.

- Example: If a USHE institution's graduation rate in the prior year was 40% and the best-in-class mark is 60%, then the one-year improvement goal is 1.4% (showing 7 % improvement in narrowing the gap).

Distribution of Funds
Among USHE Institutions
Allocation of funds by the Commissioner's Office for each institution will be based 50/50 on the institution's share of USHE graduates and of state tax funds.

At Each Institution
For each institution, the Performance Funding allocation will be divided equally among the four or five metrics. Funds awarded will be based on the percentage of each goal met; i.e., if an institution reaches 50% of goal 1, it will receive 50% of the allocation for

that goal; if 100% of goal 2, it will receive 100% of the allocation for that goal, and so forth.

Funding Based on Goal Achievement

If Goal is Achieved

An institution receives full funding for a metric if they achieve at least a 7% improvement toward its goal, or is already at or exceeds its goal. These funds will become ongoing base funds. This allows institutional improvements to be made permanent, including the hiring of faculty and staff.

If Goal is Not Achieved

In the event that an institution does not make the full 7% improvement in a particular year, funding will be based on the percentage of that goal met.

For any funds not earned by a USHE institution in a given year:

- To account for one-year anomalies and to further encourage performance the first year, any funds not earned will go to USHE institutions on a one-time basis, based on goals met.
- Second year – funds are still available to the "original" institution to be earned as ongoing base dollars. If not earned the second year, funds are then provided to the other USHE institutions on a one-time basis, based on goals met.
- Third year – funds not earned by the "original" institution in the third year are then added to the pool of Performance Funds available for allocation to all USHE institutions.

If Best-in-Class is Achieved

Once an institution reaches the best-in-class level for a particular metric, that institution will continue to be rewarded each year for maintaining excellence.

Disbursement of Performance Funds Appropriated During 2015 Legislative Session

If Performance Funds are appropriated during the 2015 Legislative Session, funds for FY 2016 will be awarded as follows:

- Performance Funds will be awarded on a one-time basis to all USHE institutions immediately after July 1, 2015.
- The Board of Regents will approve institution-specific goals for FY 2016 Performance Funds in the July 2015 Board of Regents meeting.
- Based on goal achievement, ongoing Performance Funds will be allocated to the USHE institution base budgets beginning July 1, 2016.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2015-2016 Mission Based Funding Initiatives

Issue

The 2015-2016 Utah System of Higher Education (USHE) operating budget request, as approved by the State Board of Regents, includes Mission Based Funding (MBF) of $15,000,000 for *Student Participation*, $15,000,000 for *Distinctive Mission*, and $10,000,000 for *Research I Graduate Programs.* Detail of each initiative by institution, promised by the Commissioner as part of the earlier approval process, is now presented in the enclosed attachments. Pending funding during the 2015 Legislative Session, all initiatives are slated for implementation during fiscal year 2015-2016.

Background

The *Student Participation* initiatives are intended to build capacity and quality to meet current student demands including the 66-percent goal. The focus of these funds is to provide the capacity to ensure access to quality programs for a growing number of students. Initiatives will include faculty and support staff, advising resources, course selections in high demand areas, program expansion during summer and off-peak hours, and enrollment growth. All USHE institutions will participate in the $15,000,000 based on their per-student cost of attendance compared to Carnegie or institutional peers, with a minimum of 1%.

Distinctive Mission Initiatives are designed to support the Regents' Strategic Plan of increasing completion, economic development, and technology. Each campus has submitted detailed descriptions of each initiative, including rationale, outcomes, assessment criteria, and budgetary plan. Of the $15,000,000 request, 73% will be allocated for initiatives to increase completions, 26% for technology, and 1% for economic development. In support of the MBF budget request, Governor Herbert has recommended $10,000,000 for Distinctive Mission initiatives.

Research 1 Graduate Program Support will support the University of Utah and Utah State University's specific mission for doctoral and professional level programs. These advanced levels of education and training are critical to maintain the quality of instruction, build Utah's economy through advanced skills that attract higher wages, and promote innovation among Utah's workforce. Of the $10,000,000 request, $6,000,000 (60%) will be allocated to the University of Utah and $4,000,000 (40%) to Utah State University.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

Commissioner's Recommendation

Adherent to Utah State Code 53B-7-101 section 2, the Commissioner recommends that the Regents approve the fiscal year 2015-2016 Mission Based Funding detailed request for Student Participation, Distinctive Mission, and Research I Graduate Program Initiatives.

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David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2015-2016 OPERATING BUDGET REQUEST

Mission Based Funding: Student Participation Initiatives   Total: $15,000,000

To build capacity and quality to meet current and future student demands including the 66-percent goal, it is proposed that Student Participation be a distinct category of Mission Based Funding. This reflects institutional mission type based on per-student cost of attendance and funding of Carnegie peer institutions (or USHE institutional peers in the case of SUU) compared to institutional funding levels. To include all institutions a minimum floor of 1 percent of the total allocation was included.

The focus of these funds is to provide the capacity to ensure access to quality programs for a growing number of students. Specifically, institutions may use these funds for student-focused efforts as follows:

- Additional faculty and faculty support
- Additional advising resources
- Additional course selections with an emphasis on reducing "bottleneck" courses
- Expanding program offerings in the summer and off-peak hours
- Enrollment growth to maintain per-student funding

Based on their portion of the funding gap between peers, it is proposed funding support for student participation should be allocated as follows:

UNIVERSITY OF UTAH   **$7,050,000 (47%)**

Academic Excellence $3,000,000

Description – Funding will be used to support student success and completion by ensuring that the University of Utah increases faculty in strategic areas. Enrollment growth has meant that the faculty teaching loads have increased, but we have not been able to keep pace with competitive salaries in a number of key areas. We have launched a program in Transformative Excellence to recruit faculty in strategic areas that will enhance our preeminence and build academic program strength in areas of particular importance for Utah and the region.

Performance – We will measure the success of this funding by hiring key faculty in academically important areas. Strategic faculty hiring and retention should enhance student access to courses and faculty.

Budgetary Plan –	Salaries, Wages & Benefits	$ 2,800,000
	Operating Expense	$ 200,000
	Total	$ 3,000,000

Data, Analytical and Information Systems Investments $2,000,000

Description – To use our resources efficiently and effectively, we need data to be readily accessible to measure the success of our academic programs and student support processes. Although data is plentiful, we need to rapidly complete the process of organizing and automating the data to turn it into information for faculty, students, and student support personnel. We are reviewing manual processes to find solutions to streamline and add automation for efficiency and cost savings.

Performance – Success will be measured by increased access to information and the use of this information in making data driven decisions for how best to employ limited financial resources to ensure student success.

Budgetary Plan –	Salaries, Wages & Benefits	$ 1,200,000
	Operating Expense	$ 800,000
	Total	$ 2,000,000

Student Support Services Enhancement Project $1,000,000

Description – Student support services are essential to successful recruitment, retention and completion initiatives in support of the U's education mission and Prosperity 2020. To more effectively reach students and leverage advisor efficiency, we need to institute tech assisted advising. With increased student numbers, student technology labs and resources are at capacity and need expansion. Additional funding will help ensure that we do not have to increase student computing fees helping to keep tuition and fees reasonable.

Performance – Performance will be measured by increased contact between advisors and students. Use of student computer labs and supporting technology will continue to be measured to ensure those needing these resources can access them.

Budgetary Plan –	Salaries, Wages & Benefits	$ 400,000
	Operating Expense	$ 600,000
	Total	$1,000,000

Access and Completion $550,000

Description – We recognize that many students start at the U but delay completion because of financial issues. Many students are eligible for Pell grants but fail to complete the Free Application for Federal Student Aid (FAFSA). In conjunction with the Associated Students of the University of Utah (ASUU), we are launching a campaign to educate students about Pell grants. We are also targeting low income populations who are close to completing degrees but may need additional funding to make that completion possible without stopping out.

Performance – We should see an increased number of students receiving Pell grants. Increased financial resources should then help with student access and increase four year graduation rates.

Budgetary Plan –	Salaries, Wages & Benefits	$ 50,000
	Operating Expense	$ 500,000
	Total	$ 550,000

Pathway Program with Salt Lake Community College $500,000

Description – A pilot project in conjunction with Salt Lake Community College (SLCC) is proposed to help first generation students with aptitude but low ACT scores. Students would be admitted to the University of Utah and SLCC. Classwork would begin at SLCC but students would receive advising and mentoring from both the U and SLCC providing students with the support to successfully finish their degree at the U.

Performance – Working with SLCC, we will develop the structure for how this program will increase first generation student access to higher education and successful completion of an undergraduate degree.

Budgetary Plan –	Salaries, Wages & Benefits	$ 300,000
	Operating Expense	$ 200,000
	Total	$ 500,000

UTAH STATE UNIVERSITY $1,500,000 (10%)

Increasing Capacity in High Demand Courses $1,500,000

Description – Utah State University requests funding to add instructors in high demand programs. These high demand programs have demonstrated their desirability through the large student enrollments and increasing wait lists for courses. In addition, the number of applications received by USU is at an all-time high. However, the University's inability to fully staff courses has limited the number of students that can be admitted to USU and into certain programs. Additional instructors will expand course offerings, such as the University's freshman orientation curriculum, and provide opportunities for more students who desire a college education. Improved student/faculty ratios in the freshman orientation program will set the incoming freshman on a path to success, enhancing retention rates in the first-to-second semester and first-to-second year.

Outcomes – Utah State University will increase enrollment in high demand programs. Additional instructors will ensure that students are offered in sequence according to the graduation maps for the programs. Instructor-guided opportunities for students both inside and outside the classroom will be enhanced. Instructors will be available throughout the students' college career, and can assist the students in college orientation, career and curriculum advisement and job placement.

Assessment – Student enrollment, retention and completion measurements.

Budgetary Plan –	Salaries, Wages & Benefits	$ 1,500,000

WEBER STATE UNIVERSITY $1,050,000 (7%)

Enhanced Instruction $500,000

Description – This funding will increase the capacity of the university to provide high quality instructional programs to Utah residents. We continue to have a shortage of faculty in programs including Math, English, and Communications. This funding will help with this shortage as well as provide for increases in instructional wages, instructional design support, and graduate programs.

Rationale – These programs provide graduates that enhance Utah's economy.

Outcomes – Additional degrees will be granted. This will not only help to meet the labor force needs of the state but will also support the Governor's 66 percent goal.

Assessment – The increase in degrees granted.

Budgetary Plan –   Salaries, Wages & Benefits $ 500,000

Strengthen Student Support $550,000

Description – WSU's Dream Weber program is designed to ensure that college is affordable to all students who are motivated, regardless of their economic circumstances. This funding will provide for growth in our Dream Weber program. It will also enable critical investments in student support services including; advising, tutoring, testing, supplemental instruction and other areas.

Rationale – Allow Dream Weber program to expand and provide student support services.

Outcomes – Increased numbers of Dream Weber participants and increased student retention as well as graduation rates.

Assessment – Number of students supported through Dream Weber.

Budgetary Plan –	Salaries, Wages & Benefits	$ 400,000
	Operating Expense	$ 150,000
	Total	$ 550,000

SOUTHERN STATE UNIVERSITY $750,000 (5%)

Student Academic Success Initiative $419,964

Description – SUU's Student Academic Success Initiative is threefold:
1) Expanding the number of academic advisors as a means to improve Fall to Fall student retention rates to 85% and the graduation rate to 70%.
2) Expand student access to research funding and support.

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3) Increasing participation of Hispanic population through a five county promotional tour and increased internships for minority students.

Rationale – SUU has an increased focus on student retention and completion, and has invested in systems that help identify gaps that impede student progress toward degree completion and academic performance. SUU has tested several piloted academic support services that address these gaps, and is now in a position to fully fund these strategies that lead to increased student academic performance and degree completion.

Outcomes – Increased student retention and graduation rates; increased student academic performance; Increase in recruitment and retention of Hispanic students; Increased student participation in undergraduate and graduate level research.

Assessment – Fall-to-Fall retention; 6-year graduation rate; Number of new Hispanic students and number of retained Hispanic students; Number of students participating in undergraduate and graduate research.

Budgetary Plan –	Salaries, Wages & Benefits	$ 389,964
	Operating Expense	$ 30,000
	Total	$ 419,964

Smart Growth Initiative/Academic Quality $330,036

Description – Expand instructional faculty to support growth in General Education (GE) sections. Develop summer semester learning communities and expand recruitment efforts for summer semester. This initiative will also focus more intentionality on two-year completion for new students intending to transfer.

Rationale – As part of SUU's Smart Growth Initiative and focus on academic quality, SUU is aligning recruitment efforts with capacity constraints within GE. A recent survey of incoming students indicates that 25% of SUU's new freshmen intend to transfer to another institution. In response to servicing this demographic, SUU is becoming more intentional in formulating two-year completion and transfer agreements within the USHE System. With SUU's increased focus on student participation, new contract and wage-rated faculty are needed, particularly in servicing capacity in areas of the GE core, life science, and physical science courses. Access to these sections often constrains students' degree progress due to limited capacity.

Outcomes – Increased completion rates; Expand instructional capacity to accommodate increased enrollment and reduce time to completion; Increased summer semester enrollment.

Assessment – Completion rates and time to completion; summer enrollment.

Budgetary Plan –	Salaries, Wages & Benefits	$ 328,290
	Operating Expense	$ 1,746
	Total	$ 330,036

SNOW COLLEGE $150,000 (1%)

Develop a New Peer Mentor Program for Snow College $50,000

Description – In recent years, institutions have been turning to peer advisors to increase student retention and completion rates. Peer advisors are trained student advisors who perform some of the same functions that professional advisors do. They help students understand GE goals and requirements. They suggest options for requirement completion and major exploration, and they encourage students to complete General Education and earn a General Education Certificate of Completion. The focus on General Education readies students for degree completion and transferability. In our strategic plan, we identified best practices that will enable us to enhance the quality of our teaching and advising programs and will improve the quality of student services in general, but more particularly, help students complete degrees on time and know the pathways needed to transfer to other institutions. We believe this peer mentoring program will bring us close to the success we desire.

Rationale – A good advising program is essential to degree completion. Students often wrestle with indecision in selecting a course of study. They also face financial challenges and other obstacles that have a bearing on their judgment in regard to degree completion. Much of the work of peer advisors is on students at risk, though they also play an important role in helping any student who comes to the advisement center and needs hands-on advice. Peer advisors suggest academic pathways, explain the benefits of degree completion and related matters that can be as much or in some cases, more effective, than counseling that comes from professional advisors who are more experienced and may be perceived as removed from student experience. Very often students are excited to take courses in fields that interest them, but do not appreciate the importance of General Education courses that help students develop critical thinking skills and help students analyze information and communicate in meaningful ways. Properly trained peer advisors will reinforce the advice given by the full-time advisors in our Student Success Office. Only full-time advisors have permission to register students for classes and to access official student records, but peer advisors greatly increase the reach of the College's advising efforts and encourage and build confidence in students, enabling them to have greater insight and understanding of their academic potential.

While two-year degrees improve the prospects for student employability, it is increasingly important for students to understand the more education they have, the greater their employment prospects and financial stability will be. For this reason, peer advisors can play an essential role in making students aware of pathways for transferring to other USHE institutions. Peer advisors are a resource to help students know which USHE institutions have the four-year degrees they desire to complete. Peer advisors review articulation agreements with students to ensure that students graduate in two-years at Snow College and prepare students to transfer and complete their baccalaureate degree in four years. As peer advisors review the economic benefits of transferring to earn four-year degrees and clarify the pathways for degree completion, students will gain in their resolve to get the most out of their College experience.

Outcomes – Snow College already has one of the highest GE and degree completion rates in the USHE system. But we continue to find that students need encouragement to complete GE

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and degree requirements and to transfer in a way that will enable them to graduate with a baccalaureate degree in four years. We believe the Peer Advising Program will help us raise our GE completion rate and our Associate Degree completion rate significantly and we will see an increase of students transferring to complete their four-year degrees.

Assessment – We propose to use a survey instrument such as the ACT organization's College Engage test to assess academic and behavioral skills that have direct bearing on student academic success. ACT provides guidelines for understanding and interpreting scores that peer advisors can employ to help students understand areas where they can increase their academic achievement. Through the College's Office of Institutional Research, we can accurately track GE and degree completion rates. We also collect information on students who leave Snow College and complete degrees at other USHE institutions. In addition, we keep statistics on students who make visits to advisors and the content of those meetings. We will track our work with peer advisors and will be able to determine how our efforts pay off in terms of greater completion and transfer rates.

Budgetary Plan – We seek $50,000 to facilitate this program. These costs include:

1) 80 hours per week at the Ephraim Campus, during Fall and Spring Semesters
2) 20 hours per week at the Ephraim Campus during Maymester and Summer
3) 20 hour per week at the Richfield Campus during Fall and Spring Semesters
4) 10 hours per week at the Richfield during Maymester and Summer Term
5) $9 an hour x 1,750 hours = $15,750
6) $1,750 for training and equipment
7) $32,500 for salary and benefits for a peer advisor supervisor
    Total: $50,000

K-16 Public-School Teachers Faculty Development and Articulation Seminars $100,000

Description – In developing our Strategic Plan, we realized that there was more we could do to work with our public school partners and in preparing students for College and for life. Cooperation between the College and public schools is essential to economic development and to provide students with the best education possible in building robust careers and to help them become more confident parents, community leaders and participants in the economy.

No doubt, these goals are shared by USHE and USOE. But too often, USHE and USOE seem at cross purposes with one another when it comes to preparing students for college coursework. USHE institutions worry that the public schools are not doing enough to prepare students for college work and complain that higher ed institutions are increasingly burdened with remediating students who should have obtained higher learning levels in public school. USOE complains that USHE makes too many demands on public schools that have limited resources as they struggle to find ways to raise student learning to levels that satisfy colleges and universities.

Rationale/Outcomes – We have worked very closely with our public school partners this past year in discussing ways we can work together to teach our College and public school students. We have discussed best practices in approaching this challenge and have developed a

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common plan. We propose offering seminars for public school teachers. Public school teachers and professors will plan intensive seminars that can offer the latest pedagogical approaches to teaching math, science and composition and other key subjects for teachers. Seminars will also address pedagogies related to common core themes. Instruction will be offered by Snow College professors and professors of education from other USHE institutions that are supported by teaching stipends. In addition to learning pedagogies that can increase student preparation for college and job-readiness, relationships between public schools and colleges will improve, bolstering greater understanding and cooperation in preparing students for college and careers.

Assessment – Our academic departments who participate in the seminars will periodically send evaluations to participating school districts. The districts will provide feedback on overall satisfaction with the seminar experience, usefulness of the pedagogy in a classroom setting, testing outcomes and student experiences related to math, science and composition, and overall assessment of college-readiness. Based on this information, we will constantly update and revise the way we deliver the seminars in years to come. Our results will be shared regularly with USHE and USOE through our academic affairs office and they will be a key focus in our bi-monthly K-16 alliance meetings.

Budgetary Plan – We want to cover the costs of course tuition and associated fees as well as housing and breakfasts and lunches through the mission-based funding initiative. The funding will support three seminar programs per academic year. The costs would be as follows:

1) Stipends for five non-Snow College professors: $3,000 (professors from other institutions would most likely teach one-half day for a one-week period) - $15,000.
2) Stipends for three Snow College Summer Seminar Leaders - $4,000 (They organize seminars, advertise the program, register participants and set-up facilities - $12,000.
3) Stipends for five Snow College professors: $2,500. Snow College professors will be in attendance throughout the seminar program period - $12,500.
4) Housing assistant - student employee, forty hours of work - $360.
5) Three student assistants to help each seminar leader, forty hours each - $1,080.
6) Housing Waiver for 40 Teachers=$8,000 ($200 per teacher)
7) Reduced registration, tuition and fee cost for Teachers=$10,000 ($250 per teacher)
8) Stipend for each teacher (40 X $500)=$20,000
9) Food - $6,000
10) Materials, books, lab materials, etc. - $10,000
11) Other Supplies and incidentals - $5,000
    Total cost: $100,000

DIXIE STATE UNIVERSITY $300,000 (2%)

STEM Recruitment and Completion Initiatives $300,000

Description – Dixie State University is pursuing many initiatives to improve accessibility and availability of math and science programs. One example is the development of the Tanner Field Station near Zion National Park, which will serve as an ideal hub for new experiential

learning and advanced study programs in biology and geology. Also underway are efforts to increase student success rates in math general education classes by streamlining curriculum requirements and increasing available tutoring resources. In addition, DSU hosts many events to encourage prospective students to further investigate STEM-oriented programs. An excellent example is the annual Southern Utah Code Camp competition, in which nearly 250 aspiring programmers, designers, and entrepreneurs from across the region collaborate in small teams to create award-winning software applications within a 24-hour time frame.

Quality faculty in STEM departments is crucial to success in these endeavors. DSU has immediate personnel needs in biology, chemistry, geology, and information technology programs. Additional funding would serve to continue strengthening instructional and advisement capacity in these areas and bolster further efforts to attract students to STEM-related fields.

Performance – Successfully hire additional full and part-time faculty and advisors in growing programs outlined above. Increase student credit hour enrollment in STEM disciplines.

UTAH VALLEY UNIVERSITY $2,700,000 (18%)

Expand Offerings and Services to Meet Student Demand $1,476,500

Description – During Fall 2014, UVU experienced an increase of 768 students (2.5%) and 608 Budget-Related FTE (3.4%). Much of this growth is from students transferring into UVU and non-traditional students enrolling in college for the first time more than one year after high school. These students require targeted resources, such as transcript evaluation, in order to ensure a successful transition into UVU. To meet the educational needs of these additional students, between 90 and 110 additional sections are needed across a variety of disciplines and through a variety of delivery options. Further, UVU continues to identify and implement technology-based tools to improve the effectiveness and efficiency of key student support processes.

Rationale – In order to ensure adequate course/program offerings, provide a variety of delivery options, and maintain the quality of student support services, additional salaried faculty, academic advisors, and academic support/student services staff are required. To maintain UVU's current student/salaried faculty ratio (34.5 to 1) and percent of instruction delivered by salaried faculty (52%), 18 new salaried faculty are needed. To maintain UVU's average student/advisor ratio (375 to 1), two new advisors are needed plus several additional advisors are needed in specific disciplines that exceed UVU's average. Student support service staff is needed for transcript evaluation, financial aid services, etc. The addition of technology-based tools like College Scheduler and Evisor will reduce the need to expand staff while improving students' ability to schedule courses and progress toward graduation.

Outcomes – 1) Provide adequate course offerings and services to meet demands of newly admitted and continuing students. 2) Maintain student to salaried faculty ratio. 3) Maintain

overall university student to advisor ratio. 4) Provide greater information and tools to assist students in enrolling for courses and progressing toward graduation.

Assessment – 1) Improve yield of newly admitted students enrolling for courses. 2) Maintain and/or improve student retention. 3) Improve student satisfaction with enrollment processes and services. 4) Maintain student to salaried faculty ratio. 5) Maintain overall university student to advisor ratio.

Budgetary Plan –	Salaries, Wages & Benefits	$ 1,271,200
	Operating Expense	$ 205,300
	Total	$ 1,476,500

Veterans and First-Generation Student Initiatives and Services $512,900

Description – Implement additional programs and services to enhance the recruitment and support of veteran students and first-generation students.

Rationale – A key component of UVU's Strategic Inclusion Plan is a focus on "access, equity, and opportunity" for underrepresented students. Two of the primary student populations that need supplemental support are veteran students and students whose parents did not graduate from college (first-generation students).

1) *Veteran Student Support* – UVU is creating a Veteran's Center to provide a campus location for veterans to feel connected, receive support and training, and be mentored to reach their academic goals. Based on a USHE report on veteran's services, UVU needs to additional staff in order to adequately meet the needs of approximately 900 veteran students.

2) *First Generation Student Support* – Approximately 33% of UVU students self-identify as first-generation. There is tremendous overlap between first generation status and other demographic indicators such as low socioeconomic status and students from ethnic/racial minority backgrounds. Significant resources are needed to address such a large percentage of first-generation students both in terms of academic onboarding and entry to persistence towards completion. First-generation resources will be used for broad campus-wide efforts as well as targeted initiatives including outreach and support efforts for first year first-generation students, recruitment of underrepresented students, mentoring, translation services, campus visits, programming for first-generation K-12 students and their families, and cultural connections for first-generation Latino and Native American students.

Outcomes – 1) Increase in enrollment, retention and graduation rates of veteran students. 2) Increase in enrollment, persistence, and graduation of underrepresented students while increasing intercultural competence of all UVU students. 3) Development of stronger mechanisms to measure, track, and report data connected to first-generation student academic progress.

Assessment – 1) Records will continue to be kept regarding the number of veterans attending UVU and receiving VA benefits. New records will be kept of the number of students served in

the center. We expect to see a minimum of 10% increase each year in the use of the center and in the graduation numbers of veteran students. 2) Demonstrate an increase in enrollment, persistence, and graduation of first-generation and other underrepresented students.

Budgetary Plan –	Salaries, Wages & Benefits	$ 252,800
	Operating Expense	$ 260,100
	Total	$ 512,900

Expand Access to and Participation in STEM Programs $710,600

Description – In response to industry demand, UVU is expanding the capacity of its STEM programs as well as implementing targeted recruitment efforts to encourage more students to pursue STEM certificates and degrees. These efforts require additional faculty, academic support staff such as lab managers, student support staff for recruitment and industry outreach, and scholarships.

Rationale – Utah needs more graduates in STEM fields. To respond to this need, UVU is identifying strategies to expand capacity of STEM programs (including distance education, on-site courses, evening/weekend, and summer) and recruit additional students into STEM programs through targeted recruitment, summer bridge programs, cohorts/learning communities, and scholarships.

Outcomes – Increased enrollment, retention, and completion of students in STEM programs.

Assessment – 1) Increase in number of majors and enrollments in STEM programs. 2) Increase in retention rates for majors in STEM programs. 3) Increase in number of students completing certificates and degrees in STEM fields.

Budgetary Plan –	Salaries, Wages & Benefits	$ 455,200
	Operating Expense	$ 255,400
	Total	$ 710,600

Salt Lake Community College $1,500,000 (10%)

SLCC Site Support $720,000

Description – SLCC's mission is to support access to educational opportunities for all residents of Salt Lake County. In an effort to accommodate this access, the Utah State Legislature and State Board of Regents have approved the creation of multiple campus locations across the Salt Lake Valley. It is important as these campus locations mature that appropriate support staff (student, academic, IT and Facilities) are adequate to support the students attending campuses proportionately to the Taylorsville/Redwood Campus.   The College is requesting ongoing funding to support full-time and hourly student services specialists/technicians to assist with enrollment, financial aid and completion issues, two site

academic coordinators and hourly academic support, IT desktop support and two facilities managers for the Jordan Campus and North Region of our service area.

Rationale – Students at all campuses deserve to have the similar resources available to them including: advising, financial aid and IT support. To determine adequate support staffing needs, SLCC evaluates student enrollment numbers, academic programs offered, and physical distance from a full-service campus. Research regarding student success indicates that the first-point-of-contact is critical to student success. Support services enhance the student experience and meet student expectations. Students are likely to make a decision on whether they will stay or leave the College within three weeks of school. Interactions that students have with faculty and staff during this time period are critical.

Outcomes – Student Support Year 1: SLCC will upgrade a Specialist 1 at Jordan and one at Miller from part-time to full-time. A Financial Aid Technician and Specialist will be hired for the South Region. A Student Services Specialist will be hired at Westpointe in the North Region. These staff members will be trained to support student enrollment, financial aid and completion issues. Year 2: Increased enrollments in the North and South Region with an increase in student satisfaction as demonstrated through the annual Campus Needs Assessment. Year 3: Increased student retention and completion rates in the North and South Region. Academic Support: Improve overall levels of staff support for faculty and students at each of SLCC's satellite centers. IT Support: Dedicated desktop computer support will better address end-user needs and help resolve their issues in a timely manner. Facilities Support: Issues, as they arise, will be more quickly assessed and addressed. This will allow for better response to the daily needs of those locations by a staff member who will have direct knowledge of the resources available to assist.

Assessment – Academic Support, Facilities and IT: Assessment will be completed based on the type of staff positions hired to assist the SLCC locations outside of the Taylorsville/Redwood Campus. In all instances, at least two elements will be assessed – number of individuals served monthly (as measured by activity logs kept by full and part-time site support staff) and faculty/staff satisfaction with services provided as measured by periodic site-specific surveys related to the specific functional support (Academics, IT and Facilities). Student Support: Assessment includes development of core competencies (year 1), conducting campus needs assessments at each location (year 2) and in year 3 analyzing retention data and completion rates compared to baseline data gathered in year 1.

Budgetary Plan –	Salaries, Wages & Benefits	$ 692,000
	Operating Expense	$ 28,000
	Total	$ 720,000

OIT Support for Student Access & Success $377,100

Description – SLCC is requesting additional ongoing resources that can be dedicated to support the growing needs of its Office of Information Technology (OIT). These funds will be used to add additional IT personnel to better address key support areas related to IT security, infrastructure and to support the College's network core upgrade. The personnel resources will allow OIT the ability to provide wider support coverage for our multiple sites and reduce

waiting times for issues to be resolved. The network core upgrade will allow SLCC to continue to leverage and expand resources to our network infrastructure such as voice, data, video, and utilizing a scalable infrastructure that will ensure growth for the future and provide quick and easy access for technology resources.

Rationale – The new philosophy of Bring Your Own Device (BYOD) labs has brought new support issues, which will require more full and part-time personnel to cover larger areas of support. The increase in calls to the Helpdesk will require more part-time personnel to cover the heavy call times to maintain a satisfactory call to resolution ratio. The initiative to centralize the collection of all video from security cameras will require additional personnel to move this task from an external vendor to being internally managed by SLCC OIT. As the School of Applied Technology migrates to a competency based student system, they are purchasing several new software packages, which will require additional integration support. The convergence of voice, data and video on the network continues to grow. The growth needs to be addressed and requires the core infrastructure to be upgraded to maintain the current load of the end-user.

Outcomes – SLCC will provide a wired and wireless ubiquitous network for students, faculty and staff to support the BYOD movement as well as increase the security needs and ease of centralized management. In addition, the appropriate support for a competency based teaching model will be implemented in a timely fashion and continue to provide the needed support. The additional support will help students gain access and help them utilize lab software and provide a better learning experience. The centralized security system will allow easier access to video and provide a quicker mechanism for the police to report and react to issues. The SAT will be able to provide a better teaching model for the type of curriculum they offer and increase the ability for students to master competencies within their learning environment. The core upgrade will provide much faster access, allow the growth of voice video and data to continue as well as increase stability of the network and provide strategy for SLCC to move forward with innovative network initiatives.

Assessment – OIT utilizes centralized Helpdesk software that creates tickets for desktop, infrastructure, security, software applications and telecommunications issues. The software tracks each open issue (ticket) and the personnel involved. The Helpdesk software provides a variety of metrics in regards to customer satisfaction and timely project completion by using the data collected on all tickets. The Helpdesk software will help OIT in determining whether the tickets that have been opened are resolved in a timely manner and also report those that are overdue and need attention. In addition, there is a customer survey that goes out with each resolved issue and requests information about the timeliness of the resolution, technician competence and overall attitude. OIT will be able to use these types of metrics and survey information for assessment purposes in determining the effectiveness of these new positions.

The School of Applied Technology tracks all of their projects using a prioritized project list. The project list will be monitored to ensure that multiple major projects are being worked on at any one time and to guarantee better delivery times. The day to day projects will also be monitored for quicker turnaround times.

The infrastructure upgrade will be assessed using network performance tools. The network tools will allow OIT to monitor current network usage as wireless, voice, video and data continue to grow. Reporting will be generated that contains historical network usage and the reports will be used to make certain the performance of the network continues to exceed customer expectations as the network demands will continue to grow.

Budgetary Plan –	Salaries, Wages & Benefits	$ 371,000
	Operating Expense	$ 6,100
	Total	$ 377,100

Academic Achievement $147,900

Description – SLCC is requesting funding to hire two academic achievement advisors who will be tasked to develop interventions and work collaboratively across the institution to strengthen support systems that progressively target students who are struggling academically in an increasingly intrusive manner to give students the best chance for academic success. Additionally, the advisors will be responsible for developing new online resources for students who are placed on academic notification, academic alert, academic warning, conditional enrollment and probation.

Rationale – Through departmental assessments Academic and Career Advising has found primary reasons why students struggle academically: (1) lack of purpose and (2) difficulty balancing work, home and student commitments. Academic achievement advisors will provide one-on-one and in-depth academic and career advising. Advisors will focus on students who early in their academic careers are struggling as opposed to waiting until students are in crisis at the probation level.

Outcomes – Year 1: SLCC will hire two academic achievement advisors. These advisors will be trained in addressing specific issues related to obstacles and strategies for academic success; time management, career advising, campus learning and support resources, and academic and financial aid appeals. Year 2: Implementation of an online institutional student success and retention solution and implementation of a case management model of advising for students with below a 2.0 GPA. Year 3: Create an online Academic Success Workshop and electronic information to aid students in academic distress. Modify and strengthen the interventions with students based on assessment results.

Assessment – Year 1: New advisors will develop core competencies as outlined in Academic & Career Advisor Training Objectives and obtain 85% proficiency on the Academic Advisor Assessment. Year 2: 75% of students who are on academic warning and conditional enrollment, and probation for falling below a 2.0 GPA will participate in case management advising. Of the students who participate in case management advising, 75% will develop and commit to an academic success plan to raise their GPA above a 2.0. Year 3: Increase by 100% the number of students who respond to faculty referrals and advisor outreach through the online student success and retention tool in order to improve their opportunities for academic success.

Budgetary Plan –   Salaries, Wages & Benefits $ 137,900
                            Operating Expense $ 10,000
                            Total $ 147,900

SLCC Infrastructure Support $255,000

Description – The College engages in a wide range of activities that impact student success and learning both in and outside of the classroom. This project will put into place the appropriate infrastructure needed for three areas at the College. This infrastructure includes: grant management and support for instruction-based grants; improving, redesigning and remodeling instructional/student spaces; and college-wide institutional events. SLCC is requesting three full-time positions and hourly dollars to support these areas. These positions include – grants management/accountant for grant oversight and support, an assistant Facilities coordinator and project manager for strategic/tactical planning and project oversight, and ongoing hourly dollars for College events.

Rationale – The number of instructional grants and contracts awarded to SLCC has increased over the years. A number of new regulations and reporting requirements have placed greater compliance burdens on the College. To adequately ensure the College remains in compliance with all grant and contract regulations, a grant management/ accountant position is requested.

An Assistant Facilities Coordinator is needed to prioritize all College requests from new building/land acquisitions, remodels, renovations, tracking progress of projects, occupied space and its intended use. The Coordinator will also assist and complete the necessary space reports that need to be submitted to USHE, DFCM and the Legislature.

An additional Project Manager is needed as the College is experiencing rapid change, resulting in a higher volume of aging infrastructure, building upgrades and an increasing number of remodeling projects. DFCM has delegated more authority and responsibility to SLCC requiring the direct management of state allocated capital improvement funds. The current project workload for the three existing Project Managers is averaging approximately 25-35 projects each. Some projects have been in the planning stages for up to two years. The addition of another Project Manager will serve SLCC's overall needs by distributing both the current and projected increase in construction workload as well as aiding in reducing the completion time of projects.

The College stages major events that include the entire college community including students (commencement, convocation, professional development day, accreditation visits, etc.) and several external community events. Hourly support is requested to augment the work of one full-time event coordinator with event planning, logistics, organization, on-site coordination, promotion and marketing, vendor bids and contracts, and follow up details.

Outcomes – Grants Management and Support: Year 1 - SLCC will hire 1 new grants position. This staff member will be sent to federal grants training to begin the process of becoming certified in grants and cost allowance administration/accounting. Oversight of several grants

and contracts will be assigned and all post-award financial related activities will be successfully completed. Year 2: It is expected this position will complete the training and the federal certification. Additional or more complex grant and contracts will be assigned.

Facilities Coordinator and Project Manager: Coordinator - As requests are funneled into the Facilities department through the prescribed format, projects will be addressed more timely, efficiently and assigned following the prescribed facilities design/remodel process. Projects can be filtered and prioritized to utilize the available resources.

Project Manager: Issues, as they arise, will be more quickly assessed and addressed. This will allow for more timely responses to the daily needs of each project and departmental requests. The additional position will allow for each Project Manager to provide more focus on each individual project, resulting in higher quality, quicker project turnaround, and the increased satisfaction of current facilities personnel and those throughout the institution.

Hourly Support: Delivery of up to 30 well-executed and successful events, under the direction of the full time event coordinator, with all vendor bids and contracts and logistics of events coordinated and documented.

Assessment – Grants Management and Support: In year 1 the number of assigned and successfully administered grants and contracts will be tracked with the intent that within the Grants Office there will be zero or minimal audit findings, and zero to minimal coordination issues internally between the OSP, grant/administrators, Development Office and grant accounting.

Facilities Coordinator - Utilization of the Facilities Services' work order system will be implemented to request design services and the system will be proactively monitored to more accurately supervise the various elements related to the spectrum of projects. This will allow for a more efficient use of resources and projects assignments with improved turnaround time.

Project Manager - The start to finish project turnaround timeframe will be greatly impacted. Increased customer satisfaction and project quality will also be enhanced as response time is increased and issues are addressed in a timely and effective manner.

Hourly Dollars - Planning records will be created for each event with all logistics and documentation included to serve as baseline reports for college-wide events.

Budgetary Plan –	Salaries, Wages & Benefits	$ 244,000
	Operating Expense	$ 11,000
	Total	$ 255,000

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UTAH SYSTEM OF HIGHER EDUCATION 2015-2016 OPERATING BUDGET REQUEST

Mission Based Funding: Distinctive Mission Initiatives   Total: $15,000,000

Distinctive Mission funding is used to assist institutions in initiatives that are distinct to the individual mission of each institution which also support statewide goals and objectives approved by the Board of Regents. For Distinctive Mission, each president proposes the specific uses and outcome measures for funds allocated. The use of technology to support teaching and learning as well as student services has grown exponentially during the past decade. Better and smarter uses of technology must continue to be deployed in the future. To encourage the use of the latest technology to support the missions of the institutions, it is recommended that this be a newly permitted use of Distinctive Mission funding. The allocation is based on 1/3 annualized budget related resident FTE enrollment, and 2/3 appropriated on-going tax funds. For 2015-16, institutions may target Distinctive Mission funds for initiatives in the following areas:

- Completion
- Economic Development
- Technology

UNIVERSITY OF UTAH $4,080,500 (27.2%)

Online Education Infrastructure (Completion) **$1,800,000**

Description – Student demand for online instruction has been growing. The University of Utah is assertively increasing the availability of courses, certificates, upper-division undergraduate coursework and master's degree programs in areas of high demand and where online learning opportunities will increase degree completion. We seek funding to continue course and program development, and to ensure that online students have the advising and academic support infrastructure that is required to ensure retention and completion.

Rationale – Critical courses in online formats enable students to pair traditional on-campus courses with online courses each semester, facilitating full-time enrollment for student who are balancing work and family obligations as they make timely progress toward degrees. Roughly one-third of U students enroll in at least one online course each semester. Five new fully online programs will launch in Fall 2015, increasing assess to U education for students who are not able to relocate to complete their degrees. For undergraduate students, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional graduate students, this will help address a market need to increase trained professionals for strategic areas of the Utah business community.

Outcomes – The intended outcomes are to ensure that we do not lose our current student base and that we are able to meet the needs of an expanded student population that cannot be present on campus. Promoting graduation and student success, particularly in degree programs that meet demands, aligns well with Prosperity 2020.

Assessment – We will gather data to measure success and persistence of students who enroll in online classes. Online tools and robust advising will also be available to guide students through successful completion of online courses.

Budgetary Plan –

Salaries, Wages & Benefits	$ 1,400,000
Operating Expense	$ 400,000
Total	$ 1,800,000

Student Success and Completion – Advising Resources (Completion) $1,000,000

Description – Access to academic advising is key to the success of undergraduate students. Of particular importance are advising models that meet the needs of 21st century students, particularly technology-assisted advising resources and a creative approach, Bridge Advising that connects University College – where U freshmen begin their studies – with new advising centers located in every college. Our goal is to ensure that every academic college has an advising resource center to link to University College, staffed with at least one Bridge Advisor.

Rationale – Analysis of degree completion patterns indicates that students who move from University College to an academic college by the time they have earned 30 credit hours are more likely to complete the baccalaureate. Bridge Advisors and advising hubs in the academic colleges help ensure a timely and smooth transition for students as they move from University College to degree-granting colleges sooner in their academic programs.

Outcomes – Advisors can help students at the beginning of their engagement at the University of Utah as well as helping to guide them to resources they may need to be successful.

Assessment – Data about retention and graduation rates will be reviewed. We will also be able to monitor student-advisor encounters and student needs. We will also use focus groups and student satisfaction surveys to identify student needs and address effectiveness of programs.

Budgetary Plan –

Salaries, Wages & Benefits	$ 800,000
Operating Expense	$ 200,000
Total	$1,000,000

Improved Science, Technology, Engineering, Math (STEM) Instruction (Completion) $1,000,000

Description – In recent years, enrollment in STEM courses and majors has increased at the University of Utah. To provide high quality STEM education and in turn help more students successfully earn degrees in key STEM fields, we must increase access to bottleneck courses and increase student access to teaching assistants, tutors, and instructional labs in a range of introductory mathematics, biology, chemistry and physics

Rationale – The Engineering Initiative has nearly doubled the number of students who complete degrees in engineering at the U. At the same time, limited investment has been

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possible in instructional resources in the math, physics, biology and chemistry courses that underlie engineering degrees. In addition, workforce demand in health fields is significant, and enrollments in pre-health math and science courses have increased.

Outcomes – Students should be able to successfully complete the introductory STEM classes in a timely manner. This should reduce time to graduation as well as help ensure more students persist and complete STEM degrees.

Assessment – Students in introductory STEM courses will be tracked to monitor the effectiveness of these resources in assisting students to successfully complete these introductory courses.

Budgetary Plan –	Salaries, Wages & Benefits	$ 750,000
	Operating Expense	$ 250,000
	Total	$1,000,000

Undergraduate Engaged Learning Opportunities (Completion) $280,500

Description – The University of Utah aims to engage every student in influential learning experiences that increase the likelihood of completion and improve preparation to meet the needs of Utah companies. We are particularly focused on increasing participation in Undergraduate Research Opportunities (UROP) and internships. These programs are highly competitive and many worthy students are denied acceptance due to financial limitations. Resources are needed to allow continued expansion of these programs, with the aim of reaching greater numbers of undergraduates.

Rationale – There is high demand for these programs by our students that is not currently being met. Students who participate in Engaged Learning Opportunities are more likely to successfully complete their education.

Outcomes – Students have the opportunity to gain research experience and internships that will help them to be academically successful as well as build skills that will be useful as they pursue career opportunities.

Assessment – We will monitor success of students in engaged learning opportunities and track their ability to refine the areas of their research interests measured by presentation of papers at conferences, publications, and admission to selective graduate schools. Completion and graduation rates of students participating in engaged learning opportunities will also serve as a measure of success in these programs.

Budgetary Plan –	Salaries, Wages & Benefits	$260,000
	Operating Expenses	$ 20,500
	Total	$280,500

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UTAH STATE UNIVERSITY $3,148,400 (21%)

Addressing Instructional Limitations (Completion) $1,608,400

Description – Instruction remains one of the most significant elements of the university's mission. Funding will be used to add new part-time and full-time faculty to address a range of instructional needs throughout USU, including high-demand classes such as English and math, and enhancements to existing programs such as business, engineering and science. Additional faculty lines will be deployed across the university in order to meet emerging demands for educational programs. New faculty positions in high-need areas will enhance student access and pathways to completion. Classes taught by these instructors will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the USU system.

Students are eager to be engaged with faculty in projects, both in and outside the classroom. Learning outcomes will be improved through increased contact with faculty.

Outcomes – The University has identified several programs that need investment of faculty positions. Some departments have instructional shortages because of increasing student enrollments; new faculty and instructors can be assigned courses and laboratory instruction that reduce bottlenecks. Other departments have expanded programs that enhance the land-grant mission of the institution; new faculty will bring additional visibility and vitality to these programs.

Programs receiving new positions will gain faculty capacity, providing students with new or enhanced learning possibilities. Students will have improved pathways to graduation as well as greater opportunities for out-of-class experiences.

Assessment – Number of faculty hired, student credit hour reports, completion rate, time to completion, out of class experiences.

Budgetary Plan –	Salaries, Wages & Benefits	$ 1,400,000
	Operating Expenses	$ 208,400
	Total	$ 1,608,400

Academic Advising (Completion) $300,000

Description – NACADA (National Academic Advising Association) recommends no higher than a 300-to-1 student-to-advisor ratio for advisors working with an undeclared population. Unfortunately, USU is not meeting this recommended ratio in many of the departments and colleges. Also, the Office of University Advising is responsible for high-risk students and students who are listed as "undeclared" and need to select a major; unfortunately, this office has a student-to-advisor ratio of 464-to-1. High student-to-advisor ratios limit the time that advisors can devote to individual students, undeclared majors, high-risk students and those who are experiencing difficulty in navigating the University system.

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Outcomes – An improved student-to-advisor ratio makes it possible for a greater number of students to meet with an advisor. In turn, increased and individualized advisement will encourage undeclared students to declare a major earlier, leading to higher retention and success rates for students admitted provisionally and into the associate's degree. Through enhanced advising, students will achieve an improved time to completion.

Assessment – Number of advisors hired, student-to-advisor ratios, academic standing of provisionally admitted students, the number of undeclared students moving into a major, retention rate, completion rate, time to completion.

Budgetary Plan –   Salaries, Wages & Benefits $ 300,000

Enhanced Student Services – Key Populations (Completion) **$360,000**

Description – A number of key student populations at the university continue to manifest needs above what the university has been able to provide. Veterans and those with mental health needs represent the most challenging groups. The number of veterans served by the university's Veteran's office continues to grow, particularly in the regional campus system. Similarly, the mental health professionals on campus have seen a constant upswing in the demand for their services, and have identified creative methods for managing the workload. The university also is keying in on students and developing their academic abilities, such as critical thinking, and also helping them understand their values and interests in order to make sound career planning decisions.

Rationale – Every one of the offices serving these students lacks staffing to adequately meet the demand. Some services can now be partially provided via the web, which has mitigated the size of this request. Each position funded will have a direct interaction with students.

Outcomes – Student veterans require support to effectively transition from military life to civilian/student life. In addition, they often need help maneuvering through the processes and regulations associated with using their GI Benefits. Additional support for the growing number of student veterans at USU will increase the likelihood that this important student population will be in good academic standing with improved chances for persistence and completion.

Additional staff in other student services areas will allow for additional assistance each semester, reaching over 200 students who are not currently able to utilize the services.

Assessment – Completion rate, time to completion, number of veterans served.

Budgetary Plan –   Salaries, Wages & Benefits $ 295,000
                          Stipends $ 65,000
                          Total $ 360,000

Enhancing University Information Technology and Programming (Technology) **$880,000**

Description – Funding will be used to expand programming expertise as well as software and hardware used by employees across the entire University. There will also be investments in

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the area of instructional technology and classroom enhancements on all campuses. The University will continue to emphasize connections between instructors and students through broadcast and online course delivery.

Outcomes – These investments will improve the University's ability to handle a wide variety of functions, such as employee hiring, payroll, electronic approvals, and student registration and tracking. Student learning in classes will be enhanced by improved instructional technology and innovations in the classrooms.

Assessment – Number of IT staff hired, number of upgraded classrooms, software and hardware purchased and implemented.

Budgetary Plan –		
	Salaries, Wages & Benefits	$ 280,000
	Operating Expenses	$ 500,000
	Classroom Improvements	$ 100,000
	Total	$ 880,000

WEBER STATE UNIVERSITY $1,604,100 (10.7%)

Performance Compensation (Completion) $152,500

Description – WSU is proposing a Post Tenure Promotion program to encourage vitality among our senior faculty. "Promotion" type increases will be provided to senior faculty who meet quality standards in teaching, research and public service.

Rationale – Increase vitality and retention of senior faculty.

Outcomes – Increase quality in teaching, research and public service provided by senior faculty.

Assessment – Proportion of the faculty reviewed who meet the established criteria.

Budgetary Plan –   Salaries, Wages & Benefits $ 152,500

Carbon Neutrality (Technology) $200,000

Description – WSU's aggressive pursuit of carbon neutrality by 2050 is contingent on preserving the purchasing power of our fuel and power budget. Failing to fund utility rate increases will result in funding presently earmarked for energy efficiency initiatives to be siphoned away to cover these rate increases.

Rationale – WSU's ability to reach carbon neutrality by 2050.

Outcomes – Additional energy efficiency projects will be scheduled.

Assessment – WSU will continue to decrease its carbon foot print.

Budgetary Plan –	Operating Expense	$ 200,000

IT Security & Leadership (Technology) **$365,000**

Description – This funding will enable WSU to keep pace in the ever evolving world of IT security. It will also provide for enhancements in our critical IT infrastructure. Provide adequate insurance protection against data breaches. Hire established personnel that provide operational support and planning for various information security functions at the university. Upgrade infrastructure to further protect university information resources.

Rationale – Protect the institution's data from increasing levels of attack.

Outcomes – Through several initiatives and projects create greater information security in various aspects of the university environment.

Assessment – The SANs Critical Security Controls score, used as part of the regular USHE Security Assessment, will move from black (absent), red (initial) and orange (repeatable) to yellow (defined) and green (managed) because of these investments in an additional FTE and other new resources. This will be an indication of more secure and mature IT security environment at WSU.

Budgetary Plan –	Salaries, Wages & Benefits	$ 100,000
	Operating Expense	$ 265,000
	Total	$ 365,000

STEM Workforce (Completion) **$886,600**

Description – WSU is preparing to help the State make critical investments in the STEM fields of Math, Sciences, Engineering, Computer Science, and Health Professions. WSU's recent surge in these areas can be enhance with additional faculty.

Rationale – Each of the programs has high labor market demand and strong salaries. These programs provide graduates that enhance Utah's economy.

Outcomes – Additional degrees will be granted in the aforementioned areas. This will not only help to meet the labor force needs of the state but will also support the Governor's 66 percent goal.

Assessment – WSU carefully tracks the number of degrees awarded as well as the placement of graduates.

Budgetary Plan –	Salaries, Wages & Benefits	$ 886,600

SOUTHERN STATE UNIVERSITY   **$683,200 (4.6%)**

In-Demand Academic Program Instructional Support (Completion) **$175,207**

Description – Increase the number of instructional faculty in new and growing programs

Rationale – Additional instructional faculty are needed to support the development of majors experiencing increases student demand.

Outcomes – Students will have better pathways in preparing themselves for graduation. High demand majors will have expanded capacity to serve growing student demand. Departments receiving additional instructional faculty support will have greater enrollment and graduates.

Assessment – Number of students in applicable majors

Budgetary Plan –   Salaries, Wages & Benefits $ 175,207

High Impact Practices (Completion) **$333,739**

Description – SUU is focused on student empowerment through academic performance, and is aligning academic student support services, particularly in peer-to-peer tutoring services and writing centers. Capitalizing on newly implemented technologies, more intentionality is being afforded to direct peer-to-peer mentorship in classes with high student drop, withdrawal, or failure rates (DWF Courses). SUU is also making a greater commitment to resource ongoing support and consistency to ensure institutional compliance with Title IX and faculty innovations within its Center for Excellence in Teaching and Learning (CETL).

Rationale – SUU has implemented new technology and research to identify gaps in student academic performance and has piloted peer-to-peer tutoring strategies demonstrating success in student academic performance. SUU is in a ready position to fund and operationalize these strategies that empower students through academic performance. SUU also needs to establish ongoing funding to support a dedicated focus to Title IX compliance, and is in the process of fully funding its CETL program and services.

Outcomes – Increased student retention and graduation rates; Increased student academic performance; Establish an ongoing position to ensure Title IX compliance at SUU and a ¾ time position within CETL to ensure better faculty innovation in teaching and learning.

Assessment – Percentage of DWFs and quality of students' writing skills; Title IX compliance and faculty evaluations.

Budgetary Plan –   Salaries, Wages & Benefits $ 313,739
                              Operating Expense $ 20,000
                              Total $ 333,739

Advanced Technology and Wireless Connectivity (Technology) **$174,254**

Description – This initiative is to meet the technological advances in both instructional and academic student support areas, such as increased mediation and mobile technologies.

Rationale – SUU has a continued and unmet need of maintaining its investment in developing technological equipment and services, which have become compounded during historical cuts to its operating budget. SUU is now in a position to begin reinvesting in technology and continue expanding its wireless connectivity to maintain a competitive experience and learning environment for its students.

Outcomes – This initiative will provide increased access for students and faculty to integrate technologies into their teaching and learning environments. As SUU's wireless network is expanded, greater access to mobile technologies will be realized across campus. The developments of functional applications are streamlining information and communication across campus, and a high need is being placed on a programmer to continue the software developments behind these synergies.

Assessment – Student satisfaction surveys.

Budgetary Plan –

Salaries, Wages & Benefits	$ 144,254
Operating Expense	$ 30,000
Total	$ 174,254

SNOW COLLEGE $420,500 (2.8%)

Market-based Compensation for Critical Staff (Completion) $170,000

Description – Snow College has a long history of modest salaries for faculty and staff. Snow has been attractive to faculty and staff because of the quiet lifestyle of rural, central Utah and the opportunity to work at a teaching institution that does not require heavy research and publishing requirements. But staff and faculty are finding it increasingly hard to stay as the College struggles to adequately compensate our hardworking employees. Two-year institutions find it imperative to hire more PhD teachers in order to meet the demands of higher education and the ever-complex world in which we live. For these reasons, we developed a process for studying performance assessment and compensation for faculty and staff in our current strategic plan. We have raised the bar on what we expect our employees to do and we want to reward the hard work done by these devoted individuals with a compensation package that can retain critical staff who are essential to the wellbeing of the College.

We know that many of our faculty could be paid a higher wage if they were employed at other institutions and businesses in the state. We struggle to find and retain the people we need to provide the best educators for classroom teaching. In some STEM areas we desperately need PhDs, but because of our salary schedule we have even struggled to hire candidates with Master's degrees. Market comparison studies are showing that we are falling behind other institutions in the state and other institutions located in rural and urban areas in the Mountain West.

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Our history of maintaining a flat salary schedule across all disciplines is out of step with the realities of recruiting faculty in STEM and allied health fields. This past academic year, we lost two nursing professors, one chemistry professor and two math professors who left and took jobs at other institutions because we could not compete with salaries at these other institutions. We used to attract scores of applications from candidates in each field we advertised. This past year we only attracted 11 applications in a political science search, 12 in psychology, 10 in math where two positions were being advertised, and 14 in chemistry. In all of these searches we were greatly limited in the number of candidates we could interview, because we had only one or two acceptable candidates in each field. In one discipline, we needed to hire multiple professors, but had to turn to adjuncts because we could not offer enough money to bring in any desirable tenure-track candidates.

Rationale – Following through on a strategic planning goal, we have engaged in a compensation study to learn more about what we can do to attract and keep faculty and staff. Snow College is not just a solid two-year institution. Snow College is a rarity among two-year institutions. We currently rank second in the nation by Rate-My-Professor for the highest teaching satisfaction rankings among American two-year institutions. We are an open-enrollment institution that accepts many students that have lower academic skills and in their first year of college, raise them to the top performing students in the state. If we continue to lose critical faculty and staff, we will begin to fail students who depend on the outstanding educational product we deliver.

Outcomes – We want to use this funding to adjust critical salaries of STEM and other fields to stop the flight of professors to other institutions. In addition, we need to attract the best faculty we can to uphold our quality and promise to our students.

Assessment – Our compensation study will allow us to measure our performance against professors at other institutions and better know what we need to be doing to retain good faculty and staff who make Snow an exceptional College. We expect that increased funding will result in more applications from strong candidates who will shore-up our competitive standing in the years ahead and retain faculty and staff who already make Snow a superb place to study.

Budgetary Plan – Mission-based funding is requested to address critical wage issues for faculty in STEM and healthcare, but also in other fields where we are finding it difficult to retain and recruit faculty:

Salaries, Wages & Benefits $ 170,000

Develop a New Peer Mentor Program for Snow College (Completion) **$50,000**

Description – In recent years, institutions have been turning to peer advisors to increase student retention and completion rates. Peer advisors are trained student advisors who perform some of the same functions that professional advisors do. They help students understand GE goals and requirements. They suggest options for requirement completion and major exploration, and they encourage students to complete General Education and earn a General Education Certificate of Completion. The focus on General Education readies students for degree completion and transferability. In our strategic plan, we identified best practices that will enable us to enhance the quality of our teaching and advising programs and

will improve the quality of student services in general, but more particularly, help students complete degrees on time and know the pathways needed to transfer to other institutions. We believe this peer mentoring program will bring us close to the success we desire.

Rationale – A good advising program is essential to degree completion. Students often wrestle with indecision in selecting a course of study. They also face financial challenges and other obstacles that have a bearing on their judgment in regard to degree completion. Much of the work of peer advisors is on students at risk, though they also play an important role in helping any student who comes to the advisement center and needs hands-on advice. Peer advisors suggest academic pathways, explain the benefits of degree completion and related matters that can be as much or in some cases, more effective, than counseling that comes from professional advisors who are more experienced and may be perceived as removed from student experience. Very often students are excited to take courses in fields that interest them, but do not appreciate the importance of General Education courses that help students develop critical thinking skills and help students analyze information and communicate in meaningful ways. Properly trained peer advisors will reinforce the advice given by the full-time advisors in our Student Success Office. Only full-time advisors have permission to register students for classes and to access official student records, but peer advisors greatly increase the reach of the College's advising efforts and encourage and build confidence in students, enabling them to have greater insight and understanding of their academic potential.

While two-year degrees improve the prospects for student employability, it is increasingly important for students to understand the more education they have, the greater their employment prospects and financial stability will be. For this reason, peer advisors can play an essential role in making students aware of pathways for transferring to other USHE institutions. Peer advisors are a resource to help students know which USHE institutions have the four-year degrees they desire to complete. Peer advisors review articulation agreements with students to ensure that students graduate in two-years at Snow College and prepare students to transfer and complete their baccalaureate degree in four years. As peer advisors review the economic benefits of transferring to earn four-year degrees and clarify the pathways for degree completion, students will gain in their resolve to get the most out of their College experience.

Outcomes – Snow College already has one of the highest GE and degree completion rates in the USHE system. But we continue to find that students need encouragement to complete GE and degree requirements and to transfer in a way that will enable them to graduate with a baccalaureate degree in four years. We believe the Peer Advising Program will help us raise our GE completion rate and our Associate Degree completion rate significantly and we will see an increase of students transferring to complete their four-year degrees.

Assessment – We propose to use a survey instrument such as the ACT organization's College Engage test to assess academic and behavioral skills that have direct bearing on student academic success. ACT provides guidelines for understanding and interpreting scores that peer advisors can employ to help students understand areas where they can increase their academic achievement. Through the College's Office of Institutional Research, we can accurately track GE and degree completion rates. We also collect information on students who leave Snow College and complete degrees at other USHE institutions. In addition, we keep

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statistics on students who make visits to advisors and the content of those meetings. We will track our work with peer advisors and will be able to determine how our efforts pay off in terms of greater completion and transfer rates.

Budgetary Plan – We seek $50,000 to facilitate this program. These costs include:

1) 80 hours per week at the Ephraim Campus, during Fall and Spring Semesters
2) 20 hours per week at the Ephraim Campus during Maymester and Summer
3) 20 hour per week at the Richfield Campus during Fall and Spring Semesters
4) 10 hours per week at the Richfield during Maymester and Summer Term
5) $9 an hour x 1,750 hours = $15,750
6) $1,750 for training and equipment
7) $32,500 for salary and benefits for a peer advisor supervisor
Total: $50,000

CTE Equipment Renewal/Update (Technology) $100,000

Description – We live in a world where technological changes are lightning-fast. These technology innovations are in high demand by industries who seek to hire workers trained on the latest equipment and knowledgeable about the purposes of these technologies in workshop and field applications. Our strategic plan promises to deliver education programs that directly coincide with the economic needs of our six county service area and the state of Utah. We are committed to our plan and know that we must invest in technology updates to prepare each student for a meaningful career and to participate as economic partners in industry. The greatest challenge to CTE programs is being financially prepared so we can acquire new technologies that will prepare students to be competitive in a world where industry relies on new hires to bring the best expertise to the workplace. We know that we must regularly update existing technologies in our mechanical programs and introduce new technologies that are constantly changing. To do this, we need funding to replace equipment, software and tools that have become obsolete or worn-out with use with state-of-the-art technologies.

Rationale – It has become essential for CTE programs to mirror the practices of industry in developing schedules for equipment replacement and for updating equipment and purchasing the latest technologies that will train students to give industry a competitive edge in production. While our CTE budgets have been able to keep pace with basic machinery, equipment has become increasingly expensive. Technological innovation significantly reduces the shop-life of existing equipment. Heavy duty lifts for our diesel programs used to cost around $1500 have been replaced by industry standards that run between $7,000 and $10,000 each. Basic refrigeration, reefer, emissions and hydraulic systems used to follow the same basic methods for maintenance. That is no longer the case as students are exposed to different types of systems that utilize different electronic, mechanical and hydraulic methods of operation. We promise industries that we can adjust to these new technologies and servicing techniques rapidly so they can purchase the latest equipment on their job sites. In order to stay true to our mission, we need these technologies to prepare our students for careers and to help industry grow.

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Outcomes and Assessment – Each department in our CTE division will review essential equipment needs, and the training required for our instructors to effectively teach our students. They will submit budget proposals each year to the CTE dean who will work collectively with the department chairs to replace, update and purchase new technologies that best address the needs of employers in our region and the state. This schedule will serve as a model for departments to follow in the years ahead as needs arise relating to technology acquisition and renewal.

Budgetary Plan – Mission-based and economic development funding is requested to address this critical need. We are confident that the funding will greatly help us fulfill our state-mandated mission to CTE, our strategic plan, and our commitment to help students get the best education possible.

Salaries, Wages & Benefits $ 100,000

General Education Course Development Funding (Completion) **$25,000**

Description – A key component of our Strategic Plan is to revise General Education. GE courses are not taken as seriously as they should be by students. They fail to see the critical thinking skills that are gained by taking good GE courses and the importance of key intellectual principles that are learned in an engaging liberal arts setting. Studies show that employers want students trained in specific fields, but are often disappointed in recent college-graduate hires' lack of knowledge from being too narrowly trained in disciplines and failing to show sound judgment and analytical development. We spent a significant portion of our time discussing the challenges of General Education in our Strategic Planning process. We committed to improve the quality of General Education courses by sharpening our purposes, being more deliberate in the creation of courses that utilize high-impact practices finding ways to engage faculty and staff more robustly in the General Education program. We know that a great GE program needs to give direct support to faculty to develop high quality GE courses.

Rationale – We have recently hired a GE director who is charged to help us revise GE at Snow College so students can make connections to ideas that help them become liberally educated. We need to do more. We propose helping fund faculty research on pedagogy in the delivery of course content, that is less discipline-based and more based upon great ideas that are timeless and that every educated student should wrestle with. Faculty would be invited to write proposals to work on course creation or course revision for the GE program. They can make a joint proposal that includes up to three faculty interested in particular course ideas, or they could apply for funding as individuals to develop or revise a GE course. Our General Education Committee in conjunction with the GE Director will consider and award strong proposals and require visible products in the form of course syllabi and other supportive materials to be submitted for curriculum approval.

In addition, we have found our participation in the annual AACU conference on General Education to be essential in keeping faculty apprised of important ways of delivering GE to students. We have implemented and are implementing ideas in our curricular offerings that are promising changes to GE. We want to pay for faculty to travel each year to the AACU conference to continue to bring the best practices back to Snow College. We will have these

faculty share what they have learned from the conferences and lead GE discussions with the faculty during the academic year.

Assessment – Through the College Assessment of Academic Proficiency (CAAP) exam, we can track improvements in GE outcomes. The exam measures student mastery of liberal education principles and analytical performance. We also believe anecdotal evidence will be extremely important in measuring our GE outcomes. Institutions that have taken GE reform seriously have noticed improved thinking skills, writing skills, quantitative analysis and analytical improvements in their students. These are not easily measured in a quantitative way, but are demonstrated in student performance in all college courses and in their overall intellectual development. We are excited by the changes we are already undertaking in our GE program, and believe this will provide additional support that will lead to positive academic outcomes.

Budgetary Plan – The costs to this program are:

1) $13,000 to fund six faculty, per summer to develop or revise existing GE courses
2) $12,000 to cover the cost of travel and participation in the AACU annual conference on General Education.
Total Cost: $25,000

Coordinator, Civic Engagement and Service Learning (Completion) $75,500

Description – Over the past decade there has been a steady increase in the number of voices from government, commerce, education and non-profit organizations calling for higher education to do more to link academic theory to practice. Employers are interested in not simply what a student knows, but more importantly, what they can do with that knowledge. Civic engagement and service learning provide opportunities for students to develop those attributes. We carefully considered these demands and opportunities in our Strategic Planning deliberations and committed the College to do more to develop service learning and experiential learning opportunities. To do this, we need to be more deliberate in how we organize, carry out and assess our efforts in these areas.

We propose hiring a full-time coordinator to administer our civic engagement and service learning programs. This person will work with our Career Services and Student Success offices in developing opportunities for student engagement and in standardizing the procedures for student participation in these programs. They will develop community partnerships and coordinate internships assuring that students actually do work they are trained for.

Rationale – Too often, student interns serve in organizations that use student help to supplement tasks that are not always connected to rich experiential learning. This prevents students from fully exploring career interests and applying classroom learning to professional practice. While professors can help set up internship, civic engagement and service learning opportunities, requirements vary widely across departments and best practices are not always shared across disciplines or even within departments. A coordinator will help us develop guidelines and oversee quality control. This person will be able to work with departments to

expand areas of civic engagement and service learning. They will also be able to train, advise and support the Snow College Service Club.

Outcomes – A coordinator will highlight the importance of civic engagement and service learning. We are confident student participation will increase and professors will seek out advice and share best practices with the coordinator to develop opportunities for students. We are also confident that the community will begin to reach out to the College with new opportunities for students.

Assessment – Our higher education accreditor, elected government officials and educational associations have all pointed to the value of students engaging in service learning opportunities. We aim to not only provide increased opportunities for students, but better quality opportunities than exist now to help students realize the importance of their classroom learning to real-life application and the practical experiences they have and the connections they make to academic learning. It is difficult to measure the impact of civic engagement and service learning in a quantitative fashion, but we will learn important anecdotal information about student experiences which will guide our decisions about how to develop this program and to expand opportunities for more student engagement and better quality engagement.

Budgetary Plan – We already have a service learning committee in place, and need to fund two key areas to put our plan into action:

Budgetary Plan –	Salaries, Wages & Benefits	$ 55,000
	Operating Expense	$ 20,500
	Total	$ 75,500

DIXIE STATE UNIVERSITY $653,800 (4.4%)

Academic Capacity and Quality (Completion) **$653,800**

Description – Full-time equivalent (FTE) enrollment at Dixie State University has increased by 45 percent since Fall 2008. However, due in part to limitations on course scheduling capacity, only 60 percent of current students are classified as full-time. Expanded academic programming and course availability are needed to meet student demand across numerous disciplines. Additional faculty positions and instructional resources are needed in communication, criminal justice, dance, English, math, nursing, psychology, sociology, and surgical technology programs. Maintaining adequate capacity in key academic areas will ensure that students are able to take full course loads and maintain continuous progress toward timely degree completion.

Performance – Increase number of sections available for high-demand courses. Increase percentage of full-time students. Increase retention of first-year students.

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UTAH VALLEY UNIVERSITY $2,103,400 (14%)

Undergraduate Research and Student Engagement (Completion) **$300,000**

Description – Increase opportunities for students to engage in undergraduate research, mentoring, and creative activities which increase professional competence and confidence.
Rationale – Studies have found that students involved in undergraduate research, scholarship, and creative activities have a higher retention and rate of graduation, demonstrate greater student learning, and are more likely to go on to graduate school. (*Osborn, J. M. and K. K. Karukstis. 2009. The benefits of undergraduate research, scholarship, and creative activity*)

Outcomes – Expansion of opportunities for students to work under the direction of faculty mentors in conducting and disseminating undergraduate research and creative activities. Students will have opportunity to apply knowledge and skills developed in their studies in real-world contexts. These opportunities produce graduates who are more fully prepared for graduate school and the workforce.

Assessment – 1) Increased number of students participating in undergraduate research and creative activities. 2) Higher completion rates for students participating in these activities.

Budgetary Plan –   Operating Expense $ 300,000

Completion Grants (Completion) **$300,000**

Description – Through the use of student grants for Summer semester and/or for advanced students enrolled in STEM majors, Utah Valley University will improve the rate of completion as well as reduce the time to completion.

Rationale – A high percentage of UVU students rely on PELL grants to fund their tuition and fees. These students often use all of their PELL awards during Fall and Spring Semesters leaving no funds available for Summer semester. UVU successfully piloted a targeted summer semester completion grant program during Summer 2014 and proposes to increase the available funding in support of additional students. Further, a number of STEM majors leave UVU prior to completing their degrees due to high industry demand. STEM grant funds would allow UVU to identify these students and provide some financial support to help them complete their remaining classes for graduation.

Outcomes – 1) Increase overall graduation rates and improve student time to completion particularly for students with financial need. 2) Increase completion rates in targeted STEM programs.

Assessment – 1) Increased graduation rates and reduce time to completion for PELL eligible students. 2) Increased completion rates in targeted STEM programs.

Budgetary Plan –   Operating Expense $ 300,000

Academy of Creativity and Technology (Technology) **$283,500**

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Description – A project-based capstone course for Junior/Senior level students that promotes collaboration on projects integrating a myriad of skills from multiple disciplines, particularly the fields of Arts, Business, and Technology. Real project needs are offered by industry so that students might develop solutions that will be implemented in the business world. This learning laboratory combines the academic elements of various disciplines and the genuine needs of industry in order to produce the integrated and interdisciplinary approach that students will apply in their future careers.

Rationale – Future student success in industry, following graduation, is greatly enhanced as students develop skills that make them more versatile communicators with an understanding of the market as well as an inclination to innovate. Project-based education demands a level of personal and professional agility, similar to the skills now in demand in industry. These projects allow students to work, as in industry, across divisions with multiple stakeholders invested in the completion of a project while being mentored by faculty.

Outcomes – Students participating in these projects will gain relevant concepts in technology, business, and art with a specific focus on the points of nexus for these skill sets. By completing a project, students will be able to demonstrate their skill-level, professional agility and understanding of industry's demands to future employers. Students will have worked with people in industry and, following their capstone project, will have a tangible product that demonstrates their skills that are applicable to post-university employment.

Assessment – 1) Projects developed with and graded by faculty director informed by the input of industry agents. 2) Number of projects as well as the number of students, faculty, and industry partners involved.

Budgetary Plan –	Salaries, Wages & Benefits	$ 233,500
	Operating Expense	$ 50,000
	Total	$ 283,500

Economic Development Administration (Economic Development) **$210,100**

Description – Historically, USTAR partnered with UVU to fund the USTAR Outreach Director/UVU Associate Vice President for Economic Development position. As a result of a reallocation of resources, USTAR is no longer funding this position which is responsible for UVU's Business Resource Center and economic development initiatives.

Rationale – Two of UVU's mission-based objectives are 1) to foster partnerships and outreach opportunities that enhance regional, national, and global communities and 2) to serve as a portal of civic engagement and an engine of regional economic and business development. This position is key to UVU's ability successfully manage UVU's economic development initiatives and resources, develop and manage corporate and professional relationships to yield student internships and projects, and assist with coordinating and deploying UVU's economic development strategies, programs and initiatives with other state and federal entities and their interests.

Outcomes – Through the efforts of UVU's Business Resource Center and economic development activities, UVU develops and maintains collaborative partnerships among Utah's research universities with UVU and industry partners; coordinates programmatic initiatives with UVU, local business, entrepreneurs, and business leaders interested in furthering science, technology, research, and innovation along with the associated economic benefits of these activities; creates a network that identifies promising new business concepts, new technologies, and promising research; supports the Technology Commercialization office in the transfer of intellectual properties in ways that benefit

Assessment – Increased number of collaborative partnerships among Utah's research universities with UVU and industry partners. Increased number of initiatives with UVU, local businesses/entrepreneurs. Increased number of technology commercialization. Fulfillment of UVU's mission-based objectives.

Budgetary Plan –	Salaries, Wages & Benefits	$ 185,105
	Operating Expense	$ 24,995
	Total	$ 210,100

Technology Infrastructure Innovation and Sustainability (Technology) $1,009,800

Description – In order to operate effectively and efficiently, UVU must sustain and expand its technology infrastructure to meet needs of existing programs, services, students, faculty and staff. In particular, funding is needed to support the wireless network, core infrastructure (network, servers, and storage systems), disaster recovery, and security. Further, UVU, Weber State, and USU are leading an innovation effort to create a USHE cloud.

Rationale – Unlike the physical infrastructure which receives R&R funds through capital improvement appropriations, the technology infrastructure R&R has had to rely on sporadic infusions of one-time funds. Ongoing funding is needed ensure uninterrupted services which support administrative, student and educational systems. Growth of the campus (square footage, employees, and students) increases demand for services with exponential growth on the wireless network. Ongoing funding is also needed to help mitigate disaster and security risks.

Outcomes – 1) Ongoing funding to support regular, cyclical updating of IT infrastructure. 2) Expansion of wireless network. 3) Implementation of a USHE virtual cloud. 4) Appropriate mitigation of security and disaster risks.

Assessment – 1) Reduction/elimination of unplanned IT outages due to infrastructure failures. 2) Increased access for wireless devices. 3) Reduced reliance on physical storage through virtual cloud. 4) Increased ability to identify and defeat security threats resulting in no data breaches.

Budgetary Plan –	Salaries, Wages & Benefits	$ 122,100
	Operating Expense	$ 887,700
	Total	$ 1,009,800

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Salt Lake Community College $1,948,800 (13%)

Competency Based Education (CBE) (Completion) $475,000

Description – SLCC will create personnel and technology infrastructure to support competency-based education (CBE) and other innovative learning practices for both competency and credit programs to significantly improve student retention and completion rates while decreasing student costs and time to completion.

Rationale –This project aligns with institutional, state and national priorities to advance innovation to improve student learning and completion via reducing cost of attendance and time to completion using e-learning, competency-based education, open educational resources, prior learning and direct assessment.   Development and assessment will start in the School of Applied Technology (SAT) in Year 1. SLCC credit academic programs will begin development Year 2 and pilot targeted academic programs by Year 3.

Outcomes – After 3 years the primary outcomes for this project include: 25% increased retention rates in newly implemented SAT CBE programs when compared to non-CBE programs; and 25% increase in SAT completion rates over current rates in comparison to non-CBE programs.

Assessment – The assessment will be tied directly to the assessment plan developed for the recently awarded TAACCCT grant to Salt Lake Community College which is a quasi-experimental design with Propensity Score Matching and Mixed Effects Regression using CBE and non-CBE cohorts, and an implementation evaluation to validate the assessment protocols.

Budgetary Plan –	Salaries, Wages & Benefits	$ 390,000
	Operating Expense	$ 85,000
	Total	$ 475,000

Adjunct Support for Gateway Courses (Completion) $340,000

Description – This initiative addresses the need to improve student success in General Education core courses (Math, History, English) through improved support for adjunct faculty and improved instructional models to enhance student learning at Salt Lake Community College. The College will hire four full-time positions to set the stage for new teaching models; provide funding for current adjunct faculty to attend training, high impact teaching boot camps, seminars and workshops; on-line instructor guides/support; dedicated writing tutors; and course team leaders.

Rationale – More than 50% of SLCC students intend to transfer to baccalaureate degree programs at USHE transfer institutions. Data shows that potential transfer students often flounder in key gateway courses. Due to student demand, most of these courses are taught by adjunct instructors with limited support from full-time faculty course leaders. SLCC aims to achieve improved student success by building adjunct support into the structure of core gateway courses by using advantages of our current learning management (LMS) systems to

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build more integrated approaches that create sustained connection between full-time and adjunct faculty in gateway courses.

Outcomes – Improved utilization of LMS systems (e.g. Canvas) to develop gateway course delivery models which include adjunct faculty support as a major design feature. Adjunct faculty and student support modules will be fully integrated into core General Education gateway courses. Per gateway course, several deliverables such as supplemental support for students, faculty workshops, high impact teaching boot camp curricula, etc. will be fully implemented.

Assessment – Baselines for current pass rates are established. The success of this project will be gauged by periodic monitoring of pass rates for core gateway courses over the 3-year implementation period.

Budgetary Plan –	Salaries, Wages & Benefits	$ 313,000
	Operating Expense	$ 27,000
	Total	$ 340,000

Learning & Tutoring Resources (Completion) $235,000

Description – Research has shown that learning support for students is becoming an increasingly important part of student success and completion. SLCC has created several learning and tutoring resources for students at its Taylorsville/Redwood campus including general tutoring centers, a Math Lab, a Student Writing Center, an Academic Literacy Center, and will be adding a STEM Resource Center and a Business Resource Center in FY16. Students attending other SLCC campuses are also in need of these resources at the campuses they attend. There exists a critical need for greater coordination of Learning Support and enhanced tutoring services.

Rationale – Research has shown that in order to increase completion rates for today's students, colleges and universities need to provide additional learning and tutoring support to students. SLCC is committed to increasing completion rates for its students by providing access to appropriate resources for students to be successful. To meet this commitment, the College must expand its learning and tutoring support at the Taylorsville/Redwood campus as well as other campus locations.

The responsibilities and duties of the current director must be enhanced to include oversight, coordination of activities, and providing support for the Centers. An additional full-time supplemental instructional coordinator is needed to oversee, schedule and assess supplemental instruction throughout the College. As the tutoring and learning centers expand to include general education subjects and expanded hours, the College will need additional hourly dollars for more part-time tutors.

Outcomes – The primary purpose of this effort is to improve completion and success rates in key developmental education and gateway courses.

Assessment – While the primary goal is to move the needle on success and completion rates in targeted courses, tutoring and learning support is only one of many factors influencing this. As a proxy, we will measure student traffic (individuals served and total student tutoring hours & supplemental instruction hours generated), student evaluations of tutoring and supplemental instruction services, and success of students using tutoring and supplemental support vs. students not using these services.

Budgetary Plan –	Salaries, Wages & Benefits	$ 225,000
	Operating Expense	$ 10,000
	Total	$ 235,000

Classroom Technology (Technology) $898,800

Description – SLCC is requesting an ongoing dedicated source of funding to support technology in the classrooms and learning spaces across all of its campuses. SLCC has worked diligently over the last several years to identify both ongoing and one-time resources to help maintain existing classroom technology, but the costs of maintaining and enhancing equipment continues to grow beyond current resource levels. Updated teaching and learning technologies are critical to implementing the high-impact teaching and learning practices that research has tied explicitly to student engagement and success.

Rationale – The 20th century classroom with the professor in front of a chalkboard is no longer the standard in learning environments for today's students. Technology has permeated the walls of higher education classrooms and enhanced the learning experience for students today by creating smart classrooms. Smart classrooms are critical to help implement high-impact teaching and learning practices which lead to increased student engagement and ultimately higher completion rates. This initiative is targeted specifically to student engagement and success. SLCC has 558 total classrooms and learning spaces that need to be routinely updated and replaced with advanced technology and furnishings. Funding would allow for a five-year replacement cycle. Total annual cost for routine replacement is $505,000 and full classroom upgrades (four per year) total $253,800. Additional staffing (2 FTE) will be needed to install upgrades and provide support for teaching and learning technology ($140,000).

Outcomes – 112 learning spaces will be upgraded each year and four classrooms will be overhauled with new furnishings and instructional technology for flexible delivery.

Assessment – In addition to measuring inputs (completion of work detailed above), teacher behavior will be monitored over time to determine if instructors are increasing the magnitude and complexity of their technology use in the classroom. Use of flexible classroom spaces will be studied to determine how teaching practices have been impacted by the redesigned spaces.

Budgetary Plan –	Salaries, Wages & Benefits	$ 140,000
	Operating Expense	$ 758,800
	Total	$ 898,800

STATE BOARD OF REGENTS/COMMISSIONER $357,300 (2.4%)

The Office of Commissioner of Higher Education (OCHE) supports the State Board of Regents (SBR) governing board which advances the higher education goals of the state. To achieve collaborative outcomes, the Commissioner's Office provides leadership to promote innovation, planning, implementation, and assessment across all USHE institutions. The funds available to OCHE will be used to further the strategic goals of SBR through the following:

Professional Services (Completions) **$357,300**

Description – Provide appropriate staffing and/or consulting services to support enhanced completions or economic development activities.

Rationale – These and other projects have been recommended by the Governor's Office, Legislative leadership, Regents, and USHE institutions. Additional professional staff hires will allow for resources to provide timely and thorough industry research for decision-makers, as new policy and procedures are established for system-wide implementation. These positions will also provide support for other critical professional staff during peak times and employee transitions.

Outcomes – Provide additional analytical resources for Higher Education decision-makers, which will allow more complete, efficient, and timely responses.

Assessment – The number of additional completed research projects related to leadership requests from the Governor's Office, Legislative leadership, Regents, and USHE institutions.

Budgetary Plan –	Compensation	$250,000
	Operating Expense	$107,300
	Total	$357,300

GLS/BLS   1/14/2015

UTAH SYSTEM OF HIGHER EDUCATION 2015-2016 OPERATING BUDGET REQUEST

Research Universities Graduate Program Support   Total: $10,000,000

By statute, Utah has two research universities: the University of Utah, which is the flagship institution of the USHE, and Utah State University, the state's land-grant institution. By mission each has a responsibility for graduate programs including at the doctoral and professional level. These advanced levels of education and training are critical to maintain the quality of instruction at the USHE institutions, build Utah's economy through advanced skills that attract higher wages, and promote innovation among Utah's workforce.

UNIVERSITY OF UTAH   **$6,000,000 (60%)**

Research Excellence $3,000,000

Description – Funding will be used to recruit and retain faculty in departments where we have strategic PhD/Research programs. As Utah's only university currently classified as a very high research institute, it is important that we not only maintain the quality of our research faculty and education program as compared to peer institutions, but that we strive to increase our prestige and research funding. To accomplish this, we must recruit and be able to retain top faculty in strategic research areas. These faculty are the key to successful education of future researchers and faculty who will carry out the discoveries needed for innovation and commercialization.

Performance – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

Budgetary Plan –	Salaries, Wages & Benefits	$ 2,800,000
	Operating Expense	$ 200,000
	Total	$ 3,000,000

Graduate Program Expansion and Support $1,000,000

Description – As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves us at a disadvantage for recruiting the caliber of graduate students we need both to maintain the prestige of our programs and to retain quality faculty. We need to be able to recruit talented students and expand student recruitment in key areas, such as STEM, to meet needs of the workforce including the next generation of STEM faculty.

Performance – Success will be measured by our ability to recruit top student talent for key Ph.D. programs as well as student graduation and job placement.

Budgetary Plan – Salaries, Wages & Benefits $ 1,000,000

Professional Graduate Program Support $1,000,000

Description – The University of Utah educates many of the students who receive advanced professional graduate degrees which are in high demand by Utah businesses and industries. To ensure that the demand is met, additional faculty are needed in areas such as nursing, other health science fields, and STEM fields.

Performance – Success will be measured by recruitment of faculty in these areas and the increased number of qualified students who can be recruited and successfully graduated in these strategic, high demand professional fields.

Budgetary Plan – Salaries, Wages & Benefits $ 800,000
             Operating Expense $ 200,000
             Total $1,000,000

Research Information and Databases - Library $500,000

Description – Ready access to scientific databases and research publications is critical to the success of faculty and graduate students. As libraries transform the way they provide access to information, there is a need to upgrade equipment as well as to support subscriptions to online databases.

Performance – Success will be evaluated by upgraded tools for accessing information as well as increased use by faculty and graduate students.

Budgetary Plan – Operating Expenses $ 500,000

Research Systems Support – Core Facilities $500,000

Description – The University of Utah offers a number of core facilities that provide advanced technologies and equipment to researchers. The goal of cores is to make technology and expertise available to all faculty members and students. This allows institutional funds to be used efficiently across the research mission. Funding for support personnel, including directors with advanced training, will enhance the effectiveness of core services and operations.

Performance – Success will be measured by increased usage of core facilities by research faculty and students.

Budgetary Plan – Operating Expenses $ 500,000

<u>UTAH STATE UNIVERSITY</u>   <u>$4,000,000 (40%)</u>

Graduate Program Support $4,000,000

Description – Any funding ear-marked for graduate programs presents a tremendous opportunity for the university to strengthen its academic graduate offerings and opportunities for students throughout the university's family of programs. Departments that offer graduate programs continually strive for excellence. These funds will provide students with expanded opportunities, will provide assistantships, and will alleviate some of the struggles some programs have had with accreditation standards. The university intends to add up to two dozen new positions through this funding. In addition, opportunities for graduate teaching assistantships in five different colleges will be expanded. Finally, the Library has identified new opportunities for subscriptions.

Outcomes – The University has identified several programs that need investment of faculty positions. These positions provide instruction as well as research in some cases. Some departments have instructional shortages because of increasing student enrollments; new faculty and instructors can be assigned courses and laboratory instruction that reduce bottlenecks. Other departments have expanded programs that enhance the land-grant mission of the institution; new faculty will bring additional visibility and vitality to these programs. The potential for return-on-investment for the state is high.

Many of the faculty targeted will bring existing research programs and projects with them. These programs generally include graduate research assistantships. This will be in immediate benefit of these funds. Programs receiving new positions will gain faculty capacity, providing students with new or enhanced learning possibilities. Students will have improved pathways to graduation as well as greater opportunities for out-of-class experiences.

Assessment – Number of faculty hired, student credit hour reports, completion rate, time to completion, assistantships.

Budgetary Plan –	Salaries, Wages & Benefits	$ 3,500,000
	Operating Expenses	$ 500,000
	Total	$ 4,000,000

GLS/BLS   1/14/2015

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: FY 2016 Capital Development Projects Changes

Issue

Since the Board's prioritization of State-funded Capital Development Projects on August 19, 2014 and their approval of Non-state funded Projects on September 26, 2014, there have been changes made to the scope and funding amounts of several projects. The purpose of this agenda item is to inform the Board about these changes and the reasons for their change.

Background

The process of submitting, evaluating, and acting on projects requested by the institutions is rather long, and at times dynamic. In many cases, at the time the projects are submitted, procurement of donations and other non-state funds to help pay the capital costs of the projects are in process and have not been finalized. In addition, in some cases, only preliminary information is available on which to base cost estimates. As updated information becomes available, it is not uncommon for revisions to be made in scope and funding.

The two most common pieces of information that cause these changes are successful fund raising and updated Construction Budget Estimates (CBE) provided by DFCM based on more complete information. The changes in projects are highlighted in the tables that follow:

State Funded Projects

STATE FUNDED PROJECTS FOR FY 2016						
	Regents Action August 19, 2014					
	Gross Square Feet			Funding		
Institution & Project	New	Remodel	Total	State	Other	Total
UU Crocker Science Center	52,500	71,000	123,500	$34,000,000	$21,000,000	$55,000,000
USU Biological Sciences Building	115,000	77,000	192,000	$55,000,000	$10,000,000	$65,000,000
USU Clinical Services Building	100,000		100,000	$10,000,000	$20,000,000	$30,000,000
WSU Social Sciences Building Renovation	13,000	106,322	119,322	$30,100,000		$30,100,000
SUU New Business Building	42,000	26,123	68,123	$ 9,000,000	$ 5,000,000	$14,000,000
Snow New Science Building	52,600		52,600	$18,370,000		$18,370,000
DSU Physical Education/Student Wellness Center	100,000		100,000	$19,000,000	$10,000,000	$29,000,000
UVU Performing Arts Building	120,000		120,000	$34,000,000	$ 2,000,000	$36,000,000
SLCC CTE Classroom & Learning Resource Building	130,963		130,963	$48,000,000		$48,000,000

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY ST. GEORGE, UTAH   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

STATE FUNDED PROJECTS FOR FY 2016						
	Revised Amounts					
	Gross Square Feet			Funding		
Institution & Project	New	Remodel	Total	State	Other	Total
UU Crocker Science Center	52,500	71,000	123,500	$34,000,000	$21,000,000	$55,000,000
USU Biological Sciences Building	87,250	77,000	164,250	$55,000,000	$10,000,000	$65,000,000
USU Clinical Services Building	87,750		87,750	$10,000,000	$20,000,000	$30,000,000
WSU Social Sciences Building Renovation	13,000	106,322	119,322	$30,018,000		$30,018,000
SUU New Business Building	41,877	26,123	68,000	$11,038,000	$5,000,000	$16,038,000
Snow New Science Building	56,600		56,600	$19,937,000	$3,000,000	$22,937,000
DSU Physical Education/Student Wellness Center	100,000		100,000	$19,997,000	$10,000,000	$29,997,000
UVU Performing Arts Building	120,000		120,000	$23,500,000	$12,500,000	$36,000,000
SLCC CTE Classroom & Learning Resource Building	120,963		120,963	$39,312,000		$39,312,000

Projects with revised amounts:

- USU Biological Sciences Building – The decrease in scope was based on an increased cost per square foot estimated by DFCM without changing the total cost of the project.
- USU Clinical Services Building – This decrease in scope, likewise, was the result of an increased cost per square foot estimated by DFCM without changing the total cost of the project.
- SUU New Business Building – The increase in cost resulted from an increased cost per square foot estimated by DFCM without materially decreasing the scope of the project.
- Snow College New Science Building – The increased cost is the result of a college requested increase in scope for the project and an increased cost per square foot estimated by DFCM. In addition, the college requested inclusion of $3 million of donated funds to defray part of the cost of the project. $2.9 million of the $3 million commitment has already been pledged.
- DSU Physical Education/Student Wellness Center – The increase in cost results from an increased cost per square foot estimated by DFCM.
- UVU Performing Arts Building – The only change for this project is an increase in donated funds from the $3 million included in the August 19, 2014 materials to $12.5 million. All of the committed amount is currently in hand or supported by firm pledges.
- SLCC CTE Classroom & Learning Resource Building – The reduction in estimated cost for this project resulted from elimination of the funding for purchase of additional land for the project and the revised DFCM cost estimated by DFCM based on SLCC's requested reduction in scope.

It is important to note that in the process of prioritization of the projects there is a difference between the Regents and the Building Board processes in the way the commitment of non-appropriated funds (donated et al) are scored. The Regents' policy requires the Office of the Commissioner to determine the viability of the funds committed and award points on the portion considered to be acceptable for points. The Building Board accepts the entire amount as applicable in their scoring process. In addition, the Regents process does not allow funds from student fees to be counted as non-appropriated funds in the scoring process, while the Building Board process allows them to be counted.

The increases in non-appropriated funds noted above for Snow and UVU were submitted to the Building Board prior to their prioritization of the projects, but primarily because those increases had not gone before the Regents, the Building Board did not use the increased funds in scoring the projects. Because both processes have a discretionary element to be used after careful consideration of the relative importance and/or seriousness of the need, it is impossible to know, and imprudent to speculate on what the prioritization outcome might have been had they been used in both processes.

<u>Non-state Funded Projects</u>

NON-STATE FUNDED PROJECTS FOR FY 2016				
	Board Approved		Revised Amounts	
Institution and Project	Gross Sq. Ft.	Total Cost	Gross Sq. Ft.	Total Cost
UU Browning Building Addition	24,000	8,200,000	24,000	8,200,000
UU Orson Spencer Hall Redevelopment	195,338	60,000,000	195,338	60,000,000
USU Center for Engineering & Manufacturing Excellence	55,000	15,000,000	-	-
USU Fine Arts Complex Addition/Renovation	38,000	9,000,000	38,000	10,000,000
USU Romney Stadium West-side Renovation	50,650	23,000,000	60,000	31,000,000
USU Valley View Residence Hall Replacement	109,800	23,100,000	109,800	23,100,000
DSU 400 Bed Student Housing Project	100,000	20,000,000	100,000	20,000,000
SLCC South City Campus Strength & Wellness Center	11,575	3,900,000	11,575	3,900,000
SLCC Jordan Campus Student Center	120,000	30,000,000	-	-

Projects with changes:

- UU Orson Spencer Hall Redevelopment – The source of capital funding for this project as presented to the Regents was listed as private gifts and institutional funds, with authorization for bonding also requested. During the Building Board hearings, information was presented regarding a proposal to fund about half of the capital cost with a revenue bond to be defeased with a mandatory student fee of $45 per semester. This student fee would sunset in ten years when payment of the bond would be completed.
- USU Center for Engineering & Manufacturing Excellence – When this project was presented to the Building Board, approval was denied with the understanding that it would be submitted again for approval when all of the funding is in place. USU, therefore, has decided to delay the project for consideration until next year.
- USU Fine Arts Complex Addition/Renovation – The only change to this project is an additional donation of $1 million that will allow for additional renovation of existing facilities.
- USU Romney Stadium West-side Renovation – The increase in scope and resulting cost increases were identified during project design. The increased costs will be covered with donated funds and gate receipts.

- SLCC Jordan Campus Student Center – Prior to Building Board consideration of this project, SLCC determined that further study is needed regarding which location makes the most sense for this facility. As a result, this project was withdrawn from consideration.

The USU Kaysville Education Center Expansion project that was approved by the Regents on November 14, 2014, was also presented to the Building Board. This non-state funded project was approved to go forward as presented. However, the proposed source of funding for O&M support was a topic of considerable discussion. Members of the Building Board expressed concern about the fact that this core instructional facility was being required to pay for O&M support from its RCDE operating revenue (student tuition). This requirement is the result of the 2010 legislative decision to deny a request for appropriated O&M support funding for the original Kaysville Education Center building.

A motion was made for the Building Board to ask the legislature to consider funding the O&M for this Kaysville Education Expansion project. The motion passed unanimously. Prior to its passage, there was considerable discussion about the fact that this issue is much larger than this specific project proposal. As a result, the Building Board decided that a list was needed of all qualifying **non-state funded projects** that moved forward without state-appropriated O&M support during the recessionary years when funding was limited. It was noted that there were also projects during this time that had been previously authorized by the legislature to request O&M support, but were not subsequently funded because of the scarcity of funds. The Building Board decided to collect this information for further discussion and possible presentation of the total picture to the legislature to assure that this is not perceived as an independent USU initiative.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends that the Board ratify the changes to projects described above.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH

4

TAB L

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University - Renovation of Davis Campus Northrup Grumman Building

Issue

Weber State University (WSU) has requested authorization to proceed with a project to renovate a building on the Davis Campus, acquired from Northrup Grumman, into a classroom building.

Background

WSU acquired this building with Board of Regent approval in May of 2013, and has been leasing it back to the previous owner (Northrup Grumman) since that time. The building is now available for use by the University. The proposed renovation will convert the facility into a classroom building that will be shared with NUAMES Charter School. Additional information about the scope of the project and its proposed use is provided in the attached letter from WSU.

The estimated cost of the project is $3.5 million. Capital funding is to be provided by accumulated monies from the previous lease of the building and from Continuing Education reserves. Lease payments from NUAMES use of the renovated building will reimburse these capital costs and will provide needed funding for ongoing O&M support.

A Davis Campus map showing the location of this building (designated as D13) is attached for your information. WSU officials will be present at the meeting to provide additional information and respond to questions from the Regents.

Commissioner's Recommendation

The Commissioner recommends Board authorization of this project for submission to the State Building Board for final design and construction approval.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

WEBER STATE UNIVERSITY
Facilities Management

December 29, 2014

Dr. Dave Buhler, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Dr. Buhler:

Weber State University seeks authorization to renovate a recently acquired office building into a classroom building at the Davis Campus.

In May of 2013, WSU purchased 2.25 acres of land and a 27,000 square-foot office building adjacent to the Davis Campus (See attached site plan). WSU purchased the property for the strategic value of the land in that it connects two University owned properties together. Since the time of its acquisition, WSU has been leasing the property to its previous owner--Northrup Grumman.

WSU would now like to renovate the building in order to accommodate the need for additional classroom space for both WSU and NUAMES Early College Charter High School. The space would be used in a similar fashion to portions of our current academic buildings on the Davis Campus--NUAMES would lease space from WSU during the day and then WSU programs would occupy the classrooms during the evenings. The partnership between WSU and NUAMES has been extremely successful as evidenced by NUAMES's rapid growth. The school district has increased the enrollment cap for NUAMES by 250 students and this renovation would provide the necessary space for that growth.

The lease payments from NUAMES will pay-back all renovation costs and cover the O&M needs for the facility. The current anticipated cost for the renovation is $3.5 million. The upfront funding for the renovation will come from accumulated lease revenue from the building and Continuing Education reserves.

The scope of this project includes: 15 new classrooms, 2 new class-labs, faculty offices, student study space, and required support spaces. The current design also upgrades as much of the construction materials as possible to current WSU standards.

Please place this item on the Regents January 23rd meeting.

Sincerely,

Mark Halverson

Deputy & Director of Facilities

CCE Building

Clearfield

Unincorporated

700 S

HWY 193

D13 Building

HERITAGE PARK BLVD

D3 Building

Layton

WSU Davis Campus

G:\GIS\Davis Campus Ex.mxd

Miles
0   0.0375   0.075   0.15   0.225   0.3

WEBER STATE UNIVERSITY
Facilities Management

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

State Board of Regents
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Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Miller Administration Building Systems Renovation

Issue

Weber State University (WSU) is requesting authorization to proceed with a project to renovate the infrastructure systems--HVAC, electrical, lighting, plumbing and piping fixtures, and data systems--of the Miller Administration Building.

Background

The ongoing functionality of the Miller Administration Building is at risk due to the deterioration of the building's infrastructure systems. WSU is expending increasing resources to maintain and repair deteriorated systems in order to keep the building minimally functional. Additional information about the scope of the project, which is being designed in collaboration with DFCM, is provided in the attached letter from WSU.

The cost estimate of the systems renovation is about $4 million with funding to be provided by the following sources:

- $2.75 million of operating budget funds designated for capital outlay
- $0.50 million from anticipated energy savings resulting from the project
- $0.75 million from FY 2016 Capital Improvement funding

WSU is seeking approval of this project now to enable them to proceed with the project between Spring and Fall Semesters this year when they can vacate the building and relocate affected personnel to on-campus housing that will be vacant during the summer months.

Commissioner's Recommendation

The Commissioner recommends Board authorization of this important project for submission to the State Building Board for final design and construction approval.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH

THE U UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

WEBER STATE UNIVERSITY
Facilities Management

December 30, 2014

Dr. Dave Buhler, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Dr. Buhler:

Weber State University seeks authorization to complete a systems renovation of the Miller Administration Building on the Ogden Campus.

The 43,000 square-foot Miller Administration Building was built in 1970. The building houses the University President, Vice Presidents, Financial Services, Human Resources, and other critical central administrative personnel. The HVAC, plumbing, and electrical systems are all original and have exceeded their expected useful-lives. WSU is expending ever-increasing university resources to maintain and repair worn out systems in order to keep the building minimally functional. At this point, the basic functionality of the building is at risk.

WSU and DFCM began planning and designing this systems renovation several years ago. Within the last year, it was determined that a multi-year, phased approach was too disruptive to the critical operations in the building. It was determined that a single 3.5-month renovation was more economical and feasible than other options. The cost of this renovation is anticipated to be $4,000,000. The University will fund its share of this project through its Energy Savings Program and the university's capital budget. Additionally, it is expected that $750,000 in State Capital Improvement funding will be made available for this project.

The scope of this project will include new HVAC, electrical, lighting, plumbing piping and fixtures, and data systems. The project will also add a fire sprinkler system to the facility. DFCM has hired Sanders Architects and a team of design engineers to put together a design package that is now 90% complete.

Weber State would like to proceed with this work between the Spring and Fall semesters of 2015. During this period we can vacate the building and relocate affected personnel to on-campus housing that will be vacant during the summer months.

Please place this item on the Regents January 23rd meeting agenda.

Sincerely,

Mark Halverson

Deputy & Director of Facilities

January 14, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Weber State University – Series 2015 Bond Issue to Refund Student Facilities System Revenue Bonds</u>

<u>Issue</u>

Weber State University (WSU) has requested authorization to issue Series 2015 Revenue Bonds to refund $18,165,000 of previously issued Series 2005 Student Facilities System Revenue Bonds.

<u>Background</u>

These Series 2005 Bonds are "callable" and can be paid off beginning October 1, 2015. However, WSU wishes to use a one-time advanced refunding "call" option that is available in advance of that date in order to sell these bonds in February while interest rates remain favorable.

The relevant parameters of the requested issue are:

- Principal amount not to exceed $20,000,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 18 years from the date of issue

Additional information about the issue is included in the attached materials. At present, the projected NPV savings exceed 11%, and will enable WSU to eliminate the last two years' worth of bond payments with this refunding savings.

A copy of the request letter from WSU, a financing summary from the financial advisor, and a draft of the Approving Resolution that provide additional detail about this request are attached for your review. Representatives from the University, Eric Hunter, Bond Counsel with Chapman & Cutler, and Brian Baker, Financial Advisor with Zions Bank will be in attendance at the meeting to provide additional information and answer questions from the Board.

THE UNIVERSITY of UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends approval of the proposed Authorizing Resolution to refund the Series 2005 Student Facilities System Revenue Bonds as proposed.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

January 9, 2015

Dr. Dave Buhler, Commissioner
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

Dear Dr. Buhler:

Weber State University seeks authorization to refinance its Series 2005 revenue bonds, the proceeds of which were used to renovate the Shepherd Student Union on the Ogden Campus. Interest rates are such that it may be possible to trim 2-full years (or $3 million) from the debt service schedule of these bonds.

To this end, the University has assembled a consulting team including Bond Attorney Eric Hunter from the law firm of Chapman and Cutler, and Financial Advisor Brian Baker from Zions Capital Markets.

Details of the proposed refinancing are included here. Current plans are to sell these bonds in February of 2015. We anticipate utilizing the competitive bid process to bring these bonds to market.

Please place this item on the Regents January 23, 2015 agenda.

Sincerely,

Norm Tarbox
Vice President for Administrative Services

Weber State University
Student Building Fee Revenue Refunding Bonds, Series 2015
Preliminary Summary Sheet

Proposed Issue: Student Facilities System Revenue Refunding Bonds
Total Approximate Issue Size: $18,165,000

Use of Funds: To generate debt service savings by refunding the
                                previously issued Series 2005 Student Facilities System
                                Revenue Bonds; satisfy any reserve fund requirements;
                                and pay associated costs of issuance.

Detail of Proposed Series 2015 Bonds:

Principal Amount:	Not to exceed $20,000,000
Interest Rate:	Not to exceed 5%
Maturity Date:	Not to exceed 18 years
Aggregate Discount:	Not to exceed 2%
Underwriter's Discount:	Not to exceed 2%
Bond Rating:	AA from S&P (insured at winning bidder's option)
Underlying Rating:	AA from S&P utilizing the State Moral Obligation
Source of Repayment:	Student Facilities System Revenues

Timetable Considerations: The Series 2005 Bonds are "callable" and can be paid
                                off beginning October 1, 2015. In advance of that date,
                                the bonds can be paid off or "called" using a one-time
                                advanced refunding. Provided that the Regents grant
                                authorization at their January 23, 2015 meeting, and
                                that the savings generated by issuing the Series 2013
                                Bonds continues to exceed the level of 7% of debt
                                service, the University anticipates selling bonds via a
                                competitive sale on or around February 12, and closing
                                the transaction on February 24.

Salt Lake City, Utah

January 23, 2015

The State Board of Regents of the State of Utah (the *"Board"*) met in regular session at the University of Utah on January 23, 2015, commencing at _____ a.m./p.m. The following members of the Board were present:

[list Board members in attendance/absent]

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, and after other business had been conducted, 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, Weber State University Student Facilities System Revenue Refunding Bonds.

The following resolution was introduced in written form and, after full discussion, pursuant to motion duly made and seconded, 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 WEBER STATE UNIVERSITY STUDENT FACILITIES SYSTEM REVENUE REFUNDING BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED $20,000,000; AUTHORIZING THE EXECUTION OF A 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 Weber State 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, the Board previously issued its Weber State University Student Facilities System Revenue Bonds, Series 2005 (the *"Refunded Bonds"*);

WHEREAS, pursuant to the Act and the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, the Board is, for and on behalf of the University, authorized to issue revenue bonds payable from a special fund into which the revenues of the University may be deposited;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue its Weber State University Student Facilities System Revenue Refunding Bonds (the *"Bonds"*), for the purpose of refunding the Refunded Bonds, satisfying any 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 $20,000,000 and will be issued pursuant to the General Indenture of Trust dated as of July 1, 1997, as heretofore amended and supplemented (the *"General Indenture"*), and as further supplemented by a supplemental indenture of trust (the *"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 Wells Fargo Bank, N.A., 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, there have been presented to the Board at this meeting a form of a Preliminary Official Statement relating to the Bonds (the *"Preliminary Official Statement"*) and a form of the Supplemental Indenture;

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.

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 the Preliminary Official Statement in such form as shall be approved by the Chair or Vice Chair of the Board or the President or Vice President for Administrative Services of the University. The Chair or Vice Chair of the Board or the President or Vice President for Administrative Services 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 for Administrative Services 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 Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Supplemental Indenture, in the form 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 may be authorized pursuant to the terms of this Resolution. The Chair or Vice Chair and Secretary of the Board and the President or the Vice President for Administrative Services of the University are hereby authorized to execute and deliver an Escrow Agreement among the Board, the University and Wells Fargo Bank, N.A., providing for the refunding of the Refunded Bonds.

Section 5. For the purpose of providing funds to be used for the purpose of refunding the Refunded Bonds, satisfying a debt service reserve requirement, if any, and 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 $20,000,000. 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 for Administrative Services 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"*) pursuant to a public sale at a discount of not to exceed 2.0% 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 for Administrative Services of the University) is hereby authorized to specify and agree as to 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, such bond purchase contract or other instrument or instruments as may be necessary to confirm the award of the Bonds to the Underwriter, and any changes to the 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 for Administrative Services 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 for Administrative Services of the University are authorized to make any alterations, changes or additions to the Supplemental Indenture, the Bonds, the Preliminary Official Statement, or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of 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 for Administrative Services of the University, are hereby authorized and directed to accept a commitment for, and agree to the terms of, a bond insurance policy or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, 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.   All proceedings, resolutions and actions of the Board and the University and their officers and employees taken in connection with the Bonds are hereby ratified, confirmed and approved.

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 irrepealable 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 23rd day of January, 2015.

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, the undersigned, 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 23, 2015 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 23rd day of January, 2015.

_____
Secretary

[SEAL]

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

I, 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 23, 2015 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 ___, 2015, 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 ___, 2015 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 ___, 2015 at the Utah Public Notice Website at least 24 hours before the convening of the meeting;

(b)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2015 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 during or before January 2015 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 during or before January 2015 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 during or before January 2015 at the Utah Public Notice Website; and

(c)   the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as *Exhibit C*). In accordance with such provisions and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 23rd day of January, 2015.

_____
Secretary

[SEAL]

PARAMETERS

PRINCIPAL AMOUNT: Not to exceed $20,000,000.

TERM: Not to exceed 18 years from their date or dates.

INTEREST RATE: Fixed rates such that no coupon rate exceeds 5.0% per annum.

SALE PRICE: Not less than 98% of the principal amount of the Bonds.

SAVINGS THRESHOLD: Not less than 7% (net present value) of the debt service on the Refunded Bonds

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA—Proposed Student Loan Portfolio Purchase and Financing

Issue

Board of Regents adoption of an approving resolution authorizing the purchase of an existing portfolio of loans originated under the Federal Family Education Loan Program (FFELP) in an outstanding principal amount of approximately $1,770,476,000 and the execution of a warehouse line of credit to finance those loans on an interim basis.

Background

The UHEAA Board has encouraged management to pursue opportunities to acquire FFELP student loan portfolios as various organizations make those portfolios available for acquisition. In November 2014, UHEAA submitted a bid for a FFELP student loan portfolio owned by a major U.S. bank and was ultimately selected as the successful bidder. The portfolio parameters are:

Amount:	$1,770,476,000
Number of Borrowers:	157,095
Number of Loans:	279,392
Average Balance/Borrower:	$11,052
Current Servicer:	Xerox Education Services, LLC

After the purchase transaction is completed, this portfolio will be converted to UHEAA's in-house servicing operation. UHEAA uses the Pennsylvania Higher Education Assistance Agency's (PHEAA) Compass servicing system which is scalable to accommodate the additional 157,000 borrowers. UHEAA has successfully converted similar portfolios from other major student loan servicers in the past and will utilize available space at its Gateway location to house the expanded staff needed to service these loans.

<u>Financing Plan</u>

The portfolio will be acquired with funds drawn on a short-term warehouse facility from the Royal Bank of Canada (RBC). It is anticipated that the warehouse facility will be replaced with a series of permanent financings over the subsequent 24 months with LIBOR-Indexed floating rate notes similar to bonds successfully issued by the Board over the last few years.

<u>RBC Warehouse Line of Credit - Proposed Not To Exceed Parameters</u>

	Not To Exceed Parameters	Resolution Reference
• Total Principal Amount	$1,800,000,000	Section 4
• Variable Interest Rate (1)	25.0%	Section 4
• Maximum Maturity	3 years	Section 4

(1) Annual rate equal to: (i) one-month LIBOR plus 0.65%, or (ii) Conduit Cost of Funds plus 0.65% dependent upon source of funds for advances funded.

The Student Finance Subcommittee will review the proposed student loan purchase and related financing and their recommendation will be provided at the January 23 Regents meeting. Board of Regents adoption of the Resolution is necessary to provide authority for the purchase of the portfolio and related issuance of the debt.

<u>Basic Documents Requiring Approval</u>

The Approving Resolution provided with this report is in final draft form. Its approval by the Board will authorize the purchase of the student loan portfolio described above, the use of the RBC Warehouse Line of Credit, and the execution of the necessary documents and agreements.

The Approving Resolution delegates authority to the Board's Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the bond documents, consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements (see Resolution Sections 5 and 6).

UHEAA staff, representatives of the Attorney General's Office, and Bond Counsel will be at the Board of Regents meeting on January 23 to review the proposed transaction and answer questions.

<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends, subject to final review and concurrence by the Student Finance Subcommittee, that the Regents approve the attached Approving Resolution authorizing the purchase of the student loan portfolio and the related RBC Warehouse Line of Credit</u>.

_____
David L. Buhler
Commissioner of Higher Education

DLB/DAF/ROD
Attachment

Salt Lake City, Utah

January 23, 2015

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the University of Utah Campus in Salt Lake City, Utah on January 23, 2015, commencing at _____. The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jesselie B. Anderson	Member
Nina Barnes	Member
Bonnie Jean Beesley	Member
Keith M. Buswell*	Member
Leslie Castle*	Member
Wilford W. Clyde	Member
James T. Evans**	Member
Brady Harris	Student Regent
Marlin K. Jensen	Member
Robert S. Marquardt	Member
Jed H. Pitcher	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Kirsten Schroeder	Secretary

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*	Non-voting member from State Board of Education
**	Non-voting member from Utah College of Applied Technology

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to (i) the acquisition of an existing portfolio of student loans and (ii) the establishment of a warehouse line of credit for the purpose of financing such purchase and all related matters.

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

AYE:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") AUTHORIZING (i) THE PURCHASE OF AN EXISTING PORTFOLIO OF STUDENT LOANS ORIGINATED UNDER THE FEDERAL FAMILY EDUCATION LOAN PROGRAM IN AN OUSTSTANDING PRINCIPAL AMOUNT OF APPROXIMATELY $1,770,476,000AND (ii) THE EXECUTION OF A WAREHOUSE LINE OF CREDIT AND RELATED DOCUMENTS TO FINANCE THE PURCHASE OF SAID STUDENT LOANS; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students; and

WHEREAS, in order to further advance the Board's Student Loan Program (as described herein), the Board desires to purchase a portfolio of student loans originated under the Federal Family Education Loan Program (the "Portfolio") in a principal amount of approximately $1,770,476,000; and

WHEREAS, to memorialize the agreement of the Board to purchase the Portfolio it is proposed that the Board enter into a Loan Sale Agreement (the "Loan Sale Agreement") between the Board and the seller named in the Loan Sale Agreement and the Board desires to authorize the execution of the Loan Sale Agreement (a form of which was before the Board at this meeting) and to ratify the execution of various other documents leading to the purchase of the Portfolio described herein; and

WHEREAS, the Act provides for certain certifications to be made, to the extent required by the rules and regulations of the Board, by the lender with respect to a student loan in order for such loan to be qualified for acquisition or purchase by the Board, and the Board has previously adopted a rule clarifying the lender certification requirements in connection with any such acquisition or purchase (all as permitted by the Act) and in furtherance thereof, the Board finds and determines that the acquisition of the Portfolio will assist the Board (including in its role as the Utah Higher Education Assistance Authority) in accomplishing its purposes without the need for reinvestment of the proceeds of such sale in additional student loans; and

WHEREAS, the Board hereby finds that the purchase of the Portfolio is in the best interest of the Board and the State of Utah and its residents as such purchase will further enhance (i) the performance of the Board's Student Loan Program, (ii) the

efficient operation of such Program and the servicing and other functions performed by the Board, and (iii) the economies of scale relating to such Program and servicing and other functions, thus enabling the Board to more efficiently continue to provide student loan and related services to the students of the State of Utah and elsewhere; and

WHEREAS, in order to provide funds for the purchase of student loans, the Board is duly authorized to incur indebtedness pursuant to the provisions of the Act and the Board desires to authorize entering into a warehouse line of credit for such purchase (the "Line of Credit") by execution and delivery of a Warehouse Loan, Security and Servicing Agreement (the "Financing Agreement") by and among the Board, individually and as servicer, the Conduit Lenders (as defined in the Financing Agreement), the Alternate Lenders (as defined in the Financing Agreement), the LIBOR Lenders (as defined in the Financing Agreement), the Managing Agents (as defined in the Financing Agreement), Royal Bank of Canada ("Royal Bank"), acting through its WFC, New York, Branch, as the administrative agent for the Conduit Lenders, Alternate Lenders, LIBOR Lenders and Managing Agents, and The Bank of New York Mellon Trust Company, N.A., as trustee and as securities intermediary, a form of which was before the Board at this meeting; and

WHEREAS, the Board's obligations under the Financing Agreement shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, pursuant to Section 53B-13-104(9) of the Act, the Board desires to grant to the Chair, Vice Chair and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to approve the final terms of the Loan Sale Agreement and the Financing Agreement and related documents and any changes with respect thereto from the forms thereof which were before the Board at the time of adoption of this resolution.

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

Section 1.   All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2.   All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the purchase of the Portfolio and the execution of the Financing Agreement are hereby ratified, approved and confirmed, including in particular, the execution and delivery of the Board's original bid for the Portfolio and, if applicable, the Bid Acknowledgement Letter of the Board in connection therewith.

Section 3.   The Board hereby authorizes and directs the purchase of the Portfolio pursuant to the Loan Sale Agreement. The Loan Sale Agreement, in substantially the form before the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities

and Accountability Committee are hereby authorized to execute and deliver the Loan Sale Agreement in the form and with substantially the same content as before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 5 hereof.

Section 4.   The Financing Agreement, in substantially the form before the Board at this meeting, is in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are hereby authorized to execute and deliver the Financing Agreement and the related fee letter and valuation agent agreements in the form and with substantially the same content as before the Board at this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 5 hereof. The indebtedness incurred under the Financing Agreement shall be in an aggregate principal amount of not to exceed $1,800,000,000, shall bear interest at variable rates as provided in the Financing Agreement and other documents related thereto and at rates which shall not at any time exceed twenty-five percent (25%) per annum and shall be due and payable in not more than three years from the date of execution thereof, all as approved by the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee. In addition, without limiting the foregoing, the Board is hereby authorized to pledge the Portfolio and student loans held by the Board in its short term loan fund to secure the payments of its obligations under the Financing Agreement.

Section 5.   The appropriate officials of the Board, including without limitation the Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee are authorized to make any alterations, changes or additions to the Loan Sale Agreement and Financing Agreement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States and the final agreement with the seller of the Portfolio and Royal Bank.

Section 6.   The appropriate officials of the Board, including without limitation the Chair, Vice Chair, Chair of the Finance, Facilities and Accountability Committee, the Commissioner of Higher Education, Associate Commissioner for Student Financial Aid, Executive Director of UHEAA, Deputy Executive Director of UHEAA and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein, including, to the extent not previously executed, to execute and deliver the Bid Acknowledgement Letter related to the Loan Sale Agreement and related servicing and guaranty agreements.

Section 7.   The obligations of the Board under the Financing Agreement will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Financing Agreement. No provision of this Resolution, the

Financing Agreement, or any other instrument authorized hereby, shall be construed as creating a general obligation of the Board, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board.

Section 8.   After the Financing Agreement has been executed and delivered and the proceeds of advances thereunder have been made available to the Board, this resolution shall be and remain irrepealable until the aggregate outstanding advances under the Financing Agreement, all interest thereon and all other obligations thereunder or with respect thereto have been fully discharged in accordance with the terms and provisions of the Financing Agreement.

Section 9.   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 10.   Pursuant to the Board's Rule - R650 (Lender Certification of Obligations) the Board has found and determined that the purchase of the Portfolio will assist the Board under its Student Loan Program in accomplishing its purposes without the requirement of reinvesting the proceeds of the sale in other obligations under the student loan program.

Section 11.   All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 12.   This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 23RD DAY OF JANUARY, 2015.

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 23, 2015 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 23rd day of January, 2015.

<div style="text-align:right">

_____
Secretary

</div>

(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, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

      (a)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the January 23, 2015 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1 to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on January 16, 2014, at least 24 hours prior to the convening of such meeting, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (http://pmn.utah.gov), at least 24 hours prior to the convening of such meeting; and (iii) provided on January 16, 2014, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

      (b)   in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2013-2014 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in June 2013, (ii) provided in June 2013 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents, and (iii) published on the Utah Public Notice Website (http://pmn.utah.gov) during the current calendar year; and

      (c)   the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of

Regents held the meeting (the anchor location) at the University of Utah Campus in Salt Lake City, Utah and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 23rd day of January, 2015.

_____
Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

SCHEDULE 3

ELECTRONIC MEETING POLICY

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Update on Institutional Audit Reports to the Regents' Audit Committee

Issue

Regent Policy R-565, *Audit Committees* requires the Regents to meet as needed to review institutional audits and financial information. As part of this responsibility, the Regents Audit Sub-committee of the full Board schedules meetings as necessary in order to maintain regular, independent communication and information flow between the Regents' Audit Committee and Trustees' Audit Committees. Annually the Regents' Audit Committee meets in January to review information from all eight USHE institutions.

The Committee will have met on January 22, 2015 with institutional trustee audit chairs, institutional trustee chairs, campus auditors, and [often] other institutional representatives. An oral report of the meetings will be provided to the Finance & Facilities Committee of the full Board on January 23, 2015.

Commissioner's Recommendation

This is an information item only; no action is required at this time.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David Buhler

SUBJECT: USHE – 2015 Data Book

Background

Annually, the Commissioner's Office produces a Utah System of Higher Education Data Book, which contains a comprehensive set of data tables covering a wide range of USHE topics. The 2015 version of the USHE Data Book has now been completed and is available in pdf format on the USHE web page www.Higheredutah.org under the Research and Data/ Data Books menu selection (http://higheredutah.org/databooks/).

Tabbed Sections in the USHE Data Book include the following topics:

Degrees & Awards (Tab B)   Budget History (Tab H)
Enrollments (Tab C)   Cost Study (Tab I)
Career and Technical Education (Tab D)   Staffing (Tab J)
Tuition and Fees (Tab E)   Salary Comparisons (Tab K)
Paying for College (Tab F)   Facilities (Tab L)
Financial Information (Tab G)   Comparable institutions (Tab M)

In most cases the data provided is summarized at both the institutional and system levels.

Commissioner's Recommendation

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/JAC
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
2015 DATA BOOK

The USHE Data Book is a compilation of reports on the Utah System of Higher Education and its eight component institutions. Some form of this book has been published each year since the creation of the Utah State Board of Regents and the Utah System of Higher Education in 1969. The book is intended to allow the Governor's Office, Legislators and legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education.

Information available in the USHE 2015 Data Book covers twelve different subject areas:

Degrees & Awards (Tab B)   Budget History (Tab H)
Enrollments (Tab C)   Cost Study (Tab I)
Career and Technical Education (Tab D)   Staffing (Tab J)
Tuition and Fees (Tab E)   Salary Comparisons (Tab K)
Paying for College (Tab F)   Facilities (Tab L)
Financial Information (Tab G)   Comparable institutions (Tab M)

The USHE Data Book is designed to provide users the necessary information to perform data analyses on various data elements categorized in each of twelve tabs. If questions arise about any of the data included in this book, please contact the Office of the Commissioner of Higher Education, Department of Institutional Research and Analysis at (801) 321-7121.
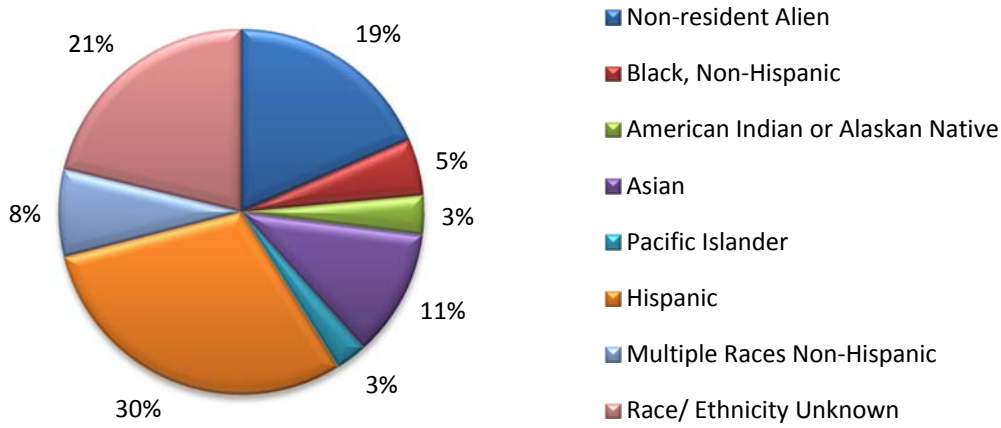
Highlights include:

Tab B – Degrees & Awards

2013-14 USHE Degrees and Awards

	Cert.	Assoc.	Bacc.	Masters	Doct.	1st Prof	Total	1-yr % Change	5-yr % Change
UU	397	0	5,092	1,823	330	381	8,023	-2%	8%
USU	205	1,000	3,548	927	109	6	5,795	6%	36%
WSU	75	1,999	2,356	272	0	0	4,702	-1%	19%
SUU	9	337	1,000	265	0	0	1,611	-8%	4%
Snow	44	694	7	0	0	0	745	-20%	16%
DSU	344	1,150	509	0	0	0	2,003	-1%	24%
UVU	85	2,280	2,825	52	0	0	5,242	14%	52%
SLCC	646	3,782	0	0	0	0	4,428	9%	20%
USHE	1,805	11,242	15,337	3,339	439	387	32,549	3%	21%

Cert.=Certificate, Short-term certificates, other awards; 1st Prof=first professional, e.g. MD, JD, etc.
Source: 2015 USHE Data Book Tab B Table 2 and Table 3

All Degrees and Awards to Minority Students

- ■ Non-resident Alien
- ■ Black, Non-Hispanic
- ■ American Indian or Alaskan Native
- ■ Asian
- ■ Pacific Islander
- ■ Hispanic
- ■ Multiple Races Non-Hispanic
- ■ Race/ Ethnicity Unknown

Source: Table 5 of Tab B – Degrees & Awards

Tab – C Enrollments

USHE FTE (Annualized)
Budget Related Only

- ■ Non Resident
- ■ Resident
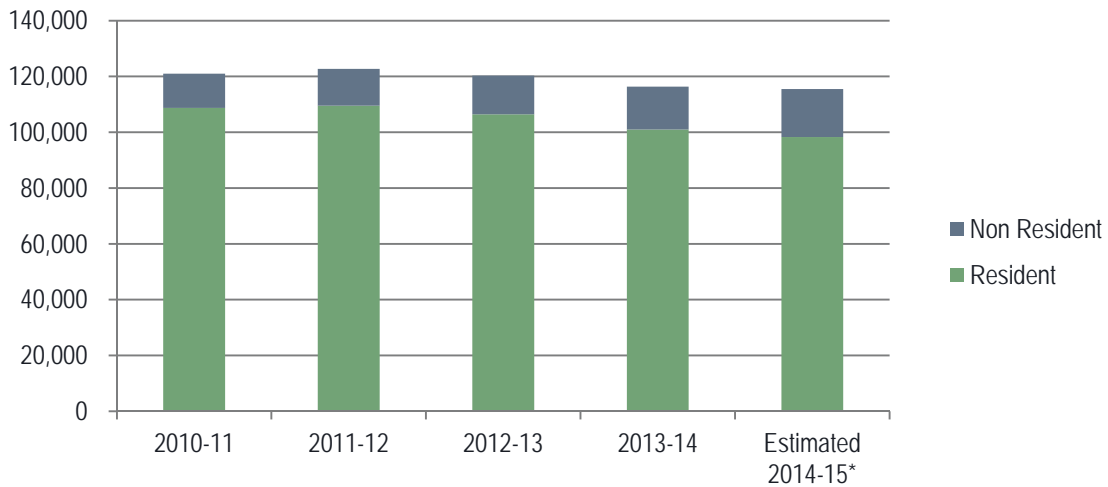
Source: Table 2 of Tab C – Enrollments

2014-15 Fall THIRD WEEK FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	21,378	5,364	26,742	-0.71%	9.54%
USU	16,966	3,923	20,889	1.62%	7.71%
WSU	14,895	1,038	15,932	2.02%	8.03%
SUU	5,139	1,011	6,150	-0.54%	-4.75%
Snow	3,414	333	3,746	4.62%	21.22%
DSU	5,196	1,209	6,405	3.56%	15.00%
UVU	18,681	2,655	21,335	3.08%	8.47%
SLCC	14,895	1,038	15,932	-5.86%	-11.26%
Total	100,563	16,570	117,133	0.39%	5.25%

Source: Table 11 of Tab C – Enrollments

Fall Third Week Enrollment History
Budget - Related
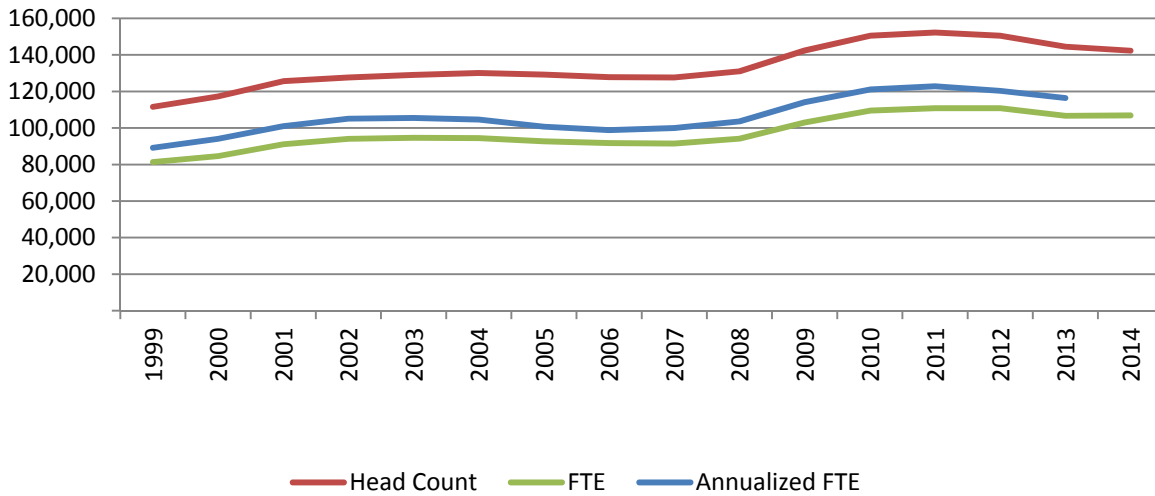
Source: Enrollment History – Fall Enrollment Third Week

Tab E – Tuition & Fees

2014-15 Annual Undergraduate (1) Tuition and Fees

	Resident	Non-Resident	Resident 1-yr change	Resident 5-yr change
UU	$7,835	$25,058	5.1%	36.4%
USU	$6,383	$18,490	3.2%	32.2%
WSU	$5,183	$13,837	3.9%	26.8%
SUU	$6,138	$18,596	3.6%	43.8%
SC	$3,388	$11,342	5.2%	33.3%
DSU	$4,456	$12,792	4.0%	41.7%
UVU	$5,270	$14,802	3.6%	30.2%
SLCC	$3,468	$11,010	3.8%	24.3%
USHE Average Change			4.0%	33.6%

(1) Undergraduate Tuition and Centrally Administered Fees for 2 semesters at 15 credit hours.

Source: Table 3 of Tab E – Tuition & Fees

Tab F – Paying for College

Total Resident Waivers				
	2010-11	2011-12	2012-13	2013-14
UU	$8,659,920	$9,881,863	10,882,418	11,663,049
USU	5,855,622	6,615,438	7,030,600	6,969,785
WSU	4,704,653	4,938,829	5,550,345	5,831,172
SUU	2,537,907	2,674,337	2,847,351	2,907,251
Snow	750,978	780,305	882,159	906,420
DSU	1,394,538	1,582,253	2,111,147	2,094,632
UVU	5,974,077	6,738,401	7,178,641	7,461,121
SLCC	2,747,378	2,398,324	2,155,601	2,305,713
Total Resident	$32,625,073	$35,609,750	$38,638,262	$40,139,142

Total Non-Resident Waivers				
	2010-11	2011-12	2012-13	2013-14
UU	$5,207,367	$5,390,124	$7,556,186	$5,341,199
USU	15,706,240	17,067,101	17,808,972	23,239,304
WSU	3,426,036	3,926,608	4,735,972	5,284,318
SUU	2,844,480	2,469,895	2,937,133	4,093,132
Snow	442,455	502,051	572,224	736,613
DSU	2,539,162	3,162,955	2,658,638	3,566,299
UVU	2,312,993	2,686,976	2,897,408	5,393,222
SLCC	786,604	1,545,064	1,130,649	2,201,084
Total Resident	$33,265,337	$36,750,774	$40,297,182	$49,855,170

Source: Table 11 of Tab F – Paying for College

Tab H – Budget History

Expenditures Per FTE Student
By Revenue Source

■ Tax Funds/FTE ■ Tuition/FTE
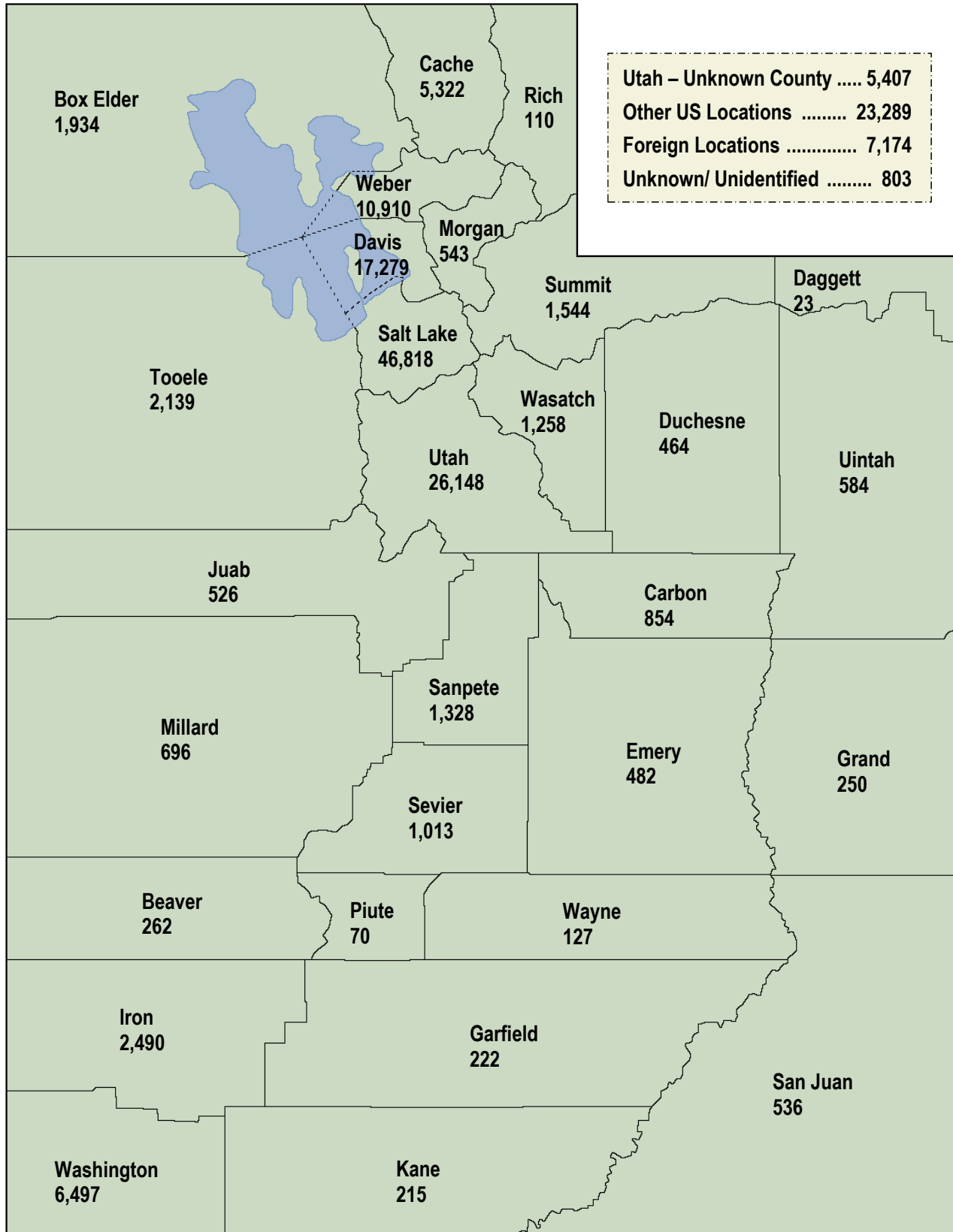
Source: Table 9 of Tab H - Budget History

Tab J – Staffing

USHE EMPLOYEE FTE COUNT FOR FALL 2014
TOTAL - UTAH SYSTEM OF HIGHER EDUCATION

	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	O&M Plant	Auxiliaries	Hospital	Total
Regular Faculty	3,974	420	145	67	3	4	0	0	7	4,620
Adjunct / Wage Rated Faculty	2,423	547	577	47	1	0	0	0	11	3,606
Teaching Assistants	541	823	89	33	8	2	1	1	0	1,498
Executives	18	13	6	99	23	101	8	2	1	271
Staff	1,662	888	1,586	1,558	1,538	1,868	1,024	615	5,381	16,119
Wage Payroll	1,365	458	1,036	773	1,226	858	734	1,151	1,652	9,253
TOTAL	9,982	3,149	3,438	2,577	2,799	2,833	1,768	1,769	7,052	35,367

Source: Table 1 of Tab J - Staffing

Fall 2014 3rd Week Enrollment by County

Utah – Unknown County	5,407
Other US Locations	23,289
Foreign Locations	7,174
Unknown/ Unidentified	803

Box Elder
1,934

Cache
5,322

Rich
110

Weber
10,910

Morgan
543

Davis
17,279

Summit
1,544

Daggett
23

Salt Lake
46,818

Tooele
2,139

Wasatch
1,258

Duchesne
464

Uintah
584

Utah
26,148

Juab
526

Carbon
854

Millard
696

Sanpete
1,328

Emery
482

Grand
250

Sevier
1,013

Beaver
262

Piute
70

Wayne
127

Iron
2,490

Garfield
222

San Juan
536

Washington
6,497

Kane
215

UTAH SYSTEM OF
HIGHER EDUCATION

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Securities Exchange Commission (SEC) Municipalities Continuing Disclosure Cooperation
           (MCDC) Initiative

Issue

At the November 2014 Board Meeting, a progress report was provided regarding potential filing of
continuing disclosure reports pertaining to Regent-authorized USHE institution revenue bonds. The Board
was informed of the remaining steps to be completed in this process:

- A legal review of the findings from the examination of reporting practices of USHE institutions, this
  review to provide advice relative to the need to "self-report" any findings under the MCDC
  Initiative.
- A determination of any policy or procedure steps necessary to enhance the importance placed on
  ongoing institutional reporting practices.
- A review of potential third party engagement as continuing disclosure reporting agents going
  forward.

Legal Review Findings

Subsequent to the November 2014 Board meeting, the OCHE engaged Ballard Spahr LLP to perform the
legal review of the findings presented by Digital Assurance Certification LLC ("DAC") for the University of
Utah and by Zions Bank for the other seven USHE institutions.   On November 24, 2014 a conference call
was held with Ballard Spahr to discuss their findings. Call participants included attorneys with Ballard
Spahr, the State Assistant Attorney General assigned to the Board of Regents, and an OCHE staff
member.

The discussion focused on the issue of whether any of the findings appeared to warrant self-reporting of
failure to disclose material misrepresentation or omission of information required by continuing disclosure
reporting. The consensus reached was that, while there were some failures in reporting, nothing appeared
to rise to the level of "material," and the decision was reached that self-reporting, which had a deadline of
December 1, 2014 was not required.

Ballard Spahr subsequently prepared a detailed memorandum of their findings. As stated in the
memorandum, Ballard Spahr's analysis of the issues is based on their views of securities law standards set
forth by the U.S. Supreme Court and does not constitute a legal opinion or a guarantee that the SEC will

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

take a similar view. It is, however, a substantial analysis of the issues based on well-established legal standards pertaining to "materiality" and Ballard Spahr's experience in the arena of SEC enforcement of anti-fraud provisions of the law.

The memorandum (attached) provides detailed information - by institution - of the findings and can be summarized as follows:

- Late annual financial filings – There have been several instances of late filing of the required information. Prior to 2005, Continuing Disclosure report filings were submitted to Nationally Recognized Municipal Securities Information Repositories ("NRMSIRs") by hard paper copy. They were then faxed to the Municipal Securities Rulemaking Board ("MSRB"). While still allowing hard paper copy filing, in 2005 a procedure was initiated to enable electronic filing, which became the accepted means of submitting the information.

  On July 1, 2009, the MSRB required all continuing disclosure and material event notices to be submitted on Electronic Municipal Market Access ("EMMA"). The late filings from USHE institutions occurred during the pre-EMMA period. As noted in the Ballard Spahr memorandum, the SEC itself has noted the lack of accessibility of the former NRMSIR system makes it unlikely that a reasonable investor would rely on the system. It is also possible that the continuing disclosure information was filed on a timely basis and the NRMSIR(s) failed to timely post such information. Further, any noncompliance during this time period is relatively stale and not likely to be an issue.

- Failure to file certain required operating data and financial information – There are several instances in this arena. However, Ballard Spahr concluded that they probably were not "material" omissions and/or that the information was generally otherwise available.

- Failure to link financial information to CUSIP numbers (identification numbers assigned to all stocks and registered bonds) associated with the bonds – There were two instances in this area.

- Rating Changes – There were two failures to report rating changes pertaining to the institutions or to bond insurer downgrades.

- Underwriter Disclosure – One important consideration in the determination of whether self-reporting was advisable was information about which, if any, of the underwriters involved in issuance of the bonds had self-reported under this initiative. Because the underwriters are subject to more punitive punishment (including financial penalties) than issuers, whether they reported or not is considered to be an important barometer. Regarding the USHE bond issues covered by the MCDC Initiative, only one underwriter self-reported any items and it was relative to a 2008 filing of operating and financial information being 35 days late in one instance. Again, it is noteworthy that the penalty cap for the underwriter under the MCDC Initiative created an incentive for them to over-report, and the underwriter involved has not indicated that it performed a thorough materiality analysis for the transactions it self-reported.

<u>Remaining Steps</u>

With the "self-reporting" issue having been resolved, two items remain to be addressed:

- <u>Policies and Procedures Regarding Continuing Disclosure Obligations</u> – While none of the failures found in this review process was deemed to be material, it is noteworthy that if and when the SEC finds an issuer to be in noncompliance, one of the primary requirements is the establishment of policies and procedures and compliance training within 180 days of the proceedings. Accordingly, the OCHE will be working with institutional representatives to craft an umbrella policy for Board adoption that will serve as a guideline for the adoption of institutional policies.

- <u>Third Party Continuing Disclosure Reporting</u> – While none of the findings in our review was deemed to warrant continuing disclosure self-reporting, the fact that a number of reporting missteps were found suggests that steps might be taken to enhance future compliance. One way to accomplish this would be to engage third party "dissemination agents" to review and file continuing disclosure reports in the future. At present, three USHE intuitions have now entered into such agreements. Further exploration of this approach will be undertaken.

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is necessary.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

Ballard Spahr
LLP

ATTORNEY WORK PRODUCT
PRIVATE AND CONFIDENTIAL
SUBJECT TO ATTORNEY
CLIENT PRIVILEGE

MEMORANDUM

TO	State Board of Regents of the State of Utah (the "Board")
FROM	Ballard Spahr LLP
DATE	December 19, 2014
RE	Municipalities Continuing Disclosure Cooperation Initiative ("MCDC Initiative")

Please find below a summary of the information we discussed related to the Securities and Exchange Commission's ("SEC's") MCDC Initiative.

I.   MCDC Initiative

The SEC announced its MCDC initiative on March 10, 2014. The purpose of the MCDC Initiative is to encourage municipal securities issuers, conduit borrowers, and underwriters to self-report possible securities law violations related to misrepresentations in offering documents concerning an issuer's prior compliance with its continuing disclosure obligations. The MCDC Initiative extends only to this issue; no other disclosure or other conduct of an issuer, conduit borrower, or underwriter falls within this program.

In the event an issuer, conduit borrower, or underwriter participates in the Initiative, and the Staff of the SEC Enforcement Division determines the party is eligible, the SEC Staff will recommend to the Commission that it accept a settlement agreement by which the issuer, borrower, or underwriter consents to a cease-and-desist order pursuant to which the party will be permanently enjoined from violating the federal securities laws. The cease-and-desist order will reflect that the SEC has determined that the party violated Section 17(a)(2) of the Securities Act of 1933, and also will reflect that the party has neither admitted nor denied the factual findings of the SEC. For participating issuers and borrowers, the SEC staff will not recommend a financial penalty. The order, which will be filed in federal court, will be publicly available.

Participating parties also must agree to other settlement terms with the SEC, which will require the following of participating issuers or borrowers:

- Establish policies and procedures and compliance training regarding continuing disclosure obligations within 180 days of the institution of the proceedings;

- Take all remedial actions necessary to bring past continuing disclosure failures into compliance within 180 days of the institution of the proceedings;

- Cooperate with any subsequent investigation by the Division regarding the false statement(s), including the roles of individuals and/or other parties involved;

- Disclose in a clear and conspicuous fashion the settlement terms in each official statement for an offering by the issuer within five years of the date of institution of the proceedings; and

- Provide SEC staff with a compliance certification on the one year anniversary of the date of institution of the proceedings.

Individuals are not covered by the MCDC Initiative and may be the subject of follow-on investigations.

The deadline to self-report was December 1, 2014. In contrast to the order that will result from participating in the MCDC Initiative, the SEC does not publicize the submission of a questionnaire.

II. Applicable Legal Standards

Among other things, if the SEC were to pursue an issuer for violating the federal securities laws, the SEC would be required to prove that the defendant made a material misrepresentation. What is material, and whether a statement or omission constitutes a misrepresentation, are viewed through well-established legal standards. A fact is material "if there is a substantial likelihood that a reasonable shareholder would consider it important in deciding how to vote." [1] Omitted information is material if there is a "substantial likelihood that the disclosure of the omitted fact would have been viewed by the reasonable investor as having significantly altered the total mix of information made available." [2] Materiality presents courts with issues of both fact and law; whether materiality can be proved usually requires economic proof that the information at issue would have "significantly altered the total mix of information made available."

A misrepresentation can be an affirmative statement that is incorrect. Whether the absence of information—an omission—can constitute a misrepresentation depends on whether the party making the omission had an affirmative obligation to come forward with information but did not. [3] In other words, unless a party has a specific duty to make a statement, the fact that it did not cannot be considered an omission that is a misrepresentation.

Issuers are regulated by the SEC only through the SEC's enforcement of anti-fraud provisions, and are not otherwise subject to SEC regulation. Underwriters, on the other hand, are regulated by the SEC. In the context of securities like those at issue here, Rule 15c2-12 imposes certain requirements on underwriters that they, in turn, are required to seek of issuers. Where underwriters fail to impose those requirements, including relating to disclosures, there is no other basis under applicable law that imposes those disclosure requirements.

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[1] *TSC Industries, Inc. v. Northway, Inc,* 426 U.S. 438 (1976).

[2] *Id.*

[3] *Chiarella v. United States*, 445 U.S. 222 (1980).

III.   Continuing Disclosure Audit Results and Materiality

Zions Bancorporation ("Zions") audited the Board's continuing disclosure practices related to representations in public offerings documents for the past five years for Dixie State University, Salt Lake Community College, Snow College, Southern Utah University, Utah State University, Utah Valley University, and Weber State University transactions. Digital Assurance Certification LLC ("DAC") audited the Board's continuing disclosure practices related to representations in public offerings documents for the past five years for University of Utah transactions. Ballard Spahr LLP did not conduct an independent audit. Further, as the SEC has provided minimal analysis regarding the types of misrepresentations regarding past continuing disclosure compliance it considers material misrepresentations under federal securities law, the analysis contained herein is based on our views of securities law standards set forth by the U.S. Supreme Court and does not constitute a legal opinion or a guarantee that the SEC will take a similar view.

      a.   Dixie State University ("DSU")

No DSU bonds were sold during the applicable MCDC time period.

      b.   Salt Lake Community College ("SLCC")

The Zions report identifies one SLCC transaction falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statement for the Board SLCC Auxiliary System and Student Fee Revenue Refunding Bonds, Series 2010 ("2010 SLCC Official Statement") states that:

> Currently, the College, on behalf of the Board of Regents, submit continuing disclosure information regarding the Outstanding Parity Bonds, on or before December 27th of each year. Since 1998, the College has failed to provide certain required operating and financial information based on the College's commitment for continuing disclosure information. The College has provided pledged revenues; debt service coverage; and debt structure of the College as a note in the financial statements to the annual audit report. Enrollment data for several years has also been included in the Management Discussion and Analysis section of the annual financial report. However, five year summaries of state appropriations to the College and summaries of financial statements have not been provided on an annual basis.
>
> Additionally, the College, from time to time, has not filed the required audited "continuing disclosure information" on or before December 27th of each year. The College did notify the Municipal Securities Rulemaking Board and each Nationally Recognized Municipal Securities Information Repository of these deadline failures.

SLCC's past continuing disclosure noncompliance in the Zions report can be generally summarized as failures to post certain operating data and a few instances of late annual financial filings prior to the Electronic Municipal Market Access ("EMMA") website becoming the only official repository for continuing disclosure information.[4] The 2010 SLCC Official Statement is silent as to the Board's past continuing disclosure compliance.

As such noncompliance was disclosed to the market, it is very unlikely the 2010 SLCC Official Statement contains a material misrepresentation regarding past continuing disclosure compliance. Further, silence absent a duty to speak may not be considered an omission that is a misrepresentation.

---

[4] Please refer to the Zions audit results for full compliance details.

As further support for this conclusion, the underwriter has indicated that it did not report any statements as potential securities law violations under the MCDC Initiative, further reducing the likelihood of an SEC enforcement action against SLCC or the Board.

c. Snow College

The Zions report identifies one Snow College transaction falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statement for the State Board of Regents of the State of Utah, Snow College Student Fee and Housing System Revenue Bonds, Series 2011 ("2011 Snow College Official Statement") is silent regarding past continuing disclosure compliance. The Zions report indicates that there were no outstanding continuing disclosure undertakings at the time of the 2011 Snow College Official Statement.

d. Southern Utah University ("SUU")

The Zions report identifies one SUU transaction falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statement for the Board SUU Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2011 ("2011 SUU Official Statement") states that:

> The University and the Board of Regents have represented that they are in compliance with each and every undertaking previously entered into together by them pursuant to the Rule. Based on prior disclosure undertakings the University submits its audited annual financial report (Fiscal Year Ending June 30) and other operating and financial information on or before March 26th of each year (270 days from the end of the Fiscal Year). The University will submit its Fiscal Year 2011 audited annual financial report and other operating and financial information for the 2011 Bonds on or before March 26, 2012, and annually thereafter on or before each March 26th.

> Certain institutions on behalf of which the Board of Regents has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

SUU's past continuing disclosure noncompliance in the Zions report can be generally summarized as failures to post certain operating data, a few instances of late annual financial filings pre-EMMA, and the failure to link financial information to certain CUSIP numbers associated with the bonds.[5] Failures to post to the former NRMSIR system arguably are of little consequence; the fact that the SEC itself has noted the lack of accessibility of the former NRMSIR system makes it unlikely that a reasonable investor would rely on the system. It is also possible that the continuing disclosure information was filed timely and the NRMSIR(s) failed to timely post such information. Further, any noncompliance during this time period is relatively stale. SUU's timeliness issues are minor as the filings were posted within 30 days of the deadline. In addition to not being material in and of themselves, these timeliness issues do not raise a larger internal control issue that might cause a reasonable investor to question SUU's or the Board's observance of contractual obligations. Regarding the failure to update certain tables, much of this information is nonmaterial and it is our understanding that at least some of the table information was otherwise publicly available. Further, the Board disclosed to investors that certain institutions on behalf of which it issues securities have missed filing deadlines.

Based on the foregoing, it is unlikely the representations in the 2011 SUU Official Statement regarding past continuing disclosure compliance are material misrepresentations. As further support

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[5] Please refer to the Zions audit results for full compliance details.

for this conclusion, the underwriter has indicated that it did not report any statements as potential securities law violations under the MCDC Initiative, further reducing the likelihood of an SEC enforcement action against SUU or the Board.

> e. University of Utah

The DAC report identifies nine University of Utah transactions falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statements for relevant University of Utah transactions state the following:

The Board's University of Utah General Revenue and Refunding Bonds, Series 2014B:

> The University reports that it has been in compliance with its continuing disclosure undertakings for at least the last five years in all material respects. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

Amendment to the Board's University of Utah General Revenue Refunding Bonds, Series 2014B:

> Subsequent to the date of the Official Statement, the University determined that it had not fully complied with its continuing disclosure undertaking relating to the State Board of Regents of the State of Utah University of Utah Research Facilities Revenue Refunding Bonds Series 2008A, and State Board of Regents of the State of Utah University of Utah Research Facilities Revenue Bonds, Series 2009A and University of Utah Taxable Research Facilities Revenue Bonds, Series 2009B (collectively, the "2008-2009 Research Bonds") The disclosure undertaking for the 2008-2009 Research Bonds required, among other information, an annual update to a historical debt service coverage table which was not subsequently included in the University's annual disclosure report relating to the 2008-2009 Research Bonds. Although the information for this table was disclosed indirectly, the University is taking steps to have a complete historical summary of this table to date filed on EMMA. The University has also determined that for certain of its bonds issued in the last five years, the first available annual disclosure report after the issuance of these bonds, while filed in a timely manner with respect to its other outstanding bonds, was not linked to the new bond issue in the first year following issuance. In subsequent years, the annual reports were appropriately linked and timely filed. The University also submitted to EMMA a notice of failure to file relating to these events on July 14, 2014.

The Board's University of Utah General Revenue Refunding Bonds, Series 2014A-1 and A-2:

> The University reports that it has been in compliance with its continuing disclosure undertakings for at least the last five years in all material respects. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah General Revenue Bonds, Series 2013A:

> The University reports that it has been in compliance with its continuing disclosure undertakings for at least the last five years in all material respects, except that certain annual information for fiscal year 2008 was provided by the University to the Nationally Recognized Municipal Securities Information Repositories ("NRMSIRs") prior to the due dates of the University's continuing disclosure undertakings, but posted by one or more NRMSIRS following such date; and certain maturities and series of bonds issued on behalf of the University were previously not linked on EMMA to certain disclosure documents that were timely filed by the University with respect to other series of bonds. The University reports that it has since revised its continuing disclosure filings on EMMA so that, as of the date hereof, each of such filings is now linked to all related series and maturities. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2012A:

The University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2010B:

The University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Auxiliary and Campus Facilities System Revenue Bonds Series 2010A:

The University determined that the annual information filed with the national repositories did not include all of the information required by its previous undertakings for the University Hospital System, and promptly on July 12, 2005, supplied such missing information to the national repositories. Otherwise, the University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Hospital Revenue Bonds, Series 2011B:

The University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Hospital Revenue Bonds, Series 2010:

The University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

The Board's University of Utah Hospital Revenue Bonds, Series 2009:

The University determined that the annual information filed with the national repositories did not include all of the information required by its previous undertakings for the Hospital, and promptly on July 12, 2005 supplied such missing information to the national repositories. Otherwise, the University is in compliance with the Rule's requirements. Certain other higher education system institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

(all of the Official Statement together, "University of Utah Official Statements"). The University of Utah's past continuing disclosure noncompliance in the DAC report can be generally summarized as follows:[6]

- Certain annual financial information was filed between 3 and 33 days late;

- Certain annual financial information was not linked to certain CUSIP numbers associated with the University of Utah's bonds;

- Certain operating data related to historical debt service coverage as well as comparative utilization statistics and staff information (for hospital bonds) was not timely filed; and

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[6] Please refer to the DAC audit results for full compliance details.

- A Moody's rating recalibration from Aa3 to Aa2 was not filed.

With respect to the Board's University of Utah General Revenue and Refunding Bonds, Series 2014B, the Official Statement was amended to include disclosures regarding the University of Utah's past continuing disclosure noncompliance. Therefore, it is very unlikely the representations in that Official Statement, as amended, regarding past continuing disclosure compliance are material misrepresentations.

For the remaining transactions, please see the materiality analysis contained in Section III.d, which would be the same for the University of Utah Official Statements. The lone exception from such analysis is the ratings calibration. The University of Utah previously filed notices regarding Moody's rating change to the underlying securities. It is arguable whether a notice of a rating recalibration would be required to be filed as a "rating change" within the meaning and SEC Rule 15c2-12 and, further, such information was publicly available.

        f.   Utah State University ("USU")

The Zions report identifies three USU transactions falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statements for the Board USU Building Fee Revenue Bonds, Series 2013 and 2013B state that:

> Except as noted below, the University has represented that it is in compliance with each and every continuing disclosure undertaking previously entered into by it pursuant to the Rule.
>
> Based on the Disclosure Undertaking, the University submits its annual financial report (Fiscal Year Ending June 30) (the "Financial Report") and other operating and financial information on or before March 27 (not more than 270 days from the end of the Fiscal Year). The University will submit the Fiscal Year 2013 Financial Report and other operating and financial information for the 2013B Bonds on or before March 27, 2014, and annually thereafter on or before each March 27 of each year.

The Official Statement for the State Board of Regents of the State of Utah, Utah USU Research Revenue Refunding Bonds, Series 2010 states that:

> The University and the Board of Regents have represented that they are now in compliance with each and every undertaking previously entered into by them pursuant to the Rule, as it pertains to the University.

USU's past continuing disclosure noncompliance in the Zions report can be generally summarized as failures to post certain operating data and a few instances of late annual financial filings pre-EMMA.[7]

Please see the materiality analysis contained in Section III.d. With the exception of the Board disclosure, the materiality analysis is the same for the USU official statements. While the USU official statements did not provide disclosure regarding past noncompliance of other institutions on behalf of which the Board has issued bonds, such disclosure is very likely immaterial under federal securities law as the Board's credit does not stand behind the bonds. The compliance of other higher education institutions with past continuing disclosure undertakings would be similarly irrelevant to investors in the USU bonds.

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[7] Please refer to the Zions audit results for full compliance details.

g. Utah Valley University ("UVU")

The Zions report identifies one UVU transaction falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statement for the Board UVU Student Center Building Fee and Unified System Revenue Bonds, Series 2012A ("2012 UVU Official Statement") states that:

> The University and the Issuer have represented that they are in compliance with each and every undertaking previously entered into by them with respect to the University pursuant to the Rule.

UVU's past continuing disclosure noncompliance in the Zions report is comprised of a single late filing in 2008 of annual financial information 35 days after the filing deadline.[8] As noted above, failures to post to the former NRMSIR system arguably are of little consequence; the fact that the SEC itself has noted the lack of accessibility of the former NRMSIR system makes it unlikely that a reasonable investor would rely on the system. It is also possible that the continuing disclosure information was filed timely and the NRMSIR(s) failed to timely post such information. Further, noncompliance information from 2008 is stale and, since 2008, the Zions report indicates that UVU has been in full compliance with its continuing disclosure obligations.

While the 2012 UVU Official Statement did not provide disclosure regarding past noncompliance of other institutions on behalf of which the Board has issued bonds, such disclosure is very likely immaterial under federal securities law as the Board's credit does not stand behind the bonds. The compliance of other higher education institutions with past continuing disclosure undertakings would be similarly irrelevant to investors in the UVU bonds. Further, silence absent a duty to speak may not be considered an omission that is a misrepresentation.

Based on the foregoing, it is unlikely the representations in the 2012 UVU Official Statement regarding past continuing disclosure compliance are material misrepresentations. While the underwriter to the 2010 transaction, Citigroup Global, indicated that it included the 2012 UVU Official Statement in its MCDC self-report, the penalty cap for underwriter under the MCDC Initiative created an incentive for underwriters to over-report. Citigroup Global also has not indicated that it performed a thorough materiality analysis for the transactions it self-reported to the SEC.

h. Weber State University ("WSU")

The Zions report identifies two WSU transactions falling within the five-year reporting period. Regarding past continuing disclosure compliance, the Official Statements for the Board WSU Student Facilities System Revenue Bonds, Series 2012 and WSU Taxable Student Facilities System Revenue Bonds, Series 2010A (the "WSU Official Statements") state that:

> The University is in compliance with the Rule's requirements. Certain institutions on behalf of which the Board has issued bonds have missed filing deadlines imposed by the undertakings related to such bonds.

WSU's past continuing disclosure noncompliance in the Zions report can be generally summarized as possible failures to timely file rating change notices related to bond insurer downgrades.[9] It is arguable whether insurer downgrades that do not affect the underlying rating of an issuer's securities

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[8] Please refer to the Zions audit results for full compliance details.

[9] Please refer to the Zions audit results for full compliance details.

are a "rating change" within the meaning of Rule 15c2-12 that would require the filing of an event notice and, further, such information was publicly available. The Zions report indicated that otherwise WSU was in full compliance with its continuing disclosure obligations at the time of the WSU Official Statements. Further, the Board disclosed to investors that certain institutions on behalf of which it issues securities have missed filing deadlines.

Based on the foregoing, it is unlikely the representations in the WSU Official Statements regarding past continuing disclosure compliance are material misrepresentations. As further support for this conclusion, the underwriter has indicated that it did not report any statements as potential securities law violations under the MCDC Initiative, further reducing the likelihood of an SEC enforcement action against WSU or the Board.

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Donation of Caine Home Contiguous Property to the Logan Campus

Issue

Utah State University has reported the acceptance of a gifted property known as the Caine Home that is contiguous to the Logan Campus. As is noted in the attached letter, this home has been used by the University for some time for small faculty receptions. The property is included in the University's campus master plan and its acceptance as a gifted property complies with the guidelines established in Regent Policy 710, *Capital Facilities.*

A copy of a campus map showing the location of the property is attached for your information.

Commissioner's Recommendation

This is an information item; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

December 23, 2014

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University desires to report to the Board of Regents the real property acquisition by donation of 2/3 of an acre of developed land adjacent to the Logan campus (see attached map). The parcel has an approximate market value of $240,000 and consists of a house, parking lot, and landscaped yard. The house has long been referred to as the Caine home and for a number of years the University has been allowed to use the home for small faculty receptions.

USU plans to incorporate this donated property into the Logan campus. The intent of the donor is to benefit the Caine College of the Arts programs and activities by its continued use as a reception center until that function is no longer feasible or in the best interests of USU. Ongoing operation and maintenance costs will be covered with institutional funds.

We appreciate your support and ask that this acquisition be provided as an information item to the Board of Regents during the January 23, 2015 meeting. This request received ratifying approval by the Board of Trustees on January 9, 2015.
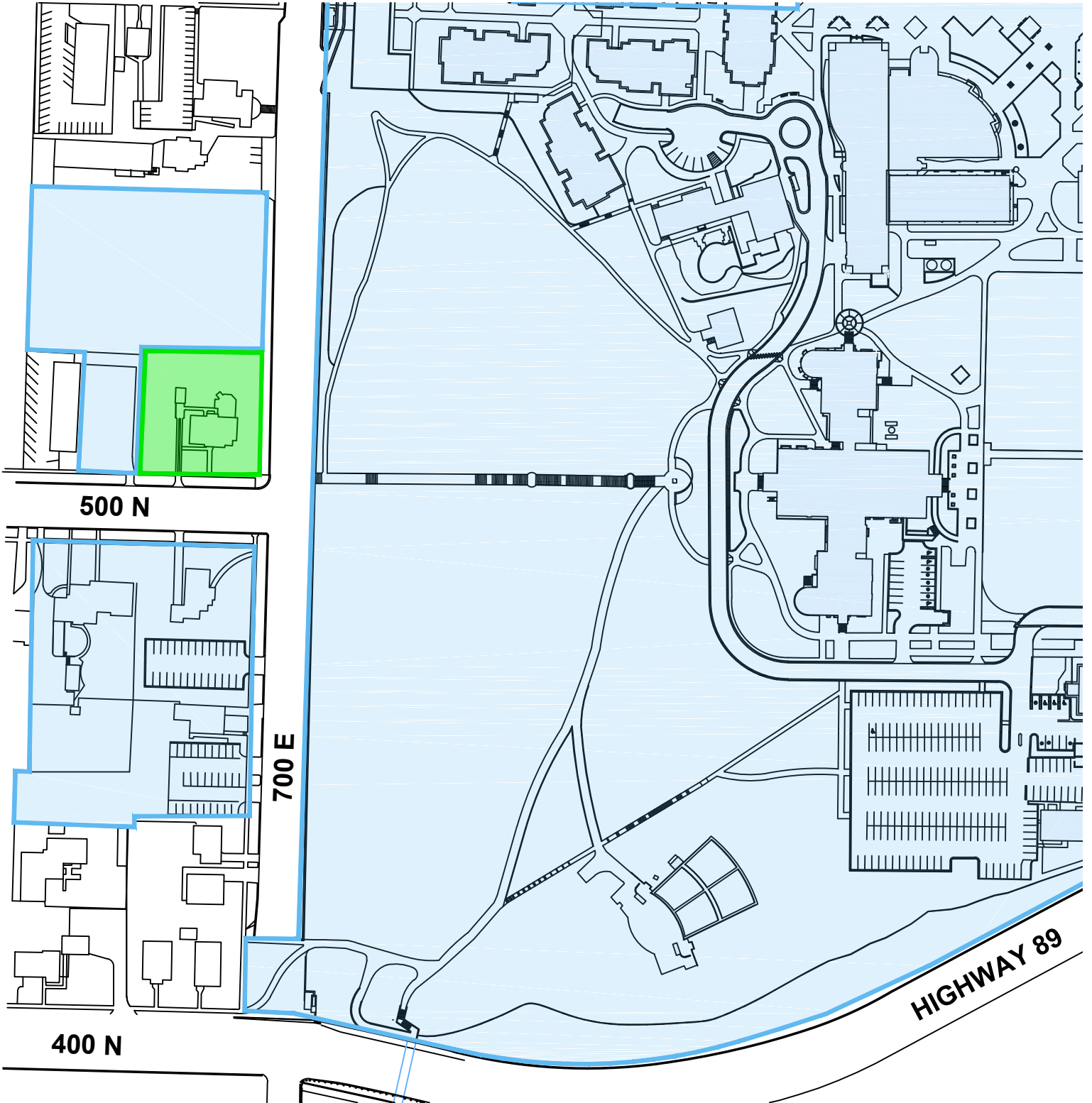
Sincerely,

David T. Cowley
Vice President
   for Business & Finance

cc: Greg Stauffer, Associate Commissioner for Planning, Finance & Facilities
        Stan Albrecht, President
        Charles Darnell, Associate Vice President for Facilities

Exhibit A

500 N

700 E

400 N

HIGHWAY 89

LEGEND

Utah State University Property

Caine Home Parcel

North
Not to Scale

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2014

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah Health Care System Remodeling Projects

Issue

The University of Utah (UU) has requested the opportunity to inform the Board about three impending UU Health Care System remodeling projects.

Background

The Board of Regents, in January of 2013, revised Policy R220 by delegating specific authority relative to the University of Utah Health Care System to the UU Board of Trustees. The exact language is as below:

> **Policy R220, "Delegation of Responsibilities.....", Section 4.5.7.:**
>
> **4.5.7. University of Utah Health Care System**: The Board delegates to the University of Utah Board of Trustees the authority to review, approve, and provide oversight with regard to the University of Utah Health Care budget, operations, and property transactions. However, this delegation of authority does not include the Board's revenue bonding authority granted by the legislature under Utah Code Title 53B, Chapter 21, Section 1010, Financing of projects or buildings.

This Regental delegation of authority notwithstanding, the University of Utah has requested the opportunity to make the Regents aware of three projects due to the interrelatedness of these facilities with the School of Medicine and their relevance to the approaching demolition of the aging School of Medicine Building (Building 512) and construction of the proposed Medical Education & Discovery (MED) and Rehabilitation Hospital facilities. The projects will be submitted to the State Building Board for final approval.

THE UNIVERSITY of UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

A summary of the projects is provided in the attached letter and PowerPoint slides from the University. University officials will be present at the meeting to present the information and respond to questions from the Regents.

<p style="text-align:center"><u>Commissioner's Recommendation</u></p>

<u>This is an information item; no action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

THE UNIVERSITY OF UTAH

John E. Nixon, CPA
Chief Business Officer

201 Presidents Circle, Room 208 • Salt Lake City, Utah 84112-9013 • 801-585-0806 • john.nixon@utah.edu

December 29, 2014

David Buhler
Commissioner
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah   84101-1284

Dear Commissioner Buhler:

RE: *University of Utah*
Hospital West Pavilion, Building 522, Level 5
Hospital West Pavilion, Building 522, Level B
Madsen Surgery Center

The three projects referenced above are being provided for your information, and to inform the Board of Regents at the January 23, 2015 meeting.

As part of the University of Utah's plan to demolish the current School of Medicine Building (Building #521) as noted in the updated Campus Master Plan, a series of projects will be constructed that will continue the decant of the School of Medicine Building. This will allow for the eventual construction of the Medical, Education and Discovery Building (MED) and the Rehabilitation Hospital.

The following three projects are:

University Hospital West Pavilion, Building #522, Level 5
The University constructed the West Pavilion of the Hospital (Building 522) with a shelled 5th floor. The original design for the space was intended to accommodate an additional patient care unit at the point it is required. The Hospital is now experiencing an increased shortage of acute care patient rooms. Apart from this, in order to facilitate the eventual demolition of Building 521, School of Medicine Building, the Rehabilitation Unit and Therapy Services need to be relocated out of Building 521.

This proposed project will convert the existing shelled space into usable space for inpatient care. It will provide needed acute care beds, and facilitate the relocation of the Rehabilitation Unit and Therapy Services out of Building 521.

The proposed total project budget is $12,000,000 and will be funded by University Hospital and Clinics funds. State funds will not be used for the design or construction of this facility.

University Hospital West Pavilion, Building #522, Level B
The University constructed the West Pavilion of the Hospital (Building 522) with a shelled sub-basement level. The original design for the space was intended to accommodate the Facilities and Engineering (F&E) Department currently located in Building 521, but due to budget constraints was not constructed at that time.   In order to facilitate the eventual demolition of Building 521, it recommended that the finish out of this shelled space for its intended purpose, housing the F&E Department and other Hospital services, be accomplished at this time.

The proposed total project budget is $6,000,000 and will be funded by University Hospital and Clinics funds. State funds will not be used for the design or construction of this facility.

Madsen Surgery Center

In preparation for the demolition of Building 521, housing the School of Medicine, ambulatory clinical services, rehabilitation and hospital support functions, this proposed project will convert approximately 8,000 square feet of under-utilized, existing surgical services space into outpatient clinic space in HSC Madsen Surgery Center. It will provide space for clinics displaced from Building 521 and/or Building 525 as part of the demolition of Building 521. The renovated clinic space will accommodate 20,000 patient visits per year and relocate approximately 30 employees.

The proposed total project budget is $5,000,000 and will be funded by University Hospital and Clinics funds. State funds will not be used for the design or construction of this facility.
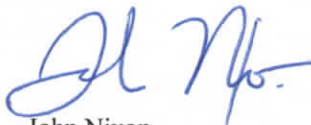
As an auxiliary operation, O&M for all three projects will be paid for by University Hospital and Clinics funds. The attached power point document further explains the benefits this project will have to the University, confirming no adverse impact to the state.

Lastly, these projects are consistent with the University of Utah's Campus Master Plan that was approved by the University's Board of Trustees, State Board of Regents, and the State Building Board.

The University of Utah respectfully seeks your support of this request and the opportunity to present these projects as an information item to the Board of Regents at January 23, 2015.

Thank you for your consideration and support.

Sincerely,

John Nixon
Chief Business Officer

Attachments: Power Point Presentation *"PPT 522 Level B – 522 Level 5 – Madsen BB Jan 2015"*

Cc: Dr. David W. Pershing, President
        Dr. Vivian Lee, Senior Vice President
        John Nixon, Chief Business Officer
        David Browdy, Chief Financial Officer, Health Sciences
        Jason Perry, Vice President

Board of Regents
January 2015

❑ **Seeking approval for 3 projects:**

    1. West Pavilion (522) – **Level 5 Build Out**
    2. West Pavilion (522) – **Level B Build Out**
    3. Madsen Surgery Center Remodel

❑ **All 3 projects were approved by:**
    Hospital Board in March 2014
    Board of Trustees in November 2014

❑ **Total funding to be approved**
    $23 Million

❑ **No State O&M requested**

Seeking Approval for the following projects:

1. **West Pavilion (522) – Level 5 Build Out**
    *   Create 37 acute care patient rooms
    *   Build out existing shelled space
    *   Cost $12 Million

2. **West Pavilion (522) – Level B Build Out**
    *   Build out existing shelled space
    *   Relocate Facilities & Engineering Department from Building 521
    *   Cost $6 Million

3. **Madsen Surgery Center Remodel**
    *   Convert existing surgery center to outpatient clinic
    *   Relocate clinic volumes from Hospital and School of Medicine buildings
    *   Cost $5 Million

522

West Pavilion (522)

West Pavilion (522) – Level 5 Build Out

✓ **Scope**
  - Build out 30,000 SF of existing shelled space
  - Create 37 acute care patient rooms
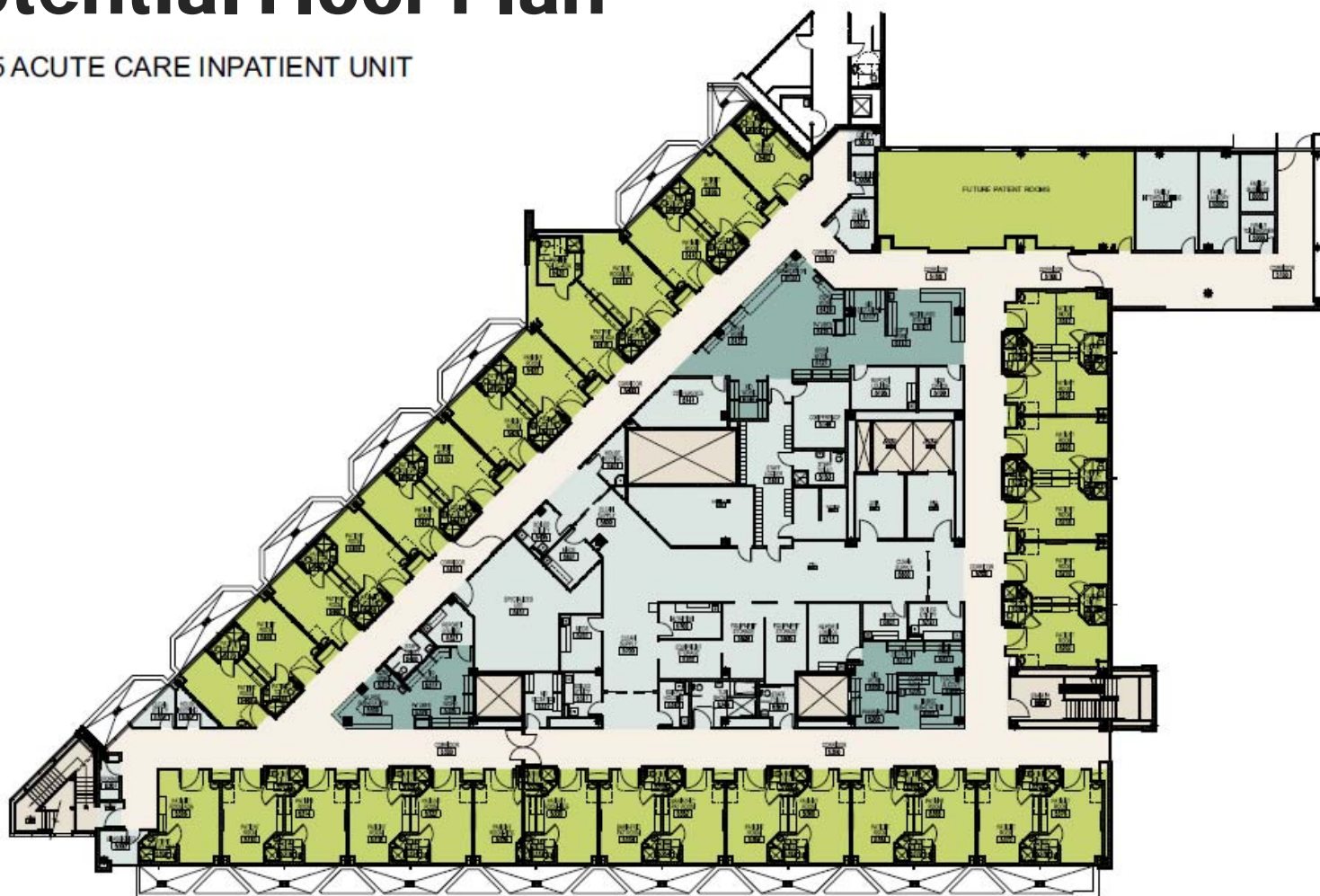
✓ **Justification**
  - Hospital increasingly experiencing a shortage of acute care patient rooms
  - Hospital has experienced a 3.7% growth this past year
  - Nationally, academic health centers have experienced a 3.5% growth
  - Part of the Health Sciences Master Plan
  - Space originally designed to accommodate an additional patient unit

✓ **Cost**
  - **$12 Million**
  - Funded by Working Capital

Potential Floor Plan

LEVEL 5 ACUTE CARE INPATIENT UNIT

BUILDING 522 LEVEL 5 BUILD OUT

School of Medicine (521) & West Pavilion (522)

West Pavilion (522) – Level B Build Out

- ✓ **Scope**
  - Build out 19,600 SF of existing shelled space
  - Relocate Facilities & Engineering Department from Building 521

- ✓ **Justification**
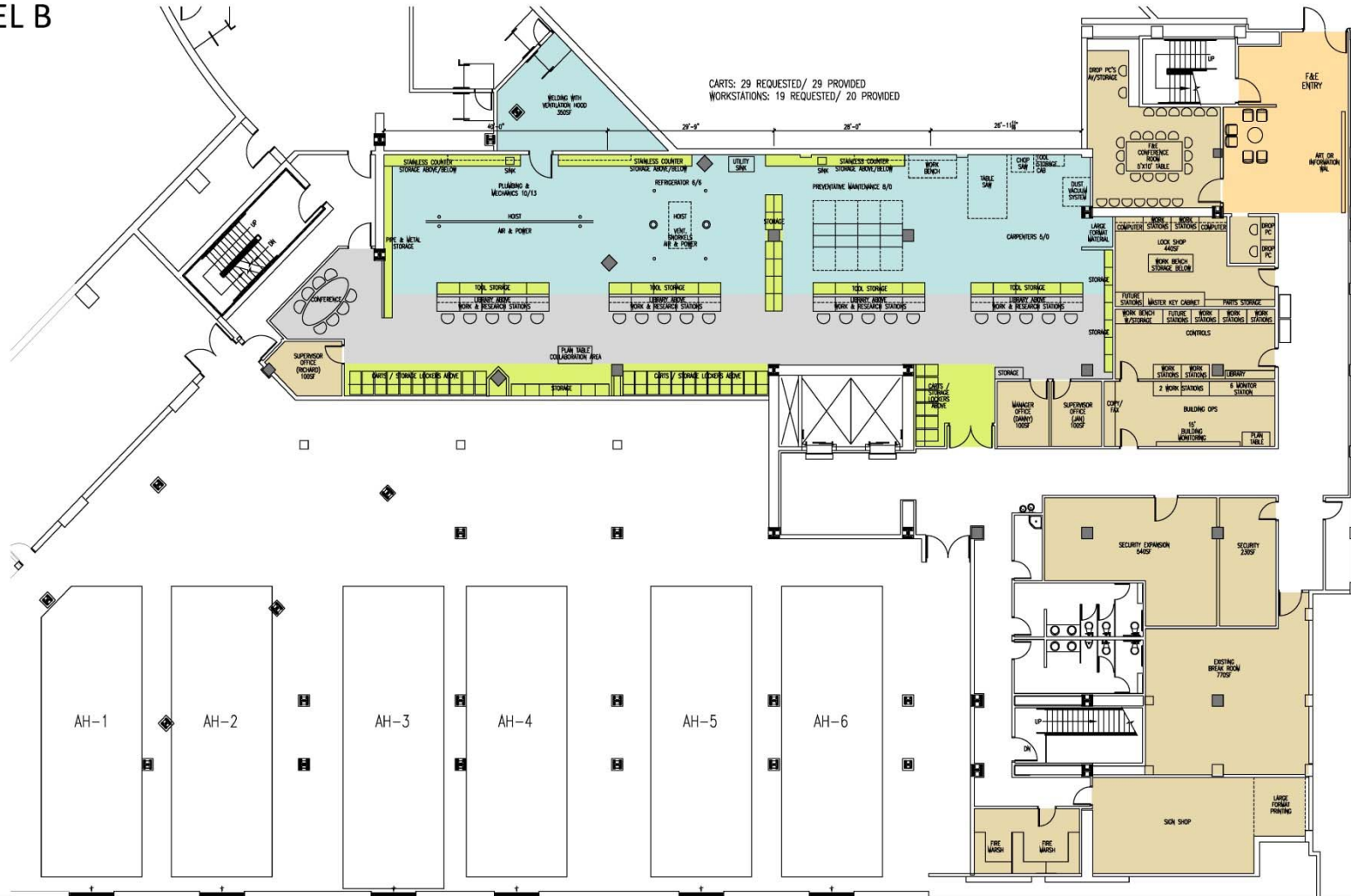 - Part of the Health Sciences Master Plan
  - Original design for the space was to accommodate the Facilities & Engineering Department
  - Helps to decant Building 521 for eventual demolition

- ✓ **Cost**
  - $6 Million
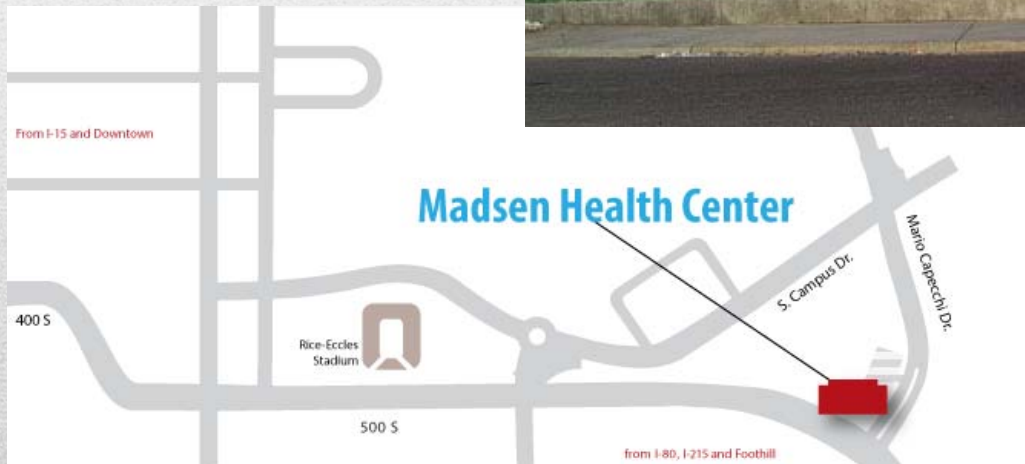 - Funded by Working Capital

Potential Floor Plan

LEVEL B

Potential Floor Plan

LEVEL BM

Madsen Health Center

Madsen Surgery Center Remodel

- ✓ **Scope**
  - Convert existing surgery center to outpatient clinic (8,300 SF)
  - Relocate clinic services from the Hospital & School of Medicine

- ✓ **Justification**
  - Surgery Center is currently under-utilized
  - New clinic space will allow for 18,000 patient visits to be moved out of the Hospital to the Madsen Health Center
  - This move will allow renovation of existing Hospital clinics to accommodate clinics to be moved out of the School of Medicine
  - Helps to decant School of Medicine for eventual demolition

- ✓ **Cost**
  - $5 Million
  - Funded by Cash

Potential Floor Plan
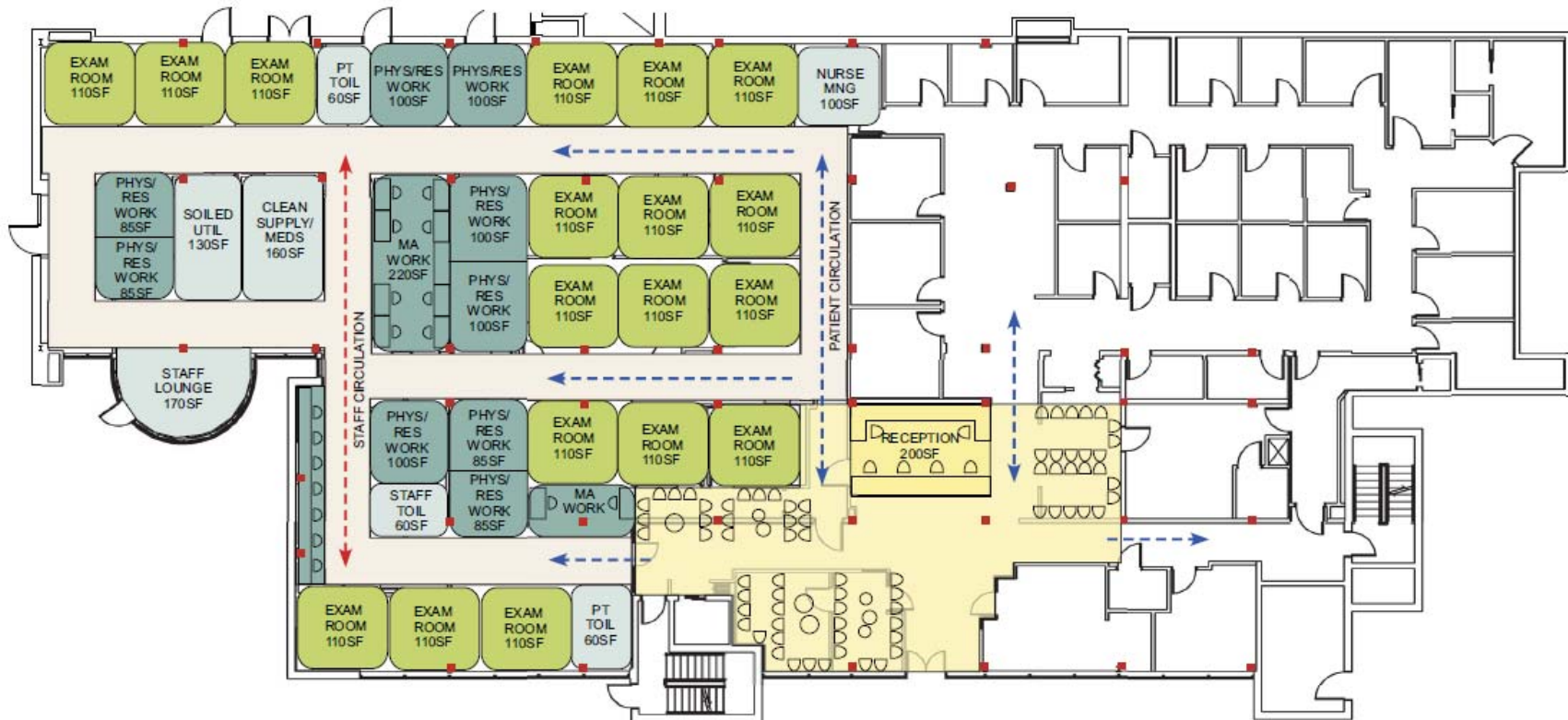
State Board of Regents
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah - Series 2015A General Revenue and Refunding Bonds

Issue

On December 3, 2014 the University of Utah sold revenue bonds which generated proceeds of about $50,548,000 used to finance the following:

- UUHC Mid-valley Health Center Project Funding $24,000,000
- Pay down of Commercial Paper issued to refund
  Auxiliary & Campus Facilities (ACF) Bonds   19,920,000
- Refund of Series 2005B Research Bonds   6,145,000

Background

These bonds were issued under the March 29, 2013 approving resolution that initiated the General Revenue Bond System (GRB) intended to ultimately replace the University's tripartite systems (Auxiliary & Campus Facilities, Research Facilities, and Hospital Facilities). Since that time, approximately $289.7 million – including the current issue - of the authorized $550 million limit established has been issued. This leaves an unused balance of approximately $260 million. A copy of a memo from Mr. Kelly Murdock of RBC Capital Markets, the University of Utah Financial Advisor, provides additional detail and a running total of the bonds and commercial paper issued under this authorization which is scheduled to expire on July 19, 2015.

Summary of the Current Bond Sale

The bond sale that took place on December 3, 2014 and closed on January 7, 2015 was a negotiated-public-offering transaction. It was a successful issue, representing the lowest cost of borrowing on a fixed interest basis in many years and reflects both the continuing low rates of interest in the capital markets and also the quality of the University's General Revenue Bond System that was authorized by the Regents in March of 2013. The following is a brief summary of the results:

- All-in True Interest Cost (TIC)   2.70%
- NPV Savings on ACF Bonds refunded $1.9 million (9.63% of par refunded)
- NPV Savings on Revenue Bonds refunded $695,013 (11.31% of par refunded)

Additional details about the bond issue are provided on the attached Financing Summary, with the "Final Pricing Results" highlighted with red type face.

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

M E M O R A N D U M

TO: Ralph Hardy

FROM: Kelly Murdock, Municipal Advisor to
              The University of Utah

DATE: November 24, 2014

RE: Regent Authorizations and University Bond Issuances since the Inception of
              the General Revenue Bond System ("GRB")

On March 29, 2013, the State Board of Regents of the State of Utah (the "Regents") approved the issuance of up to $550 million of General Revenue and Refunding Bonds, with up to $100 million of such bonds permitted to be issued as commercial paper. The issuance of GRB's marked a significant shift by the University of Utah in the pledge of revenues that would be given as security for the investors of its future bond issues. It consolidated three financing systems into one, not only streamlining the bonding process but strengthening it at the same time.

The results have been favorable as the University's bond ratings have improved. Moody's now rates the GRB's as 'Aa1', up from 'Aa2'. While Standard and Poor's Corporation's rating of the GRB's didn't change from its previous rating (the rating remained at 'AA'), their 'outlook' on this bonding system did change from 'stable' to 'positive' signaling the chance of a future rating upgrade should the University's rating parameters and metrics remain strong and improving.

For purposes of keeping the Regents up to date on the University's GRB bond issues (new money and refunding) since the adoption of the March 2013 Resolution, the following timeline and running total of bonds issued under this authorization are noted below:

	Par Amount	Balance
March 2013 GRB Authorization:		$550,000,000
Series 2013A (Closed 7/2/13):	$127,925,000	$422,075,000
Series 2013B Commercial Paper (Closed 7/29/13):	$100,000,000	$322,075,000
Series 2014A-1 (Closed 3/11/14):	$ 26,045,000	$296,030,000
Series 2014A-2 (Closed 3/11/14):	$ 6,740,000	$289,290,000
Series 2014B—refunding attributable to March 2013 Resolution (Closed 7/5/14):	$ 23,825,000	$265,465,000
Series 2015A-1—Mid-Valley (Closing 1/7/15):	$ 24,000,000	$241,465,000
Series 2015A-1—ACFS refund. (Closing 1/7/15):	$ 19,920,000*	$261,385,000*
Series 2015A-1—University cash contribution:	$ 5,080,000*	$266,465,000*
Series 2015A-2—Ref. of '05B Research Bonds (Closing 1/7/15):	$ 6,145,000	$260,320,000

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*Represents pay down of CP, thus increasing the balance

The financing of the Mid-Valley Health Center as part of the Series 2015A Bonds represents the final new money piece authorized under the March 29, 2013 Resolution. From the balance noted above, the University still remains well within the amount initially authorized under the Resolution for the refunding and converting of outstanding University Prior Lien Bonds to General Revenue Bonds. At its July 2014 meeting in Cedar City, the Regents granted a one-year extension of this refunding authorization to give the University necessary flexibility to act expeditiously on refunding opportunities as favorable market conditions present themselves. This extension expires, unless further extended, on July 19, 2015.

FINANCING SUMMARY
For

$45,330,000
State Board of Regents of the State of Utah
UNIVERSITY OF UTAH
General Revenue and Refunding Bonds
Series 2015A-1 and A-2 Bonds
("Series 2015A Bonds")

FINAL PRICING RESULTS

Purpose: The purpose of the Series 2015A Bonds is three-fold: 1) To finance a portion of the construction cost of University of Utah Health Care's 'Mid-Valley Health Center' ($24 million), 2) To refund, for savings purposes, a previously issued University Research Facility bond ($6.145 million), and 3) To refund on a tax-exempt, fixed-rate, basis a portion of a bond previously refunded through the University's Taxable Commercial Paper Program ($19.92 million). A portion of the bond proceeds will also pay costs of issuance associated with the Series 2015A Bonds.

Not-to-Exceed Par Amount: $25.857 million for Mid-Valley Health Center Project (Regent authorization given March 29, 2013) $24 million was issued

Not-to-Exceed Maturity: 40-years (Mid-Valley Health Center Project) 20-years was final maturity for this component

Security: The Series 2015A Bonds will be payable from and secured by a General Revenue pledge which consists of substantially all of the income and revenues of the University authorized to be pledged.

Ratings: 'Aa1' and 'AA' ratings were recently reaffirmed by Moody's Investors Service and Standard and Poor's Corporation, respectively.

Method of Sale: Negotiated public offering

NPV Refunding Savings:	Series 2005B Research Bonds: Approximately $683,000 or 11.1% of refunded bonds (11/24/14 estimate) (Pricing update: NPV savings achieved were $695,013 or 11.31% of par refunded) Series 2005A ACFS Bonds: Approximately $1,750,000 or 8.78% of callable bonds (11/24/14 estimate) (Pricing update: NPV savings achieved were in excess of $1.9 million or 9.63% of par refunded)
All-in True Interest Cost:	2.75%* (3.10%* Mid-Valley Health Center only) Pricing update: 2.70% was achieved for overall transaction; 3.14% for Mid-Valley Health Center only)
Underwriters:	Citigroup Global Markets and Morgan Stanley
Sale Date:	December 3, 2014
Closing Date:	January 7, 2015
Principal Payment Dates:	August 1
Interest Payment Dates:	August 1 and February 1
Interest Basis:	30/360
Optional Redemption:	May be non-callable or subject to redemption as determined at the time of sale. 10-year par call was secured

Other Not-to-Exceed Parameters:

	Coupon:	6.00% (5.00% was highest coupon)
	U/W Discount:	0.5% of the par amount ($5.00/$1000) ($2.49/$1,000 or 0.249% was secured)
	Final Maturity:	40-years (20-years was final maturity)

University Contacts:	Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404) Mr. John Nixon, Chief Business Officer (801-585-0806)
Bond Counsel:	Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)
Financial Advisor:	Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)

*Preliminary, subject to change. Final amounts noted in RED

TAB V

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report of Institutional Revenue Bonded Indebtedness

Issue

In compliance with Regent Policy R590, *Issuance of Revenue Bonds for Facilities Construction or Equipment,* the annual report of USHE Institutional Revenue Bond Indebtedness is attached for your information and review. The report summarizes all USHE revenue bonds that were outstanding on June 30, 2014. All outstanding bonds have been through the process of legislative authorization and Regent approval as required by State statutes and Regent policies (please note that while legislative authorization is required prior to initial bond issuance, the Board of Regents is authorized to proceed with refunding of existing bonds without additional legislative action).

All bonds covered in the report are being retired on schedule with debt service requirements being met or exceeded in every case.

Commissioner's Recommendation

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

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

Utah System of Higher Education
Outstanding University & College Revenue Bonds
Fiscal Year 2014

University or College	Original Amount	Series	Purpose	Debt Service Coverage Requirement*	Debt Service Coverage as of 29-Jun-10	Maturity Date	Outstanding Balance as of 29-Jun-10
University of Utah							
Aux. & Campus Fac.	120,240,000	1998A	Aux & Campus Fac Sys Rev Refunding - Housing	1.0	2.32	2029	30,365,000
	23,515,000	2010A	Aux & Campus Fac Revenue Refunding	1.0	2.32	2024	20,035,000
	2,570,000	2010B	Aux & Campus Fac Revenue (nontaxable)	1.0	2.32	2015	1,315,000
	42,525,000	2010C	Aux & Campus Fac Revenue (taxable)	1.0	2.32	2036	41,335,000
	46,235,000	2012A	Aux & Campus Fac Revenue	1.0	2.32	2032	35,980,000
Subtotal	235,085,000						129,030,000
	77,145,000	2006A	Hospital Revenue Refunding - Hospital Expansion	1.1	9.89	2032	36,920,000
	9,135,000	2009A	Hospital Revenue - UNI expansion (nontaxable)	1.1	9.89	2017	6,445,000
	41,785,000	2009B	Hospital Revenue - UNI expansion (taxable)	1.1	9.89	2031	41,785,000
	36,120,000	2010	Hospital Revenue	1.1	9.89	2026	26,060,000
	20,145,000	2011A	Hospital Revenue Refunding	1.1	9.89	2026	17,550,000
	66,480,000	2011B	Hospital Revenue	1.1	9.89	2032	43,260,000
Subtotal	250,810,000						172,020,000
Research Facilities	20,130,000	2005B	Research Facilities Rev. Refunding	2.5	10.59	2020	7,195,000
	9,360,000	2008A	Research Facilities Rev. - NPS Building	2.5	10.59	2022	5,955,000
	19,080,000	2009A	Research Facilities Rev. - N. Campus Infra. (nontaxable)	2.5	10.59	2019	10,115,000
	27,730,000	2009B	Research Facilities Rev. - N Campus Infra. (taxable)	2.5	10.59	2029	27,730,000
Subtotal	76,300,000						50,995,000
General Revenue	127,925,000	2013A	GRB - Law, Student Life, Parking, Bball Training		107.78	2043	127,925,000
	1,000,000	2013B	GRB - Commercial Paper		107.78	2043	100,000,000
	32,785,000	2014A	GRB - Refunding of Hospital and Research Bonds		107.78	2027	32,785,000
	161,710,000						260,710,000
Cert. of Participation	42,450,000	2007	Refund Viron Lease & Co-gen Project	N/A	N/A	2027	31,675,000
UU Total	$ 766,355,000						$ 644,430,000
Utah State University							
Student Housing	$ 39,155,000	2007	Student Fee & Housing Sys Ref Rev	1.1	2.0	2035	39,155,000
Student Housing	8,130,000	2009	Student Fee & Housing Sys Rev Ref	1.1	2.0	2015	1,700,000
Research Facilities	705,000	2003A	Research Revenue Bonds	2.5	7.35	2016	133,000
Research Facilities	22,000,000	2009	Research Revenue Bonds	2.5	7.35	2031	19,350,000
Research Facilities	11,070,000	2010	Research Revenue Bonds	2.5	7.35	2018	8,805,000
Recreation Facilities	43,310,000	2013B	Student Building Fee Revenue	1.1	2.09	2044	43,310,000
Stadium/Recreation Facilities	8,405,000	2013	Student Building Fee Revenue Refunding	1.1	2.09	2026	8,315,000
USU Total	$ 132,775,000						$ 120,768,000

University or College	Original Amount	Series	Purpose	Debt Service Coverage Requirement*	Debt Service Coverage as of 29-Jun-10	Maturity Date	Outstanding Balance as of 29-Jun-10
Weber State University							
Shepherd Union Renovation	22,810,000	2005	Student Facilities System	1.25	1.4	2032	19,850,000
Student Housing Refinance	10,155,000	2007	Student Facilities System Refunding	1.25	1.4	2031	9,290,000
Student Housing	14,015,000	2010A	Student Facilities System	1.25	1.4	2040	13,645,000
Student Facilities	17,380,000	2012	Student Facilities System	1.25	1.4	2032	16,220,000
WSU Total	$ 64,360,000						$ 59,005,000
SUU							
Student Housing	8,285,000	2011	Student Building Fee/Refunding Rev	1.15	1.42	2023	7,930,000
Student Housing	12,025,000	2008	Auxiliary System & Student Bldg. Fee Rev	1.15	1.42	2033	10,395,000
SUU Total	$ 20,310,000						$ 18,325,000
Snow College							
Student Housing	16,810,000	2011	Student Fee and Housing System Revenue	1.1	1.1	2036	15,865,000
Snow College Total	$ 16,810,000						$ 15,865,000
Dixie StateUniversity							
Dixie Center	5,195,000	2006	Dixie Center Lease Rev Ref	N/A	N/A	2023	3,230,000
DSU Total	$ 5,195,000						$ 3,230,000
Utah Valley University							
Student Center	$ 11,020,000	2004A	Student Ctr Build Fee/Unified Sys Rev Ref	1.1	1.25	2020	2,495,000
Student Center	49,250,000	2012A	Student Life and Wellness Building	1.1	1.25	2033	47,025,000
Baseball Field	3,900,000	2004A	MBA Utah County/Lease Rev	1.1	1.25	2019	1,955,000
Education Building Refinance	2,600,000	2004B	MBA Utah County/Lease Rev Taxable	1.1	1.25	2014	280,000
Total	$ 66,770,000						$ 51,755,000
Salt Lake Community College							
Lifetime Activities/Student Cntr.	7,925,000	2010	Auxiliary System & Student Fee Revenue Refunding Bonds	1.25	2.18	2016	2,395,000
SLCC Total	$ 7,925,000						$ 2,395,000
USHE Total	$ 1,080,500,000						915,773,000

*"Rate Covenant" and "Additional Bonds" Tests

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Salt Lake City, Utah 84101-1284

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Funds

Background

Board of Regents Policy R550, *Auxiliary Enterprises Operation and Accountability*, requires an annual report of auxiliary operations within the Utah System of Higher Education (USHE). Auxiliary enterprises are business activities or other essentially self-supporting activities (as distinguished from primary programs of instruction, research, public service, and from intercollegiate athletics), the primary purpose of which is to provide specified services to students, faculty, staff, or guests of the institution.

Annually, USHE institutions provide reports of auxiliary enterprise activity. This information has been consolidated by OCHE staff for the purpose of Regent review and monitoring (see attachments). Auxiliary operations are examined by independent auditors during the annual financial statement audits.

All institutional housing, food service, and campus store activities are to be classified and managed as auxiliary enterprises. These three auxiliaries are common amongst most of the campuses and the revenues and expenses for each of these are reported in the attachments. For the purpose of this report it should be noted that the University of Utah and Utah State University have other auxiliary services that are not individually reported, but reported in the aggregate. Further, Utah Valley University and Salt Lake Community College do not own campus housing and this is reflected in the related attachment.

Current Issue

Auxiliary service revenues have been affected by changing conditions both nationally and within our own state. Over the past few years, textbook sales have declined at college and university campus stores as a result of other options for students to acquire course materials. Campus stores are continually exploring other possible revenues and new methods of competitively offering textbooks to students.

In addition, housing and food service revenues have fluctuated and are influenced by changes in enrollments. When these enrollment fluctuations occur, institutional auxiliary programs must maintain the flexibility needed to navigate successfully in a changed environment. The institutions strive to keep housing units filled as this correlates to strong food service revenues.

Auxiliary service revenue is important to an institution. Net income from auxiliary operations (including campus stores) is often used for campus projects, revenue bond obligations, repair and replacement

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

needs, reserves and other campus needs. Fortunately, at the aggregate level USHE auxiliary fund balances at most institutions appear healthy and are offsetting some of the challenges that are being faced. The Commissioner's Office staff has prepared the following attachments.

- Attachment 1 - Report of Total Auxiliary Enterprise Operation Actual Revenues (FY 2014)
- Attachment 2 - Report of Total Auxiliary Enterprise Operations Budgeted Revenues (FY 2015)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2013 to FY 2014)
- Attachment 4 - Bookstore Auxiliary Enterprise Operations Comparisons (FY 2013 to FY 2014)
- Attachment 5 - Housing Auxiliary Enterprise Operations Comparisons (FY 2013 to FY 2014)
- Attachment 6 - Food Services Auxiliary Enterprise Operations Comparisons (FY 2013 to FY 2014)

<u>Commissioner's Recommendation</u>

<u>This is an information item only; no action is required.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION
Report of Total Auxiliary Enterprise Operations (2013-14 Actuals)

	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Beg Fund Balance*	$ 1,882,000	$ (267,718)	$ 4,913,733	$ 1,896,837	$ 462,839	$ 2,875,811	$ 3,434,722	$ 3,348,663
Revenues	97,021,000	40,005,461	19,182,802	8,102,829	3,634,110	6,568,622	13,623,156	13,307,332
Expenditures	(95,334,000)	(33,278,703)	(17,370,212)	(5,340,720)	(3,465,216)	(6,185,296)	(13,364,538)	(13,257,463)
Net Income	1,687,000	6,726,758	1,812,590	2,762,109	168,894	383,326	258,618	49,869
Transfers	(1,484,000)	(6,239,316)	(1,703,088)	(2,762,109)	-	(176,534)	(258,618)	(542,439)
Change in Fund Balance	203,000	487,442	109,502	-	168,894	206,792	-	(492,570)
End Fund Balance	$ 2,085,000	$ 219,724	$ 5,023,235	$ 1,896,837	$ 631,733	$ 3,082,603	$ 3,434,722	$ 2,856,093

* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

TAB X

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: <u>Updated Strategic Directions and Goals</u>

Background

A core purpose of the State Board of Regents as provided by statute is "to provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning" (Utah Code Annotated, 53B-1-101). In 2005 the Board of Regents formally adopted three strategic directions for the system: "Preparation, Participation, and Completion." In 2009 the Board modified these directions as: "Participation, Completion, and Economic Development." In 2010 the Board adopted as a statewide goal 66 percent of Utahns with a postsecondary degree or certificate by the year 2020. In 2012 the Board further refined this goal as focusing on the portion of the Utah population ages 25-35 in the year 2020.

Issue

During the past several months the Board has held informal discussions among themselves, the Commissioner, and USHE presidents, to further refine the strategic directions and goals for the Utah System of Higher Education. The result of these discussions is the attached document, "Board of Regents Proposed Strategic Directions and Goals 2015."

It is proposed that the Board formally adopt the following to inform their actions and as guidance to the Utah System of Higher Education:

Our Purpose: Higher Education advances the prosperity and quality of life for all Utahns.

Our Target: 66 percent of adults ages 25-35 will have earned a post-secondary degree or certificate by 2020.

Our Strategic Objectives: Affordable participation, timely completion, and innovative discovery.

Goals and tactics for the strategic objectives are contained in the attached document. This is not meant to be an exhaustive list, but rather a starting point for additional strategic planning by the Board and the Utah System of Higher Education in 2015.

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<u>Commissioner's Recommendation</u>

<u>The Commissioner recommends the Board of Regents approve the purpose statement, reaffirm support for the statewide goal of 66by2020, and approve the strategic directions, goals and possible tactics as contained in the attached document. It is also recommended that this document guide the continued work of the Commissioner's Office and institutions as well as guide the Board in making future budget and capital requests, policy considerations and strategic planning. Finally, the Commissioner is directed to bring to the Board during 2015 a proposal for an inclusive process leading to a meaningful new long-range higher education strategic plan.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB
Attachment

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

Purpose, Target and Strategic Objectives

Purpose   Higher Education advances prosperity and quality of life for
                       all Utahns.

Target   66% of adults ages 25–35 will have earned a post-secondary
                       degree or certificate by 2020.

Strategic Objectives **Affordable Participation**
                        Timely Completion
                        Innovative Discovery

Goals and Tactics for Strategic Objectives

Affordable Participation
**Goal: Increase the number of Utahns who decide to access, are prepared for, and
succeed in higher education, using 66by2020 enrollment targets.**

Tactics:
1. Improve student financial support
    a. Encourage family responsibility, such as saving for college (UESP)
    b. The role of need-based aid
        i. FAFSA participation
        ii. Federal Pell grants and student loans
        iii. State financial aid (Success Stipends)
        iv. Institutional need-based aid (e.g. "Dream Weber," SLCC "PACE")
    c. Statewide scholarships
        i. Regents' Scholarship
        ii. New Century Scholarship
    d. Institutional financial assistance
        i. Scholarships and tuition waivers
    e. Affordability by keeping tuition and fees less than like institutions

        i. State support
       ii. Tuition rates (first and second tier and differential)
     iii. Utilization and targeting of various tuition waivers
     iv. The role of need-based aid (institutional, state & federal)
      v. Implementation of affordability metric as part of new Performance Funding model

2. Advocacy for state support for capacity, and maintaining and improving quality
   a. Operational budget support (including compensation, student participation, mission based funding, etc.)
      i. Advantages of public higher education in providing affordable options for students
   b. Efficient use of operational resources
   c. Facility budget support
      i. Sufficient facilities to meet capacity and programmatic needs
      ii. Efficient utilization of capital facilities including during the summer
   d. Increase public support for higher education
      i. USHE efforts
      ii. Prosperity 2020
      iii. Education First
      iv. Envision Utah

3. Provide more active outreach to first-generation, economically disadvantaged, and returning adults
   a. Assisting less-prepared students to succeed through improved developmental course strategies
   b. Adult College Completion Prior Learning Assessment Pilot (WSU, UVU & DSU) and similar efforts

4. Encourage college readiness with a goal that every high school graduate is prepared for college
   a. Utah Scholars
   b. StepUp to Higher Education outreach
   c. Math and possibly other high school graduation recommendations to be college/career ready
   d. K-16 efforts and partnerships with K-12 institutions
      i. USHE annual Counselor and Administrator Conference
      ii. StepUp Ready Grants
      iii. Secondary counselor training and certification
      iv. Coordination of recruitment and outreach
   e. Admission expectations of institutions, including structured enrollment policies

5. Improve ease of access
    a. Advising
    b. Academic pathways/majors
        i. Course availability at needed times
    c. Outreach to potential first-generation students including StepUp to Higher Education, college guide, College Application Week, College Access Network of Utah, etc.
        i. Measure success in attracting and retaining first-generation and underserved students
    d. Delivery modes such as on-line and distance learning
    e. Application process with focus on removing barriers
    f. Transfer pipelines and seamless partnerships within USHE
        i. Majors & transfer guides
        ii. Transferability of credit, common course names/numbers in general education
    g. Meaningful concurrent enrollment
    h. College application process

Timely Completion
Goal: Increase the percentage of students who persist and graduate, using USHE institution performance relative to 66by2020 graduation targets.

Tactics include:
1. 15 to Finish (15 hours should be considered full-time, not 12).*
    a. Institutions are to set three- and five-year goals based on current percent taking 15 credits; to be presented to Board in January 2015.
2. Plateau Tuition—continue to inform students and parents about the financial as well as time advantages of taking 15 credits for the same tuition cost as 12 (available at seven institutions).*
3. Semester-by-semester degree maps with recommended courses for each major.*
    a. Institutions to report in January 2015 the percent of programs which have degree maps and a target date for 100 percent of programs.
4. Encourage students to enroll in an appropriate math class during their first year of college.*
    a. Institutions to set three- and five-year goals for completion of quantitative literacy requirement in first year (through courses or acceptance of AP credit) as well as decreasing the number of students enrolled in

developmental math (Math 1010 and below); to be presented to Board in January 2015.

5. Increase reverse-transfer (stackable certificates and associate degree on the way to bachelor's degree).*
    a. Certificate-granting and associate degree-granting institutions to set three- and five-year goals for increasing stackable certificates (to AAS then to BS) and AA/AS degrees; to be presented to Board in January 2015.

6. Encourage strategies to increase engaged learning (high impact practices), such as:
    a. Peer-to-peer student collaborations
    b. Service learning
    c. Internships
    d. Integrated and well-articulated general education.

Innovative Discovery

Goal: Encourage innovation as a core value at each USHE institution, in keeping with its distinct mission. USHE is a "knowledge enterprise," engaged in the creation and dissemination of knowledge.

Tactics include:

1. Encourage innovation and best practices in models of teaching and learning at each institution.
    a. Use best mode for students including in-person, on-line, hybrid and "flipped" classes.

2. Assure that each student meets the Essential Learning Outcomes (including student critical thinking, quantitative literacy, communication, and teamwork skills) in order to foster a culture of innovation, collaboration and life-long learning.

3. Support research universities' mission of creating new knowledge through cutting-edge research.
    a. Attract and retain top research faculty
        i. Support continuation of USTAR
    b. Successfully compete for research grants and contracts
    c. Commercialization of research
    d. Support graduate student assistantships and research

4. Support regional universities' and community colleges' roles in applied research and encouraging faculty to stay current in their field.

5. Encourage high-impact learning experiences for undergraduates at all institutions.
    a. Curriculum must be culturally responsive
6. Encourage partnerships with business community to support academic missions and meet workforce needs.
    a. Monitor and adjust academic programs to meet critical workforce needs in STEM and other fields.

_____

* Completion strategies adopted by the Board of Regents in July 2013; direction to institutions to set three- and five-year goals by January 2015 adopted by Board of Regents in July 2014. The July 2014 directions adopted by the Board contain more detail than is presented here.

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

Phone 801.321.7101
Fax 801.321.7199
TDD 801.321.7130
www.higheredutah.org

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Legislative Priorities for 2015

The 2015 Session of the Utah State Legislature will commence on Monday, January 26 through Thursday, March 12. According to the consensus revenue estimates prepared by the Governor's Office of Management and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund surplus from FY 2013 and projected revenue growth in FY 2014 and FY 2015 provide a total of $313 million in new one-time funds and $325 million in new ongoing funds. The Governor has recommended $47.1 million in new on-going funds for the Utah System of Higher Education (USHE). Additionally, the Governor recommended funding the University of Utah Crocker Science Center, Huntsman Cancer Institute at the University of Utah and Snow Science Building.

Although there are many competing priorities that surface during the legislative session I am optimistic there is an opportunity for increased funding of Higher Education. The Commissioner's Office is working closely with institution Presidents and their staffs, and student leaders to ensure consistent messaging and strategy during the 2015 legislative session.

Legislative Preview Events
In December 2014, the Board of Regents hosted five regional legislative briefings throughout the state attended by Regents, Presidents, Trustee Chairs, the Commissioner's Office, and approximately two-thirds of all legislators. At these briefings the Regents' budget priorities and other issues were discussed.

On January 15 a legislative preview event will be held with Gregory H. Hughes, Speaker-elect of the House, Stephen H. Urquhart, Utah State Senate and Chair of Higher Education Appropriations. Regents, Trustees and Presidents are invited to the event to further advocate the USHE agenda. **Regents, Trustees and Presidents are also invited to attend the annual Higher Education Day luncheon with legislators in the Capitol Rotunda on Friday, February 20.** Advocacy will continue throughout the legislative session in coordination with the institutions.

The Commissioner's Office continues to work with Education First, Prosperity 2020 and other education interests to advocate the budget priorities of the Board of Regents and the Governor's 66% by 2020 goal.

THE UNIVERSITY OF UTAH   UtahStateUniversity   WEBER STATE UNIVERSITY   SUU SOUTHERN UTAH UNIVERSITY   SNOW COLLEGE   DSU DIXIE STATE UNIVERSITY   UVU UTAH VALLEY UNIVERSITY   Salt Lake Community College

<u>Governor's Budget Recommendations</u>

The Governor recommended the following items for the Utah System of Higher Education from the budget priorities approved by the Board of Regents in September 2014. Specifically:

- **Compensation**: The Governor is recommending a base increase of $27.6 million for compensation adjustments for health insurance and the Utah Retirement System (URS), approximately half of the 3% increase recommended by the Board of Regents.
- **Mission Based Funding**: The Governor is recommending $10 million for funding the Distinctive Mission portion of Mission Based Funding and $5 million for performance funding.

The Governor also recommended an item in our request:

- $3 million (ongoing) – Regents' Scholarship

Governor Herbert's budget recommendations propose to shift a portion of earmarked revenues for transportation ($94.2 million) back to the General Fund. Although transportation infrastructure is clearly important for a well-functioning economy, transportation needs must be balanced against all other needs, including higher education.

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. With Assistant Commissioner Spencer Jenkins' assistance, I will prepare and distribute each Wednesday a weekly report in our Higher Ed Matters newsletter on the status of higher education priorities and other issues of interest for distribution to Regents, Presidents, and Trustees.

<u>Commissioner's Recommendation</u>

1. <u>Endorse the budget and priorities of the Utah System of Higher Education for the 2015 Session of the Utah State Legislature as adopted by the Board on September 26, 2014.</u>
2. <u>Endorse the capital facilities priorities of the Utah System of Higher Education for the 2015 Session of the Utah State Legislature as adopted by the Board on August 19, 2014, and any subsequent updates adopted by the Board.</u>
3. <u>The Regents, Commissioner and staff, Presidents and institutional representatives unite behind the system priorities in their advocacy with the Legislature.</u>
4. <u>Authorize the Commissioner, in consultation with the Presidents, to monitor, support, or oppose on a case-by-case basis, other legislation that may be introduced during the 2015 legislative session.</u>
5. <u>Request 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.</u>

_____
David L. Buhler
Commissioner of Higher Education

DLB/SJ

UTAH SYSTEM OF
HIGHER EDUCATION
Building a Stronger State of Minds

January 14, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

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 14, 2014, Utah Valley University, Orem, Utah (Attachment).
   2. Minutes of the Board Meeting December 11, 2014, Snow College, Ephraim, Utah (Attachment).

B. Grant Proposals
   1. University of Utah – DHHS National Institutes of Health; "Cannula-Based Super-Resolution"; $3,598,546. Rajesh Menon, Principal Investigator.

   2. University of Utah – DOD Defense Advanced Research Projects Agency; "A4V"; $2,975,564. Matthew Brendon Might, Principal Investigator.

   3. University of Utah – NIH National Heart Lung and Blood Institute; "Dosdall R01"; $2,503,092. Derek James Dosdall, Principal Investigator.

   4. University of Utah – DHHS National Institutes of Health; "Deans Innovator"; $2,235,000. Tara Lynn Deans, Principal Investigator.

   5. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; "Electrophys Flow Cytometry"; $1,725,500. Richard D. Rabbitt, Principal Investigator.

   6. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Neuronal Pathfinding Astrocyte"; $1,117,500. Vladimir Hlady, Principal Investigator.

   7. University of Utah – DOD Defense Threat Reduction Agency; "IMS of Actinides"; $1,100,000. Luther McDonald IV, Principal Investigator.

   8. University of Utah – National Science Foundation; "Pire Mi-Andes: Mining Impacts"; $4,200,000. William P. Johnson, Principal Investigator.

9. University of Utah – NIH National Cancer Institute; "Map Third Submission"; $3,742,582. Margaret F. Clayton, Principal Investigator.

10. University of Utah – NIH National Human Genome Research Institute; "Public Attitudes"; $2,007,708. Erin Witter Rothwell, Principal Investigator.

11. University of Utah – California State University San Bernardino; "Respite Services for CGS Resub"; $1,759,256. Michael Caserta, Principal Investigator.

12. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; "CGM Diabetes Translation"; $1,490,000. Nancy Ann Allen, Principal Investigator.

13. University of Utah – DHHS National Institutes of Health; "Gags and Multicellular Systems"; $3,725,000. Kuberan Balagurunathan, Principal Investigator.

14. University of Utah – DHHS National Institutes of Health; "Genomic Biomarkers"; $3,650,500. Andrea H. Bild, Principal Investigator.

15. University of Utah – DHHS National Institutes of Health; "Fungal Symbiotic Interactions"; $2,930,750. Louis R. Barrows, Principal Investigator.

16. University of Utah – DHHS National Institutes of Health; "Drug-Device Therapies"; $1,862,500. Grzegorz Bulaj, Principal Investigator.

17. University of Utah – NIH National Heart Lung and Blood Institute; "Stem Cell Delivery Myocardiac"; $1,862,500. Sung Wan Kim, Principal Investigator.

18. University of Utah – DHHS National Institutes of Health; "R01 H2S 2014"; $1,412,810. Amy M. Barrios, Principal Investigator.

19. University of Utah – DHHS National Institutes of Health; "Isoprenoid Biosynthesis"; $2,115,909. Charles Dale Poulter, Principal Investigator.

20. University of Utah – NIH National Institute of Deafness and Other Communications Disorders; "Controlling Critical Learning"; $1,862,500. Franz Goller, Principal Investigator.

21. University of Utah – NIH National Institute of General Medical Science; "Speciation in Drosophila"; $1,862,500. Nitin Phadnis, Principal Investigator.

22. University of Utah – DHHS National Institutes of Health; "Developmental Identity"; $1,862,500. Michael D. Shapiro, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; "Immunogenicity Assessment"; $1,825,750. Jennifer Shumaker-Parry, Principal Investigator.

24. University of Utah – DHHS National Institutes of Health; "Mech & Dynam of Proton Pumping"; $1,500,000. Matthew T. Kieber-Emmons, Principal Investigator.

25. University of Utah – DHHS National Institutes of Health; "New Anti-tubercular Leads"; $1,490,000. Ryan E. Looper, Principal Investigator.

26. University of Utah – National Science Foundation; "Veritas-HAWC Gamma-Ray Group"; $1,075,104. David B. Kieda, Principal Investigator.

27. University of Utah – NIH National Cancer Institute; "Colon Cancer PPG Renewal"; $12,327,232. Sean Vahram Tavtigian, PhD, Principal Investigator.

28. University of Utah – NIH National Institute of Child Health and Human Development; "Postpartum Pelvic Floor"; $7,465,245. Ingrid E. Nygaard, MD, Principal Investigator.

29. University of Utah – NIH National Institute of Child Health and Human Development; "Low Dose Aspirin and Pregnancy"; $6,858,117. Robert M. Silver, Principal Investigator.

30. University of Utah – NIH National Cancer Institute; "KRAS BIFC HTS R01"; $1,117,500. Matthew W. Vanbrocklin, Principal Investigator.

31. University of Utah – NIH National Institute on Drug Abuse; "CDARO"; $9,211,689. Annettee Fleckenstein, Principal Investigator.

32. University of Utah – NIH Office of the Director; "Cellular Reverse Transcriptase"; $4,851,720. Andrew S. Weyrich, Principal Investigator.

33. University of Utah – DHHS National Institutes of Health; "Myocardial Substrate"; $2,925,638. Ravi Ranjan, Principal Investigator.

34. University of Utah – DHHS National Institutes of Health; "Automated Complete"; $2,532,274. Stephane Meystre, Principal Investigator.

35. University of Utah – CDC National Institute of Occupational Safety and Health; "Wheel"; $2,217,423. Matthew S. Thiese, Principal Investigator.

36. University of Utah – NIH National Heart Lung and Blood Institute; "Tristani-Firouzi PCGC UM1"; $2,004,050. Martin Tristani-Firouzi, Principal Investigator.

37. University of Utah – DHHS National Institutes of Health; "MRI Detection of CAD"; $1,998,552. Daniel Kim, Principal Investigator.

38. University of Utah – NIH National Institute on Drug Abuse; "RCT Creatine Meth Using Women"; $1,991,667. Perry Franklin Renshaw, Principal Investigator.

39. University of Utah – DHHS National Institutes of Health; "Exploring New Treatment for MS"; $1,862,500. Robert S. Fujinami, Principal Investigator.

40. University of Utah – DHHS National Institutes of Health; "H101 Immunosuppression"; $1,862,500. Robert S. Fujinami, Principal Investigator.

41. University of Utah – NIH National Institute of Diabetes, Digestive and Kidney Disorders; "Antifibrotic Adiponectin"; $1,862,500. Yufeng Huang, Principal Investigator.

42. University of Utah – NIH National Heart Lung and Blood Institute; "Inflammation Pathways in HF"; $1,862,500. Stavros George Drakos, Principal Investigator.

43. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; "Albuminuria and Fluid"; $1,490,000. Zhanjun Jia, Principal Investigator.

44. University of Utah – Columbia University; "Dean CUMC R01 Sept 2014"; $1,372,391. J. Michael Dean, Principal Investigator.

45. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Iron Chelators for AD"; $1,341,000. Gang Liu, Principal Investigator.

46. University of Utah – NIH National Cancer Institute; "Oncogenic G Alpha Proteins"; $1,316,840. Dean Y. Li, Principal Investigator.

47. University of Utah – University of Pittsburgh; "Casper UOP R01 Sub Sept 2014"; $1,207,250. Theron Charles Casper, Principal Investigator.

48. University of Utah – Wayne State University; "Glissmeyer Biosig II Sept 2014"; $1,147,213. Eric Wallace Glissmeyer, Principal Investigator.

49. University of Utah – DHHS National Institutes of Health; "CIBC"; $10,191,070. Christopher Johnson, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; "Multi-tensor Computations"; $3,719,254. Orly Alter, Principal Investigator.

51. University of Utah – DHHS National Institutes of Health; "Dengue"; $3,352,500. Marc D. Porter, Principal Investigator.

52. University of Utah – US Environmental Protection Agency; "EPA Water Modeling Center"; $3,999,622. Steven John Burian, Principal Investigator.

53. University of Utah – University of Washington; "Technology-Based Evaluation"; $1,000,819. Zac E. Imel, Principal Investigator.

54. University of Utah – DOD Defense Advanced Research Projects Agency; "Micro Plasma-Induced Depositio"; $2,993,352. Massood Tabib-Azar, Principal Investigator.

55. University of Utah – National Science Foundation; "Revitalizing Emulab"; $2,904,265. Eric Norman Eide, Principal Investigator.

56. University of Utah – NIH National Institute on Deafness and Other Communication Disorders; "Rabbitt R01 IR Competing Renew"; $1,914,546. Richard D. Rabbitt, Principal Investigator.

57. University of Utah – NIH National Heart Lung and Blood Institute; "Remodeling in HF and After CRT"; $1,862,500. Frank Sachse, Principal Investigator.

58. University of Utah – National Science Foundation; "Massive Mimo Transceiver"; $1,617,596. Jeffrey Sean Walling, Principal Investigator.

59. University of Utah – US Department of Defense; "Simplex Data-Driven TES"; $1,325,000. Taylor David Sparks, Principal Investigator.

60. University of Utah – National Science Foundation; "Debugging Comp. Frameworks"; $1,200,000. Zvonimir Rakamaric, Principal Investigator.

61. University of Utah – National Science Foundation; "Dorval CRCNS Resubmission"; $1,057,072. Alan Dale Dorval II, Principal Investigator.

62. University of Utah – DHHS National Institutes of Health; "Communal Feedback"; $2,235,000. Jakob Daniel Jensen, Principal Investigator.

63. University of Utah – NIH National Human Genome Research Institute; "VICI Biobanking Resub"; $2,402,070. Erin Witter Roth, Principal Investigator.

64. University of Utah – DHHS National Institutes of Health; "Hula Hoop R21 R33"; $1,239,392. Lauren Clark, Principal Investigator.

65. University of Utah – Patient Centered Outcomes Research Institute; "Uplift Perinatal Depression PC"; $1,141,359. Gwen A. Latendresse, Principal Investigator.

66. University of Utah – NIH National Institute of General Medical Science; "Drug-Free Macromolecular Thera"; $1,862,500. Jindrich Kopecek, Principal Investigator.

67. University of Utah – NIH National Institute of General Medical Science; "Drug-Free Macromolecular Thera"; $1,862,500. Jindrich Kopecek, Principal Investigator.

68. NIH National Institute of General Medical Science; "Flagellar Morphogenesis"; $3,446,080. Kelly T. Hughes, Principal Investigator.

69. University of Utah – DHHS National Institutes of Health; "Reg of HES1 during ER Stress"; $1,862,500. Julie Hollien, Principal Investigator.

70. University of Utah – DHHS National Institutes of Health; "Engineering C. Elegans Genome"; $1,750,750. Erik Jorgensen, Principal Investigator.

71. University of Utah – NIH National Institute of Deafness and other Communications Disorders; "Mechanisms Complex Sounds"; $1,490,000. Franz Goller, Principal Investigator.

72. University of Utah – DHHS National Institutes of Health; "Advancing Small-Molecule Immun"; $1,242,000. John C. Conboy, Principal Investigator.

73. University of Utah – NIH National Cancer Institute; "Tavtigian Oia"; $6,011,434. Sean Vahram Tavtigian, PhD, Principal Investigator.

74. University of Utah – US Department of Defense; "CDMRP-PAF Acetylhydrolase"; $1,607,044. Diana M. Stafforini, Principal Investigator.

75. University of Utah – US Department of Defense; "Drug Development for ARDS"; $8,000,004. Dean Y. Li, Principal Investigator.

76. University of Utah – NIH National Heart Lung and Blood Institute; "Cardiac Genome Analysis"; $3,725,000. H. Joseph Yost, Principal Investigator.

77. University of Utah – NIH National Institute of Child Health and Human Development; "R01-Resub Nov 2014"; $3,725,000. Kathryn J. Swoboda, Principal Investigator.

78. University of Utah – NIH National Institute of Child Health and Human Development; "Pelvic Organ Prolapse"; $3,702,237. Lisa Anne Albright, Principal Investigator.

79. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; "Fast Renewal"; $2,949,046.

80. University of Utah – NIH National Institute of Biomedical Imaging and Bioengineering; "MRI Temperature Imaging Resub"; $2,903,957. Dennis L. Parker, Principal Investigator.

81. University of Utah – DHHS National Institutes of Health; "Community Driven Framework"; $2,894,562. Karen Eilbeck, Principal Investigator.

82. University of Utah – NIH National Institute of Mental Health; "Adolescent Mood Disorders"; $2,880,552. Melissa Lopez-Larson, Principal Investigator.

83. University of Utah – Patient Centered Outcomes Research Institute; "SCI/MS Bladder Dysfunction"; $2,702,708. Jeremy B. Myers, Principal Investigator.

84. University of Utah – DHHS National Institutes of Health; "Fertility Biomarkers"; $2,587,539. Joseph Stanford, Principal Investigator.

85. University of Utah – DHHS National Institutes of Health; "Identify Functional Status"; $2,539,142. Qing Treitler, Principal Investigator.

86. University of Utah – DHHS Centeres for Disease Control and Prevention; "Enhancing Addm SY2014"; $2,472,877. Deborah A. Bilder, Principal Investigator.

87. University of Utah – Cincinnati Children's Hospital Medical Center; "Cook AEIIOU Sub Nov 2014"; $2,369,850. Lawrence J. Cook, Principal Investigator.

88. University of Utah – NIH Office of the Director; "Dopamine Connectomics in Fish"; $2,235,000. Adam Douglass, Principal Investigator.

89. University of Utah – NIH Office of the Director; "Synaptic Mechanisms of Memory"; $2,235,000. Jason Dennis Shepherd, Principal Investigator.

90. University of Utah – DHHS National Institutes of Health; "New Innovator"; $2,235,000. Claudio Javier Villanueva, Principal Investigator.

91. University of Utah – DHHS National Institutes of Health; "Molecular Receptors"; $2,060,039. Alan R. Light, Principal Investigator.

92. University of Utah – NIH National Institute of Child Health and Human Development; "LAI R01 Renew Resub Nov 2014"; $1,891,141.

93. University of Utah – NIH National Institute of Mental Health; "Arc and Synaptic Plasticity"; $1,862,500. Jason Dennis Shepherd, Principal Investigator.

94. University of Utah – DHHS National Institutes of Health; "Role of TLE3 in the Transcript"; $1,862,500. Claudio Javier Villanueva, Principal Investigator.

95. University of Utah – DHHS National Institutes of Health; "Metzstein MRNA Decay"; $1,862,500. Mark M. Metzstein, Principal Investigator.

96. University of Utah – NIH National Institute of Deafness and Other Communications Disorders; "NIDCD R01"; $1,862,500. Jun Yang, Principal Investigator.

97. University of Utah – DHHS National Institutes of Health; "Mechanisms of Mimicry"; $1,862,500. Nels Christian Elde, Principal Investigator.

98. University of Utah – DHHS National Institutes of Health; "Iron and Alzheimer's Disease"; $1,862,500. Gang Liu, Principal Investigator.

99. University of Utah – NIH National Heart Lung and Blood Institute; "Myocardial Recovery Thru Metab"; $1,862,500. Stavros George Drakos, Principal Investigator.

100. University of Utah – NIH National Institute of Allergy and Infectious Disease; "TCR-Dependent CD4+ Memory T CE"; $1,862,500. Matthew A. Williams, Principal Investigator.

101. University of Utah – NIH National Institute of Environmental Health Science; "Redox Metal Centers"; $1,845,181. Dennis R. Winge, Principal Investigator.

102. University of Utah – US Department of Defense; "Proinflammatory Signals in RA"; $1,779,793. Dean Y. Li, Principal Investigator.

103. University of Utah – DHHS National Institutes of Health; "Endogenous Retroviruses"; $1,750,750. Cedric Feschotte, Principal Investigator.

104. University of Utah – DHHS National Institutes of Health; "R01: Explan. Models of CF"; $1,701,755. Theodore G. Liou, Principal Investigator.

105. University of Utah – University of Texas at Houston; "Hazardous Materials Training"; $1,696,977. Matthew A. Hughes, Principal Investigator.

106. University of Utah – NIH National Eye Institute; "IOP Mechanobiology"; $1,676,250. David Krizaj, Principal Investigator.

107. University of Utah – DHHS National Institutes of Health; "Data Integration and Modeling"; $1,117,500. Julio Cesar Facelli, Principal Investigator.

108. University of Utah – University of Pennsylvania; "Hippo PTF1A Pancreatitis"; $1,117,500. Charles L. Murtaugh, Principal Investigator.

109. University of Utah – NIH National Institute of Mental Health; "Adolescent Bipolar Disorder"; $2,417,700. Douglas Gavin Kondo, Principal Investigator.

110. Utah State University – US National Science Foundation (NSF); "Collaborative Research: Collaborative Assessment Models for Science and Mathematics"; $1,074,424. Jody Clarke-Midura, Principal Investigator.

111. Utah State University – US National Science Foundation (NSF); "Collaborative Research: Collaboratively Enhancing Rural Teacher Augmented Involv"; $1,224,803. Louis Nadelson, Principal Investigator; Max Longhurst Co-Principal Investigator.

112. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Attentional Processing of Temporal Information"; $1,761,528. Catalin Buhusi, Principal Investigator; Mona Buhusi, Co-Principal Investigator.

113. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Epigenetic Mechanisms of Genome Reprogramming in Early scNT Embryo Development"; $1,753,584. Kenneth White, Principal Investigator; Irina Polejaeva and Abby Benninghoff, Co-Principal Investigators.

114. Utah State University – US National Science Foundation (NSF); "T3 SCIENCE2: Technological Tools to Teach Student Centered Interactive Embedded"; $1,199,970. Kimberly Lott, Principal Investigator; Louis Nadelson, Co-Principal Investigator.

115. Utah State University – US Department of Health and Human Services-Maternal and Child Health Bureau; "National Technical Resource Center for Newborn Hearing Screening and Intervention"; $1,200,000. Karl White, Principal Investigator; William Eiserman, Karen Munoz, Co-Principal Investigators.

116. Utah State University – US National Science Foundation (NSF); "CNH-L: Interacting Dynamics of Social and Natural Capital"; $1,797,701. Nancy Huntly, Principal Investigator; Eric Edwards, Co-Principal Investigator.

117. Utah State University – US Department of Health and Human Services –National Institutes of Health (NIH); "Paternal Control of Embryonic Gene Expression"; $2,535,767. Ralph G. Meyer, Principal Investigator; Mirella Meyer-Ficca, Co-Principal Investigator.

C. <u>Awards</u>

1. University of Utah – NIH National Institute of Diabetes Digestive and Kidney Disorders; "Self-Regulation and Coping"; $3,874,558. Cynthia Berg, Principal Investigator.

2. University of Utah – PRA International; "Medimmune Medi4736-1108"; $2,488,744. Sunil Sharma, Principal Investigator.

3. University of Utah – Army Medical Research Acquisition Activity; "Metabolism and Metastasis"; $1,037,784. Donald E. Ayer, Principal Investigator.

4. University of Utah – National Science Foundation; "Understanding Evolution"; $1,495,571. Louisa A. Stark, Principal Investigator.

5. University of Utah – Army Medical Research Acquisition Activity; "CDMRP -2"; $1,117,500. Kevin C. Brennan, Principal Investigator.

6. University of Utah – Utah State University; "Epscor RII Track1: IUtah"; $1,104,909. James R. Ehleringer, Principal Investigator.

7. University of Utah – NIH National Institute of Neurological Disorders and Stroke; "Identification and Characterization of Novel Therapeutic"; $3,471,091. H. Steve White, Principal Investigator.

8. University of Utah – HRS Emergency Medical Services Child National Research Center; "Emergency Medical Services for Children Data Coordination"; $3,000,000. J. Michael Dean, Principal Investigator.

9. University of Utah – DOT National Highway Traffic Safety Administration; "Nemsis Technical Assistance Center"; $1,500,000. Newell C. Mann, Principal Investigator.

10. Utah State University – University of California at Berkeley; "Far Ultraviolet (FUV) Imager"; $3,704,275. Erik Syrstad, Program Manager.

11. Utah State University – Misc Federal Sponsors; "Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 4 –Data Dissemination Element (DDE) Phase 2"; $2,895,194. David Marchant, Program Manager.

12. Utah State University – US Department of Health and Human Services-Institute of Allergy and Infectious Diseases; "Animal Models of Infectious Diseases (IDIQ)"; $1,264,519. John Morrey, Principal Investigator; Donald Smee, Dale Barnard, Brian Gowen, Justin Julander, Bart Tarbet, Co-Principal Investigators.

D. <u>Academic Items Received and Approved</u>
   1. <u>New Programs</u>
      a. Dixie State University – Emphasis in Biological Sciences in Bachelor of Science in Biology
      b. Dixie State University – Emphasis in Biomedical Sciences in Bachelor of Science in Biology
      c. Dixie State University – Emphasis in Natural Sciences in Bachelor of Science in Biology
      d. Dixie State University – Minor in Computer Science
      e. Dixie State University – Minor in Digital Design
      f. Dixie State University – Minor in Information Technology
      g. Dixie State University – Minor in Web Design & Development
      h. Utah Valley University – Certificate of Proficiency in Six Sigma Green Belt

   2. <u>New Administrative Unit</u>
      a. Utah Valley University – Department of English Language Learning

   3. <u>Administrative Unit Restructure/Name Change</u>
      a. Utah Valley University – Department of Basic Composition/ESL to Department of Basic Composition

   4. <u>New Center</u>
      a. Weber State University – Sustainability Practices and Research Center
      b. Dixie State University – Undergraduate Research Office

   5. <u>Program Restructure, Discontinuation, and Name Change</u>
      a. Snow College – Restructured Program and New Name: Certificate of Completion in Business Discontinue: Certificate of Completion in Business Management and Certificate of Completion in Business Technology

   6. <u>Three-Year Reviews</u>
      a. University of Utah – Book Arts Minor
      b. Utah Valley University – Bachelor of Science in Environmental Science and Management
      c. Utah Valley University – Associate of Science/Bachelor of Science in Geomatics
      d. Utah Valley University – Bachelor of Art/Bachelor of Science in Marketing
      e. Utah Valley University – Bachelor of Science in Personal Financial Planning
      f. Utah Valley University – Bachelor of Science in Information Systems-Emphasis in Business Intelligence Systems
      g. Utah Valley University – Bachelor of Science in Information Systems - Emphasis in Geographic Information
      h. Utah Valley University – Bachelor of Science in Information Systems - Emphasis in Healthcare Information Systems
      i. Utah Valley University – Bachelor of Science in Information Technology - Emphasis in Computer Forensics and Security

        j.   Utah Valley University – Bachelor of Science in Technology Management - Emphasis in Construction Management

        k.   Utah Valley University – Bachelor of Science in Technology Management - Emphasis in Integrated Technology

        l.   Utah Valley University – Minor in Marketing

7. <u>Five-Year Review</u>
   a. University of Utah – Department of Physics and Astronomy

8. <u>Reinstatement</u>
   a. Utah State University – Bachelor of Science in Horticulture

9. <u>Discontinue</u>
   a. University of Utah – Bachelor of Science in Occupational Therapy

E. <u>Executive Committee Items Received and Approved</u>
   1. Approval of actions items from Board Meeting, Friday, November 14, 2014. The Executive Committee approved all action items except for Tab BB, New USHE Performance Funding Model.

      a. **Academic and Student Affairs Committee**
         1. Salt Lake Community College – Associate of Applied Science Degree in Business Administration (Tab A)

      b. **Finance/Facilities Committee**
         1. Utah Valley University – Campus Master Plan Approval (Tab G)
         2. Utah State University – Acquisition of Properties Contiguous to the Logan Campus (Tab H)
         3. Utah State University – Uintah Basin Regional Campus Ground Lease Approval (Tab I)
         4. Utah State University – Long-term Ground Lease on USU Eastern Campus (Tab J)
         5. Utah State University – Kaysville Education Center Addition (Tab K)
         6. University of Utah – Sale of Gifted Residential Property in Arizona (Tab L)
         7. University of Utah – Property Renovation (525 East 100 South) (Tab M)
         8. Weber State University – Purchase of WSU Downtown Building (Tab N)
         9. Revision of Policy R508, Guidelines for Approving Lists of Comparable Institutions (Tab O)
         10. Revision of Policy R512, Determination of Resident Status (TAB P)
         11. Revision of Policy R561, Accounting and Financial Controls (Tab Q)
         12. Revision of Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses (Tab R)
         13. Revision of Policy R741, Capital Development Prioritization – CDP (Tab S)

c. **Committee of the Whole**
   1. General Consent Calendar (Tab Z)
   2. 2015-16 Meeting Schedule (Tab AA)

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS MEETING
UTAH VALLEY UNIVERSITY, OREM, UTAH
STUDENT LIFE AND WELLNESS CENTER (SLWC) & SORENSEN STUDENT CENTER (SC)
FRIDAY, NOVEMBER 14, 2014

COMMITTEE OF THE WHOLE
<u>MINUTES</u>

<u>Regents Present</u>
Daniel W. Campbell, Chair
France A. Davis, Vice Chair (excused before Committee of the Whole)
Jesselie B. Anderson
Nina R. Barnes
Keith M. Buswell
Leslie Brooks Castle
James T. Evans
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher
Teresa L. Theurer (excused at noon)
John H. Zenger

<u>Regents Absent</u>
Wilford W. Clyde
Bonnie Jean Beesley
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Joyce P. Valdez

<u>Office of the Commissioner</u>
David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs
David Feitz, Executive Director of UHEAA

<u>Institutional Presidents</u>
Martha Bradley, Senior Vice President for Academic Affairs, University of Utah
David T. Cowley, Vice President for Business and Finance, Utah State University
Charles A. Wight, Weber State University
Scott L Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Richard B. Williams, Dixie State University
Matthew S. Holland, Utah Valley University
Deneece G. Huftalin, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 8:00 a.m. with a breakfast meeting; they were joined by the Utah Valley University Board of Trustees. Following breakfast, the Board of Regents met with the Institution Presidents from 9:30 a.m. to 12:30 p.m., discussing possible issues the Utah System of Higher Education

and the Board of Regents could focus on in the coming year. The Regents then had lunch and met in committees from 1:15 until 2:30 p.m.

The meeting was called to order at 2:37 p.m. Chair Campbell excused Regents Clyde, Beesley, Prince, Simmons, Stoddard, and Valdez; and excused Vice Chair Davis and Regent Theurer who each left after the morning session. Chair Campbell reported the Board was unable to establish a quorum and no action could be taken during this meeting, nor could the Board enter into closed session. He explained the committee chairs will report out to the full Board and recommend approval for action items; however approval will be made by the Executive Committee on behalf of the Board on Monday, November 17. The Board was agreeable to this. Chair Campbell turned the floor over to President Holland.

<u>State of the University</u>
President Holland gave a report updating the Board of Regents on the state of Utah Valley University. He focused on the university's past, present student success, programs and initiatives, and the university's future saying "the best years are ahead of us".

The Committee of the Whole was again called back to order by Chair Campbell at 3:11 p.m. He expressed appreciation for the work being done at Utah Valley University (UVU) at the hand of President Holland and thanked UVU for their hospitality throughout the day.

<u>General Consent Calendar</u> (TAB Z)*
Chair Campbell asked if there were any questions on the items listed in the General Consent Calendar. There were none.
    A. <u>Minutes</u> – Minutes of the Board meeting September 26, 2014, Utah State University, Logan, Utah.
    B. <u>Grant Proposals</u>
    C. <u>Awards</u>
    D. <u>Academic Items Received and Approved</u>
    E. <u>Executive Committee Item Received and Approved</u>

<u>Reports of Board Committees</u>

Academic and Student Affairs Committee

<u>Salt Lake Community College – Associate of Applied Science Degree in Business Administration (TAB A)*</u>
Regent Jensen, Acting Chair of the Academic and Student Affairs Committee, reported on Salt Lake Community College's request for approval of this new degree. The proposed program is built on a stackable credential model using combinations of newly created certificates of proficiency. Regent Jensen reported that the Academic and Student Affairs Committee recommended approval of this degree.

Chair Campbell asked the Regents if they were in agreement that this item should be approved by the Executive Committee. The Board agreed.

<u>Faculty Workload Report (TAB B)</u>
Regent Jensen reported the committee heard from University of Utah and Salt Lake Community College regarding faculty workload. Workload comprises of teaching, research and service. He reported that USHE

institutions develop institution-specific workload guidelines that comport with the general guidelines set by the Regents in Policy R485. He recommended that at some point Associate Commissioner Liz Hitch present a report to the Committee of the Whole as it would be very instructive and would shatter many myths of faculty workload in higher education. Chair Campbell agreed time could be found for that. This was an information item.

New Century and Regents' Scholarships Report (TAB C)
Regent Jensen reported the two scholarship programs continue to enjoy success and hopefully funding. They are fulfilling their purpose in causing young people to think about college preparedness at an early age. He commended the staff who handle the scholarships in a wonderfully enthusiastic and competent way. This was an information item.

StepUp READY Grants (TAB D)
Regent Jensen reported on the status of the program that awards grants to higher education institutions who collaborate with K-12 to increase the number of Utah's public high school students who graduate college-ready and enroll in a post-secondary institution. This was an information item.

USHE Counselor Conference for Secondary School Administrators and Counselors (TAB E)
Regent Jensen reported on the conference which took place on September 12. This is a great way to connect with secondary school counselors and administrators who are helping students prepare for higher education. This was an information item.

*Monte and the World of Possibilities (*TAB F)
Regent Jensen reported on the children's book *Monte and the World of Possibilities.* It was created to encourage young students to begin dreaming of what they want to be when they are adults and to emphasize college is an important part of achieving that dream. Regent Jensen encouraged the Regents to read the book to children ages 6 and up. This was an information item.

Finance/Facilities Committee

Utah Valley University – Campus Master Plan Approval (TAB G)*
Regent Marquardt reported on UVU's updated campus master plan which included property, building and strategic updates. Regent Marquardt reported the Finance and Facilities Committee recommended the approval of the updates.

Utah State University – Acquisition of Properties Contiguous to the Logan Campus (TAB H)*
Regent Marquardt reported on the acquisition of properties contiguous to campus that currently house residential housing and a professional dental office. The Finance and Facilities Committee recommend the Regents authorize Utah State University to proceed with acquisition of these properties subject to verification by the Office of the Commissioner that the amounts to be paid are in accordance with provisions in Regents Policy R710 regarding acquisition and disposal of properties at appraised values.

Utah State University – Uintah Basin Regional Campus Ground Lease Approval (TAB I)*
Regent Marquardt reported Utah State University has requested approval to enter into a long-term lease of a portion of unused land on its Uintah Basin Regional Campus to a private developer for construction of an

office building for lease to an oil and gas company. The Finance and Facilities Committee recommend the Board approve USU's request to execute the ground lease contract subject to the Office of the Commissioner's review and approval of the final terms of the contract and verification by the Attorney General's Office that the contract documents comply with statutory provisions as to form and legal authority.

Utah State University – Long-term Ground Lease on USU Eastern Campus (TAB J)*
Regent Marquardt reported on Utah State University's request for approval of a long-term 20 year ground lease with Carbon County for the development of two soccer fields, which would benefit the college and local community. The Finance and Facilities Committee recommend the approval of the ground lease subject to verification by the Attorney General's Office that the contract documents comply with statutory provision as to form and legal authority.

Utah State University – Kaysville Education Center Addition (TAB K)*
Regent Marquardt reported on Utah State University's request to construct a 6,000 square foot addition to the existing Kaysville Education Center. The project would be funded by gifts and departmental funds. The Finance and Facilities Committee recommend the approval to authorize Utah State University to proceed with this project by presenting it to the State Building Board for final approval.

University of Utah – Sale of Gifted Residential Property in Arizona (TAB L)*
Regent Marquardt reported the University of Utah wishes to notify the Regents of the sale of gifted property in Tucson, Arizona for $5,500 below the appraised value. The Finance and Facilities Committee recommend the approval to ratify this sale of property.

University of Utah – Property Renovation (525 East 100 South) (TAB M)*
Regent Marquardt reported the University of Utah would like approval to renovate a building they own using non-state funds. The Finance and Facilities Committee recommend the approval of this project for presentation to the State Building Board for final approval to proceed with its design and construction.

Weber State University – Purchase of WSU Downtown Building (TAB N)*
Regent Marquardt reported Weber State University requests approval to purchase a 90% ownership position in a building WSU is currently using at its Downtown site. The Finance and Facilities Committee recommend the approval to enable WSU to acquire this property as proposed.

Revision of Policy R508, Guidelines for Approving Lists of Comparable Institutions (TAB O)*
Regent Marquardt reported on the key provisions addressed in R508's rewrite. The Finance and Facilities Committee recommend the approval to approve the revisions.

Revision of Policy R512, Determination of Resident Status (TAB P)*
Regent Marquardt reported the changes in R512 refer to address international students who have obtained asylum or refugee immigration status. It is proposed these students be treated similarly to students who have been granted immigrant or permanent resident status. The Finance and Facilities Committee recommend approval of these revisions.

Revision of Policy R561, Accounting and Financial Controls (TAB Q)*
Regent Marquardt reported the changes in R561 include removing specific GASB number statements that may change in content over time, and increasing the capitalization limits for buildings, building improvements, infrastructure and land improvements. The Finance and Facilities Committee recommend approval of these changes.

Revision of Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses (TAB R)*
Regent Marquardt reported on the changes to R712 address references in other policies. The Finance and Facilities Committee recommend approval of the changes.

Revision of Policy R741, Capital Development Prioritization – CDP (TAB S)*
Regent Marquardt reported the changes in R741 are found in section 6 *Land Bank Acquisition Request* that establish a more thorough process for evaluation and advocacy of the USHE land bank requests as part of the Regent recommendations for funding consideration that are made to the State Building Board, Governor, and the Legislator. The Finance and Facilities Committee recommend approval of these changes.

USHE – Fall 2014 Enrollment Report (TAB T)
Regent Marquardt asked Joe Curtin, Assistant Commissioner of Institutional Research and Analysis, to report briefly on this information item.

Securities Exchange Commission (SEC) Municipalities Continuing Disclosure Cooperation (MCDC) Initiative (TAB U)
Regent Marquardt reported on this information item, adding at this time the Board does not anticipate any reportable findings to the SEC from the USHE institutions or UHEAA.

USHE – Annual Report on Lease Space (TAB V)
USHE – Institutional Residences Annual Report (TAB W)
USHE – Annual Contracts and Grants Report (TAB X)
Regent Marquardt reported on these three information items and recommended the Regents review the report, adding that there are no significant changes from prior years.

Pell Grants (TAB Y)
Regent Marquardt asked David Feitz, Executive Director, UHEAA to briefly report on this information item. Mr. Feitz noted over $406 million dollars of Pell Grants came in to over 113,000 students in the state of Utah; this is a significant impact to helping students and our economy.

Chair Campbell asked the Regents if they were in agreement that the above thirteen action items from the Finance and Facilities Committee should be approved by the Executive Committee. The Board agreed.

<center>2015-16 Meeting Schedule (Tab AA)*</center>
Chair Campbell asked the Board if they had any questions on the 2015-16 schedule. The Board had none.

<u>New USHE Performance Funding Model (TAB BB)</u>

Commissioner Buhler gave a presentation on the new USHE Performance Funding Model. He appointed a working group in the Spring of 2014, chaired by President Charles Wight and including President David Pershing and President Scott Wyatt, to develop a new performance funding model. This draft was refined and approved by the Council of Presidents in October 2014. The new Performance Funding Model is designed to use new increments of state tax funds to incentivize each institution within USHE to improve the quality, access and affordability of higher education in the state. The three proposed system wide metrics are:

1. Completion as measured by percent students (as reported by IPEDS) graduating within 150 percent of time to degree or certificate.
2. Improvement in the percent of FTTE students who have signed, by the end of their first semester, a meaningful plan leading to their graduation.
3. Access as measured by the percentage of degree-seeking undergraduate students with Pell grant support.

President Wight added that the working group realized the need for a balanced performance funding program. He also added presidents view this program as an incentive to have difficult conversations on campus with administration, faculty, staff and students of how to improve.

Regent Marquardt commended the presidents in the working group and said this is a positive move. He added that the goals should be system wide as a statement of what the state and the Board of Regents value and added that the second proposed metric should be affordability.

Chair Campbell expressed appreciation to the working group and Commissioner, but since too many Regents were absent and the Regents only recently received the proposal, he suggested that the proposal be additionally refined and brought back to the Board at their January meeting.

Chair Campbell reported that due to the lack of a quorum, the Board will be unable to meet in Executive Session. He thanked the Regents who had been prepared to give their reports, but asked them to do so in January.

The Committee of the Whole adjourned at 3:41 p.m. The Board of Regents did not meet in Executive Session.

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Kirsten Schroeder, Executive Secretary

Date Approved:

Secretary's note. The following action items were approved by the Board of Regents Executive Committee on Monday, November 17, 2014: Tabs Z, A, G, H, I, J, K, L, M, N, O, P, Q, R, S and AA.

STATE BOARD OF REGENTS MEETING
SNOW COLLEGE, EPHRAIM, UTAH
NOYES BUILDING, FOUNDERS HALL
THURSDAY, DECEMBER 11, 2014

COMMITTEE OF THE WHOLE
<u>MINUTES</u>

<u>Regents Present</u>
Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jesselie B. Anderson
Nina R. Barnes
Wilford W. Clyde
Brady L. Harris
Marlin K. Jensen
Jed H. Pitcher
Robert W. Prince
Mark R. Stoddard

<u>Regents Absent</u>
Keith M. Buswell
Leslie Brooks Castle
Robert S. Marquardt
Joyce P. Valdez

<u>Regents Present by Phone</u>
Bonnie Jean Beesley
James T. Evans
Harris H. Simmons
Teresa L. Theurer
John H. Zenger

<u>Office of the Commissioner</u>
David L. Buhler, Commissioner

<u>Snow College Board of Trustees</u>
Theressa Alder, Chair
Other members of the Board of Trustees were present.

Chair Campbell called the Board of Regents Committee of the Whole to order at **1:04 p.m.** He expressed appreciation for President Carlston and Snow College for hosting the Board of Regents. He called roll and announced there was a quorum of the board.

<u>Receive and consider report of ad-hoc committee regarding Snow College Presidency</u>
Chair Campbell reported that at the time of Dr. Gary Carlston's appointment as Interim President presidential searches were underway at Dixie State University and Salt Lake Community College and it was understood that after these searches were concluded, the Board would evaluate the needs of Snow

College and its presidency. Chair Campbell also reported an ad hoc committee was appointed to receive and evaluate input on the next steps. The committee is chaired by Regent Bob Prince and joined by Regents Marlin Jensen, Mark Stoddard and Nina Barnes. He turned the floor over to Regent Prince.

Regent Prince reported the process to find the sixteenth president of Snow College was thorough and enlightening. He reported his committee interviewed over sixty constituents in just two days from students, faculty and staff, administration and community members. The committee found an overwhelming support for Dr. Gary Carlston to become president of Snow College.

Jensen, Stoddard and Barnes all spoke in support of Dr. Gary Carlston being appointed as president.

Chair Campbell thanked the committee for their report.

<u>Discussion and Possible Action on Appointment of Snow College President</u>
Regent Prince read some of the comments the committee received in favor of President Carlston.
"He has reached out like no other."
"He is a breath of fresh air."
"He is a bridge builder."
"He takes personal interest in programs."

It was moved by Regent Prince and seconded by Regent Jensen that if there is no objection and with Snow College's Board of Trustees having been consulted, the Board appoint Dr. Gary Carlston to be the sixteenth president of Snow College without following Policy R203, *Search Committee Appointment and Function and Regent's Selection of Presidents of Institutions.* **The motion carried unanimously.**

Chair Campbell met President Carlston and Mrs. Carlston at the podium where he congratulated them. Each of them addressed the crowd and thanked the Board of Regents for the opportunity.

Commissioner Buhler welcomed President Carlston to the Utah System of Higher Education and Snow College Board of Trustee Chair Theressa Alder congratulated President Carlton by presenting him with framed keepsake of the Noyes Building.

On a motion by Regent Stoddard, seconded by Regent Anderson, the Committee of the Whole adjourned at **1:34 p.m.** and was followed by a reception.

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Kirsten Schroeder, Executive Secretary

Date Approved: