

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST GEORGE, UTAH
GARDNER CENTER
FRIDAY, APRIL 1, 2016

AGENDA

8:00 – 9:20 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT WILLIAMS, COMMISSIONER BUHLER**
Location: Zion Room (Holland Bldg)

9:30 – 10:30 AM **INFORMAL DISCUSSION**
Location: Zion Room (Holland Bldg)

10:40 – 12:00 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: Cottam Room

ACTION:

- | | |
|---|-------|
| 1. The University of Utah – Bachelor of Arts/Bachelor of Science in Recreational Therapy | TAB A |
| 2. Utah State University – Associate of Science in Agricultural Science | TAB B |
| 3. Utah State University – Executive Master of Accounting (EMAcc) | TAB C |
| 4. Dixie State University – Associate of Applied Science in Surgical Technology | TAB D |
| 5. New Century and Regents' Scholarship Award Amounts for 2016-17 | TAB E |
| 6. Revision of Policy R312, <i>Configuration of the Utah System of Higher Education
Institutional Missions and Roles</i> (UU mission changes) | TAB F |
| 7. Revision of Policy R604, <i>New Century Scholarship</i> and Policy R609, <i>Regents' Scholarship</i> | TAB G |

CONSENT:

Please see the General Consent Calendar at TAB Y

INFORMATION:

- | | |
|---|-------|
| 1. Yearly Review (2 nd Year) Southern Utah University – Associate of Applied Science in
Aerospace/Aviation Technology | TAB H |
| 2. Institutional Completion Update: Dixie State University | TAB I |
| 3. Report on Utah Higher Education Staff Association Completion Initiative: bff (Bring a
Friend to Finish – Return, Learn, and Earn) | TAB J |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Conference Room B

ACTION:

- | | |
|--|-------|
| 1. Dixie State University – Campus Master Plan Approval | TAB K |
| 2. Southern Utah University – Series 2016 Refunding Bond Issue | TAB L |
| 3. Southern Utah University – Property Exchange and Long-Term Lease for Student Housing | TAB M |
| 4. Southern Utah University – Request for approval to create the position of General Counsel | TAB N |

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Bachelor of Arts/Bachelor of Science in Recreational Therapy

Issue

The University of Utah (UU) requests approval to offer a Bachelor of Arts in Recreational Therapy (RT), a Bachelor of Science in Recreational Therapy, and to discontinue the Emphasis in Therapeutic Recreation within the Bachelor of Arts and the Bachelor of Science in Parks, Recreation, and Tourism programs effective Fall Semester, 2016. This proposal was approved by the institutional Board of Trustees December 8, 2015.

Background

Due to reorganization within the UU's College of Health, the UU proposes to build upon its current Emphasis in Therapeutic Recreation and create a Bachelor of Science and a Bachelor of Arts in Recreational Therapy (RT). With this newly revised curriculum, the new programs in RT will be housed in the Department of Occupational and Recreational Therapies instead of the Department of Parks, Recreation, and Tourism where the emphasis in therapeutic recreation has resided. The new curriculum reflects a focus in health and clinically-oriented courses rather than in parks and recreation. Students currently enrolled in the existing emphasis will have up to five years to complete the program. (The emphasis discontinuation can be found on the General Consent Calendar.)

Recreational Therapy is a health and human services profession that uses activity-based interventions as part of a systematic process to improve the physical, social, emotional, cognitive and spiritual functioning and well-being of individuals with injury, illness, and/or disability to enable greater health, community engagement, and a greater quality of life. Individual and group counseling techniques are implemented through prescribed play, recreation, experiential activity and psycho-education processes. Recreational therapists also work with individuals and their support systems to develop specific leisure skills and the necessary resources to promote overall well-being and life satisfaction.

The proposed program is designed to address requirements of the National Council for Therapeutic Recreation Certification (NCTRC) National Job Analysis, American Therapeutic Recreation Association's curriculum guidelines, Commission on Accreditation of Allied Health Education Programs, and the Committee on Accreditation of Recreational Therapy Education (CARTE) standards. The bachelor's degree

in Recreational Therapy will prepare students to take the NCTRC certification examination and become a Certified Therapeutic Recreation Specialist.

The Utah Department of Workforce Services (DWS) Occupational Explorer lists Recreational Therapist (SOC Code 29-1125) as a 4-star occupation with annual median income of \$37,490. It is projected to have a 3.1% annual growth rate with an average of 10 annual job openings. Occupational Explorer showed 16 current job openings for recreational therapists and related positions at the time of inquiry (February 4, 2016). Further, the United States Bureau of Labor Statistics projects an annual 12% growth rate nationally for Recreational Therapists through the year 2024. The UU's proposal estimates the program will have 30 graduates by the fourth year.

Policy Issues

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Arts and the Bachelor of Science in Recreational Therapy.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description – Full Template
University of Utah
Recreational Therapy BA/BS**

Section I: The Request

The University of Utah (UU) requests approval to offer the Bachelor of Science (BS) and the Bachelor of Arts (BA) degrees in Recreational Therapy (RT) effective Fall semester 2016, housed in the Department of Occupational and Recreational Therapies (OTRT). The institution currently offers an emphasis in Therapeutic Recreation within BS and BA degrees in Parks, Recreation, and Tourism (PRT). This proposal includes the request to discontinue this emphasis upon approval of the degrees in Recreational Therapy. A recent realignment of the UU's College of Health (COH) has provided an opportunity to reposition recreational therapy from the prior PRT Department. This realignment allows the RT program to be more closely associated with other traditional health care professions. There are both philosophical and pragmatic justifications for this realignment. Both Occupational Therapy and RT are professional education programs that train students as clinicians in the health care field. The commonalities in clinical training needs, administration, and accreditation make this transfer logical. This realignment will allow for greater efficiency and outcomes for students by being responsive to the increased and varying skill needs of recreational therapists.

Section II: Program Description

Complete Program Description

Recreational Therapy is a health and human service profession that uses activity-based interventions as part of the systematic RT process to improve the physical, social, emotional, cognitive and spiritual functioning and well-being of individuals with injury, illness, and/or disability to enable greater health, community engagement, and a greater quality of life. Individual and group counseling techniques are implemented through prescribed play, recreation, experiential activity and psycho-education processes. Recreational therapists also work with the individual and his/her support systems to develop specific leisure skills and the necessary resources to promote overall well-being and life satisfaction. Students in the bachelor's degree in Recreational Therapy program will take courses in recreational therapy theory, recreational therapy assessment and intervention techniques for individuals with varying disabling conditions, management and professionalism in recreational therapy, and a clinical internship to solidify real-world recreational therapy skills. Students engage in client-based experiences in order to develop an understanding of consumer health needs within community-based programs as well as treatment-based services.

The proposed degrees are designed to address all requirements of the National Council for Therapeutic Recreation Certification (NCTRC) National Job Analysis, the American Therapeutic Recreation Association's (ATRA) curriculum guidelines, the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and the Committee on Accreditation of Recreational Therapy Education (CARTE) standards. The programs will prepare students to take the NCTRC certification examination and become a Certified Therapeutic Recreation Specialist.

Purpose of Degree

Prior to the establishment of the Division of Recreation's bachelor's degree in 1972, an emphasis in RT has been awarded by the University of Utah. Throughout the years the profession has continued to emerge into a vital health profession with 75% of all recreational therapists currently working in medical/clinical settings (NCTRC, 2014). The realignment of the COH has provided an opportunity to reposition the program from the Department of PRT to the Department of OTRT. This realignment allows for the development of an enhanced RT curriculum that is responsive to the varying skill-set needs of recreational therapists. The new curriculum

reflects a reduction in parks and recreation credits and an increase in health and clinically-oriented credits. Currently, there are just over 50 enrolled students in the emphasis area. Between 25-30 seek the emphasis each year. The U of U's RT emphasis has been one of only two RT Programs in the State of Utah and the only program at a public university. In addition, the RT undergraduate program serves as an appropriate bachelor's degree for students who aim to seek advanced RT education or training in other professional degrees in the health and human service fields that require graduate training, such as Occupational Therapy, Physical Therapy, Social Work, Special Education, and Medicine. Approximately 35% of all the U of U's RT students seek such advanced degrees.

Institutional Readiness

It is not expected that additional administrative structures or supports will be needed. The new structure has already been accomplished by the COH realignment. The Department of OTRT has a chair and support staff that can absorb the administrative support required by adding the program. The departmental structure already consists of the chair with program directors for each of its current program offerings. The current RT faculty members will be reallocated to the OTRT Department. One of the current RT faculty members will continue to direct the RT program. The new centralized undergraduate Center for Student Success in the COH will take on most of the advising for the program, therefore limiting the work to existing department staff. There is a need for two additional faculty members for this degree, a tenure-track faculty to support the educational program and an RT research agenda. An additional career-line faculty member is needed to assist in teaching and in the internship and field placement components of the program. The institution plans to hire the tenure-track faculty member within two years of the program's approval using existing resources. The career-line faculty will be hired within the first year and will be supported by funds generated by increased enrollment.

Departmental Faculty

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	0	1	5
Full-time Non-Tenured	0.5	0.5	6
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	1	1	2
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
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			
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	0	1	5
Full-time Non-Tenured	1.5	1.5	8
Part-time Tenured	0	0	0
Part-time Non-Tenured			
Total Department Faculty FTE (<i>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."</i>)	1.5	2.5	13

Note: The Department Faculty Headcount – Prior to Program Implementation information accounts for the RT program only. It does not include data for the Parks, Recreation, and Tourism Department in which the RT program is currently housed. Future data includes RT and its new departmental information from Occupational Therapy (total count of faculty in the Department of Occupational and Recreational Therapies).

Staff

No additional staff members are expected to be needed to support the program.

Library and Information Resources

Library resources are already in place to meet the needs of the program. No changes in these resources are anticipated.

Admission Requirements

There are no specific admission requirements for the bachelor's degree in RT. However, typically the introduction of coursework has been, and it is expected to continue to be, in the students' junior year and the recreational therapy-specific coursework completed over the student's junior and senior years.

Student Advisement

The majority of the student advising will occur in the COH's new Center for Student Success (CSS), a centralized undergraduate advising center for the College. While this center has multiple advisors to assist RT students, the center will have one advisor specifically assigned to the RT degree program. The administrative assistant in the OTRT department will also assist the CSS and program director in advising pre-RT students regarding admissions and graduation requirements.

Justification for Graduation Standards and Number of Credits

Recreational Therapy will require 69-71 program-related credit hours. The baccalaureate degrees can be completed within 120 – 126 credits hours as required by Regent policy.

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	23	23	27	27	30	30
Total # of Declared Majors in Proposed Program	53	53	60	60	65	65
Departmental Data – For All Programs Within the Department						

Total Department Faculty FTE (<i>as reported in Faculty table above</i>)	1.5	12	13	13	13	13
Total Department Student FTE (<i>Based on Fall Third Week</i>)	49	155	162	162	167	167
Student FTE per Faculty FTE (<i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i>)	33	13	12	12	13	13
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

Note: Current-Prior to New Program Implementation information accounts for the RT program only. It does not include data for the Parks, Recreation, and Tourism department in which the RT program is currently housed. Projected data includes RT and its new departmental information from Occupational Therapy (total count of faculty and students in the Department of Occupational and Recreational Therapies).

Expansion of Existing Program

Gradual increased enrollment is expected with the increased visibility through the creation of a RT degree in the Department of OTRT.

Section III: Need

Program Need

Currently, there are 53 declared students in the emphasis area, with 25-30 students seeking the emphasis each year. Increased enrollment is expected with the health-related visibility through the creation of the RT degree. Recreational Therapy is a licensed health care profession in Utah and the U of U is the only public academic institution preparing these professionals. Statistics from the State of Utah, Department of Professional Licensing (Oct. 31, 2011) demonstrate the role recreational therapists trained at the U of U play in meeting the health care needs of Utah citizens. Sixty-five percent (65%) of all licensed Master Therapeutic Recreation Specialists and 53% of all licensed Therapeutic Recreation Specialists are U of U RT graduates. University of Utah graduates supervise or direct 85-90% of the RT clinical programs in Medicare-approved long-term care facilities in Utah. The move to the RT baccalaureate degree and alignment with other traditional health care professional programs is expected to advance interdisciplinary inquiry and progress the academic preparation for the RT profession in Utah.

Labor Market Demand

The Bureau of Labor Statistics projects job growth for recreational therapists will grow by 12% through the year 2024, especially as the population ages and there is greater need for health care professionals to assist people in prevention and independent functioning to maintain and improve quality of life. The Utah Department of Workforce Services (DWS) Occupational Explorer lists Recreational Therapist (SOC Code 29-1125) as a 4-star occupation with annual median income of \$37,490. It is projected to have a 3.1% annual growth rate with an average of 10 annual job openings. Occupational Explorer showed 16 current job openings for recreational therapists and related positions at the time of inquiry (February 4, 2016). The recreational therapist, as part of a health care team or a human service team accomplishes these goals through the strategic use of recreational activities and programs.

Alumni are employed in long-term care facilities, inpatient-hospitals, outpatient programs, substance abuse treatment, residential treatment, adult day care centers, school systems, and community-based recreation and human service programs. In addition, the institution reported that approximately 35% of all U of U RT students

seek advanced degrees in RT and other health and human service fields that require graduate training, such as Occupational Therapy, Physical Therapy, Social Work, and Special Education.

Student Demand

Currently, the RT emphasis in the PRT bachelor's degree has 53 students who declare RT as their emphasis. The RT emphasis is the largest emphasis area in the PRT degree. Increased enrollment is expected with the increased visibility through the move to the RT baccalaureate programs. Recreational Therapy students have provided input and expressed support to move the program to a full baccalaureate degree. Students reinforced the need for a reduction in parks and recreation credits and an increase in health and clinically-oriented credits in order to meet the professions minimal competencies noted in the national job analysis and for advanced practice.

Similar Programs

The U of U's program is one of two CARTE-accredited programs in the state. The other program is in Recreation Management and is offered by Brigham Young University. It is one of only 5 programs in the Intermountain West.

Collaboration with and Impact on Other USHE Institutions

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. Additionally, there has been prior discussion with other USHE institutions that offer degrees in recreation to create ways for students in rural areas to transfer their degrees to the U of U's RT program. These opportunities along with an on-line or hybrid bachelor's degree in RT will be considered at a future time.

Benefits

The U of U has been recognized as one of the leading institutions in RT preparation for the past twenty years. The RT faculty have been recognized at both state and national levels for their contributions to the profession and their academic preparation of students. Utah is one of four states in the country that require licensing to practice RT and over 50% of all licensed therapists in Utah are U of U graduates.

The benefits to the students seeking a bachelor's degree in RT, rather than a RT emphasis under a bachelor's degree in PRT, are significant. The reduction of recreation and park focused courses to health and clinically-driven courses will better prepare students for the continuous changes in the health care sector, where the majority of RT graduates are employed. It will also prepare the students who seek employment in more community-based settings with greater knowledge and experience with specific populations and advanced skills, opening more employment opportunities. The move to the Department of OTRT will allow the RT students increased opportunities for interdisciplinary education and experiences with other traditional health care professional students, such as the future involvement of the RT students in the Health Science Center's Interprofessional Education experiences. Currently these experiences are completed by Occupational Therapy, Physical Therapy, Nutrition, Speech Language Pathology, and Audiology students in the College of Health. This interdisciplinary approach will allow RT students to interact and collaborate with those with whom they will clinically practice upon graduation.

The Greater Salt Lake area looks to the U's RT program and the RT students to lead in community involvement and to help serve specialty programs serving individuals with disabilities. Programs like: Special Olympics, National Ability Center, Utah School for the Deaf and Blind, University of Utah Neuropsychiatric Institute, Veterans Administration, Maple Lake Academy, Vista Adolescent Treatment Centers, numerous long-term care facilities, etc. count on the support of the RT faculty and students. This change will increase the opportunities to expand community engagement through academic lab experiences and service learning coursework.

It is anticipated that the realignment of RT with Occupational Therapy will enhance the visibility of the Department of OTRT's current academic programs and facilitate the recruitment of new students to the University of Utah. Administrative efficiencies will be gained through the combination of the units.

Consistency with Institutional Mission

The mission of the U of U reflects the responsibility to serve the citizens of the state and world through application and dissemination of knowledge in the quest to advance interdisciplinary inquiry, international involvement, and social responsibility. The U of U has the following 4 core goals: promote student success to transform lives, develop and transfer new knowledge, engage communities to improve health and quality of life, and ensure long-term viability of the university. The bachelor's RT degree addresses each of these core goals. The educational experience in RT transforms the lives of the students in the program by providing a solid education in a marketable profession. Recreational therapists assist individuals with disabling conditions, and illnesses, in developing knowledge, skills, and behaviors to improve functioning for greater health and community engagement. The expansion of the RT program, with the additional faculty hires, will allow for the development of a research platform in RT that will generate new evidence for the practice of RT.

Section IV: Program and Student Assessment

Program Assessment

1. To support students in completing recreational therapy coursework with a C or better in order to successfully graduate.
 - o Prior to the completion of the students' first semester in the RT program, a documented degree plan will be completed and placed in student file.
 - o Maintain an 85% retention rate of students in RT program by the 3rd graduating class.
 - o Maintain an 85% graduation rate of RT students as documented each spring in graduation records.
 - o Ninety percent (90%) of students will graduate within five semesters upon declaring a major in RT major.
2. To prepare students to meet the requirements for Utah professional licensing and national certification.
 - o Recreational Therapy students will successfully complete a clinical internship from an approved best practice site that addresses all job tasks on the NCTRC Job Analysis with a C or better on first attempt (target = 98%).
 - o The RT Program will maintain an 82% pass rate or better on the First-time Candidate report provided by NCTRC.
 - o RT Program will complete an annual curriculum review that will entail: measurement of program objectives, compliance with accreditation standards, review of each class's curriculum guidelines and objectives. Review will be documented in program annual report and submitted to department chair.
3. To provide quality internship placements to assist in learning the critical clinical job skills.
 - o Develop and maintain a minimum of 30 sites that meet at least minimal standards of the RT internship best practices standards (U of U's RT Best Practice Manual) to ensure availability of internships.
 - o Clinical internship supervisors will submit a minimum of one mid-evaluation and one final student evaluation to student and RT Program. This evaluation will document students' abilities according to the NCTRC Job Analysis (target=100%).
 - o Clinical internship supervisors will meet or have direct contact a minimum of one time with academic supervisor during each student placement to discuss student progress, student's knowledge base and ability to perform clinical services.
4. To prepare students to understand and assume the role as advocates for individuals with disabilities as well as for the profession.
 - o Recreational Therapy students will volunteer a minimum of 10 hours a semester with individuals with disabilities as recorded through student records (target = 90%).

- Recreational Therapy students will join a minimum of one professional organization in order to encourage involvement in professional activities and to support professional networking (target = 100%).
- 5. To support students in securing jobs in the profession or seeking advanced graduate education.
 - Provide routine advising by program director or other RT faculty as appointed a minimum of one time per year, as noted in student record.
 - Job announcements will be placed on social media sites, RT bulletin boards, and announced through internship classes.
 - Students will be required to join a minimum of one professional organization in order to encourage professional networking.
 - Recreational Therapy graduates who seek acceptance into graduate programs will be accepted into such programs within 1 year of graduation (target = 85%).
 - Recreational Therapy graduates who seek RT-related employment will obtain such employment within six months of graduation (target = 80%).

Expected Standards of Performance

National standards guidelines for RT programs are specified in Standards and Guidelines for the Accreditation of Educational Programs in Recreational Therapy as adopted by ATRA, CARTE, and CAAHEP. These standards and guidelines were used in the development of curriculum and evaluation procedures for the U of U's proposed RT baccalaureate degree programs. Each syllabus will identify required competencies to be addressed and the form of evaluation for the competency.

Section V: Finance

Three-Year Budget Projection								
Departmental Data	Current Recreational Therapy Budget – Prior to New Program Implementation	Current Occupational Therapy 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	\$136,560	\$1,039,671	\$68,000	\$1,244,231	\$56,000	\$1,300,231		\$1,300,231
Benefits	\$56,567	\$214,313	\$23,000	\$293,880	\$1,900	\$295,780		\$295,780
Total Personnel Expense	\$193,127	\$1,253,984	\$91,000	\$1,538,111	\$57,900	\$1,596,011	\$0	\$1,596,011
Non-Personnel Expense								
Travel	\$6,000	\$39,700	\$6,000	\$51,700	\$2,000	\$53,700		\$53,700
Capital	\$0		\$0	\$0		\$0		\$0
Library	\$0		\$0	\$0		\$0		\$0
Current Expense	\$0		\$0	\$0		\$0		\$0
Total Non-Personnel Expense	\$0	\$224,905	\$0	\$224,905		\$224,905		\$224,905

Total Expense	\$6,000	\$264,605	\$6,000	\$276,605	\$2,000	\$278,605	\$0	\$278,605
(Personnel + Current)	\$199,127	\$1,518,589	\$97,000	\$1,814,716	\$59,900	\$1,874,616	\$0	\$1,874,616
Departmental Funding								
Appropriated Fund		\$510,571	\$290,000	\$800,571	\$60,000	\$860,571		\$860,571
Other: SCH, Productivity	\$59,500	\$308,135	\$27,300	\$335,435	\$56,700	\$392,135		\$392,135
Special Legislative Appr.				\$0		\$0		\$0
				\$0		\$0		\$0
Grants and Contracts		\$23,000	\$23,000	\$46,000		\$46,000		\$46,000
Special Fees / Differential Tuition	\$0	\$700,520	\$100	\$700,620	\$100	\$700,720	\$100	\$700,820
Total Revenue	\$59,500	\$1,542,226	\$340,400	\$1,882,626	\$116,800	\$1,999,426	\$100	\$1,999,526
Difference								
Revenue-Expense	-\$139,627	\$23,637	\$243,400	\$67,910	\$56,900	\$124,810	\$100	\$124,910
Dept Instruct Cost / Student Credit Hour* (as reported in inst Cost Study for "current" and using the same Cost Study Definition for "projected")	\$59,500	\$306,503	\$27,300	\$333,803	\$56,700	\$390,503	\$	\$390,503

Note: The information in the current column accounts for the RT program only. It does not include data for the Parks, Recreation, and Tourism Department in which the RT program is currently housed. Projected data includes RT and its new departmental information in the Department of Occupational and Recreational Therapies.

Funding Sources

The new baccalaureate programs will be funded via existing state appropriation (reallocated from the current department to the new department) and student tuition. Funds for the new tenure line RT faculty will come initially from existing funds within the Department of Occupational and Recreational Therapies, but on-going financial support will come from new monies allocated to the Department from the College of Health Dean's office. The additional part-time career-line faculty member will be funded from additional student credit hours generated by the enhanced RT curriculum.

Reallocation

Funds will be reallocated from the Department of PRT budget.

Impact on Existing Budgets

The impact to the COH is expected to be minimal as students will continue to take the same number of credits within the College as they did prior to the move.

The impact on the existing Department of Occupational and Recreational Therapies budget is minimal. There is no change expected in the numbers of students and the funds covering the two existing faculty are being transferred from the existing PRT budget. Funds for the new tenure line RT faculty member are being added to the Department's budget from College of Health funds. Funds for the career line faculty member will be covered by student credit hour funds generated from the RT program.

Initially, the Parks, Recreation, and Tourism Department is expecting a loss of student credit hour-generated funds due to the reduction in PRT coursework taken by RT students. The reduction in PRT coursework was necessary to provide increased educational content in clinical topics needed to meet future employment expectations and accreditation standards. Resources to assist the PRT department through this transition will be managed by the COH.

Section VI: Bachelor's Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
REC TH 3330	Foundations of Recreational Therapy	3
REC TH 3360	Assessment, Documentation and evaluation in Recreational Therapy	4
REC TH 4300	Recreational Therapy and Individuals with Intellectual Disabilities/Lab	3
REC TH 4310	Recreational Therapy and the Elderly Population/Lab	3
REC TH 4320	Recreational Therapy and Physical Medicine/Lab	3
REC TH 4330	Recreational Therapy and Mental Health Services/Lab	3
REC TH 5300	Management in Recreational Therapy	3
REC TH 5350	Advancement of Recreational Therapy Clinical and Professional Analysis	3
REC TH 5360	Techniques and Facilitation in Recreational Therapy	3
REC TH 5828	Recreational Therapy Internship	12
Sub-Total		40
Supportive Courses		
BIOL 2325	Human Anatomy	4
BIOL 2420 or HEDU 4650	Human Physiology (AS) or Anatomy and Physiology for Health	4
ESS 3092	Kinesiology	3
PSY 3400	Psychology of Abnormal Behavior	3
FCS 1500 or NURS 2100	Human Development/Lifespan or Lifespan Growth and Development	3
SOC 3112	Social Stats (QB & QI)	3
PRT 5395	Financial Management (OI)	3
HEDU 5100 or HEDU 5300	Health Care in the USA or Alternate health care class from approved list	3
Sub		26
Elective Courses		
	Open to a Social Science or Humanities Course	3
Sub-Total		3

Course Prefix and Number	Title	Credit Hours
Track/Options	(if applicable)	
	Sub-Total	
	Total Number of Credits	69

Note: A minimum of one three-credit class will be needed for elective courses. Students may choose from social sciences or humanities. The class(es) will need to contribute to understanding of health, human services and/or student specialization. If supportive coursework is less than 26 credit hours additional electives will be added to enhance supportive coursework.

Program Schedule

University of Utah
Department of Occupational and Recreational Therapies
Recreational Therapy Degree Plan

Fall 2016-16 credits

REC TH 3330	Foundations of Recreational Therapy	3 Credits
REC TH 4300	Recreational Therapy and Individuals with Intellectual Disabilities/Lab	3 Credits
BIOL 2325	Human Anatomy	4 Credits
SOC 3112	Social Stats (QB & QI)	3 Credits
HEDU 5100	Health Care in the USA	3 Credits
	Or	
	Alternate health care class on approved list	
	HEDU 3050 Community Health Issues	
	SOC 3671 Sociology of Health	
	FCS 5430 Families, Consumers and Health	
	POLS 5324 Disabilities Studies	

Spring 2017-14 credits

REC TH 3360	Assessment, Documentation and Evaluation in Recreational Therapy	4 Credits
REC TH 4310	Recreational Therapy and the Elderly Population/Lab	3 Credits
BIOL 2420	Human Physiology (AS)	4 Credits
FCS 500	Human Development/Lifespan	3 Credits
	Or	
NURS 2100	Lifespan Growth and Development	

Summer 2017 None

Fall 2017-15 Credits

ESS 3092	Kinesiology	3 Credits
PRT 5395	Financial Management (QI)	3 Credits
REC TH 5360	Techniques and Facilitation in Recreational Therapy	3 Credits
REC TH 4320	Recreational Therapy and Physical Medicine/Lab	3 Credits
PSY 3400	Psychology of Abnormal Behavior	3 Credits

Spring 2018-12 Credits

REC TH 5350	Advancement of Recreational Therapy Clinical and Professional Analysis	3 Credits
REC TH 4330	Recreational Therapy and Mental Health Services/Lab	3 Credits
REC TH 5300	Management in Recreational Therapy	3 Credits
	Elective	3 Credits

Summer 2018-12 Credits

Section VII: Faculty

Sandra K. Negley, M.S., MTRS, CTRS, FDRT

Steven A. Bell, Ph.D., TRS, CTRS

TBA, new tenure-track faculty member

TBA, new career-line faculty member

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Associate of Science in Agricultural Science

Issue

Utah State University (USU) requests approval to offer an Associate of Science (AS) in Agricultural Science effective in fall 2016. The institutional Board of Trustees approved the degree on January 8, 2016.

Background

The proposed AS in Agricultural Science has been developed by the School of Applied Sciences, Technology, and Education (ASTE) in the USU College of Agriculture and Applied Sciences. The degree would be based at USU Eastern and offered across the USU regional campuses via broadcast, face-to-face, and online instruction. Existing faculty in the School of ASTE, with cooperation and collaboration from other faculty in the College of Agriculture and Applied Sciences and USU Extension, are sufficient to offer the proposed AS. Upon completion of this two-year degree, graduates would be positioned to either work in the agriculture industry or transfer into a number of four-year degree programs available at USU Logan.

The proposed 60-62-credit AS in Agricultural Science includes 30 credit hours of general education courses and 30-32 credit hours of core agriculture courses and electives. Given the extensive offerings in agriculture already in place at USU, existing courses and library/information resources more than provide what is necessary for the proposed AS degree. U.S. Department of Agriculture projections point to good employment prospects, with the number of new college graduates falling below the number of anticipated job openings. The proposed AS in Agricultural Science is expected to appeal to place-bound students living and working in rural areas of Utah where agriculture is an important industry.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah State University and the Board of Regents. The Utah System of Higher Education Chief Academic Officers and appropriate faculty have reviewed and are supportive of USU's request to offer an AS in Agricultural Science. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer an Associate of Science in Agricultural Science.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Utah State University
Associate of Science in Agricultural Science**

Section I: The Request

Utah State University (USU) requests approval to offer an Associate of Science (AS) in Agricultural Science effective in fall 2016. The institutional Board of Trustees approved the degree on January 8, 2016.

Section II: Program Description

Complete Program Description

The proposed Associate of Science in Agricultural Science will be administered through the School of Applied Sciences and Technology Education (ASTE). The two-year degree is designed for delivery via distance education and will be offered through Utah State University's regional campus system. The associate degree integrates breadth of knowledge and applied learning in agriculture and natural sciences. Students will choose from general education, agricultural science, and general elective courses. Courses will be offered through a combination of online, interactive video conferencing (IVC) broadcast, and face-to-face formats. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios. Upon completion, students will have entry-level knowledge of agricultural science and be prepared to start a career in the diverse agricultural industry or enter a four-year degree program.

Purpose of Degree

Utah State University is the Land Grant University for Utah. It is known nationally and internationally for its programs in agriculture. The College of Agriculture and Applied Sciences (CAAS) has a mandate to advance agricultural science through excellence in teaching, research, and outreach. The proposed AS in Agricultural Science will be administered through the School of Applied Sciences, Technology and Education.

The Associate of Science in Agricultural Science will train students for growing jobs in agriculture and prepare them for transfer to a university to complete a bachelor's degree in the CAAS. The CAAS Student Services Center will be able to apply this degree directly into several departmental programs (e.g., Agricultural Systems Technology, Animal Science, Applied Economics, Landscape Architecture and Environmental Planning, Plant Science). According to U.S. Bureau of Labor Statistics, jobs that require associate degrees are projected to grow 17.6% between 2012 and 2022 (*Occupation Employment Projections to 2022* (2013); Monthly Labor Review, Bureau of Labor Statistics; retrieved from <http://www.bls.gov/opub/mlr/2013/article/occupational>, Table 2).

The stepwise progression of university degrees in the CAAS at USU has traditionally started with the Bachelor of Science (BS) degree. The completion of this "first" degree then allowed for advancement to the master's and doctorate. The implementation of an Associate of Science in Agricultural Science will provide an initial step. The degree will be offered through the regional campus system to place-bound students. It will be promoted to traditional and non-traditional students who have a fundamental interest in agriculture, but without the autonomy to easily move to USU Logan for a BS degree. It will serve as the first step for

some students seeking advancement in agricultural science. For other students, the AS degree will provide skills, and a higher education credential, to pursue a career in rural Utah and beyond.

Institutional Readiness

This program will leverage resources already in place at USU Eastern and through the use of the regional campus system. Through the strategic development and placement of regional learning centers, the USU regional campus system is designed to support the implementation of the proposed degree. USU has partnered with communities throughout the state to offer and deliver programs using the latest technologies – online and IVC broadcast. The administrative structure is in place to offer the program; further, this program intends to also use local agricultural expertise through the involvement of Cooperative Agricultural Extension agents. USU’s commitment to distance education and the regional campus system is evident in the sustained resources dedicated to learning throughout the state.

The proposed Associate of Science in Agricultural Science will be based at the USU Eastern campus and targeted for delivery through the regional campus system. The degree is designed for access via distance education technologies. Courses will be executed through online, IVC broadcast, and face-to-face at select locations. Learning will be achieved through synchronous and asynchronous delivery of course content. Assessment will employ distance education techniques, including but not limited to, online testing, proctored examinations, and individual project portfolios. ASTE is capable of delivering this AS program.

The USU regional campus system has the personnel and technology in place to implement the proposed AS in Agricultural Science. The infrastructure for conveyance of this program currently exists at the Price and Blanding campuses. The promotion and marketing of the proposed degree and the needed academic advising are available to encourage and accept enrollments. USU has the capacity and the mandate to implement and grow this proposed agricultural science degree program.

No additional resources are requested. Implementation of the proposed program will not impact the continued high-quality delivery of undergraduate and/or lower-division education provided through the USU regional campus system.

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	15		15
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master’s Degrees			
Full-time Tenured	5		5
Full-time Non-Tenured	6		6

Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured	4		4
Full-time Non-Tenured	5		5
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured	4		4
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	28		28
Full-time Non-Tenured	14		14
Part-time Tenured			
Part-time Non-Tenured			
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.") FY15 actual	41.95	X	41.95

Staff

No additional administrative, secretarial, clerical, laboratory aides/instructors, advisors, or teaching assistants will be required to implement and sustain the Associate of Science in Agricultural Science. Existing staff will be identified and assigned to accommodate the degree program.

Library and Information Resources

Utah State University currently has the necessary library resources to implement and sustain this new degree program using the holdings for the existing degree programs in the CAAS. Statewide access to library resources will be required and access to the collection is available remotely. While reference materials (online journals, archives, database, and e-books) will be used in many courses, USU's learning management system (Canvas) allows for the placement of such reference materials within the online course. Faculty developing and advancing online courses enjoy excellent library support.

Admission Requirements

Current admission requirements will be used in reviewing and accepting applicants to the proposed program. No specific or additional admission requirements will be used. Standards for admission will be neither relaxed nor amplified. USU Eastern is an open-enrollment institution, and current admission requires a secondary diploma (or equivalent) and submission of ACT or SAT scores.

Student Advisement

The USU regional campus system uses a local approach to student advisement combined with advanced technologies. The majority of the regional campus centers employ from one-to-three academic advisors who would be responsible for the proposed program. Where face-to-face advising is limited, two techniques are used: (1) on a monthly basis, regional campus advisors travel to the regional campus centers without full-service advisors; these regularly-scheduled advising sessions are scheduled through an appointment management software system; and (2) regional campus advisors also use IVC connection technology to meet electronically with students. Information is shared through password secure file transfer systems, and all advisors track student progress through the USU time-to-degree-completion software system.

Justification for Graduation Standards and Number of Credits

The proposed Associate of Science in Agricultural Science will use graduation requirements consistent with other Associate of Science programs at USU. Students are expected to earn a minimum of 60 credits. Twenty credits must be earned at USU. The agricultural science core will include 20 credits. The General Education requirements are the same as for other USU students earning an AS degree. A minimum 2.0 GPA would be required for graduation.

External Review and Accreditation

This proposed degree used similar programs at other institutions as a model for the development process. While external consultants were not directly utilized, the expertise of the proposal planning team includes teaching and industry experience from numerous state land grant college systems, especially the Midwest where this style of degree is highly valued and well-populated.

No specific professional credentials or licensures will be sought. While some graduates may pursue certification in unique agricultural production and service enterprises (e.g., pesticide applicators, artificial insemination, certified crop consultants), degree completion does not require nor provide any specific credential or licensure.

The proposed Associate of Science in Agricultural Science will be accredited within the structure and cycle of review for ASTE. There is no industry-specific accreditation that would apply to the proposed degree program.

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	5	10	20	30	35

Total # of Declared Majors in Proposed Program	X	10	20	35	40	45
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	41.95	41.95	41.95	41.95	41.95	41.95
Total Department Student FTE (Based on Fall Third Week) Fall 2015	736.50	748.76	762.76	782.76	789.76	795.76
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	17.56	17.85	18.18	18.66	18.83	18.97
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The proposed program is not an expansion or extension of an existing program. As an Associate of Science program, it could be considered a pre-step to the Bachelor of Science in one of the many excellent CAAS degree programs. However, the pure intent is not as a “feeder program,” but rather as a degree option for students in the regional campus system living and earning outside the USU Logan residential campus. Predicted enrollments are cited in the table above.

Section III: Need

Program Need

As part of its Land Grant mission, USU is to provide practical education, including education in agriculture, to the people of the State of Utah. This degree will be based at USU Eastern and focused upon the rural areas of the state where agriculture is an important industry. Residents in all areas in Utah can benefit from a degree program focused on helping graduates learn to design and apply technologies to guide the ethical use of land, food, water, and economic resources, thereby improving the health and well-being of humans, plants, animals, and the environment.

Labor Market Demand

According to the Utah State Office of Education, about 85% of Utah’s citizens complete their high school education with a diploma (*Utah 2015 Graduation Rates* (2015); Utah State Office of Education, retrieved at <http://schools.utah.gov/data/Superintendents-Annual-Report/2015/GraduationReport.aspx>, p. 1). Approximately 26% of Utah’s high-school graduates go on to complete a bachelor’s degree program (*Steps to Improve College Graduation Rates: College Preparation and Student Success, Analysis Report No. AR 15-01* (2015); retrieved from <http://financialreports.utah.gov/saoreports/2015/AR15-01StepstoImproveCollegeGraduationRatesStateBoardofRegentsoftheStateofUtah.pdf>, p.3). Twenty years ago, a college graduate earned 2.0 times more over a lifetime than a high school-only completer (*Help*

Wanted: Projections of Jobs and Education Requirements Through 2018 (2010); Georgetown University Center on Education and the Workforce; retrieved from <https://cew.georgetown.edu/wp-content/uploads/2014/12/fullreport.pdf>, Figure 5.2). It is estimated that a graduate with an associate degree will earn from 26% to 33% more than a high school graduate (*Help Wanted: Projections of Jobs and Education Requirements Through 2018* (2010); Georgetown University Center on Education and the Workforce, retrieved from <https://cew.georgetown.edu/wp-content/uploads/2014/12/fullreport.pdf>), p. 96); and *The College Payoff: Education, Occupations, Lifetime Earnings*; Georgetown University Center on Education and the Workforce; retrieved from: <https://www2.ed.gov/policy/highered/reg/hearulemaking/2011/collegepayoff.pdf>, p. 4).

The latest employment report from the U.S. Department of Agriculture indicates an anticipated 57,900 average annual openings for college graduates in food, agriculture, and renewable natural resources between 2015 and 2020 (*Employment Opportunities for College Graduates in Food, Agriculture, Renewable Natural Resources, and the Environment* (2015); United States Department of Agriculture, under Award No. 14-38837-22371.USDA2015; retrieved from <https://www.purdue.edu/usda/employment/>). It is projected that an average of 35,400 new graduates will be prepared to take these positions, creating a shortage of 39%. Approximately half of these openings are expected to be in management and business, with over 25% in science, technology, engineering, and mathematics (STEM) related positions. The remaining positions are expected to be in sustainable food production, education, and governmental services. This degree program can prepare additional graduates to meet the labor market demand, particularly for those opportunities in the rural areas of Utah and the Four Corners region.

Student Demand

The consistent growth at USU regional campuses serves as an indicator of student demand. The average growth has been approximately 10% per year for the past five years. Non-traditional, adult learners are returning to complete degrees and certifications. Student interest at the Blanding campus location continues to draw attention. This program will provide an agriculture degree option for students on the Blanding campus as well as other students located in rural Utah, especially in southeastern Utah. Anecdotal information from students and contacts in this area provide encouragement for offering this degree. The addition of an Associate of Science in Agricultural Science will provide an option for those currently enrolled in the regional campus system and will attract students living and working in rural Utah who have an interest in agriculture production, processing, management, and environmental sustainability.

Similar Programs

Within Utah, there are two other higher education institutions that offer residentially-based programs in agriculture at the associate degree level. Snow College has an Associate of Science in Agribusiness and Agriculture with the intent of transfer to a bachelor's degree; it is a residential program. Southern Utah University (SUU) offers two associate degrees related to animal agriculture in Livestock Farm Management and Equine Studies; both of the SUU programs are offered on campus. Neither Snow College nor SUU offer their programs as an off-campus degree program. Agricultural science-interested, place-bound students will benefit from this proposed program.

In the general intermountain region, Great Basin Community College (Elko, NV), College of Southern Idaho (Twin Falls, ID), and Western Colorado Community College (Grand Junction, CO) offer assorted specializations in agriculture resulting in an AS or AAS degree. A close approximation might be Colorado

State University where a plethora of online degrees are offered, although the single agriculture-related degree is at the BS level.

Collaboration with and Impact on Other USHE Institutions

The proposed degree is a stand-alone program to be implemented through USU Eastern and the regional campus system. Evidence of collaboration is best observed through USU's relationship with the Utah Education Network in the IVC broadcast of courses and online learning. Advisors will work closely with students who have earned course credit from other institutions and then seek admission and completion of the Associate of Science in Agricultural Science. The transfer and articulation agreements from other institutions will be honored and implemented as place-bound students who began a degree program, but stopped-out for whatever reason, make the decision and take the action to enroll in this proposed AS degree program.

Benefits

The proposed Associate of Science in Agricultural Science will provide increased access to higher education within a traditional industry for a potential audience of place-bound learners.

The State has a goal to increase the number of Utahans with postsecondary education to 66% by 2020. For many, a bachelor's degree is the goal. Yet, the Utah Foundation recently reported that Utah is falling behind when it comes to BA/BS higher education completion rates. For example, in 2014 Utah ranked 39th among states for on-time graduation, with only 47% of students in public, four-year colleges graduating within six years. The national average is 59%. An Associate of Science degree is often the gateway to career success and more learning. Implementation of the proposed program to place-bound students will allow for greater access at an affordable cost (including tuition, fees, and opportunity costs).

The USU regional campus system provides for greater access to degree programs from the AS/AAS to EdD. With targeted programming for specialized, place-bound populations, the USU regional campus degree development and program delivery model is designed to support the proposed Associate of Science degree program.

The degree will integrate the required General Education courses with a palette of agricultural science course options. As the degree program outlines, the General Education courses are standard for the USU system and the proposed off-campus program will not compromise the General Education principles.

Consistency with Institutional Mission

Utah State University, as the Land Grant University for the State of Utah, has an institutional mandate to develop, implement, and sustain viable higher education programs for all Utah citizens. The statewide outreach has been well demonstrated through the USU Extension, in the placement of more than a dozen agricultural experiment stations throughout the state, and the development of a regional campus system. Outreach, distance education technology, and recognition of (and respect for) place-bound student is the central focus of the regional campus system. The implementation of the proposed Associate of Science degree is consistent with the University's resources, mission, and purpose.

Section IV: Program and Student Assessment

Program Assessment

The goals for the Associate of Science in Agricultural Science are to elevate the agricultural industry and the agriculturally career-focused students. The advancement of agriculture as a sustainable industry, from the farm field to the dinner plate, requires new and innovative citizens. Rural Utah is certainly where the majority of agriculture is practiced and where the proposed program is designed to impact. The basic measure of success would be program graduates. A secondary measure would be entry-level placement upon program completion with equal accolade given for career placement or continuing education. Academic tracking during degree work and follow-up of graduates will be completed. ASTE is very good at both types of data collection and analysis and will also utilize the CAAS Student Services Center as a technical resource.

Follow-up of program completers will evolve as program faculty and advisors build the appropriate relations with USU Alumni and Development. Data access through these on-campus data warehouses will prove beneficial in following the careers of the program graduates. The use of social media will be explored and developed, as appropriate, to track the progress of degree graduates.

Expected Standards of Performance

Review of the literature and validation of an expert panel yielded the development of the following program standards and competencies

- Computational Standard
 - Calculate and apply basic and advance mathematical process
 - Analyze and interpret data to solve problems
 - Evaluate and solve problems by applying computational practices
- Communication Standard
 - Demonstrate written and oral communications
 - Prepare and present a persuasive argument
 - Document research and inquiry on topics of scientific interest
- Technical Science Standard
 - Understand and apply biological processes to animal and plant sustainability
 - Understand and apply chemical and physical processes to animal and plant sustainability
 - Become aware of agricultural and environmental interactions
 - Utilize financial managerial skills to operate an agricultural enterprise
- Human Relations Standard
 - Understand and apply ethical behaviors in the workplace
 - Define a problem and form options for resolution
 - Develop an appreciation for lifelong learning

The achievement of the standards and competencies will be assessed at the completion of coursework. An end-of-degree inventory will be conducted, using distance technology practices, to measure how well graduates have accomplished the expected standards and competencies. Corrections to the curriculum

and instruction techniques will be made based upon data from degree completers and industry requirements.

Student who enter the program but do not complete will be contacted to determine reasons for leaving. An attrition study will be implemented five years after launch of the degree. Findings will be used to improve program graduate rates.

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	\$3,572,519	\$35,725	\$3,608,244	\$36,082	\$3,644,326	\$36,443	\$3,680,769
Benefits	\$1,643,358	\$16,433	\$1,659,791	\$16,597	\$1,676,388	\$16,763	\$1,693,151
Total Personnel Expense	\$5,215,877	\$52,158	\$5,268,035	\$52,679	\$5,320,714	\$53,206	\$5,373,920
Non-Personnel Expense							
Travel	\$123,463	\$1,235	\$124,698	\$1,247	\$125,945	\$1,259	\$127,204
Capital	\$43,212	\$432	\$43,644	\$436	\$44,080	\$441	\$44,521
Library	\$18,521	\$184	\$18,705	\$188	\$18,893	\$189	\$19,082
Current Expense	\$432,122	\$4,322	\$436,444	\$4,363	\$440,807	\$4,408	\$445,215
Total Non-Personnel Expense	\$617,318	\$6,173	\$623,491	\$6,234	\$629,725	\$6,297	\$636,022
Total Expense (Personnel + Current)	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Departmental Funding							
Appropriated Fund	\$4,742,814	\$47,428	\$4,790,242	\$47,902	\$4,838,144	\$48,381	\$4,886,525
Other:	\$368,253	\$3,683	\$371,936	\$3,719	\$375,655	\$3,756	\$379,411
Special Legislative							

Appropriation							
Grants and Contracts	\$722,128	\$7,220	\$729,348	\$7,292	\$736,640	\$7,366	\$744,006
Special Fees / Differential Tuition							
Total Revenue	\$5,833,195	\$58,331	\$5,891,526	\$58,913	\$5,950,439	\$59,503	\$6,009,942
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$195	\$0	\$195	\$0	\$195	\$0	\$195

** 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

The USU regional campus system uses tuition and fees generated from course enrollments. A business model is used to consider program costs versus program revenues. Costs include instruction and program facilitation, at both the USU Logan campus and the rural sites. Enrollment expectations are set in advanced.

Reallocation

Internal reallocation is not necessary for the implementation of the proposed degree program. Existing models will be used to budget and execute program implementation. The program is designed to be revenue neutral within the regional campus system.

Impact on Existing Budgets

No costs are anticipated for the requested change. The courses required for the proposed degree are currently offered. The offering of the proposed degree is an internal allocation of courses to meet

curriculum and accreditation standards. There will be no budgetary impact, including cost savings, to another program or unit within the institution.

Section VI: Program Curriculum

The Associate of Science in Agricultural Science will establish a rigorous strategy for individualistic degree completion. Utilizing the well-organized regional campus system, the degree will provide another option in the arsenal of specialized degree programs for meeting the public demand for a learned population. With the approval of the Agricultural Science degree, students can realize their goal of an Associate of Science degree from a Land Grant University – Utah State University.

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
General Education		
Various	Breadth American Institutions (BAI)	3
Various	Breadth Humanities (BHU)	3
ENGL 1010	Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Model (CL2)	3
MATH 1030, MATH 1050, STAT 1040, or STAT 1045	Quantitative Reasoning, College Algebra, Introduction to Statistics, or Introduction to Statistics with Elements of Algebra (QL)	3
	Additional General Education Requirements (BCA, BLS, BPS, BSS, and Exploratory) to be met in Agriculture Core or as recommended below	15
	Sub-Total	30
Agriculture Core and Electives		
	<i>Minimum of 20 credits selected from following courses</i>	
ADVS 1110	Introduction to Animal Science	4
ADVS 2080	Beef and Dairy Herd Health	3
ADVS 2090	Sheep Production Practices	2
APEC 2010	Introduction to Microeconomics (BSS)	3
ASTE 2710	Orientation to Agriculture Education	2
ASTE 2900	Food Matters: Ethics, Economics, and the Environment (BSS)	3
LAEP 1030	Introduction to Landscape Architecture (BCA)	3
NDFS 1020	Science and Application of Human Nutrition (BLS)	3
PSC 1800	Introduction to Horticulture (BLS)	3
PSC 2010	Soils, Waters, and the Environment (BPS)	3
WELD 1010	Beginning Shielded Metal Arc Welding	3
	<i>Other Recommended General Education Courses</i>	
BIOL 1610	Biology I	4
BIOL 1620	Biology II (BLS)	4
CHEM 1110	General Chemistry I (BPS)	4
CHEM 1210	Principles of Chemistry I	4
CHEM 1220	Principles of Chemistry II (BPS)	4

ENVS 1350	Introduction to Environmental Science (BLS)	3
ENVS 2340	Natural Resources and Society (BSS)	3
WATS 1200	Biodiversity and Sustainability (BLS)	3
WILD 2200	Ecology of our Changing World (BLS)	3
	Electives from in or out of College of Agriculture and Applied Sciences to complete total credits needed for degree	
	Sub-Total	30-32
	Total	60-62

Example Program Schedule

Fall – Freshman Year	Cr	Spring – Freshman Year	Cr
ENGL 1010: Introduction to Writing	3	ENGL 2010: Intermediate Writing	3
MATH 1030, MATH 1050, STAT 1040 or STAT 1045	3	CHEM 1110: General Chemistry I (BPS)	4
Breadth – American Institutions	3	Breadth - Humanities	3
LAEP 1030: Intro to Landscape Architecture (BCA)	3	ASTE 2900: Food Matters: Ethics, Econ & Environ (BSS)	3
ADVS 1110: Intro to Animal Science	4	APEC 2010: Intro to Microeconomics (BSS)	3
Total	16	Total	16

Fall – Sophomore Year	Cr	Spring – Sophomore Year	Cr
ASTE 2710: Orientation to Agriculture Education	2	BIOL 1620: Biology II (BLS)	4
NDFS 1020: Science & Application of Human Nutrition (BLS) Exploratory	3	PSC 2010: Soils, Waters, and the Environment (BPS)	3
BIOL 1610: Biology I	4	ADVS 2080: Beef & Dairy Herd Health	3
PSC 1800: Intro into Horticulture (BLS)	3	WELD 1010: Beginning Shielded Metal Arc Welding	3
ADVS 2090: Sheep Production Practices	2	WATS 1200: Biodiversity and Sustainability (BLS)	3
Total	14	Total	16

The proposed degree program will be master-planned within the USU regional campus system. Multiple delivery technologies will be used. Face-to-face courses will be initiated at the Blanding or Price campus and made available to all USU Eastern students through IVC at the corresponding site. Scheduling for IVC broadcast into high-enrollment centers can be problematic when there are a limited number of receive classrooms available. Local site management will be key to successful program scheduling. Whereas the regional campus system has almost two decades of scheduling experience, it is highly unlikely that scheduling will be an issue. The curriculum outline earlier provides a template for understanding the consistent offering of courses, both for General Education and technical agriculture. For some regional campus locations, face-to-face courses could be offered. For other sites, courses will be limited to online and IVC broadcast.

Section VII: Faculty

ASTE has broad expertise in technical and content-related skills, as well as existing specific expertise, to support AS degree programs in general agriculture. The table below shows faculty who have expertise/credentials related directly to this general agriculture degree program.

ASTE	Faculty	Teach	Res	Ext	Serv	Admin	Degree	University
Sasha	Bambas	95			5		BFA	Central Michigan University, Sculpture and Metalsmithing
Richard	Beard	15		75	10		PhD	Texas A&M University, Agricultural Engineering
Guy	Denton	25			10	65	PhD	Ohio State University, Agricultural Education
Kelsey	Hall	65	30		5		PhD	Texas Tech University, Agricultural Education/ Communication
James	Keys			90	10		MS	Utah State University, Animal Science Breeding and Genetics
Becki	Lawver	70	25		5		PhD	University of Missouri
Bruce	Miller	25			10	65	PhD	Iowa State University, Agricultural Education
Michael	Pate	65	30		5		PhD	Iowa State University, Agricultural Education
Tyson	Sorensen	65	30		5		PhD	Oregon State University, Agricultural Education
Debra	Spielmaker	60		35	5		PhD	Utah State University
Denise	Stewardson	10		80	10		MA	University of Maryland, Industrial Arts Education
Gary	Straquadine	25			10	65	PhD	Ohio State University, Agricultural Education
Brian	Warnick	40			10	50	PhD	Oregon State University, Education
Mason	Winters	95			5		BS	Weber State University, Manufacturing Engineering Technology
Lon	Youngberg	95			5		PhD	Utah State University Technology and Engineering Education

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Executive Master of Accounting (EMAcc)

Issue

Utah State University requests approval to offer an Executive Master of Accounting (EMAcc) program effective Summer Term, 2016. The program was approved by the institutional Board of Trustees January 8, 2016.

Background

Professionals who aspire to become Chief Financial Officers, Chief Accounting Officers, Controllers, etc. often lack the accounting knowledge and background necessary to function effectively in these positions. Through conversations with Utah State University's (USU) School of Accountancy (SOA) advisory board as well as other practicing professionals, the SOA has determined there is a demand for a master's-level accounting degree tailored to working professionals. While many master of accounting degrees exist (including one at Utah State University), the SOA has not been able to identify an existing program that tailors its offerings to working professionals who desire to advance their careers through an accounting-specific executive master's level program. Similar to executive MBA programs, the proposed EMAcc will build upon students' work experience by providing course content, scheduling options, and delivery modes tailored to the needs of working adults.

The EMAcc program includes a combination of in-class and on-line learning. It is designed for working professionals who have at least five years' work experience and who aspire to or have become managers within financial, accounting, or other related work environments. Students entering the program will be required to have earned a bachelor's degree, but a degree in accounting or other business discipline is not required.

The proposed program consists of 30 credit hours. Students will enter the program on a cohort basis and will receive instruction through a combination of on-line technologies and three intensive face-to-face sessions including two two-week sessions and one one-week session. The program will not follow the traditional semester schedule. Students will continuously complete program requirements until completion. The curriculum is pre-determined and does not include elective courses.

Due to the nature of the program's design and its delivery methods, working professionals from inside and outside the state of Utah are likely candidates for admission. Utah State University plans to advertise the program broadly.

Program tuition and fees are commensurate with costs of other executive business programs at the master's degree level. Program costs are set at \$48,000 tuition which includes standard USU tuition and Jon M. Huntsman School of Business differential tuition. Students will also be assessed an executive program fee of approximately \$25,200. The executive program fee will assist the SOA in covering costs relating to marketing, hotel rooms and conference space for participants and instructors, the cost of meals, instructor compensation and travel costs, and other program expenses. Tuition and fees are designed to cover all costs associated with the program so that students know going into the program the full costs required for degree completion.

The Utah Department of Workforce Services Occupational Explorer projected the Financial Managers occupational category (SOC Code 11.3031) in Utah to have 160 annual openings with median annual earnings of \$95,480. Nationally, the U.S. Bureau of Labor Statistics reported the Financial Managers occupational category with median annual income of \$115,320 and a projected 7% average annual job growth between 2014 and 2024. It is anticipated that individuals prepared at the master's level will earn above average wages due to their increased skill level and the added value they bring to the workforce.

Policy Issues

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Executive Master of Accounting (EMAcc).

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description – Full Template
Utah State University
Executive Master of Accounting Program**

Section I: The Request

Utah State University requests approval to offer an Executive Master of Accounting effective Summer, 2016. This program was approved by the institutional Board of Trustees on January 8, 2016.

Section II: Program Description

Complete Program Description

The Executive Master of Accounting (EMAcc) program includes a combination of in-class and online learning. The program is tailored to working professionals who have at least five years of work experience. Students matriculated in the EMAcc program must complete a pre-determined program of study consisting of 30 credit hours.

Purpose of Degree

Through conversations with the School of Accountancy (SOA) advisory board as well as other practicing professionals, the SOA has determined there is demand for a master's-level accounting degree tailored to working professionals. While many Master of Accounting degrees exist (including one at Utah State University), the SOA has not been able to identify a single program that tailors its offerings to executives who are seeking to advance their careers through obtaining accounting-specific education and training. This degree offering fits this identified need by tailoring the content as well as the format of the courses provided to working professionals.

Institutional Readiness

The SOA is prepared to initiate this program with no additional administrative structures. If the program is successful, it is anticipated that one additional administrative support staff member will be hired to support ongoing program needs. The proposed program will not impact the delivery of existing undergraduate or graduate courses.

Departmental Faculty

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	6	0	6
Full-time Non-Tenured	3	0	3
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	2	0	2
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			

Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	6	0	6
Full-time Non-Tenured	5	0	5
Part-time Tenured			
Part-time Non-Tenured			
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.")	16.37	X	17.37*

* Note: The increase in department faculty FTE results from additional adjunct faculty teaching assignments and extra service provided by existing full-time faculty. It is not anticipated that additional full-time faculty will need to be hired to meet the teaching needs of this program.

Staff

It is anticipated that one additional administrative assistant will be needed to assist with the logistics of the program. This administrative assistant will perform secretarial work and will be needed beginning with the first year of the program.

Library and Information Resources

No additional library resources will be necessary beyond those already available at Utah State University.

Admission Requirements

Proposed admission requirements are as follows:

- Applicant must have an undergraduate degree (not topic specific)
- Applicant must have five or more years of work experience
- Applicant must either have taken the following courses, or have work experience in the following areas sufficient to justify waiver of the course requirement:
 - Intermediate financial accounting
 - Tax
 - Auditing

Student Advisement

Students will receive advising from the faculty member assigned to serve as the EMAcc program director as well as from the faculty members teaching the courses within the program.

Justification for Graduation Standards and Number of Credits

The program requires 30 credit hours. This is consistent with Regent policy for programs at the master's degree level. Students must complete the required program courses with a minimum 3.0 GPA.

External Review and Accreditation

Utah State University's SOA staff consulted with the SOA advisory board who helped establish the need for the proposed program. Additionally, the SOA and the Huntsman School of Business are both accredited by AACSB International. This program will become part of the AACSB International accreditation reviews scheduled for late 2017.

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	0	20	20	20	20
Total # of Declared Majors in Proposed Program	X	20	20	20	20	20
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	16.37	17.37*	17.37	17.37	17.37	17.37
Total Department Student FTE (Based on Fall Third Week)	296.27	296.27	316.27	316.27	316.27	316.27
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	18.1	17.0	18.2	18.2	18.2	18.2
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

* Note: The increase in department faculty FTE results from additional adjunct faculty teaching assignments and extra service provided by existing full-time faculty. No additional full-time faculty will be added to meet the teaching needs of this program.

Section III: Need

Program Need

Through discussions with the SOA advisory board as well as others in the profession the SOA has learned that individuals who aspire to financial management positions within organizations often lack the technical accounting knowledge necessary to compete for and function at a high level in these positions. Many are limited in their ability to obtain promotions. Others who are promoted find that they are underqualified for their new responsibilities. In addition, due to the educational requirements imposed by state boards of accountancy many of these individuals are unqualified to sit for the CPA exam. The individuals in these financial management positions play key roles in the financial health of the organization and its stakeholders. With the increase of new regulations such as the Sarbanes-Oxley Act of 2002 and the Dodd-Frank Act of 2010, technical accounting knowledge has become essential for financial managers.

Labor Market Demand

The United States Bureau of Labor Statistics predicts that employment of financial managers will increase by approximately 7% during the period from 2014 to 2024. The Utah Department of Workforce Services

Occupational Explorer projects the Financial Managers occupational category (SOC Code 11.3031) in Utah to have 160 annual openings with median annual earnings of \$95,480.

Student Demand

Through conversations with executives at large corporations as well as with members of the SOA advisory board, the SOA believes the proposed program will have sufficient student demand to enable a viable offering. Through these conversations, the SOA believes large corporations will provide financial support to employees who will enroll in the program.

Similar Programs

Some executive-level programs currently exist that would provide limited exposure to accounting curriculum (e.g. Executive MBA programs). However, the SOA is unaware of any current advanced degree programs that offer both the breadth and depth of accounting knowledge in a way that is as broadly accessible to aspiring financial executives as the program the SOA is proposing.

Collaboration with and Impact on Other USHE Institutions

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.

While master's degrees in accounting exist at USU and the University of Utah, these programs are not designed to be executive master's degree offerings. The proposed EMAcc program will be offered in a format so that students can work full-time within and outside the state of Utah and complete all program requirements within a reasonable period of time.

Benefits

The SOA believes that successful implementation of this program has several benefits to Utah State University, the Utah System of Higher Education more broadly, as well as to the national and local finance workforce. Specific benefits include name brand building, financial benefits, as well as a better-educated and a better-prepared professional workforce in the finance arena. The target market for this program is nationally oriented. As such, USU's brand will be extended beyond the state's boundaries through this program.

Consistency with Institutional Mission

Utah State University is a "Doctorate-granting University" as defined in Regents' Policy R312. Regents' Policy R312-4.1 states, "The mission of a Doctorate-granting University is to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels." The proposed program reaches to local and national markets and serves to increase quality of life and economic development through graduate level work.

Section IV: Program and Student Assessment

Program Assessment

The SOA has identified three main categories for student learning in the EMAcc program: (1) business and accounting knowledge, (2) professional skills, (3) and values and attitudes. Within each of these three categories, key competencies have been identified and specific learning goals established. These learning goals are listed below:

Business and Accounting Knowledge

Students will demonstrate technical knowledge of the following areas:

1. Professional standards, regulations, and best practices relating to the recording, presentation, and verification of accounting information
2. Internal controls, security, key business processes, and design and implementation of effective information management solutions
3. Organizational leadership
4. Corporate governance and fraud deterrence
5. Tax policy and compliance for enterprises
6. Global environment related to business, finance, and accounting
7. Understanding of the SEC including its structure, responsibilities, and registration and reporting requirements
8. Understanding of capital markets and the use of public information in ratio analysis, valuation, and accounting-based trading strategies

Professional Skills

Students will demonstrate basic professional skills in the following areas:

1. Oral and written communication in the context and language of accounting and business
2. Develop, record, analyze, validate, communicate, and make professional judgments relative to financial and other types of information
3. Use of information technology and big data analysis and visualization techniques in decision making
4. Ability to work productively as a member or leader of a team
5. Ability to use resources such as professional standards, regulations, and other financial data to research accounting-related issues and apply their findings to various decision settings

Values and Attitudes

Students will demonstrate dedication to the following professional values and attitudes needed for success in the accounting profession:

1. Value-based reasoning techniques under conditions of uncertainty to enhance personal objectivity, integrity, and ethical conduct
2. Motivation and commitment to continue learning throughout life to maintain professional knowledge and skills
3. Appreciation of diverse world-views resulting from a variety of geographical and cultural experiences

These learning goals will be assessed by faculty members who teach the courses using the master template developed by the SOA for embedded assessment.

Expected Standards of Performance

To graduate students must complete the required set of 10 courses (30 credit hours) with a minimum 3.0 GPA. The SOA will request written feedback via student course evaluations in order to improve courses and teaching.

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	1,920,035	200,000	2,120,035		2,120,035		2,120,035
Benefits	999,328	86,001	1,085,329		1,085,329		1,085,329
Total Personnel Expense	\$2,919,363	\$286,001	\$3,205,364	\$	\$3,205,364	\$	\$3,205,364
Non-Personnel Expense							
Travel							
Capital							
Library							
Current Expense	52,005	218,003	270,008		270,008		270,008
Total Non-Personnel Expense							
Total Expense (Personnel + Current)	\$2,971,368	\$504,004	\$3,475,372	\$	\$3,475,372	\$	\$3,475,372
Departmental Funding							
Appropriated Fund	2,971,368		2,971,368		2,971,368		2,971,368
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition		504,004	504,004	504,004	504,004	504,004	504,004
Total Revenue	\$2,971,368	504,004	\$3,475,372	\$504,004	\$3,475,372	\$504,004	\$3,475,372
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in	\$460	\$	\$460	\$	\$460	\$	\$460

<i>institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>							
---	--	--	--	--	--	--	--

* 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

All necessary funds will come from Huntsman School of Business resources. It is anticipated that the program will be self-sustaining after the initial start-up investment. The total cost per student will be \$48,000 for the entire program which includes standard USU tuition and Jon M. Huntsman School of Business differential tuition at pre-approved amounts as well as an executive program fee of approximately \$25,200 per student. The executive program fee assists the SOA in covering costs relating to marketing, hotel and conference room space for participants and instructors, the cost of meals included in program fees, instructor compensation and travel costs, and other miscellaneous expenses.

Reallocation

No reallocation of existing funds will be necessary.

Impact on Existing Budgets

It is not anticipated that the budgetary needs of this program will impact other programs. Program costs will be covered by revenue collected from program tuition and fees.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
ACCT 6100	Financial Reporting and the SEC	3
ACCT 6101	Advanced Strategic Cost Management	3
ACCT 6102	Research and Valuation	3
ACCT 6103	Accounting Information and the Capital Markets	3
ACCT 6104	Big Data and Systems Analytics for Financial Executives	3
ACCT 6105	Taxes: Planning and Strategy	3
ACCT 6106	International Business, Finance, and Accounting	3
ACCT 6107	Corporate Governance	3
ACCT 6108	Leadership for Financial Executives	3
ACCT 6109	Financial Strategy	3
Sub-Total		30
Elective Courses		
Sub-Total		0
Track/Options (if applicable)		

Course Prefix and Number	Title	Credit Hours
	Sub-Total	0
	Total Number of Credits	30

Program Schedule

Below is the anticipated schedule for the EMAcc program. Note that this program is being tailored to executives who (1) typically are busy and unavailable for courses spread over full university semesters, and (2) enjoy a significant amount of work experience upon which the SOA can build. As such, this program does not follow the traditional semester system. In addition, each course will be a combination of an out-of-class component and an intensive in-class session and will be built around a cohort group of students.

Summer I (Two-Week Intensive Session)	Winter (One-Week Intensive Session)	Summer II (Two-Week Intensive Session)
ACCT 6100 <i>Financial Reporting and the SEC</i> (3 credit hours)	ACCT 6105 <i>Taxes: Planning and Strategy</i> (3 credit hours)	ACCT 6101 <i>Advanced Strategic Cost Management</i> (3 credit hours)
ACCT 6103 <i>Accounting Information and the Capital Markets</i> (3 credit hours)	ACCT 6106 <i>International Business, Finance, and Accounting</i> (3 credit hours)	ACCT 6102 <i>Research and Valuation</i> (3 credit hours)
ACCT 6107 <i>Corporate Governance</i> (3 credit hours)		ACCT 6104 <i>Big Data and Systems Analytics for Financial Executives</i> (3 credit hours)
ACCT 6108 <i>Leadership for Financial Executives</i> (3 credit hours)		ACCT 6109 <i>Financial Strategy</i> (3 credit hours)

Section VII: Faculty

It is anticipated that the following current faculty will provide support for the program:

Larry Walther, PhD, CPA is serving as co-department head and EY Professor in the School of Accountancy. Professor Walther has been on faculty at Utah State University for seven years. Prior to joining USU, Professor Walther served as department head at the University of Texas at Arlington. In addition to his role as a professor, Dr. Walther has owned businesses and has served as a consultant and/or director to various public and non-public companies. He has taught a variety of courses at both the undergraduate and graduate levels. It is anticipated that Dr. Walther will provide oversight services to one or more EMAcc courses. He will also assist in identifying talented adjunct faculty as well as highly-respected individuals in the profession to assist with the teaching of the EMAcc courses.

Chris Skousen, PhD is serving as co-department head of the School of Accountancy. He has been on the faculty at USU for eight years. Prior to joining the faculty of USU, Dr. Skousen served on the faculty of the University of Texas at Arlington. He has taught a variety of both undergraduate and graduate accounting courses. He has also filled a variety of administrative assignments including serving on the USU budget and faculty welfare committee, serving on the faculty senate, and serving on the Huntsman School's curriculum committee. Dr. Skousen will provide oversight services to one or more EMAcc courses.

Jeffrey T. Doyle, PhD, CPA is a Full Professor in the School of Accountancy. Dr. Doyle has been on faculty at USU for nine years. Prior to joining the USU faculty, Dr. Doyle served as Visiting Assistant Professor at Stanford University for one year and served on the faculty at the University of Utah for three years. He has published widely and has received awards for both research and teaching. Dr. Doyle also spent a year serving as Research Fellow at the Financial Accounting Standards Board (FASB) where he advised the U.S. accounting standard setter regarding academic research relevant to their deliberations. Dr. Doyle will provide oversight services to one or more EMAcc courses.

E. Vance Grange, PhD is an Associate Professor in the School of Accountancy and has been on faculty since 1983. He has served as the Director of Taxation Programs and the Director of Personal Financial Planning Programs for the School of Accountancy. He has taught a variety of courses at both the undergraduate and graduate levels. Dr. Grange will provide oversight services to one or more EMAcc courses.

Richard Jensen, PhD, CPA is a Full Professor in the School of Accountancy and has been on faculty since 1987. Dr. Jensen has served in a variety of capacities in the SOA including Department Head and Director of Graduate Programs. He has taught a variety of courses in accounting at both the undergraduate and graduate levels. Dr. Jensen will provide oversight services to one or more EMAcc courses.

Nathaniel Stephens, PhD, CPA is an Associate Professor of Accountancy will serve as program director. Professor Stephens has been on faculty at Utah State University for seven years and has taught a variety of accounting courses at both the undergraduate and graduate levels. He has also filled administrative assignments both in the School of Accountancy and the Huntsman School of Business HSB. Most closely related to this program is his leadership of the School of Accountancy's effort to implement effective assurance of learning processes in compliance with accreditation standards.

Richard Price, PhD is an Assistant Professor of Accountancy and will provide oversight services to one or more EMAcc courses. Professor Price has been on faculty at Utah State University for three years and has taught accounting courses at both the undergraduate and graduate levels. Prior to joining USU, Professor Price taught in the graduate business program at Rice University. Professor Price has served in a variety of service and administrative assignments, including implementing a faculty mentoring program for students here at USU.

Chad A. Simon, PhD is an Assistant Professor of Accountancy and will provide oversight services to one or more EMAcc courses. Professor Simon has been on faculty at Utah State University for three years and has taught accounting courses at both the undergraduate and graduate levels. Prior to joining USU, Professor Simon served on the faculty of UNLV. Professor Simon has served in a variety of service and administrative assignments, including overseeing the Quigley Ambassadors; a group of students who reach out to recruit students into the accounting program.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Associate of Applied Science in Surgical Technology

Issue

Dixie State University (DSU) requests approval to offer the Associate of Applied Science in Surgical Technology effective Fall Semester, 2016. The proposed program was approved by the institutional Board of Trustees November 6, 2015.

Background

Dixie State University currently offers a Certificate of Completion in Surgical Technology. Accreditation standards of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which accredits DSU's certificate program, call for surgical technology programs to offer a minimum of an associate's degree by August 1, 2021. Dixie State University is working ahead of this deadline to ensure its program will be in compliance with this standard.

Because of this accreditation standard, the existing certificate program in Surgical Technology is no longer needed. It is anticipated that a separate proposal to discontinue the Certificate of Completion in Surgical Technology will be submitted by DSU in the near future.

Surgical technologists work with surgical teams to deliver patient care before, during, and after surgery. They apply and maintain principles of sterile technique and safety. They ensure that surgical instruments are ready and available for surgeons and they ensure that supplies, equipment, and medications are available when needed. They also anticipate the needs of surgeons by analyzing the progress of surgical procedures.

There are three other CAHEEP-accredited surgical technology programs in the state located in Salt Lake, Davis, and Weber counties. Dixie State University offers the only surgical technology program in Southern Utah.

The Occupational Explorer web tool provided by the Utah State Department of Workforce Services projects the Surgical Technologists occupational category (SOC Code 29-2055) in Utah to have 50 annual openings with median annual earnings of \$36,186. Dixie State University anticipates 10 graduates per year from its program.

Policy Issues

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Applied Science in Surgical Technology.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description – Full Template
Dixie State University
Associate of Applied Science Degree in Surgical Technology**

Section I: The Request

Dixie State University (DSU) requests approval to offer the Associate of Applied Science (AAS) in Surgical Technology effective Fall Semester, 2016.

Section II: Program Description

Complete Program Description

Surgical technologists are allied health professionals and are an integral part of surgical teams. Their primary role is to work with the surgical team to deliver safe patient care and to perform appropriate responsibilities before, during, and after surgery. Specifically, surgical technologists apply and maintain the principles of sterile technique and safety in the operating room, set-up and pass surgical instruments, supplies, equipment, and medications for various surgical procedures, and anticipate surgeons' needs by analyzing progress of surgical procedures.

Purpose of Degree

Dixie State University wishes to offer an AAS degree in surgical technology to aid in recruiting degree-seeking students for its program, to remain competitive with other programs in the region, and to meet the projected Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation minimum requirement for the associate degree.

It is anticipated that approval of the AAS degree in surgical technology will result in the following outcomes:

1. Recruitment of program applicants from a broader population of students who will have a stronger foundation in general education and are better prepared for the rigors of the current curriculum.
2. Further establish Dixie State University as one of the leaders in surgical technology education in the region.
3. Demonstrate Dixie State University's ability to respond proactively to curriculum standards that reflect the increasing complexity of surgical patient care and the resulting need for a more highly educated workforce.

Institutional Readiness

The existing administrative structure at Dixie State University currently supports the certificate of completion and is fully capable of adapting to the AAS degree in surgical technology. The School of Health Sciences at DSU currently supports several other health science AAS degree programs so there is no need to develop new organizational structures. This proposed program should have no significant impact on the delivery of undergraduate or lower-division education.

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			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured		1	1
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
Total Headcount Faculty in the Department			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
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.")	1.2	.5	1.7

Staff

Additional staff positions will not be necessary to support the program.

Library and Information Resources

The library currently has the information resources required to support the existing accredited surgical technology program. Routine update of information resources is expected.

Admission Requirements

Admission to the current certificate program is competitive because the program has limited enrollment. The program admissions committee reviews all applications and scores each application based on applicant GPA, score on the health occupations aptitude test, two personal references, personal letter, personal interview, and previous health care work experience. All prerequisite courses must be completed with a grade of C or higher prior to program entry.

Student Advisement

Advising would shift from the current technical certificate advisor to the health sciences advisor.

Justification for Graduation Standards and Number of Credits

Graduation standards are aligned with existing AAS degree programs. Graduates of the proposed program must complete the University's minimum required general education component for an AAS degree and the surgical technology core component while maintaining a 2.0 or higher GPA. The program can be completed within 63 credits.

External Review and Accreditation

The proposed program was introduced to the Surgical Technology Program Advisory Committee at its December 2014 meeting. The advisory committee reviewed and discussed a draft proposal for the AAS degree and recommended that it be developed for approval.

The existing surgical technology program at DSU has been reviewed by the Accreditation Council for Surgical Technology and Surgical Assisting (ARCSTSA), and upon recommendation from this body has received accreditation by CAAHEP. There will be no additional accreditation costs required to move to an AAS degree. The approval of the AAS degree in surgical technology requires notification to ARCSTSA.

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	X	10	10	10	10	10
Total # of Declared Majors in Proposed Program	X	10	10	10	10	10
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty	1.2	1.7	1.7	1.7	1.7	1.7

table above)						
Total Department Student FTE (Based on Fall Third Week)	10	10	10	10	10	10
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	10:1.2	10:1.7	10:1.7	10:1.7	10:1.7	10:1.7
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: no more than 10 to 1_in lab___)	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The proposed program is an expansion of the existing certificate of completion in surgical technology.

Section III: Need

Program Need

The program is being expanded to an AAS degree in order to meet future CAAHEP accreditation standards. The most recent update to the CAAHEP Standards for Surgical Technology indicates the projected minimum requirement under Standard I. A.: "Projected for August 1, 2021, all sponsoring institutions should award a minimum of an Associate's Degree at the completion of the program."

Labor Market Demand

The institution reported that the existing certificate program in surgical technology has had an average placement rate of over 90% for the past four years. The Occupational Explorer web tool provided by the Utah State Department of Workforce Services projects the Surgical Technologists occupational category (SOC Code 29-2055) in Utah to have 50 annual openings with median annual earnings of \$36,186. Dixie State University anticipates 10 graduates per year from its program.

The local hospital (Dixie Regional Medical Center) has indicated the intent to hire eight surgical technologists in the next few months and is actively recruiting from the current class of ten students. It is anticipated that market demand change will increase, not decrease, over the next seven to ten years due to the aging population.

Student Demand

A survey of current students (n = 10) was conducted in February, 2015. Results indicated that 100% of responding students would have preferred to take the AAS degree in Surgical Technology if it had been available. Additionally, 100% of students surveyed indicated that they would be willing to take additional general education courses after graduation to earn the AAS degree in Surgical Technology.

Similar Programs

There are five other surgical technology programs currently offered in Utah, three of which are accredited by CAAHEP. All of these programs are located in the northern part of the state. Salt Lake Community College offers a certificate of completion in surgical technology. Davis Applied Technical College offers a certificate of completion. Two for-profit institutions, Ameritech College and Everest College, offer certificates of completion but both colleges have recently voluntarily withdrawn their CAAHEP accreditation status for surgical technology. A third for-profit institution, Stevens-Henager College in Ogden, offers the Associate of Occupational Science in Surgical Technology.

Collaboration with and Impact on Other USHE Institutions

This new degree program is not anticipated to impact the SLCC surgical technology program because these two programs do not typically compete for student applicants or clinical placements.

Benefits

Development of this program proactively converts a certificate program to an associate degree before the requirement becomes mandatory. Additionally, DSU will benefit by having the ability to better prepare graduates for entry into an increasingly complex health care career field. It is anticipated that this program will enhance DSU's reputation in surgical technology education.

Consistency with Institutional Mission

The Associate of Applied Science in Surgical Technology is consistent with and appropriate to the current role and mission of DSU as stated in DSU's current mission statement. The program supports all three core themes: Culture of Learning; Culture of Values; and Culture of Community. The program will continue to promote a culture of learning that prepares knowledgeable, competent students who achieve their educational goals. The AAS degree will provide an academic award that more accurately reflects the level of learning expected of professional surgical technologists. The degree program will continue to invest in DSU's culture of values and of community by expanding opportunities for exploration of healthcare ethics and by strengthening partnerships with local providers of surgical patient care.

Section IV: Program and Student Assessment

Program Assessment

The surgical technology program has adopted the following required minimum goals as required by CAAHEP:

The goal of the Dixie State University Surgical Technology Program is to prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The measures that will be used to assess the program's effectiveness are the established CAAHEP benchmarks for key outcome indicators. These required outcomes are:

- program retention rate at 80% or higher
- outcomes assessment exam (CST Board exam) pass rate of 70% or higher
- graduate placement rate of 80% or higher
- employer survey return rate of 50% or higher with a satisfaction rate of 85% or higher
- graduate survey return rate of 50% or higher with a satisfaction rate of 85% or higher.

This data is documented and reported annually by filing the required Annual Accreditation Report. The outcome measures are trended over a three to five year period and reviewed annually by the Program Advisory Committee. The Program Advisory Committee makes recommendations and program adjustments are made accordingly to ensure that goals are being met. The five-year outcome trends are also reported as part of the University's program review process.

Expected Standards of Performance

The program has developed five program learning outcomes/competencies. These outcomes are:

PLO 1: Knowledge (Cognitive)

DSU-ST graduates will be able to apply fundamental theoretical knowledge in the practice of surgical technology.

PLO 2: Knowledge (Cognitive)

DSU-ST graduates will be able to acquire and evaluate emerging surgical knowledge.

PLO 3: Skill (Psychomotor)

DSU-ST graduates will be able to perform the roles and duties of the surgical technologist at entry-level for employment.

PLO 4: Values (Affective)

DSU-ST graduates will be able to demonstrate professional behaviors expected of surgical technologists.

PLO 5: Values (Affective)

DSU-ST graduates will be able to demonstrate the effective use of reason and good judgment in surgical patient care situations.

These outcomes were chosen to represent key aspects of the three required domains of learning as specified by CAAHEP accreditation standards. Formative and summative assessment measures that will be used to demonstrate student learning include class preparation evaluations, periodic quizzes and skill assessments, summative lab evaluations, capstone presentations, and both daily and summative clinical evaluations.

Section V: Finance

Department Budget

5-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	85160	22000	107160	0	107160	0	107160
Benefits	22628	1760	24338	0	24338	0	24338
Total Personnel Expense	\$107788	\$23760	\$131548	\$	\$131548	\$	\$131548
Non-Personnel Expense							
Travel	0	0	0	0	0	0	0
Capital	0	0	0	0	0	0	0
Library	0	0	0	0	0	0	0
Current Expense	7823	0	7823	0	7823	0	7823
Total Non-personnel Expense	7823	0	7823	0	7823	0	7823
Total Expense (Personnel + Current)	\$115661	\$23760	\$139371	\$0	\$139371	\$0	\$139371
Departmental Funding							
Appropriated Fund	97576	23760	121336	0	121336	0	121336
Other:							
Special Legislative Appropriation	0	0	0	0	0	0	0
Grants and Contracts	0	0	0	0	0	0	0
Special Fees/Differential Tuition	18035	0	18035	0	18035	0	18035
Total Revenue	\$115661	\$23760	\$139371	\$0	\$139371	\$0	\$139371
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study</i>	\$325	\$	\$325	\$	\$325	\$	\$325

Definition for "projected")							
* 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

The existing program budget is sufficient to support the proposed program.

Reallocation

It is not anticipated that a reallocation of funds will be necessary.

Impact on Existing Budgets

It is not anticipated that the proposed program will impact existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
ENGL 1010 or ENGL 1010A or ENGL 1010D	Introduction to Writing	3-4
ENGL 2010	Intermediate Writing	3
MATH 1030 or MATH 1040/1040A or MATH 1050	Quantitative Reasoning or Introduction to Statistics (Honors) or College Algebra/Pre-Calculus	3-4
HLOC1000	Medical Terminology	2
PSY 1010 or PSY 1010A or PSY1100 or FCS1500	General Psychology (Honors) or Human Development through the Lifespan or Human Development Lifespan	3
COM 2110	Interpersonal communication	3
BIOL 2320/BIOL 2325	Human Anatomy/Lab	5
BIOL 2420/BIOL 2425	Human Physiology/Lab	4
SURG 1050	Surgical Technology Theory	3
SURG 1055	Surgical Technology Lab I	2
SURG 1060	Surgical Technology Clinical I	4
(new course)	Surgical Sciences	3
(new course)	Introduction to Surgical Technology	2
(new course)	Surgical Pharmacology	2
(new course)	Surgical Synthesis	1
SURG 2050	Surgical Procedures	7
SURG 2055	Surgical Technology Lab II	1
SURG 2060	Surgical Technology Clinical II	7
	Sub-Total	58
Elective Courses		
Electives	As selected with advisor	5
	Sub-Total	5
Track/Options (if applicable)	N/A	
	Sub-Total	

Course Prefix and Number	Title	Credit Hours
	Total Number of Credits	63

Program Schedule

Fall semester First year

ENGL 1010 Introduction to Writing or alternative 3-4 credits

MATH 1030 Quantitative Reasoning or alternative 3-4 credits

HLOC 1000 Medical Terminology 2 credits

BIOL 2320/2325 Human Anatomy/Lab 5 credits

Elective 3 credits

Spring semester First year

ENGL 2010 Intermediate Writing 3 credits

PSY 1010 General Psychology or alternative 3 credits

COM 2110 Interpersonal communication 3 credits

BIOL 2420/2425 Human Physiology/Lab 4 credits

Elective 2 credits

Fall semester Second year

SURG 1050 Surgical Technology Theory 3 credits

SURG 1055 Surgical Technology Lab I 2 credits

SURG 1060 Surgical Technology Clinical I 4 credits

SURG xxxx Surgical Sciences 3 credits

SURG xxxx Introduction to Surgical Technology 2 credits

SURG xxxx Surgical Pharmacology 2 credits

Spring semester Second year

SURG 2050 Surgical Procedures 7credits

SURG 2055 Surgical Technology Lab II 1 credit

SURG 2060 Surgical Technology Clinical II 7 credits

SURG xxxx Surgical Synthesis 1 credit

Section VII: Faculty

The proposed AAS degree program will utilize the current certificate program faculty, all of whom meet the minimum CAAHEP accreditation qualifications to teach in the AAS degree program. Program Director and Instructor is Katherine Snyder, CST, FAST, BS. Program adjunct faculty members are Wayne Beck, CST/CSFA and Nicole Jorgensen, CST. The proposed additional .5 part time faculty member has not yet been hired.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: New Century and Regents' Scholarship Award Amounts for 2016-17 College Academic Year

Issue

The Regents' Scholarship has seen a 17% increase in applications from last year. To support that increase in applications and to replace one-time funding, the Utah State Board of Regents has requested \$8.8 million from the legislature in new, on-going dollars to fully fund the Regents' Scholarship program. The 2016 legislature appropriated \$8.8 million (one-time), which is sufficient to fully fund the New Century and Regents' Scholarships.

Background

The Utah State Board of Regents administers two scholarship programs: the New Century and Regents' Scholarships. The Board of Regents is authorized to set the award amounts for both scholarships based on legislative appropriation and number of qualified applicants. Since 2010, the Commissioner's Office, on behalf of the Board of Regents, has also been required by law to advise scholarship applicants and potential applicants that the level of awards are subject to legislative appropriation and may be reduced and vary from year to year.

The New Century Scholarship was established by the Utah Legislature in 1999 to encourage students to accelerate their education by earning an associate degree from an institution within the Utah System of Higher Education while still in high school. The scholarship requires at least a 3.0 cumulative college GPA and at least a 3.5 cumulative high school GPA. The New Century Scholarship award amount may vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college.

The Utah Legislature created the Regents' Scholarship in 2008 to encourage Utah high school students to prepare for college academically and financially by taking a challenging college preparatory course of study during grades 9-12 while also saving for college. We support continued investment in these students who have worked hard during high school to be college ready.

The Regents' Scholarship has three levels of awards:

1. The Base Award: This scholarship provides a one-time payment of up to \$1,000 for students who complete the college preparatory course of study, meet a minimum cumulative high school GPA of 3.0, earn minimum grades on each of the courses required for scholarship eligibility, and take the ACT.

2. The Exemplary Achievement Award: Students qualify for the Exemplary Achievement Award by having no grade lower than a "B" in the classes required for scholarship eligibility, earn at least a 3.5 cumulative high school GPA, and reach a composite ACT score of 26. The amounts of the Exemplary Award vary based on legislative funding; the maximum amount a student may receive is \$1,250 per semester, renewable each semester during the students' first four semesters at college. Students who earn the Exemplary Award are also given the Base Award.

3. The Regents' Scholarship Utah Educational Savings Plan (UESP) Supplemental Award: This award is granted if a student has met the minimum requirements of the Base Award and if they have contributed to a UESP account each year during ages 14-17. The award provides a \$100 match per year for each \$100 the student contributed to their own UESP account for a maximum supplemental award of \$400.

Commissioner's Recommendation

The Commissioner recommends, pursuant to Utah Code Annotated 53B-8-108(8)(b), the Board approve the following amounts for the New Century and Regents' Scholarships for the college academic year 2016-17:

- New Century Scholarship: \$1,250 per semester (100% of full amount)
- Regents' Base Award: \$1,000 one-time (100% of full amount)
- Regents' Exemplary Award: \$1,250 per semester (100% of full amount)
- Regents' UESP Savings Match Up to \$400 one-time (100% of full amount)

David L. Buhler
Commissioner of Higher Education

DLB/CB

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

Issue

The University of Utah is updating their mission statement based on recommendations from the Northwest Commission on Colleges and Universities (NWCCU) during a recent accreditation review. The purpose behind revising the mission statement is to better reflect the recent strategic and planning efforts, and to connect more closely to the updated strategic goals. The University of Utah has received the approval of their Board of Trustees for a revised mission statement. The institutions present these new mission statements to the Board of Regents for approval through a revision of Regent Policy R312, where the institutional missions and roles, as approved by the Regents, are documented. The last time the University of Utah revised its mission statement was in 2006.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision to Regent Policy R312, incorporating the new mission statement of The University of Utah.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **Classification:** the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.
- 3.2. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.3. **"Mission Statements":** written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Institutional Classifications and Missions

- 4.1. **4.1. Doctorate-granting Universities:** [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; and January 22, 2016

transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

4.1.1. University of Utah Mission Statement (2016): [The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.](#)~~The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.~~

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

4.2. Master's Colleges and Universities: [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2011): Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

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

4.3. Baccalaureate Colleges and Universities: [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

4.3.1. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.4. Comprehensive Community or Associate's Colleges: [Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

4.4.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.4.2. Salt Lake Community College Mission Statement (2016): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-7. Faculty

7.1. Criteria for Selection, Retention, and Advancement

7.1.1. Doctorate-granting Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

7.1.2. Master's Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

7.1.3. Baccalaureate Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.1.4. Comprehensive Community or Associate's Colleges: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.2. Educational Preparation

7.2.1. Doctorate-granting Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

7.2.2. Master's Colleges and Universities: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

7.2.3. Baccalaureate Colleges and Universities: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

7.2.4. Comprehensive Community or Associate's Colleges: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3. Teaching Loads and Research Activities

7.3.1. Doctorate-granting Universities: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

7.3.2. Master's Colleges and Universities: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

7.3.3. Baccalaureate Colleges and Universities: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

7.3.4. Comprehensive Community or Associate's Colleges: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-8. Student Admission

8.1. Doctorate-granting Universities: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

8.2. Master's Colleges and Universities: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

8.3. Baccalaureate Colleges and Universities: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

8.4. Comprehensive Community or Associate's Colleges: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-9. Support Services

9.1. Doctorate-granting Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

9.2. Master's Colleges and Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

9.3. Baccalaureate and Comprehensive Community or Associate's Colleges: These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

R312-1. Purpose: To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

R312-3. Definitions

- 3.1. **Classification:** the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.
- 3.2. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.3. **"Mission Statements":** written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

R312-4. Institutional Classifications and Missions

- 4.1. **4.1. Doctorate-granting Universities:** [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

¹ Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; and April 1, 2016.

transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

4.1.1. University of Utah Mission Statement (2016): The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

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

4.2. Master's Colleges and Universities: [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

4.2.1. Weber State University Mission Statement (2007): Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

4.2.2. Southern Utah University Mission Statement (2011): Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

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

4.3. Baccalaureate Colleges and Universities: [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

4.3.1. Dixie State University Mission Statement (2016): Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

4.4. Comprehensive Community or Associate's Colleges: [Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

4.4.1. Snow College Mission Statement (2011): Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

4.4.2. Salt Lake Community College Mission Statement (2016): Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

R312-5. Accreditation: Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

R312-6. Land Grant Institution: When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU

responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

R312-7. Faculty

7.1. Criteria for Selection, Retention, and Advancement

7.1.1. Doctorate-granting Universities: Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

7.1.2. Master's Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

7.1.3. Baccalaureate Colleges and Universities: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.1.4. Comprehensive Community or Associate's Colleges: Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

7.2. Educational Preparation

7.2.1. Doctorate-granting Universities: Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

7.2.2. Master's Colleges and Universities: Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

7.2.3. Baccalaureate Colleges and Universities: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

7.2.4. Comprehensive Community or Associate's Colleges: Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

7.3. Teaching Loads and Research Activities

7.3.1. Doctorate-granting Universities: Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research,

scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

7.3.2. Master's Colleges and Universities: Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

7.3.3. Baccalaureate Colleges and Universities: Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

7.3.4. Comprehensive Community or Associate's Colleges: Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

R312-8. Student Admission

8.1. Doctorate-granting Universities: Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

8.2. Master's Colleges and Universities: Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

8.3. Baccalaureate Colleges and Universities: All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

8.4. Comprehensive Community or Associate's Colleges: Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

R312-9. Support Services

9.1. Doctorate-granting Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

9.2. Master's Colleges and Universities: These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

9.3. Baccalaureate and Comprehensive Community or Associate's Colleges: These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R604, *New Century Scholarship* and R609, *Regents' Scholarship*

Issue

The proposed modifications update existing policy and better align practices with statute. Most are minor changes involving the order and placement of the rules. Some modifications substantively change the appeals processes, including the following:

- Under these proposed changes, students who substantially complied with the application process but were denied a scholarship for reasons such as a missed deadline or missing document will have an opportunity to file an appeal and show "good cause". If the applicant demonstrates good cause, the appeals committee may allow the student to complete the application.
- Students who miss the deadline to file an appeal of a scholarship denial will have an opportunity to demonstrate "excusable neglect," which is defined as an action that is the consequence of an unavoidable hindrance or accident, not something resulting from the student's own carelessness. If the student demonstrates excusable neglect, the appeals committee may consider the late appeal on its merits, whereas under current rules the late appeal is disallowed.

The proposed changes will remove the requirement that students must complete an entire course in order to receive course credit toward the scholarship. Under the change, scholarship staff will recognize, for instance, the half credit awarded to students who complete a semester of a year-long course. This change will improve alignment with the governing statute.

Background

The Board of Regents administers the New Century Scholarship and the Regents' Scholarship through the Outreach and Access arm of the Commissioner's Office. Each year, scholarship staff look for areas that can be improved in scholarship application instructions and in administrative procedures in order to make the process easier for students. Over the past year, the staff has implemented a number of substantive procedural changes to the scholarship programs. The Attorney General's office also recently reviewed the policies and administrative procedures and has recommended some changes. Accordingly, it has become necessary to update the Regents' scholarship policies and the corresponding administrative rules.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revisions to Policy R604, *New Century Scholarship* and R609, *Regents' Scholarship*.

David L. Buhler
Commissioner of Higher Education

DLB/JH
Attachment

R604-1. Purpose: The New Century Scholarship encourages students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education.

R604-2. References

- 2.1. Utah Code [§53B-8-105](#) (2010).
- 2.2. Policy and Procedures [R609](#), Regents' Scholarship.

R604-3. Definitions

3.1. **"Applicant"**: is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a home-school student.

3.2. **"Associate's Degree"**: An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from, or verified by, a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.5.2. of this policy.

3.3. **"Awards"**: New Century Scholarship funds.

3.4. **"Board"**: The Utah State Board of Regents.

3.5. **"Completes the requirements for an associates degree"**: Means that an applicant completes either of the following:

3.5.1. all the required courses for an associates degree from an institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or

3.5.2. all the required courses for an equivalency to the associates degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.²

3.6 "Excusable Neglect" means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard in the processing of an appeal, but in consequence of some unexpected or unavoidable hindrance or accident.

3.7 "Good Cause" means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, and March 29, 2013.

² Please note the requirement to have the coursework certified by the campus registrar under subsection 5.3 of this policy.

3.68. “High school”: a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

3.78. “High school graduation date”: the day on which the recipient’s class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.

3.810. “Home-schooled”: refers to a student who has not graduated from a Utah high school and received a high school grade point average (GPA).

3.911. “Math and science curriculum”: the rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.

3.1012. “New Century Scholarship”: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4 of this policy.

3.1113. “Reasonable progress”: enrolling and completing at least fifteen credit hours during Fall and Spring semesters and earning a 3.3 GPA or higher each semester. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.

3.1214. “Recipient”: an applicant who receives an award under the requirements set forth in this policy.

3.1315. “Renewal Documents”: a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester which the recipient is seeking award payment.

~~**3.14.** “Scholarship Review Committee”: the committee to review New Century Scholarship applications and make final decisions regarding awards.~~

3.16 “Scholarship Appeals Committee”: means the committee designated by Commissioner of Higher Education to review appeals of Regents’ Scholarship award decisions and take final agency action regarding awards.

3.17 “Scholarship Staff” means the group assigned to review Regents’ Scholarship applications and make initial decisions awarding the scholarships.

3.18 “Substantial Compliance” means the applicant, in good faith, complied with the substantial or essential scholarship application requirements and has demonstrated likely eligibility but failed to comply exactly with the application specifics.

3.1519. “The Utah System of Higher Education-- USHE”: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

R604-4. Recipient Requirements: This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

4.1 **General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

4.1.1. complete the requirements for an associates degree³ or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

4.1.1.1. with at least a 3.0 grade point average

4.1.1. 2. by applicant's high school graduation date; and

4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative GPA.

4.2. **Utah Home-schooled Students:** For Utah home-schooled applicants the following exceptions and requirements apply:

4.2.1. **High School Graduation Date for Home-schooled Applicants:**

4.2.1.1. **Completes High School in 2011 and After:** If a home-schooled applicant would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the applicant would have completed high school;

4.2.2. **ACT Composite Score Requirement:** A composite ACT score of 26 or higher is required in place of the high school GPA (under subsection 4.1.2).

4.3. **Mandatory Fall Term Enrollment:** A recipient shall enroll in and successfully complete fifteen credit hours at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral or leave of absence from the Board under subsection 8.7 of this policy. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

4.4. **Citizenship Requirement:** A recipient shall certify under penalty of law they are a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.5. **No Criminal Record Requirement:** A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.6. **Regents' Scholarship:** A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

R604-5 Application Procedures: This section establishes the basic application procedures for an award.

5.1. **Application Contact:** Qualifying students shall apply for the award through the Board.

5.2. **General Procedure:** An application for an award shall contain the following:

³ Please refer to section 3.5 for clarification.

5.2.1. **Application Form:** the official online application will become available on the New Century website each November prior to the February 1 deadline.

5.2.2. **College Transcript:** an official college transcript showing college courses, Advanced Placement and transfer work an applicant has completed to meet the requirements for the associates degree and verification of the date the award was earned; and

5.2.3. **High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

5.2.4. **ACT Score:** a copy of the student's verified ACT score (if applicable).

5.3. **Registrar Verification:** If an applicant is enrolled at an institution which does not offer an associates degree or an institution that will not award the associates degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

5.4. **Application Deadline:** Applicants shall meet the following deadlines:

5.4.1. **Application Submission:** Applicants must submit a the official scholarship application ~~to the Scholarship Review Committee~~ no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

5.4.2. **Support Documentation Submission:** All necessary support documentation shall be submitted on or before September 1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.

5.4.3. **Priority Deadline:** A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority of consideration for awards.

5.5. **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

R604-6 Awards: This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

6.1. **Value of the Award:** The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. The total value may change in accordance with subsection 6.2. ~~The award shall be disbursed semester by semester over the shortest of the following time periods:~~

~~6.1.1. Four semesters of enrollment in fifteen credit hours.~~

~~6.1.2. Sixty credit hours;~~

~~6.1.3. Until the student meets the requirements for a Baccalaureate degree.~~

6.2. The Board May Decrease Award: If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award.

6.3. Eligible Institutions: An award may be used at either

6.3.1. Public Institution: a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

6.3.2. Private Nonprofit Institution: a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest [Commission on Colleges and Universities Association of Schools and Colleges](#) that offers Baccalaureate programs.

6.4. Enrollment at Multiple Institutions: ~~The award may be used at more than one of the eligible institutions within the same semester for the academic year 2010-11. However, starting in 2011 when the award goes to a flat rate, t~~he award may only be used at the institution from which the student is earning a Baccalaureate degree.

6.5. Student Transfer: The award may be transferred to a different eligible institution upon the request of the recipient.

6.6. Financial Aid and other Scholarships: With the exception of the Regents' Scholarship (as detailed in subsection 4.6 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

R604-7 Disbursement of Award: This section details the disbursement of the award amounts.

7.1. Disbursement Schedule of Award: The award shall be disbursed semester-by-semester over the shortest of the following time periods:

7.1.1. Four semesters of enrollment in fifteen credit hours;

7.1.2. sixty credit hours; or

7.1.3. until the recipient meets the requirements for a baccalaureate degree.

7.2. Enrollment Documentation: The recipient shall submit to the Scholarship ~~Committee~~ [staff Review](#) a detailed copy of a class schedule verifying that the recipient is enrolled in fifteen credit hours or more at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits the recipient is enrolled.

7.3. Award Payable to Institution: The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

7.4. **Dropped Hours after Award:** If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours the scholarship will be revoked (see 8.1) unless the student needs fewer than fifteen credit hours for completion of a degree.

R604-8. Continuing Eligibility: This section establishes the expectations of recipients to renew their award.

8.1 **Reasonable Progress Toward Degree Completion:** The Board may cancel a recipient's scholarship if the student fails to:

8.1.1. **Maintain 3.3 GPA:** to maintain a 3.3 GPA or higher for each semester for which he or she has received awards; or

8.1.2. **Reasonable Progress:** to make reasonable progress (fifteen credit hours) toward the completion of a Baccalaureate degree and submit the documentation by the deadline as described in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll in fifteen credit hours continuously for Fall and Spring semesters.

8.2. **Duty of Student to Report Reasonable Progress:** Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she has met the required grade point average and has completed a minimum of fifteen credit hours each semester. Recipients will not be paid for the coming semester until the requested documentation has been received ~~if the recipient fails to maintain a 3.3 GPA or higher for two consecutive semesters or fails to enroll and complete fifteen credit hours, the scholarship may be revoked.~~ These documents must be submitted by established deadlines ~~the following dates:~~

~~8.2.1.—Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.~~

~~8.2.2.—Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.~~

~~8.2.3.—Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.~~

~~8.2.4.—Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.~~

~~8.2.5.—Proof of enrollment if you are attending Brigham Young University during Spring Term and proof of completion of the previous semester must be submitted by May 30.~~

~~8.2.6.—Proof of enrollment if you are attending Brigham Young University during Summer Term and proof of completion of the previous semester must be submitted by July 30.~~

8.3. **Probation:** If a recipient earns less than a 3.3 GPA in any single semester, the recipient must earn a 3.3 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at any time earns less than a 3.3 GPA the scholarship will be revoked.

8.4. **Final Semester:** A recipient will not be required to enroll in fifteen credit hours if the recipient can complete the degree program with fewer credits.

8.5. **No Awards after Five Years:** The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

8.6. **No Guarantee of Degree Completion:** An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

8.7. **Deferral or Leave of Absence:**

8.7.1. A recipient shall apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll in fifteen credit hours.

8.7.2. A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

8.7.3. Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

R604-9 Appeals

~~9.1. **Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made, at the discretion of a the scholarship staff Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria. Each applicant will receive a letter notification informing the applicant of the decision on his/her application.~~

~~9.2. **Appeals:** Applicants and recipients have the right to appeal an adverse decision.~~

~~9.2.1. Appeals shall be postmarked within 30 days of date of notification by submitting a completed Appeal Application found on the program website.~~

~~9.2.2. An appeal filed before the applicant/recipient receives official notification from the Regents' Scholarship Review Committee regarding their application, will not be considered.~~

~~9.2.3. The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.~~

~~9.2.4. Appeals are not accepted for late document submission.~~

~~9.2.5. A submission of an appeal does not guarantee a reversal of the original decision.~~

~~9.2.6. It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the New Century Scholarship address.~~

~~9.2.7. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.~~

9.1. **Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and make the awards determination. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. Appeals: An applicant has the right to appeal the Scholarship Staff's decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

- 9.2.1. The appeal must be in writing and submitted through the U.S. Mail. Appeals must be hand delivered to the office or postmarked within 30 days of the date on which the scholarship notification was issued.
- 9.2.2 In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.
- 9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff regarding their application shall not be considered.
- 9.2.4 If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant and give him or her an opportunity to show that the appeal was timely or that it was delayed for excusable neglect. If it is found that the appeal was not timely and the delay was without excusable neglect, the Scholarship Appeals Committee shall not have jurisdiction to consider the merits.
- 9.2.5 The Scholarship Appeals Committee may consider a late appeal on its merits if it determines the appeal was delayed because of excusable neglect.
- 9.2.6 The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.7 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.
- 9.2.8 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination.
- 9.2.9 The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.
- 9.2.10. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

R604-1. Purpose: The New Century Scholarship encourages students to accelerate their education by earning an Associate's degree in high school from an institution within the Utah System of Higher Education.

R604-2. References

- 2.1. Utah Code §53B-8-105 (2010).
- 2.2. Policy and Procedures R609, Regents' Scholarship.

R604-3. Definitions

- 3.1. **"Applicant"**: is a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents, or a home-school student.
- 3.2. **"Associate's Degree"**: An Associate of Arts, Associate of Science, or Associate of Applied Science degree received from, or verified by, a regionally accredited institution within the Utah System of Higher Education. If the institution does not offer the above listed degrees, equivalent academic requirements will suffice under subsection 3.5.2. of this policy.
- 3.3. **"Awards"**: New Century Scholarship funds.
- 3.4. **"Board"**: The Utah State Board of Regents.
- 3.5. **"Completes the requirements for an associate degree"**: Means that an applicant completes either of the following:
 - 3.5.1. all the required courses for an associate degree from an institution within the Utah System of Higher Education that offers Associate's degrees; and applies for the Associate's degree from the institution; or
 - 3.5.2. all the required courses for an equivalency to the associate degree from a higher education institution within the Utah System of Higher Education that offers Baccalaureate degrees but does not offer Associate's degrees.²
- 3.6. **"Excusable Neglect"** means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard in the processing of an appeal, but in consequence of some unexpected or unavoidable hindrance or accident.
- 3.7. **"Good Cause"** means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, March 29, 2013, and April 1, 2016.

² Please note the requirement to have the coursework certified by the campus registrar under subsection 5.3 of this policy.

- 3.8. **“High school”**: a public high school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.
- 3.9. **“High school graduation date”**: the day on which the recipient’s class graduates from high school. For home-schooled student refer to subsection 4.2.1 of this policy.
- 3.10. **“Home-schooled”**: refers to a student who has not graduated from a Utah high school and received a high school grade point average (GPA).
- 3.11. **“Math and science curriculum”**: the rigorous math and science curriculum developed and approved by the Board which, if completed, qualifies a high school student for an award. Curriculum requirements can be found at the website of the Utah System of Higher Education.
- 3.12. **“New Century Scholarship”**: a renewable scholarship to be awarded to applicants who complete the eligibility requirements of section 4 of this policy.
- 3.13. **“Reasonable progress”**: enrolling and completing at least fifteen credit hours during Fall and Spring semesters and earning a 3.3 GPA or higher each semester. If applicable, students attending summer must enroll full-time according to their institution and or program policy regarding full-time status.
- 3.14. **“Recipient”**: an applicant who receives an award under the requirements set forth in this policy.
- 3.15. **“Renewal Documents”**: a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester which the recipient is seeking award payment.
- 3.16. **“Scholarship Appeals Committee”**: means the committee designated by Commissioner of Higher Education to review appeals of Regents’ Scholarship award decisions and take final agency action regarding awards.
- 3.17. **“Scholarship Staff”** means the group assigned to review Regents’ Scholarship applications and make initial decisions awarding the scholarships.
- 3.18. **“Substantial Compliance”** means the applicant, in good faith, complied with the substantial or essential scholarship application requirements and has demonstrated likely eligibility but failed to comply exactly with the application specifics.
- 3.19. **“The Utah System of Higher Education-- USHE”**: the Utah System of Higher Education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

R604-4. Recipient Requirements: This section enumerates the requirements to qualify as a recipient. Subsection 4.1. creates the general academic requirements. Subsections 4.2 and 4.3 clarify the exceptions and requirements specific for home-schooled students and students whose graduation date occurs in 2010 or before. Subsections 4.4. through 4.7. establish other generally applicable requirements.

- 4.1 **General Academic Requirements:** Unless an exception applies, to qualify as a recipient a student shall:

4.1.1. complete the requirements for an associate degree³ or the math and science curriculum at a regionally accredited institution within the Utah State System of Higher Education

4.1.1.1. with at least a 3.0 grade point average

4.1.1.2. by applicant's high school graduation date; and

4.1.2. complete the high school graduation requirements of a Utah high school with at least a 3.5 cumulative GPA.

4.2. Utah Home-schooled Students: For Utah home-schooled applicants the following exceptions and requirements apply:

4.2.1. High School Graduation Date for Home-schooled Applicants:

4.2.1.1. Completes High School in 2011 and After: If a home-schooled applicant would have completed high school in 2011 or after, the high school graduation date (under subsection 4.1.1.2.) is June 15 of the year the applicant would have completed high school;

4.2.2. ACT Composite Score Requirement: A composite ACT score of 26 or higher is required in place of the high school GPA (under subsection 4.1.2).

4.3. Mandatory Fall Term Enrollment: A recipient shall enroll in and successfully complete fifteen credit hours at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral or leave of absence from the Board under subsection 8.7 of this policy. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

4.4. Citizenship Requirement: A recipient shall certify under penalty of law they are a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.5. No Criminal Record Requirement: A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.6. Regents' Scholarship: A recipient shall not receive both an award and the Regents' Scholarship established in Utah Code §53B-8-108 and administered in R609.

R604-5 Application Procedures: This section establishes the basic application procedures for an award.

5.1. Application Contact: Qualifying students shall apply for the award through the Board.

5.2. General Procedure: An application for an award shall contain the following:

5.2.1. Application Form: the official online application will become available on the New Century website each November prior to the February 1 deadline.

³ Please refer to section 3.5 for clarification.

5.2.2. **College Transcript:** an official college transcript showing college courses, Advanced Placement and transfer work an applicant has completed to meet the requirements for the associate degree and verification of the date the award was earned; and

5.2.3. **High School Transcript:** an official high school transcript with high school graduation dated posted (if applicable).

5.2.4. **ACT Score:** a copy of the student's verified ACT score (if applicable).

5.3. **Registrar Verification:** If an applicant is enrolled at an institution which does not offer an associate degree or an institution that will not award the associate degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements under 4.1.1.

5.4. **Application Deadline:** Applicants shall meet the following deadlines:

5.4.1. **Application Submission:** Applicants must submit the official scholarship application no later than February 1 of the year of their high school graduation date or the year they would have graduated from high school.

5.4.2. **Support Documentation Submission:** All necessary support documentation shall be submitted on or before September 1 following the student's high school graduation date. In some cases exceptions may be made as advanced placement and transfer work verification may be delayed at an institutional level and no fault of the applicant. Scholarship awards may be denied if all documentation is not complete and submitted by the specified deadlines. And if any documentation demonstrates that the applicant did not satisfactorily fulfill all coursework and GPA requirements, or if any information, including the attestation of criminal record and citizenship status, proves to be falsified.

5.4.3. **Priority Deadline:** A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority of consideration for awards.

5.5. **Incomplete Documentation:** Applications or other submissions that have missing information or missing documents are considered incomplete, will not be considered, and may result in failure to meet a deadline.

R604-6 Awards: This section establishes the total value of an award, the power of the Board to change that value, and the eligible institutions where the award may be used.

6.1. **Value of the Award:** The award is up to the amount provided by the law and determined each Spring by the Board based on legislative funding and number of applicants. The total value may change in accordance with subsection 6.2.

6.2. **The Board May Decrease Award:** If the appropriation from the Utah Legislature for the scholarship is insufficient to cover the costs associated with the scholarship, the Board may reduce or limit the award.

6.3. **Eligible Institutions:** An award may be used at either

6.3.1. **Public Institution:** a four-year institution within the Utah System of Higher Education that offers Baccalaureate programs; or

6.3.2. Private Nonprofit Institution: a private not-for-profit higher education four-year institution in the state of Utah accredited by the Northwest Commission on Colleges and Universities that offers Baccalaureate programs.

6.4. Enrollment at Multiple Institutions: The award may only be used at the institution from which the student is earning a Baccalaureate degree.

6.5. Student Transfer: The award may be transferred to a different eligible institution upon the request of the recipient.

6.6. Financial Aid and other Scholarships: With the exception of the Regents' Scholarship (as detailed in subsection 4.6 of this policy) tuition waivers, financial aid, or other scholarships will not affect a recipient's total award amount.

R604-7 Disbursement of Award: This section details the disbursement of the award amounts.

7.1. Disbursement Schedule of Award: The award shall be disbursed semester-by-semester over the shortest of the following time periods:

7.1.1. Four semesters of enrollment in fifteen credit hours;

7.1.2. sixty credit hours; or

7.1.3. until the recipient meets the requirements for a baccalaureate degree.

7.2. Enrollment Documentation: The recipient shall submit to the Scholarship staff a detailed copy of a class schedule verifying that the recipient is enrolled in fifteen credit hours or more at an eligible institution. Documentation must include the student's name, the semester the recipient will attend, institution that they are attending and the number of credits the recipient is enrolled.

7.3. Award Payable to Institution: The award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies, and equipment required for instruction.

7.4. Dropped Hours after Award: If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours the scholarship will be revoked (see 8.1) unless the student needs fewer than fifteen credit hours for completion of a degree.

R604-8. Continuing Eligibility: This section establishes the expectations of recipients to renew their award.

8.1 Reasonable Progress Toward Degree Completion: The Board may cancel a recipient's scholarship if the student fails to:

8.1.1. Maintain 3.3 GPA: to maintain a 3.3 GPA or higher for each semester for which he or she has received awards; or

8.1.2. Reasonable Progress: to make reasonable progress (fifteen credit hours) toward the completion of a Baccalaureate degree and submit the documentation by the deadline as described

in subsection 8.2. A recipient must apply and receive an approved deferral or leave of absence under subsection 8.7 if he or she will not enroll in fifteen credit hours continuously for Fall and Spring semesters.

8.2. Duty of Student to Report Reasonable Progress: Each semester, the recipient must submit to the Board a copy of his or her grades to verify that he or she has met the required grade point average and has completed a minimum of fifteen credit hours each semester. Recipients will not be paid for the coming semester until the requested documentation has been received. These documents must be submitted by established deadlines.

8.3. Probation: If a recipient earns less than a 3.3 GPA in any single semester, the recipient must earn a 3.3 GPA or better the following semester to maintain eligibility for the scholarship. If the recipient again at any time earns less than a 3.3 GPA the scholarship will be revoked.

8.4. Final Semester: A recipient will not be required to enroll in fifteen credit hours if the recipient can complete the degree program with fewer credits.

8.5. No Awards after Five Years: The Board will not make an award to a recipient for an academic term that begins more than five years after the recipient's high school graduation date.

8.6. No Guarantee of Degree Completion: An award does not guarantee that the recipient will complete his or her Baccalaureate program within the recipient's scholarship eligibility period.

8.7. Deferral or Leave of Absence:

8.7.1. A recipient shall apply to the Board for a deferral of award or a leave of absence if they do not continuously enroll in fifteen credit hours.

8.7.2. A deferral or leave of absence will not extend the time limits of the scholarship under subsection 8.5.

8.7.3. Deferrals or leaves of absence may be granted, at the discretion of the Board, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

R604-9 Appeals

9.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and make the awards determination. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. Appeals: An applicant has the right to appeal the Scholarship Staff's decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

9.2.1. The appeal must be in writing and submitted through the U.S. Mail. Appeals must be hand delivered to the office or postmarked within 30 days of the date on which the scholarship notification was issued.

9.2.2 In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information

or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.

- 9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff regarding their application shall not be considered.
- 9.2.4. If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant and give him or her an opportunity to show that the appeal was timely or that it was delayed for excusable neglect. If it is found that the appeal was not timely and the delay was without excusable neglect, the Scholarship Appeals Committee shall not have jurisdiction to consider the merits.
- 9.2.5. The Scholarship Appeals Committee may consider a late appeal on its merits if it determines the appeal was delayed because of excusable neglect.
- 9.2.6. The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.7. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.
- 9.2.8. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination.
- 9.2.9. The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.
- 9.2.10. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

R609-1 Purpose: The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study in grades 9-12 and saving for college. This statewide scholarship is aligned with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. The courses required by the scholarship are proven to help students become college and career ready. In addition, this scholarship encourages high school students to complete meaningful course work through their senior year.

R-609-2 References

- 2.1 Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program
- 2.2 Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- 2.3 Regents' Policy and Procedures R604, New Century Scholarship.

R609-3 Definitions

3.1 **"Applicant"** means a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents.

3.2 **"Base Award"**: a one-time scholarship to be awarded to applicants who complete the eligibility requirements of section [R609-4.1](#) of this policy.

3.3 **"Board"**: [means](#) the Utah State Board of Regents.

[3.4 "College Course Work" means any instance in which college credit is earned, including but limited to, concurrent enrollment, distance education, dual enrollment, or early college.](#)

[3.35 "Core Course of Study": means the courses](#) ~~the 16.5 credit Utah Scholars' curriculum~~ taken during grades 9-12, [for the Core Course of study](#) which includes:

[3.35.1](#) 4.0 units of English;

[3.35.2](#) 4.0 units of mathematics taken in a progressive manner (at minimum ~~Algebra I, Geometry, Algebra II, and a senior year class beyond Algebra II~~; [Secondary Mathematics I, Secondary Mathematics II, Secondary Mathematics III and one class beyond](#)); [if the student is attending a school that has not implemented the Utah Core "K-12" Standards, a student would complete at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II](#)

[3.35.3](#) 3.5 units of social studies;

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, and March 29, 2013.

- 3.35.4 3.0 units of lab-based natural science (one each of Biology, Chemistry, and Physics); and
- 3.35.5 2.0 units of the same foreign language, other than English, taken in a progressive manner.

3.6 "Eligible Institutions" means institutions of the USHE or any private, nonprofit institution of higher education in Utah accredited by the Northwest Commission on Colleges and Universities (NWCCU).

3.7 "Excusable Neglect" means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable hindrance or accident.

3.8 "Exemplary Academic Achievement Award": ("Exemplary Award") means a renewable scholarship to be awarded to students who complete the eligibility requirements of section 4.2 of this policy.

~~3.5 "Regents' Diploma Endorsement": a certificate or transcript notation that may be awarded to students who qualify for the Exemplary Academic Achievement Award of the Regents' Scholarship.~~

3.9 "Good Cause" means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

3.10 "High school" means a public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

3.11 "Home – Schooled" refers to a student who has not graduated from a Utah high school and received credits and/ or letter grades for the Core Course of study in grades 9-12.

3.12 "Recipient" means an applicant who receives an award under the requirements set forth in this policy.

3.13 "Reasonable progress" means enrolling and completing at least fifteen credit hours during Fall and Spring semesters and earning a 3.3 grade point average (GPA) or higher each semester while enrolled at an eligible institution and receiving the award.

~~3.14 "Renewal Documents" a college transcript demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester which the recipient is seeking award payment~~ include institutionally produced documents demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester for which the recipient is seeking award payment.

3.615 "Scholarship ~~Review Appeals~~ Committee": means the committee ~~appointed designated~~ by Commissioner of Higher Education to review appeals of Regents' Scholarship ~~applications award~~ decisions and make take final ~~decisions~~ agency action regarding awards.

3.16 "Scholarship Staff" means the group assigned to review Regents' Scholarship applications and make initial decisions awarding the scholarships.

3.17 "Substantial Compliance" means the applicant, in good faith, complied with the substantial or essential scholarship application requirements and has demonstrated likely eligibility but failed to comply exactly with the application specifics.

~~3.3~~3.17 "UESP": means the Utah Educational Savings Plan.

~~3.4~~3.18 "USHE" : means the Utah system of higher education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

~~3.5 "Eligible Institutions": the USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.~~

3.19 Weighted Grade: A grade shall be weighted if a student completed an advanced placement, international baccalaureate or college course. The grade weight given is half the value of the high school credits earned for the course. For AP and IB courses all grades are averaged and then the weight is applied. When college credit is earned the grade weight is applied to the grade shown on the college transcript.

~~4- Conditions of the Regents' Scholarship Program and Program Terms~~

R609-4. Base Award Requirements: To qualify for the Regents' Scholarship Base award, the applicant shall satisfy the following criteria:

~~4.1 Base Award: To qualify for the Regent's Scholarship Base Award, the applicant must satisfy the following criteria:~~

~~4.1.1 Complete the Core Course of Study as defined in section 3.5 of this policy subject to the following criteria. The applicant must submit an official high school transcript, and college transcript, if applicable, demonstrating in grades 9-12 completion of the Core Course of Study (information regarding courses satisfying the core requirements can be found online).~~

4.1.1. Not all courses that meet state and individual district high school graduation requirements meet the scholarship requirements.

4.1.2. Course Availability: In addition to taking courses at the school they are attending, A student may complete coursework through other accredited Utah high schools or Utah eligible institutions.

4.1.4 A student may meet a course requirement through a competency-based assessment provided it is documented on a transcript and has a letter grade(A-C) assigned.

4.1.5. The courses completed shall be unique except when repeated for a higher grade as noted in (insert section). Students may not take a standard course and then enroll in the honors version of the same course and count both toward meeting the scholarship credit requirements and, when applicable, the requirement of progression.

4.1.6. Repeated course work shall not count toward accumulation of required credits.

~~4.1.2 GPA and Weighted Courses: The applicant must shall demonstrate completion of the Core Course of Study with a non-weighted cumulative high school GPA of at least 3.0, ~~with no individual core course grade lower than a "C."~~ The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) or concurrent enrollment shall be weighted according to the Scholarship Review Committee's standard procedures.~~

4.3 Minimum Grade requirement: the applicant shall ~~have no individual core course grade lower than a "C" on a transcript~~ earn a course grade on a transcript of "C" or above in each individual course listed in section 3.4.. Certain courses may receive a weighted grade ~~as outlined under subsection 9.5~~ as part of the scholarship award determination.

4.4 Replacing Low Grades by Retaking a Course: An applicant may retake a course to replace a low grade received. When retaking courses to replace a grade the following subsections apply:

4.5 The Entire Course: The applicant shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject-area. The math and foreign language requirement of progression shall be shown. This is true even if the applicant only received a lower grade in a single semester, term, trimester, or quarter.

4.6 The Higher of Two Grades: The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.

4.7 Approved Courses and Progression Determined by the Regents' Scholarship Review Committee: The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject-area and if progression is required and demonstrated.

4.8 "P" and "I" Grades not Accepted: Pass/fail or incomplete grades do not meet the minimum scholarship grade requirement.

~~4.1.3 4.9 College Course Work: The Regents' Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If a student enrolls in and completes a college course worth 3 or more college credits, this may be counted as 1 full unit towards the scholarship requirements, however, the student then is evaluated on the college grade earned. College course work will only be evaluated if the applicant submits an Official College transcript. If an applicant enrolls in and completes a college course worth three or more college credits, this shall be counted as one high school credit toward the scholarship requirements. The student is evaluated on the college grade earned, with the weight added to the college grade as defined in section 3.19.~~

~~4.1.4~~ **4.10 Required ACT Score:** The applicant ~~must~~ shall submit at least one verified ACT score.

~~4.1.5~~ **4.11 Utah High School Graduation:** The applicant ~~must~~ shall have graduated from a Utah high school.

~~4.1.5.1 Applicants applying from accredited Utah private high schools must satisfy all applicable requirements for a private high school diploma.~~

~~4.1.5.2 Home-schooled students are not eligible for the scholarship.~~

4.12 Citizenship: A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

~~4.1.6~~ **4.13 No Criminal Record:** ~~The applicant must attest to the lack of a criminal record~~ A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

~~4.1.7 Proof of U.S. Citizenship: The applicant must attest to being a U.S. citizen or a noncitizen who is eligible to receive federal financial aid.~~

4.2 Exemplary Academic Achievement Award: To qualify for the Regents' Scholarship Exemplary Academic Achievement Award, the applicant must satisfy all requirements for the Base Award, and additionally:

4.2.1 Required GPA: The applicant must have a cumulative high school GPA of at least 3.5, with no individual core course grade lower than a "B."

4.2.2 Required ACT Score: The applicant must submit a verified composite ACT score of at least 26.

4.2.3 Maintain Reasonable Progress toward Degree Completion: In order to receive and renew the Exemplary Academic Achievement Award, the student must maintain reasonable progress toward degree completion by achieving a 3.0 GPA each semester and enrolling full time (12 credit hours) each semester. If the student fails to maintain a 3.0 GPA or fails to enroll full time, the scholarship may be revoked.

4.2.3.1 Each semester, the recipient must submit to the Scholarship Review Committee a transcript verifying his/her grades to demonstrate that he/she is meeting the required GPA and is making reasonable progress toward the completion of a degree. These documents must be submitted by the following dates:

4.2.3.1.1 Proof of enrollment for Fall Semester and proof of completion of the previous semester must be submitted by September 30.

4.2.3.1.2 Proof of enrollment for Spring Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.3.1.3 Proof of enrollment for Summer Semester and proof of completion of the previous semester must be submitted by June 30.

4.2.3.1.4 Proof of enrollment if you are attending Brigham Young University during Winter Semester and proof of completion of the previous semester must be submitted by February 15.

4.2.3.1.5 Proof of enrollment if you are attending Brigham Young University during Spring Semester and proof of completion of the previous semester must be submitted by May 30.

4.2.3.1.6 Proof of enrollment if you are attending Brigham Young University during Summer Semester and proof of completion of the previous semester must be submitted by July 30.

4.2.3.2 If a student earns less than a 3.0 GPA in any single semester, the student must earn a 3.0 GPA or better the following semester to maintain eligibility for the scholarship.

4.2.3.3 A student will not be required to enroll full time if the student can complete his/her degree program with fewer credits.

4.3 Eligible Institutions: Both the Base Award and the Exemplary Academic Achievement Award may be used at any public college or university within the USHE, or at any private, nonprofit institution of higher education in Utah accredited by the Northwest Association of Schools and Colleges.

4.4 Enrollment at More than One Institution: The award may be used at more than one eligible institution within the same semester.

~~4.5 Student Transfer: A scholarship may be transferred to a different eligible institution upon request of the student.~~

~~4.6 Relationship to Regents' Awards: For a student who graduates prior to or during the 2009-10 school year, and qualifies for the Base Award and the New Century Scholarship may be awarded the Base Award and a UESP Supplemental Award in addition to a New Century Scholarship. A student who qualifies for the Exemplary Academic Achievement Award and the New Century Scholarship will only be eligible to receive one of these two year scholarships. For a student who graduates from high school in or after 2009-2010 may not receive the New Century Scholarship and a Regents' Scholarship Base Award or the UESP Supplemental Award.~~

~~4.7 "P" Grades not Accepted: A student may not include a pass/fail grade from a course to fulfill any scholarship qualification or renewal requirements, including course or GPA requirements.~~

4.14 Mandatory Fall Semester Enrollment: A recipient shall enroll in fifteen credit hours at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral from the Board under subsection 7.2. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

4.15 New Century Scholarship: A recipient shall not receive both a Regents' Scholarship and the New Century Scholarship established in Utah Code Section 53B-8-105 and administered in R604, 609-5. Exemplary Academic Achievement Award Requirements: To qualify for the Regents' Scholarship Exemplary Academic Achievement award, the applicant shall satisfy all requirements for the Base award (see section 3.4), and additionally meet all of the following requirements:

4.16 GPA: The applicant shall have a non-weighted cumulative high school GPA of at least 3.5.

4.17 Minimum Grade: The applicant shall earn a course grade on a transcript of "B" or above in each individual course listed in section 3.4. Certain courses may receive a weighted grade as part of the scholarship award determination.

4.18 ACT Score: The applicant shall submit a verified composite ACT score of at least 26.

609-5. Continuation and Renewal of the Exemplary Award.

5.1 Duty of Student to Report Reasonable Progress Toward Degree Completion: In order to renew the Exemplary Academic Achievement Award, the recipient shall submit renewal documents each semester, providing evidence of reasonable progress toward degree completion by the deadlines established in current program materials.

5.2 If the recipient fails to maintain a 3.3 GPA in a single semester the recipient is placed on probation and shall earn a 3.3 GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a 3.3 GPA or fails to enroll and complete fifteen credit hours, except as outlined in section 7.2 of this policy, the scholarship may be revoked.

5.3 Recipient will not be required to enroll in fifteen credit hours if the student can complete his/her degree program with fewer credits. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

5.4 Student Transfer: Students may transfer their scholarship to a different eligible institution upon request to the Scholarship office.

609-6 Application Procedures

~~5.1~~ 6.1 Application Deadline: Applicants shall submit an official scholarship application ~~to the Scholarship Review Committee~~ no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. ~~Students~~ Applicants who meet the priority deadline may be given first priority or consideration for the scholarship. Subject to funding, students may be considered based on date of completed and submitted application.

~~5.2~~ 6.2 Required Documentation: Scholarship awards ~~may~~ shall be denied if all documentation is not ~~completed and submitted, by the specified deadlines.~~ If any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified, ~~the award may be denied.~~ Required documents that ~~must~~ shall be submitted with a scholarship application include:

~~5.2.1~~ 6.2.1 the official online application;

~~5.2.2~~ 6.2.2 an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. Final transcript(s) ~~showing the last semester of coursework~~ will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

~~5.2.3~~ 6.2.3 If a student completed coursework at an educational institution outside of the district from which the student graduated, the student must submit an official transcript from the school at which he or she completed the coursework if the courses completed and grades earned are not reflected in the official high school transcript; and

~~5.2.3~~ 6.2.4 verified ACT score(s).

~~5.2.4~~ ~~a class schedule demonstrating the courses the student is enrolled in for the remaining school year. Simply submitting a high school transcript does not satisfy this requirement. The class schedule must contain the following information: the student's name, the school the student attends, courses the student will take for the remaining year including the number of credits each course is worth.~~

~~5.3 Incomplete Documentation: Applications or other submissions that have missing information or missing documents are considered incomplete, and will not be considered.~~

~~6 Amount of Awards and Distribution of Award Funds~~ R609-7. Amount of Awards and Distribution of Award Funds

~~6.1~~ 7.1 Funding Constraints of Awards: The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement Award, as well as supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

~~6.2~~ 7.2 Amount of Awards

7.2.1 Base Award: The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

7.2.2 Exemplary Academic Achievement Award: The Exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on legislative funding and the number of applicants. The Exemplary Academic Achievement award may be renewed for the shortest of the following:

7.2.2.1 Four semesters of enrollment in fifteen credit hours;

7.2.2.2 Sixty-five credit hours; or

7.2.2.3 Until the student meets the requirements for a Baccalaureate degree.

7.2.3 UESP Supplemental Award to Encourage College Savings: Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

~~6.4.1~~**7.2.3.1.** For each year the applicant is 14, 15, 16, or 17 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

~~6.4.2~~**7.2.3.2** If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.

~~6.4.3~~**7.2.3.3** If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

~~6.3.4~~**7.2.3.4** Matching funds apply only to contributions, not to transfers, earnings, or interest.

6.3.3 Distribution of Award Funds

~~**6.3.1.—Enrollment Documentation:** The award recipient shall submit to the Scholarship Review Committee a copy of the college class schedule verifying that the recipient is enrolled in fifteen credit hours or more at an eligible institution. Documentation shall include: the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits in which the recipient is enrolled.~~

7.3.1 Award Payable to Institution: The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense including: tuition, fees, books, supplies, equipment required for course instruction, or housing.

6.3.2. Credit Hours Dropped After Award Payment: If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours, the scholarship ~~will~~ may be revoked.

~~6.2. UESP Supplemental Award to Encourage College Savings: Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.~~

~~6.4.1. For each year the applicant is 14, 15, 16, or 17 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.~~

~~6.2.2. If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.~~

~~6.2.3. If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.~~

~~Matching funds apply only to contributions, not to transfers, earnings, or interest.~~

R609-78 Time Constraints and Continuing Eligibility

78.1. Time Limitation: A Regents' Scholarship recipient shall use the award in its entirety within five years after his/her high school graduation date.

78.2. Deferral or Leave of Absence: A recipient shall apply for a deferral or leave of absence if they do not continuously enroll in fifteen credit hours.

78.2.1. Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

78.2.2. An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

78.3. No Guarantee of Degree Completion: Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.

R609-89 Scholarship Determinations and Appeals

~~8.1. — **Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. Individual scholarship applications will be reviewed, and award decisions are made at the discretion of a Scholarship Review Committee. Awards are based on available funding, applicant pool, and applicant's completion of scholarship criteria. Each applicant will receive a letter informing the applicant of the decision on his/her application.~~

~~8.2. — **Appeals:** Applicants and Recipients have the right to appeal an adverse decision.~~

~~8.2.1. — Appeals shall be (postmarked) within 30 days of date of notification by submitting a completed Appeal Application found on the program's website.~~

- ~~8.2.2. An appeal filed before the applicant/recipient receives official notification from the Scholarship Review Committee regarding their application, will not be considered.~~
- ~~8.2.3. The appeal shall provide evidence that an adverse decision was made in error, such as that in fact, the applicant/recipient met all scholarship requirements and submitted all requested documentation by the deadline.~~
- ~~8.2.4. Appeals are not accepted for late document submission.~~
- ~~8.2.5. A submission of an appeal does not guarantee a reversal of the original decision.~~
- ~~8.2.6. It is the applicant/recipient's responsibility to file the appeal, including all supplementary documentation. All documents shall be mailed to the Regents' Scholarship address.~~
- ~~8.2.7. Appeals will be reviewed and decided by an appeals committee appointed by the Commissioner of Higher Education.~~

9.1. Scholarship Determinations: Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and make the awards determination. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. Appeals: An applicant has the right to appeal the Scholarship Staff's adverse decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

- 9.2.1. The appeal must be in writing and submitted in person or through the U.S. Mail. Appeals must be hand delivered to the office or postmarked within 30 days of the date on which the scholarship notification was issued.
- 9.2.2 In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.
- 9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision shall not be considered.
- 9.2.4 If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to explain the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.
- 9.2.5 The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.6 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either

reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.

9.2.7 If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the Scholarship Staff for a redetermination. In such a case, the applicant shall have the right to appeal an adverse decision according to this rule.

9.2.8 The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.

9.2.9. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

~~R765-609-9. Rules for Completing Course Work.~~

~~a course may meet state and individual district high school graduation requirements, the course may not meet the scholarship requirements. If a required course is not taught at the school the student attends they can elect to enroll in the Utah Electronic High School, distance education concurrent enrollment, or a course offered at another accredited Utah high school or college. Course work found at additional online sources shall be from an accredited institution approved by the Board.~~

~~9.2. Applicants are required to complete the entire curriculum for a course. For example, if a course is designed to be taken as a full year or for one full credit, the student shall complete the entire course in order to have it count toward the completion of a requirement for the scholarship.~~

~~9.3. Course work that is "tested out" of is not accepted for the Regents' Scholarship.~~

~~9.4. In each content area, the courses completed shall be unique.~~

~~9.4.1. Students cannot take a standard course and then enroll in the honors version of the same class and count both toward meeting the credit requirement and, in cases, the requirement of progression.~~

~~9.4.2. Repeated course work does not count toward the credit fulfillment.~~

~~Grade: The grade earned in any course designated on the student's high school transcript as Advanced Placement (AP) International Baccalaureate (IB), or a college course concurrent enrollment shall be weighted (only if a college transcript is provided) according to the Scholarship Review Committee's standard procedures.~~

~~9.6. College Course Work: The Scholarship Review Committee reserves the right to apply a 3:1 ratio in relation to college course work. If an applicant enrolls in and completes a college course worth three or more college credits, this may be counted as one full credit toward the scholarship requirements. However, the student then is evaluated on the college grade earned, with the weight added to the college grade earned.~~

R609-1 Purpose: The Regents' Scholarship encourages Utah high school students to prepare for college academically and financially by taking a core course of study in grades 9-12 and saving for college. This statewide scholarship is aligned with the Utah Scholars Core Course of Study which is based on national recommendations as outlined by the State Scholars Initiative. The courses required by the scholarship are proven to help students become college and career ready. In addition, this scholarship encourages high school students to complete meaningful course work through their senior year.

R-609-2 References

- 2.1 Utah Code Ann. §53B-8-108 et seq., Regents' Scholarship Program
- 2.2 Utah Admin. Code §R277-700-7, High School Requirements (Effective for Graduating Students Beginning with the 2010-2011 School Year).
- 2.3 Regents' Policy and Procedures R604, New Century Scholarship.

R609-3 Definitions

3.1 "Applicant" means a student who is in their last term in high school and on track to complete the high school graduation requirements of a public school established by the Utah State Board of Education and the student's school district or charter school or a private high school in the state that is accredited by a regional accrediting body approved by the Utah State Board of Regents.

3.2 "Base Award": a one-time scholarship to be awarded to applicants who complete the eligibility requirements of section R609-4 of this policy.

3.3 "Board" means the Utah State Board of Regents.

3.4 "College Course Work" means any instance in which college credit is earned, including but limited to, concurrent enrollment, distance education, dual enrollment, or early college.

3.5 "Core Course of Study": means the courses taken during grades 9-12 for the Core Course of study which include:

3.5.1 4.0 units of English;

3.5.2 4.0 units of mathematics taken in a progressive manner (at minimum Secondary Mathematics I, Secondary Mathematics II, Secondary Mathematics III and one class beyond); if the student is attending a school that has not implemented the Utah Core "K-12" Standards, a student would complete at minimum Algebra I, Geometry, Algebra II, and a class beyond Algebra II

3.5.3 3.5 units of social studies;

3.5.4 3.0 units of lab-based natural science (one each of Biology, Chemistry, and Physics); and

¹ Adopted June 4, 1999, amended July 12, 1999, April 20, 2001, May 31, 2002, September 15, 2006. Amended and approved by the Board of Regents October 16, 2009, April 1, 2010, March 25, 2011, March 29, 2013, and April 1, 2016.

3.5.5 2.0 units of the same foreign language, other than English, taken in a progressive manner.

3.6 "**Eligible Institutions**" means institutions of the USHE or any private, nonprofit institution of higher education in Utah accredited by the Northwest Commission on Colleges and Universities (NWCCU).

3.7 "**Excusable Neglect**" means a failure to take proper steps at the proper time, not in consequence of carelessness, inattention, or willful disregard of the scholarship application process, but in consequence of some unexpected or unavoidable hindrance or accident.

3.8 "**Exemplary Academic Achievement Award**" ("Exemplary Award") means a renewable scholarship to be awarded to students who complete the eligibility requirements of section 4.2 of this policy.

3.9 "**Good Cause**" means the student's failure to meet a scholarship application process requirement was due to circumstances beyond the student's control or circumstances that are compelling and reasonable.

3.10 "**High school**" means a public school established by the Utah State Board of Education or private high school within the boundaries of the State of Utah. If a private high school, it shall be accredited by a regional accrediting body approved by the Board.

3.11 "**Home – Schooled**" refers to a student who has not graduated from a Utah high school and received credits and/ or letter grades for the Core Course of study in grades 9-12.

3.12 "**Recipient**" means an applicant who receives an award under the requirements set forth in this policy.

3.13 "**Reasonable progress**" means enrolling and completing at least fifteen credit hours during Fall and Spring semesters and earning a 3.3 grade point average (GPA) or higher each semester while enrolled at an eligible institution and receiving the award.

3.14 "**Renewal Documents**" include institutionally produced documents demonstrating that the recipient has met the required semester GPA and a detailed schedule providing proof of enrollment in fifteen credit hours for the semester for which the recipient is seeking award payment.

3.15 "**Scholarship Appeals Committee**"-means the committee designated by Commissioner of Higher Education to review appeals of Regents' Scholarship award decisions and take final agency action regarding awards.

3.16 "**Scholarship Staff**" means the group assigned to review Regents' Scholarship applications and make initial decisions awarding the scholarships.

3.17 "**Substantial Compliance**" means the applicant, in good faith, complied with the substantial or essential scholarship application requirements and has demonstrated likely eligibility but failed to comply exactly with the application specifics.

3.17 "**UESP**" means the Utah Educational Savings Plan.

3.18 "**USHE**" means the Utah system of higher education, which includes the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

3.19 Weighted Grade: A grade shall be weighted if a student completed an advanced placement, international baccalaureate or college course. The grade weight given is half the value of the high school credits earned for the course. For AP and IB courses all grades are averaged and then the weight is applied. When college credit is earned the grade weight is applied to the grade shown on the college transcript.

R609-4. Base Award Requirements: To qualify for the Regents' Scholarship Base award, the applicant shall satisfy the following criteria:

4.1 Complete the Core Course of Study as defined in section 3.5 of this policy subject to the following criteria:

- 4.1.1.** Not all courses that meet state and individual district high school graduation requirements meet the scholarship requirements.
- 4.1.2.** Course Availability: In addition to taking courses at the school they are attending, A student may complete coursework through other accredited Utah high schools or Utah eligible institutions.
- 4.1.4** A student may meet a course requirement through a competency-based assessment provided it is documented on a transcript and has a letter grade(A-C) assigned.
- 4.1.5.** The courses completed shall be unique except when repeated for a higher grade as noted in (insert section). Students may not take a standard course and then enroll in the honors version of the same course and count both toward meeting the scholarship credit requirements and, when applicable, the requirement of progression.
- 4.1.6.** Repeated course work shall not count toward accumulation of required credits.

4.2 GPA The applicant shall demonstrate completion of the Core Course of Study with a non-weighted cumulative high school GPA of at least 3.0.

4.3 Minimum Grade requirement: the applicant shall earn a course grade on a transcript of "C" or above in each individual course listed in section 3.4. Certain courses may receive a weighted grade as part of the scholarship award determination.

4.4 Replacing Low Grades by Retaking a Course: An applicant may retake a course to replace a low grade received. When retaking courses to replace a grade the following subsections apply:

4.5 The Entire Course: The applicant shall either (1) retake the entire original course, or (2) complete an approved course equal to or greater in credit value in the same subject-area. The math and foreign language requirement of progression shall be shown. This is true even if the applicant only received a lower grade in a single semester, term, trimester, or quarter.

4.6 The Higher of Two Grades: The higher of two grades in the same or an approved course will count towards meeting the scholarship requirements.

4.7 Approved Courses and Progression Determined by the Regents' Scholarship Review Committee: The Regents' Scholarship Review Committee reserves the right to determine if the repeated course qualifies as an approved course in the same subject-area and if progression is required and demonstrated.

4.8 "P" and "I" Grades not Accepted: Pass/fail or incomplete grades do not meet the minimum scholarship grade requirement.

4.9 College Course Work: College course work will only be evaluated if the applicant submits an Official College transcript. If an applicant enrolls in and completes a college course worth three or more college credits, this shall be counted as one high school credit toward the scholarship requirements. The student is evaluated on the college grade earned, with the weight added to the college grade as defined in section 3.19.

4.10 ACT Score: The applicant shall submit at least one verified ACT score.

4.11 Utah High School Graduation: The applicant shall have graduated from a Utah high school.

4.12 Citizenship: A recipient shall be a citizen of the United States or a noncitizen who is eligible to receive federal student aid.

4.13 No Criminal Record: A recipient shall not have a criminal record, with the exception of a misdemeanor traffic citation.

4.14 Mandatory Fall Semester Enrollment: A recipient shall enroll in fifteen credit hours at an eligible institution by Fall semester immediately following the student's high school graduation date or receive an approved deferral from the Board under subsection 7.2. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

4.15 New Century Scholarship: A recipient shall not receive both a Regents' Scholarship and the New Century Scholarship established in Utah Code Section 53B-8-105 and administered in R604.

609-5. Exemplary Academic Achievement Award Requirements: To qualify for the Regents' Scholarship Exemplary Academic Achievement award, the applicant shall satisfy all requirements for the Base award (see section 3.4), and additionally meet all of the following requirements:

4.16 GPA: The applicant shall have a non-weighted cumulative high school GPA of at least 3.5.

4.17 Minimum Grade: The applicant shall earn a course grade on a transcript of "B" or above in each individual course listed in section 3.4. Certain courses may receive a weighted grade as part of the scholarship award determination.

4.18 ACT Score: The applicant shall submit a verified composite ACT score of at least 26.

609-5. Continuation and Renewal of the Exemplary Award.

5.1 Duty of Student to Report Reasonable Progress Toward Degree Completion: In order to renew the Exemplary Academic Achievement Award, the recipient shall submit renewal documents each semester, providing evidence of reasonable progress toward degree completion by the deadlines established in current program materials.

5.2 If the recipient fails to maintain a 3.3 GPA in a single semester the recipient is placed on probation and shall earn a 3.3 GPA or better the following semester to maintain eligibility. If the recipient again at any time earns less than a 3.3 GPA or fails to enroll and complete fifteen credit hours, except as outlined in section 7.2 of this policy, the scholarship may be revoked.

5.3 Recipient will not be required to enroll in fifteen credit hours if the student can complete his/her degree program with fewer credits. Documentation shall include the recipient's name, the semester the recipient will attend, the name of the institution they are attending and the number of credits for which the recipient is enrolled.

5.4 Student Transfer: Students may transfer their scholarship to a different eligible institution upon request to the Scholarship office.

609-6 Application Procedures

6.1 Application Deadline: Applicants shall submit an official scholarship application no later than February 1 of the year that they graduate from high school. A priority deadline may be established each year. Applicants who meet the priority deadline may be given first priority or consideration for the scholarship. Subject to funding, students may be considered based on date of completed and submitted application.

6.2 Required Documentation: Scholarship awards shall be denied if all documentation is not completed and-submitted- by the specified deadlines. If any documentation demonstrates that the applicant did not satisfactorily fulfill all course and GPA requirements, or if any information, including the attestation of criminal record or citizenship status, proves to be falsified- the award may be denied. Required documents that shall be submitted with a scholarship application include:

6.2.1 the official online application;

6.2.2 an official high school paper or electronic transcript, official college transcript(s) when applicable, and any other miscellaneous transcripts demonstrating all completed courses and GPA. Final transcript(s) will be requested if the student is found conditionally approved, meaning that the student appears to be on track to receive the scholarship;

6.2.3 If a student completed coursework at an educational institution outside of the district from which the student graduated, the student must submit an official transcript from the school at which he or she completed the coursework if the courses completed and grades earned are not reflected in the official high school transcript; and

6.2.4 verified ACT score(s).

R609-7. Amount of Awards and Distribution of Award Funds

7.1 Funding Constraints of Awards: The Board may limit or reduce the Base Award and/or the Exemplary Academic Achievement Award, as well as supplemental awards granted, depending on the annual legislative appropriations and the number of qualified applicants.

7.2 Amount of Awards

7.2.1 Base Award: The Base award of up to \$1,000 may be adjusted annually by the Board in an amount up to the average percentage tuition increase approved by the Board for USHE institutions.

7.2.2 Exemplary Academic Achievement Award: The Exemplary Academic Achievement award is up to the amount provided by law and as determined each Spring by the Board based on

legislative funding and the number of applicants. The Exemplary Academic Achievement award may be renewed for the shortest of the following:

7.2.2.1 Four semesters of enrollment in fifteen credit hours;

7.2.2.2 Sixty-five credit hours; or

7.2.2.3 Until the student meets the requirements for a Baccalaureate degree.

7.2.3 UESP Supplemental Award to Encourage College Savings: Subject to available funding, an applicant who qualifies for the Base award is eligible to receive up to an additional \$400 in state funds to be added to the total scholarship award.

7.2.3.1 For each year the applicant is 14, 15, 16, or 17 years of age and had an active UESP account, the Board may contribute, subject to available funding, \$100 (i.e., up to \$400 total for all four years) to the recipient's award if at least \$100 was deposited into the account for which the applicant is named the beneficiary.

7.2.3.2 If no contributions are made to an applicant's account during a given year, the matching amount will likewise be \$0.

7.2.3.3 If contributions total more than \$100 in a given year, the matching amount will cap at \$100 for that year.

7.2.3.4 Matching funds apply only to contributions, not to transfers, earnings, or interest.

7.3 Distribution of Award Funds

7.3.1 Award Payable to Institution: The award will be made payable to the institution. The institution may pay over to the recipient any excess award funds not required for tuition payments. Award funds shall be used for any qualifying higher education expense including: tuition, fees, books, supplies, equipment required for course instruction, or housing.

7.3.2 Credit Hours Dropped After Award Payment: If a recipient drops credit hours after having received the award which results in enrollment below fifteen credit hours, the scholarship may be revoked.

R609-8 Time Constraints and Continuing Eligibility

8.1. Time Limitation: A Regents' Scholarship recipient shall use the award in its entirety within five years after his/her high school graduation date.

8.2. Deferral or Leave of Absence: A recipient shall apply for a deferral or leave of absence if they do not continuously enroll in fifteen credit hours.

8.2.1. Deferrals or leaves of absence may be granted, at the discretion of the Scholarship Review Committee, for military service, humanitarian/religious service, documented medical reasons, and other exigent reasons.

- 8.2.2. An approved deferral or leave of absence will not extend the time limits of the scholarship. The scholarship may only be used for academic terms which begin within five years after the recipient's high school graduation date.

8.3. **No Guarantee of Degree Completion:** Neither a Base award nor an Exemplary Academic Achievement award guarantees that the recipient will complete his or her Associate or Baccalaureate program within the recipient's scholarship eligibility period.

R609-9 Scholarship Determinations and Appeals

9.1. **Scholarship Determinations:** Submission of a scholarship application does not guarantee a scholarship award. The Scholarship Staff shall review individual scholarship applications and make the awards determination. Awards are based on available funding, applicant pool, and applicants' completion of scholarship criteria by the specified deadline.

9.2. **Appeals:** An applicant has the right to appeal the Scholarship Staff's adverse decision by filing an appeal with the Scholarship Appeals Committee subject to the following conditions:

- 9.2.1. The appeal must be in writing and submitted in person or through the U.S. Mail. Appeals must be hand delivered to the office or postmarked within 30 days of the date on which the scholarship notification was issued.
- 9.2.2. In the appeal, the applicant must provide his or her full name, mailing address, the high school he or she last attended, a statement of the reason for the appeal, and all information or evidence that supports the appeal. The failure of an applicant to provide the information in this subsection shall not preclude the acceptance of an appeal.
- 9.2.3. An appeal filed before the applicant receives official notification from the Scholarship Staff of its decision shall not be considered.
- 9.2.4. If an applicant failed to file his or her appeal on time, the Scholarship Appeals Committee shall notify the applicant of the late filing and give him or her an opportunity to explain the reasons for failing to file the appeal by the deadline. The Scholarship Appeals Committee shall not have jurisdiction to consider the merits of an appeal that is filed beyond the deadline unless it determines the applicant established excusable neglect.
- 9.2.5. The Scholarship Appeals Committee shall review the appeal to determine if the award decision was made in error, or if the applicant demonstrated substantial compliance with the scholarship application requirements but failed to meet one or more requirements for good cause.
- 9.2.6. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that the initial decision was made in error, it shall either reverse the initial decision or remand it back to the Scholarship Staff for further review in accordance with the Appeals Committee's instructions.
- 9.2.7. If the Scholarship Appeals Committee determines the applicant has shown by a preponderance of the evidence that he or she demonstrated substantial compliance with the application process requirements and good cause for failing to meet one or more of the requirements, the Appeals Committee shall grant the applicant a reasonable period of time to complete the remaining requirements and to resubmit the completed application to the

Scholarship Staff for a redetermination. In such a case, the applicant shall have the right to appeal an adverse decision according to this rule.

- 9.2.8 The Scholarship Appeals Committee's decision shall be in writing and contain its findings of facts, reasoning and conclusions of law and notice of the right to judicial review.
- 9.2.9. The Scholarship Appeals Committee's decision represents the final agency action. An applicant who disagrees with the Scholarship Appeal Committee's Decision may seek judicial review in accordance with Utah Code Ann. 63G-4-402.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Yearly Review (2nd Year) Southern Utah University – Associate of Applied Science in Aerospace/Aviation Technology- Professional Pilot with Emphases in Rotor Wing and Fixed Wing Aircraft

Issue

The Southern Utah University (SUU) Associate of Applied Science (AAS) in Aerospace/Aviation Technology- Professional Pilot with Emphases in Rotor Wing and Fixed Wing Aircraft was approved by the Board of Regents May 17, 2013 with an effective date of Fall Semester, 2013. At the time of approval the Board requested that SUU provide a report for each of the first three years of the program's operation. The attached report constitutes the institution's second year report.

Background

Southern Utah University's flight training program began as scheduled with students enrolling in the program Fall Semester, 2013. The program has received a lot of student interest, especially among military veterans who receive educational benefits to attend college through the United States Veterans Administration. While the program has received a high amount of enrollment success, there have been a number of challenges which Southern Utah University has addressed and will continue to address.

As reported by the institution, highlights of the second year report include:

- The program produced its first AAS graduate during the second year. A total of four students are within 12 credits of the minimum requirements for the AAS degree. Twenty-five students are currently within 24 credits of earning the AAS degree. Approximately 170 students (of the original 220 students who came to SUU for the AAS degree) have migrated to a Bachelor's degree.
- Student FTEs are higher than anticipated, 105.9 FTEs vs. 74 FTEs that were projected at the time the program was proposed.
- There have been significantly higher costs associated with the program than originally anticipated. This is due to a program restructure that needed to take place in the program's first year to meet requirements of the Veterans Administration (VA).

- The VA has proposed changes that would reduce the maximum amount of tuition funding available to veterans. Southern Utah University is considering ways to adjust to these proposed changes.
- The program has had only one AAS graduate. The institution believes this is a result of many students in the program who have opted to pursue a bachelor's degree.

In addition to the items covered in the second year report, staff in the Commissioner's office requested that SUU address the following items:

- Status of the program to include strengths, successes, and challenges.
- Status of VA requirements that could limit funding for pilot programs and how SUU plans to address these limits to maintain a viable and strong program.
- Work that SUU has done to ensure compliance to the VA's 85/15 rule.
- Plans to recruit international students and processes that will be used in accepting international students into the program.

When the Program Review Committee (PRC) discussed SUU's report, three additional questions were raised:

- With only one AAS aviation graduate thus far and many students pursuing a baccalaureate degree, what is the justification for keeping the AAS degree?
- SUU's follow-up report made the following statement: "Teaching staff is barely adequate, but adequate still the same." Within the context of overall program resources and expenses, please describe what SUU would need to do to ensure the aviation program operates with more than just a "barely adequate" teaching staff.
- Given the complexities of the VA and FAA regulations, what is SUU's strategy should SUU decide that it would be prudent to discontinue the program?

A written response to the staff and PRC items was provided by SUU and is attached to this memo following the second year report document. A representative from SUU will provide a program summary at the Academic and Student Affairs Committee Meeting on April 1, 2016.

Policy Issues

This report is being presented upon request from the Board of Regents. There are no policy issues associated with the report.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Second-Year Report
Southern Utah University
AAS – Professional Pilot
11/04/2015**

Program Description

The AAS-Professional Pilot program combines flight training with technical and professional courses essential for success in the expanding aviation and aerospace industry. The program offers courses for students preparing for a career related to rotor-wing or fixed-wing operations within the commercial aerospace/aviation industry. The Professional Pilot program has a specific focus on serving veterans and preparing them for well-paying jobs in a variety of job sectors. This program is unique in that it is a public/private partnership (between SUU and Upper Limit Aviation) and thereby relieves the state from the high cost of maintaining aircraft, repairing equipment, and purchasing liability insurance. While Upper Limit Aviation delivers the instructional aspects of the flight training and issues the pilot license, SUU provides the remaining curriculum and awards the AAS degree. Professional Pilot students are encouraged to pursue their baccalaureate degree in either Interdisciplinary Studies or General Studies.

The Professional Pilot program was approved by the Board of Regents on May 17, 2013 and the first students entered the program in Fall 2013. In terms of enrollment, the program was highly successful during its first year. Considering its challenges during the second year, the program has continued to be successful. The program produced its first AAS graduate during the second year. A total of four (4) students are within 12 credits of the minimum requirements for the AAS degree. Twenty five (25) students are currently within 24 credits of earning the AAS degree. Approximately 170 students (of the original 220 students who came to SUU for the AAS degree) have migrated to a Bachelors degree.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation (2012/13)	2013-14		2014-15		2015-16	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (<i>Annualized based on Fall/Spring 3rd Week and Summer EOT</i>)	NA	18	52.13	74	105.90	129	NA
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	NA	2.50	4.99	4	9.60	4	NA
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	NA	7.20	10.44	18.5	11.03	32.25	NA
Program Level Data							

Total Number of Declared Majors in Program (Fall 3rd Week)	X	60	73	160	147	180	NA
Total Number of Program Graduates	X	0	0	30	1	80	NA
Departmental Revenue							
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)	NA	\$184,490	\$250,299	\$228,400	\$37,295,871	\$235,152	NA
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)	NA	X	\$156.38	X	\$9,649.90	X	NA

Institutional Analysis of Program to Date

Program enrollments are both a strength and an opportunity of the program. There are a good number of students already enrolled in the program. Accumulating 147 declared majors in the first two years of the program is a significant accomplishment. As the data indicates the number of declared majors in the program at the end of the first year exceeded the projected number of students. It is believed that the same would have happened over the second year if the U.S. Department of Veterans Affairs (VA) hadn't changed its standards for reporting the 85-15 veteran/non-veteran ratio during the second year. This change restricted the program from bringing in a significant number of additional veteran-funded students. There are approximately 100 prospective veteran students who are ready to start the program but they cannot be admitted until space becomes available. The best way to make space available for these prospective veterans is by admitting new non-veteran students. For each new non-veteran student admitted, an additional five new veteran-funded students can be admitted. This multiplier effect towards the pool of prospective veteran students could significantly increase the enrollments over this next year. The focus to realize this opportunity will be active recruitment of new non-veteran students.

Teaching staff is just barely adequate, but adequate still the same. There are two full-time staff/faculty with teaching assignments: 1) The job description of the Program Director includes 50% teaching, 2) the position of Aviation Lecturer is a 100% teaching contract. The Aviation Lecturer is assigned to teach 15 credit hours on a nine-month contract.

Staff, other than teaching staff, is adequate. There are two full-time Academic Advisors with the expertise to advise aviation students. One advises almost 100% aviation students while the other advises undergraduate business students as well as aviation students. Students' access to advisors appears to be satisfactory. There is one Administrative Assistant specifically associated with the aviation program. This provides adequate administrative support for the program.

The notably larger than expected actual total revenue during the past year of the program is very closely associated with temporary staffing requirements imposed upon the program by the VA. As an emergency effort to continue providing flight training to the large number of veteran students who were already part of the program, it was required of the program to bring the flight training operations of the program in-house.

Last year's revenue figure includes the student fees to pay flight instructor salaries and benefits as well as aircraft leases.

State appropriated funding is less than adequate for the program. The program is still struggling to accumulate much needed equipment. Much of the equipment needed for the aviation program is highly expensive when compared to the cost of equipment needed for many other institutional programs. Fortunately, SUU has changed financial policy to allow unspent program funding to rollover to the following year. With this policy the program will gradually accumulate a larger funding pool and strategically place this resource towards the high dollar equipment needs. The program has also received funds from CTE grant funding for program equipment needs and expects to receive additional funding from this source in upcoming years. The Aviation Advisory Committee will also be tasked with fundraising projects for the program.

Main Concerns:

1. SUU-ULA contract status
2. International VISAs
3. VA students on wait list
4. Additional non-veteran students

SWOT Analysis:

Strengths:

1. Higher than projected student FTE, both reported years.
2. Positive revenue trend

Weaknesses:

1. Too few non-veteran funded students.
2. International VISAs

Opportunities:

1. Approximately 100 veteran students on the 'wait list' for admission to the program when VA space is available.
2. International VISAs
3. Online aviation course offerings

Threats:

1. H.R. 475 – proposed VA yearly tuition cap.
2. Proposed discontinuance of VA funding for Private Pilot Certification flight training.

Employment Information

As noted from the data, the program has only had one graduate to date. This is significantly below the projected number of graduates. As indicated above, much of this discrepancy can be explained by 170 students (of the 220 originally admitted students) have decided to continue with a Bachelor's degree. These students will show in graduation numbers after they complete their Bachelor's degrees and file for graduation in both the BS as well as the AAS. The one graduate indicated in the data is gainfully employed as a helicopter pilot at Alpine Air in Alaska. Technically speaking, the program thus far has a 100% placement rate.

Response from Southern Utah University to OCHE Request for Additional Information on Professional Pilot Second Year Report

Response to Questions from the Program Review Committee

Question: With only one AAS aviation graduate thus far and many students pursuing a baccalaureate degree, what is the justification for keeping the AAS degree?

Response: It is true, collegiate aviation programs are more conducive to baccalaureate degrees. Even in the current program plan (see attached) six semesters are designed to achieve the Associate's degree. The flight training is a critical factor in the length of an aviation program. With the academic and flight training load combined, four semesters are not enough to complete all of the academics and flight training necessary. The majority of veteran aviation students, at least those who are not swept away by the high demand of pilot jobs, are finding that they are completing the academic courses required of the Associate's degree well before completing all of their required and desired flight labs. This is also the main reason for the high demand among aviation veteran students of baccalaureate degrees. These students would like to have additional academic courses associated with their degree so they can continue working on required and elective flight labs and still maintain full-time student status in their later semesters at SUU. It may be wise to create an aviation bachelor's degree. One justification for keeping the AAS degree is that rotor-wing operations typically don't require baccalaureate degrees of their pilot hires, but would prefer some evidence of academic achievement in their candidates. Additional justification for both the associate degree and a baccalaureate degree in aviation is that veteran students could continue to maintain full-time student status and receive full housing allowance from their benefits while they finish up their required and desired flight labs while they work towards the bachelor's degree. By keeping the AAS degree those students who will be hired before completing the bachelor's degree requirements could still be counted as a student completion by applying for and by receiving their AAS aviation degree. Additional AAS graduates are expected this year.

Question: SUU's follow-up report made the following statement: "Teaching staff is barely adequate, but adequate still the same." Within the context of overall program resources and expenses, please describe what SUU would need to do ensure the aviation program operates with more than just a "barely adequate" teaching staff.

Response: The aviation program currently has one individual on a nine month contract who is expected to teach five courses (15 credit hours) during fall and spring semesters and one individual on a 12 month contract who has a workload expectation of 50% teaching and 50% administration (flight training and airport personnel are adequate and not considered in this discussion). The remaining courses are taught by adjunct instructors. SUU has recognized the low teaching staff levels and has authorized a new Professional in Residence position to join the teaching staff.

Question: Given the complexities of the VA and FAA regulations, what is SUU's strategy should SUU decide that it would be prudent to discontinue the program?

Response: SUU has coordinated a two-year teach-out period with the lease agreement and any of the services Upper Limit Aviation is performing. Discussions have also been held with other flight training providers and aircraft lease companies about additional teach-out options if they become necessary. Southern Utah University would slowly phase out program offerings and assist students as much as possible in transitioning to other institutions or other flight training providers.

Response to Items Raised by the Commissioner's Staff

Response Item 1: Status of the program to include strengths, successes, and challenges.

Strengths:

The SUU Professional Pilot program is one of the few in the nation which will continue to be eligible for veteran students to receive VA educational funding to subsidize the Private Pilot training.

The program is structured as an in-house flight training provider with fixed-rate flight lab fees. Both of these conditions position the program in the best possible circumstances given the recent enforcement actions of the VA. These two items are deemed a "best practice" by the VA and will be the model that all institutions of higher education will have to move to in 2016.

Successes:

85/15 ratio in A.A.S. is in compliance and new veteran students were admitted into this degree for Fall, 2015 and Spring, 2016. The B.I.S. ratio is trending into compliance and may be compliant with the Spring, 2016 VA ratio report.

A European Aviation Safety Agency (EASA) curriculum has been created to incorporate into the on-campus and online offerings. This will give SUU the ability to train pilots that will be able to fly anywhere across the globe. Upper Limit Aviation has been working in Europe over the last year to develop relationships with EASA examiners and compliance specialists.

Challenges:

- Keeping up with the changing VA scene.
- Devising a long-term strategy for the success of the program.
- Creating a flight training structure that satisfies governing and funding bodies.
- Conforming to VISA requirements for international students to participate in the program.
- Impressing upon the students reasons for them to continue through to graduation. Students are being taken by the industry before they graduate. Procedures have been implemented to slow students FAA progression to match their degree work.

Response Item 2: Status of VA requirements that could limit funding for pilot programs and how SUU plans to address these limits to maintain a viable and strong program.

- Proposed bill restricting maximum annual funding – Bill moving through Congress. Yearly cap of approximately \$20,000.00 for both tuition and fees for VA educational benefits. Successes in the program's favor have been noted in the Senate with major wins in the Senate Veterans Affairs Committee (SVAC). The SVAC is opposed to the House Veterans Affairs Committee (HVAC) proposed bill and will not pass it if it receives a passing vote from the full house (still not scheduled). Sen. Heller (R-NV, member of the SVAC) is in the process of writing legislation that would force the VA to follow their own rules and prevent regional interpretation of statute. Flight training costs are being reduced as much as feasibly possible so that they may more closely approach funding limitations which may be imposed. Ultimately veteran students may have to pay a portion of their registration costs and flight training.
- Private Pilot Cert. in-house vs. contracted flight training – The VA recently implemented a policy which only permits VA funding for the Private Pilot certification training for programs who provide the Private Pilot training in-house and not through a contract with an outside training provider. Southern Utah University has already made a transition to an in-house flight training program and will simply have to continue in this condition to allow veteran students the privilege of educational funding for their Private Pilot training.

- By late summer 2016, it is anticipated that all contracted flight training will be reduced to \$10,000 annually.

Response Item 3: Work that SUU has done to ensure compliance to the VA's 85/15 rule.

SUU was finally able to determine how the VA wanted the ratio calculated. After this was understood the Admissions Office watched very carefully aviation applicants and aviation program capacities. It was decided to target 75% veteran students in any program associated with aviation. New admissions to any aviation program were put on hold until veteran ratios dropped below 75%. Students were only admitted after capacity was demonstrated in an official VA ratio report from the previous semester.

In effect a one semester lag has been created for all incoming VA students to be admitted to the program after capacity is demonstrated. Because the VA calculation is so greatly impacted by the number of non-veteran (private pay) students, no VA students will be allowed to enroll until the calculation from the previous semester has been submitted. This allows for any last minute drops to be taken into account before new students are admitted, i.e., private pay numbers for spring will be used to calculate summer VA enrollments.

Response Item 4: Plans to recruit international students and processes that will be used in accepting international students into the program.

2-year plan

- Receive Part 141 Flight Training School certificate for SUU
- The plan to accept international students is a 2-year plan. Only aviation programs that hold CFR Title 14 Part 141 Flight Training School certificates can qualify their students for U.S. educational VISAs for flight training. Southern Utah University does not hold such a Flight Training School certificate and therefore cannot qualify its students for the required VISAs. Flight Training School certificates are awarded by the FAA based on criteria that an operation must demonstrate over a period of 24 calendar months. The first step in this demonstration period is receiving FAA approval for this period to begin. The request to start this period has only very recently been submitted to the FAA on behalf of SUU which means that international manned aircraft pilot students at SUU cannot be expected for at least two years.
- Recruitment activities targeted at international students have already been conducted and continue. There already exists a notable international interest in the aviation program but SUU is currently unable to provide the training to these potential students.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Dixie State University

Issue

The members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion. Institutions have been asked to highlight two areas:

- One of the five strategies outlined in the resolution for which they have gained momentum, and
- One institution-led area for which they are demonstrating impact in retention or completion.

Representatives from the host institution, Dixie State University, will report on their initiatives to increase completion rates at the April 2016 Board of Regents meeting.

Background

In July 2013, the Board of Regents unanimously passed a resolution to “Implement Strategies to Increase Completion Rates in Support of the 66% Goal.” This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education (USHE) by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board’s charge and have been implementing these strategies. The Utah System of Higher Education provided USHE Completion Grants in 2014 to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents’ Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents. Briefly, the five specific recommendations in the resolution are:

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

2. Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.
3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.
4. Encourage students to enroll in an appropriate mathematics course in their first year of college.
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

Next Steps

Over the course of the year, all remaining institutions will have a chance to report on their successful strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/JH

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on Utah Higher Education Staff Association Completion Initiative: bff (Bring a Friend to Finish – Return, Learn, and Earn)

Issue

As referenced in *Utah: A State of Opportunity, Utah State Board of Regents Strategic Plan 2025*, Utah leads the nation in the percentage of its population with “some college, no degree,” but Utah should aspire to lead the nation, as it once did, in the percentage of its population with a college degree.

As a complement to institutional strategies and the Board of Regents’ ten-year plan to increase completion rates, the Utah Higher Education Staff Association (UHESA) has launched a united service initiative to reach out to their friends in their respective communities who did not complete a college degree and offer to serve as networking mentors. From custodial staff to enrollment specialists, UHESA staff know the connections students need to succeed.

Background

UHESA is comprised of 25,000+ staff members of the USHE institutions and is led by delegates/representatives of each institutional staff association. The mission of UHESA is to “unify, train, educate, and cultivate higher education staff and their associations”. UHESA staff have organized a completion initiative titled, “Bring a Friend to Finish – Return, Learn, and Earn” (bff). This initiative will help facilitate the following strategic objectives of the *Utah State Board of Regents’ Strategic Plan 2025*:

- 1) **Affordable Participation** – Staff will reach out and invite friends and associates to return to school and offer to be a point of contact to answer questions or provide connections the returning adult student may need in order to access, prepare and succeed in higher education.
- 2) **Timely Completion** – Returning adults lack the “completion” part of their higher education. UHESA Staff will identify and make available the campus resources and support often needed to follow through to completion.

- 3) **Innovative Discovery** – Each institution will individually apply the basic idea of the “bff” initiative and employ the innovations of their staff members to customize the initiative to meet the needs of each respective institution, i.e., seminars, orientations, social media blasts, contests, etc.

Next Steps

UHESA invites everyone to participate in the “bff” initiative by visiting UHESA.org and completing the associated form. UHESA efforts will be ongoing in order to facilitate a commendable increase in degree completion.

Commissioner’s Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to commend institutional staff associations and recognize their innovative efforts in pursuing the goals and objectives set forth in the new ten-year strategic plan.

David L. Buhler
Commissioner of Higher Education

DLB/EJH

March 23, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Dixie State University – Campus Master Plan Approval

Issue

Dixie State University requests the review and approval of its updated Campus Master Plan that was last formally approved on March 27, 2015. A letter from the University and a map describing recent changes to the Master Plan are attached. University officials will be present at the meeting to present this agenda item and to respond to questions from the Board.

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

Sherry J. Ruesch
Executive Director of Facilities Management
Phone: 435-652-7562
Email: Ruesch@dixie.edu

March 9, 2016

Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

Commissioner Buhler:

Dixie State University (DSU) is in the process of a comprehensive update to the Campus Master Plan and has contracted with SASAKI Consultants and VCBO Architecture to assist with the project. Although the comprehensive master plan update will not be complete prior to the April Board of Regents meeting, DSU administrators would like to provide the Regents with a brief update. The updates to the existing campus master plan are listed below.

1. Change the student housing building status from planned to existing
2. Gardner Student Center shown as item #2
 - Bookstore Replacement
 - Addition to Campus Dining Area
3. Hansen Stadium Improvements shown as item #3
4. Future Parking Garage shown as item #4

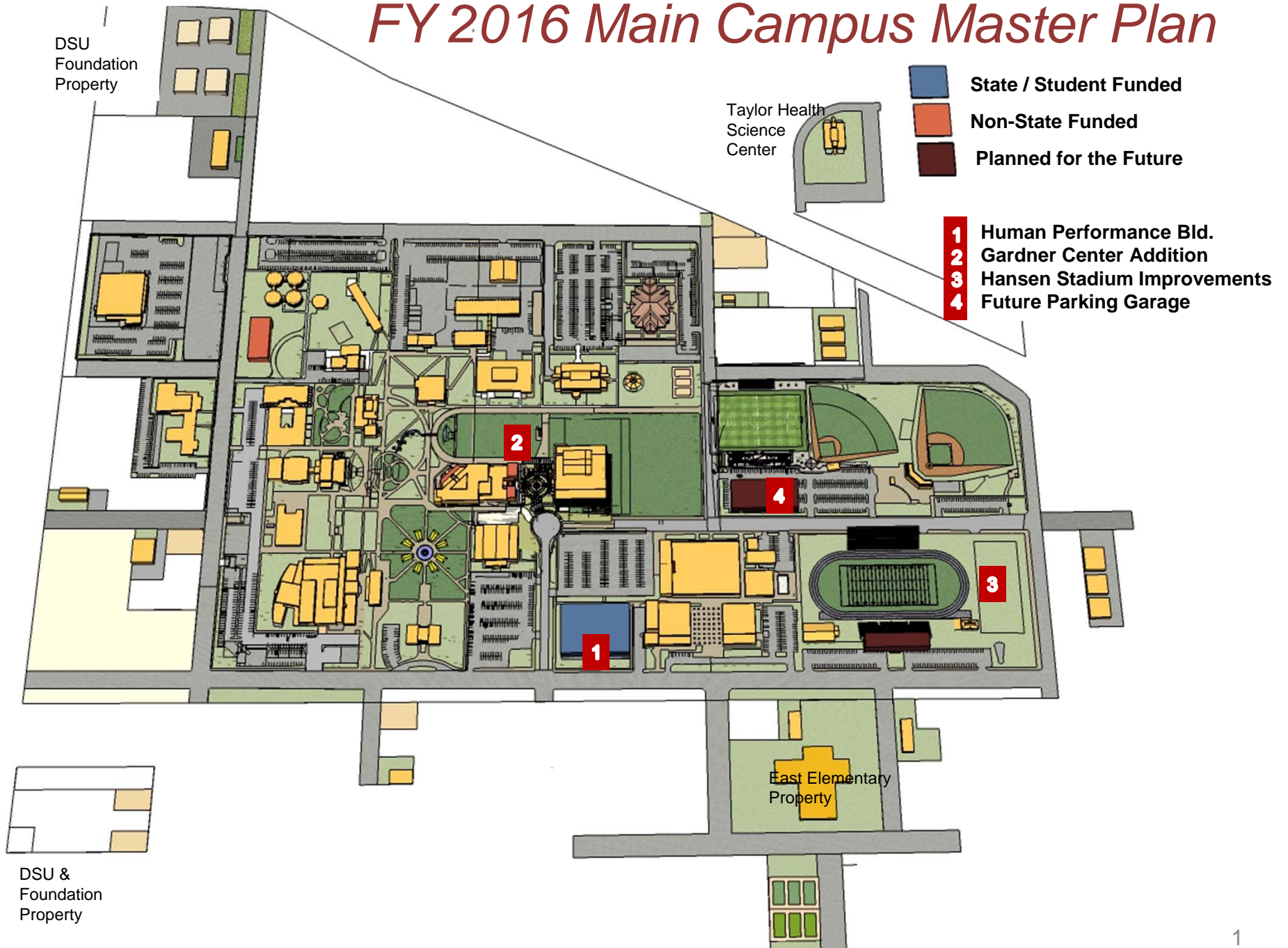
We look forward to making this presentation to the Board of Regents.

Thank you,



Sherry J. Ruesch
Executive Director of Campus Services

FY 2016 Main Campus Master Plan



March 23, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Southern Utah University – Series 2016 Refunding Bond Issue

Issue

Southern Utah University requests authorization to issue Series 2016 Revenue Bonds to advance refund approximately \$8 million of previously issued Series 2008 Auxiliary System and Student Building Fee Revenue Bonds.

Background

The 2008 Auxiliary System and Student Building Fee Revenue Bonds were issued in July 2008 for just over \$12 million and contain a call provision to repurchase and retire outstanding principal payments after May 2018. Southern Utah University requests authorization to advance refund approximately \$8 million of the remaining principal while interest rates remain favorable. An escrow account would be established to make payments on the defeased bonds until the call date in 2018.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$9,800,000
- 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 may be found in the attached materials:

- A copy of the request letter from the University
- A financing summary from the financial advisor
- A draft of the Approving Resolution

Representatives from the University and their financial advisor will be in attendance at the meeting to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution to refund Southern Utah University's Series 2008 Auxiliary System and Student Building Fee Revenue Bonds as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

February 16, 2016

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

RE: Refinance of Revenue Bonds

Dear Commissioner Buhler:

Southern Utah University has determined with assistance from our Financial Advisor, that the University has the opportunity to refinance its callable 2008 Auxiliary System and Student Building Fee Revenue Bonds to realize debt service savings. The par amount of the transaction will be approximately \$8,000,000. Current interest rates indicate Net Present Value savings in excess of 8%.

The University would like to bring an authorizing resolution to the April 1, 2016 Board of Regents meeting and request that this item be placed on the agenda for approval. We also hereby ask that you formally request the appointment of bond and disclosure counsel by the Office of the Attorney General of the State of Utah. Zions Public Finance is serving as the University's Financial Advisor and will be drafting the Official Statement related to this proposed transaction.

We anticipate selling the bonds shortly after the April Regents Meeting. We further anticipate that this will be a competitive bid offering. However, we will rely on our Financial Advisor for advice on what the market indicates will be the most advantageous sale method.

Brian Baker with Zions Public Finance will have the resolution and parameters to you in the next few days.

Sincerely,



Marvin L. Dodge
Vice President for Finance & Administration

Cc: Scott L. Wyatt, President
Brian Baker, Zions Public Finance
Dr. Kimberly Henrie, Associate Commissioner
Richard Amon, Assistant Commissioner

Southern Utah University
Auxiliary Fee and Student Building Fee Revenue Refunding Bonds, Series 2016
Preliminary Summary Sheet

Proposed Issue: Auxiliary System and Student Building Fee Revenue Refunding Bonds, Series 2016

Total Approximate Issue Size: \$8,000,000

Use of Funds: To generate debt service savings by refunding the previously issued Series 2008 Auxiliary System and Student Building Fee Revenue Bonds; satisfy any debt service reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$9,800,000

Interest Rate: Not to exceed 5.0%

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 by Assured Guaranty)

Underlying Rating: AA from S&P utilizing the State Moral Obligation

Source of Repayment: Auxiliary System and Student Building Fee Revenues

Timetable Considerations: The Series 2008 Bonds are "callable" and can be paid off beginning May 1, 2018. In advance of that date, the Series 2008 bonds can be called using a one-time advanced refunding. Provided that the Regents grant authorization at their April 1, 2016 meeting, and that the savings generated by issuing the Series 2016 Bonds continues to exceed the level of 6% of debt service, the University anticipates selling bonds via a competitive sale on April 21, and closing the transaction on May 4.

St. George, Utah

April 1, 2016

The State Board of Regents of the State of Utah (the “*Board*”) met in regular session at Dixie State University, Jeffrey R. Holland Centennial Commons, Fifth Floor, Gardner Student Center, St. George, Utah, on April 1, 2016, commencing at 8:00 a.m. The following members of the Board were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessie B. Anderson	Member
Nina Barnes	Member
Bailey Bowthorpe	Student Member
Leslie Castle*	Member
Wilford W. Clyde	Member
Brady Harris	Student Member
Marlin K. Jensen	Member
Patricia Jones	Member
Steven J. Lund	Member
Robert S. Marquardt	Member
Steven R. Moore*	Member
Jefferson Moss*	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member.

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.

* Non-voting Member

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, Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds.

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

YEA:	_____

ABSTAIN:	_____.
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 SOUTHERN UTAH UNIVERSITY AUXILIARY SYSTEM AND STUDENT BUILDING FEE REVENUE REFUNDING BONDS IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$9,800,000; 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 (the “*Utah Code*”);

WHEREAS, pursuant to the provisions of Title 53B Chapter 1, Utah Code, the Board is authorized to act as the governing authority of Southern Utah University (the “*University*”) for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code and in Title 11, Chapter 27, Utah Code (collectively, 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 considers it desirable and necessary for the benefit of the University to authorize, pursuant to the provisions of this Resolution, the advance refunding of all of the Auxiliary System and Student Building Fee Revenue Bonds, Series 2008, with stated maturities on and after May 1, 2019, currently outstanding in the aggregate principal amount of \$8,855,000 (the “*Refunded Bonds*”);

WHEREAS, pursuant to the Act the Board is, for and on behalf of the University, authorized to issue bonds refunding the Refunded Bonds;

WHEREAS, the Board considers it desirable and necessary for the benefit of the residents of the State of Utah to issue a series of its “State Board of Regents of the State of Utah, Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds” (the “*Bonds*”), for the purpose of providing funds to (i) refund in advance of their maturity all or a portion of the Refunded Bonds, (ii) satisfy any necessary reserves, and (iii) pay costs of issuance

of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, and the refunding of the Refunded Bonds;

WHEREAS, the Bonds will be issued in an aggregate principal amount of not to exceed \$9,800,000 and will be issued pursuant to the General Indenture of Trust dated as of March 15, 1993, as heretofore supplemented and amended (the "*General Indenture*"), and as further supplemented and amended 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, National Association, as trustee (the "*Trustee*");

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

WHEREAS, 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, the Vice Chair of the Board and the Chair of the Finance, Facilities and Accountability Committee of the Board (each a "*Designated Board Officer*") the authority to approve the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) 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;

WHEREAS, Section 11-27-4 of the Utah Code provides for the publication of a Notice of Refunding Bonds to be Issued, and the Board desires to cause the publication of such a Notice at this time in compliance with said Section with respect to the proposed 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. Capitalized terms used and not otherwise defined herein shall have the meanings assigned to such terms in the Indenture.

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

Section 3. The Supplemental Indenture, in substantially the form presented to the Board at this meeting, is in all respects authorized, approved and confirmed. Each Designated Board Officer and the Secretary of the Board and the University's President, the Vice President for Finance and Administration or Assistant Vice President Finance (each a "*Designated University Officer*" and collectively with the Designated Board Officers, the "*Designated Officers*") are hereby authorized to execute and deliver the Supplemental Indenture, in the form and with substantially the same content as presented at 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.

Section 4. For the purpose of providing funds to be used for the purpose of (i) refunding in advance of their maturity all or a portion of the Refunded Bonds, (ii) satisfying the Debt Service Reserve Requirement, if any, and (iii) paying costs of issuance of the Bonds, including the cost of any bond insurance policy, surety bond or other credit enhancement for the Bonds, and the refunding of the Refunded Bonds the Board hereby authorizes the issuance of the Bonds in the aggregate principal amount of not to exceed \$9,800,000. 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 a Designated Board Officer as provided below, all within the parameters set forth in *Schedule A* attached hereto and incorporated herein by reference.

Section 5. 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. Any Designated Board Officer and the Secretary of the Board and any Designated University Officer 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 6. 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 Finance and Administration of the University. Each such Designated Officer is 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. Any such Designated Officer is 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 conform to the terms of the Bonds and finalize the Official Statement. The use and distribution of the Official Statement are hereby authorized.

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, a Designated Board Officer (with concurrence of a Designated University Officer) is hereby authorized to

specify and agree as to the final principal amounts, discounts, maturities, interest rates, redemption provisions, purchase prices and other terms of the Bonds (including the amount, if any, of the Debt Service Reserve Requirement for the Bonds) for and on behalf of the Board and the University by the execution of the Indenture, 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 Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers 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 Designated Officers, 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 as authorized by this Resolution, including such alterations, changes or additions which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, or 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 Designated Board Officers, Commissioner of Higher Education and Secretary of the Board and the Designated University Officers, are hereby authorized and directed to (a) accept a commitment for, and agree to the terms of, a bond insurance policy, surety bond, or other credit enhancement that such officer or officers determine to be in the best interests of the Board and the University, and (b) execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents, instruments and other papers and 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, (ii) escrow agreement as shall be necessary to accomplish the refunding of the Refunded Bonds and (iii) 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. In accordance with the provisions of Section 11-27-4 of the Utah Code, the Executive Secretary of the Board shall cause a "Notice of Refunding Bonds to be Issued," in substantially the form attached hereto as *Exhibit D*, to be published one time in *The Salt Lake Tribune*, a newspaper of general circulation in the State of Utah, and shall cause a copy of this Resolution to be kept on file in her office for public examination during the regular business hours of the Issuer until at least thirty (30) days from and after the date of publication thereof.

For a period of thirty (30) days from and after publication of the Notice of Refunding Bonds to be Issued, any person in interest shall have the right to contest the legality of this Resolution, the Supplemental Indenture or the Bonds hereby authorized or any provision made for the security and payment of the Bonds. After such time, no one shall have any cause of action to contest the regularity, formality or legality of this Resolution, the Supplemental Indenture or the Bonds or any provision made for the security and payment of the Bonds for any cause.

Section 12. 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 13. 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 14. After any of the Bonds are delivered by the Trustee to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 15. 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 16. 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 17. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED by the State Board of Regents of the State of Utah this 1st day of April, 2016.

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, Loreen Olney, 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 April 1, 2016 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 1st day of April, 2016.

Secretary

[SEAL]

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

I, Loreen Olney, 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 April 1, 2016 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 March __, 2016, 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 March __, 2016, at least 24 hours prior to the convening of such meeting; causing a Notice of Public Meeting to be posted on March __, 2016, at the Utah Public Notice Website at least 24 hours before the convening of the meeting; and providing a copy of said Notice of Public Meeting in the form attached hereto as *Exhibit A* to at least one newspaper of general circulation within the geographic jurisdiction of the Board or a local media correspondent, by virtue of posting such Notice on the Utah Public Notice Website as aforesaid, in accordance with Sections 52-4-202(3) and 63F-1-701(d), Utah Code Annotated 1953, as amended;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2016 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 2016 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 2016 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 2016 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 1st day of April, 2016.

Secretary

[SEAL]

SCHEDULE A

PARAMETERS

PRINCIPAL AMOUNT:	Not to exceed \$9,800,000.
TERM:	Not to exceed 18 years from their date or dates.
INTEREST RATE:	Fixed rates such that no coupon rate exceeds 5% per annum.
REDEMPTION FEATURES:	Optional redemption at not to exceed 100% of par within 11 years of issuance.
SALE PRICE:	Not less than 98% of the principal amount of the Bonds.

EXHIBIT A

[ATTACH NOTICE OF PUBLIC MEETING]

EXHIBIT B

[ATTACH NOTICE OF ANNUAL MEETING SCHEDULE]

EXHIBIT C

[ATTACH ELECTRONIC MEETING POLICY]

EXHIBIT D

NOTICE OF REFUNDING BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of Section 11-27-4, Utah Code Annotated 1953, as amended, that on April 1, 2016 the State Board of Regents of the State of Utah (the “*Board*”), acting for and on behalf of Southern Utah University (the “*University*”), adopted a resolution (the “*Resolution*”) providing for the issuance, on behalf of the University, of the Board’s Southern Utah University Auxiliary System and Student Building Fee Revenue Refunding Bonds (the “*Bonds*”) in the maximum aggregate principal amount of \$9,800,000. The Bonds are to bear interest at a rate of not to exceed 5.00% per annum and are to mature over a period not to exceed 18 years from their date or dates. The Bonds may be sold at a discount from par, expressed as a percentage of principal amount, of not to exceed 2.00%.

The proceeds of sale of the Bonds are to be used for the purpose of providing funds to (i) advance refund in advance of their maturity a portion of the Board’s currently outstanding Southern Utah University Auxiliary System and Student Building Fee Revenue Bonds, Series 2008, with stated maturities on and after May 1, 2019, currently outstanding in the aggregate principal amount of \$8,855,000, (ii) satisfy any necessary reserves, and (iii) pay costs of issuance of the Bonds.

The Bonds are to be issued and sold by the Board pursuant to the Resolution and that certain General Indenture of Trust, dated as of March 1, 1993, as previously amended and supplemented (the “*General Indenture*”), and as further as supplemented by a Supplemental Indenture of Trust (the “*Supplemental Indenture*” and together with the General Indenture, the “*Indenture*”) between the Board, acting for and on behalf of the University, and Wells Fargo Bank, N.A. as trustee.

Repayment of the Bonds is secured by a pledge of certain research revenues and certain other amounts, all as further described in the Indenture.

A copy of each of the Resolution, the General Indenture and the Supplemental Indenture is on file in the office of the Executive Secretary to the Board, Board of Regents Building, 60 South 400 West, Salt Lake City, Utah, where it may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. The Resolution, the General Indenture and the Supplemental Indenture shall be so available for inspection for a period of at least thirty (30) days from and after the date of the publication of this notice.

NOTICE IS FURTHER GIVEN that, pursuant to law, for a period of thirty (30) days from and after the date of the publication of this notice, any person in interest shall have the right to contest the legality of the above-described Resolution, the Supplemental Indenture or the Bonds or any provisions made for the security and payment of the Bonds. After such time, no person shall have any cause of action to contest the regularity, formality or legality thereof for any cause.

DATED this 1st day of April, 2016.

/s/ Loreen Olney
Loreen Olney, Executive Secretary
State Board of Regents of the State of Utah

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Property Exchange and Long-term Lease for Student Housing

Issue

Southern Utah University (SUU) requests approval to exchange contiguous University property with property owned by the Dixie and Anne Leavitt Foundation (DALF), which is also contiguous to the University. A small value difference between the properties will require a \$38,000 payment by SUU. The University also requests approval to enter into a 30-year lease with the Dixie and Anne Leavitt Foundation for a student housing facility to be built on the exchanged property with an estimated 300 to 350 beds.

Background

Regent Policy R710 requires Board approval for disposal of real property by an institution. SUU requests approval to sell three lots contiguous to the campus, approximately one acre in total size, to the Dixie and Anne Levitt Foundation. The properties, located southeast of campus, currently function as parking lots and appraised for \$302,000. In exchange, the DALF will sell the University two 0.19 acre lots contiguous to campus on the south that include two structures used as student rental units. The value of the two DALF properties appraised at \$340,000. SUU would pay \$38,000 to DALF to balance the transaction.

The purpose of this exchange of property is to facilitate the development of additional student housing for the University. SUU currently operates 610 on-campus beds that are insufficient for the growing student population. Through a partnership with the DALF, which contributes annual income to SUU as a supported organization, the University would lease and manage a new 300 to 350 bed housing structure built by the Foundation. This partnership would increase the number of on-campus beds without capital outlay or bonding by the University. Both partners are committed to design and construction that will be cost-efficient.

As the facility is proposed to be built on DALF land and owned by the Foundation, neither Regent Policy R587, *Contract or Lease-Purchase Financing* nor R712, *Nontraditional Arrangements for Development of Facilities on Campuses* applies. Nevertheless, as the transaction involves a long-term commitment from the University and the transfer of University land, Board approval is recommended. University representatives will be present at the meeting to provide additional information and respond to Regents' questions as needed. Additional information about the property exchange and long-term lease of student housing may be found in the attached materials:

- A request letter from the University
- An aerial map of SUU property
- A letter from the Dixie and Anne Leavitt Foundation
- An executive summary of the SUU property appraisal
- An executive summary of the appraisal for the DALF property at 215 S 700 W
- An executive summary of the appraisal for the DALF property at 225 S 700 W

Commissioner's Recommendation

The Commissioner recommends that the Board carefully evaluate this proposal in the context of the long-term needs for student housing at Southern Utah University and authorize the University to proceed with the property exchange with the Dixie and Anne Leavitt Foundation and a long-term lease for student housing.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

TO: David L. Buhler, Commissioner
Utah System of Higher Education
Board of Regents Building
The Gateway 60 South 400 West
Salt Lake City, UT 84101-1284

DATE: February 24, 2016

RE: Regents review and approval of a property exchange/residential hall proposal

Dear Commissioner Buhler,

Last fall the University administration was approached by the Dixie and Anne Leavitt Foundation (DALF) with an opportunity to partner in the construction of a new residence hall for SUU's campus. In order to initiate such a project we are seeking Board of Regent approval of a land swap necessary to consolidate ownership of property on which to build the new residence hall, and to enter into a long-term lease of the facility. The SUU Board of Trustees unanimously approved this proposal at their February 18, 2016, meeting. This document provides a summary of our discussions and tentative agreement with DALF.

By way of background, it is an important reminder that SUU has been partners with DALF since its inception in the year 2000. When Dixie and Anne Leavitt established their foundation, SUU was designated as the named "supported organization." This status affords the University a minimum 30% of the Foundation's annual net income for student housing scholarships. In reality, DALF's contributions to SUU for housing scholarships has consistently averaged 70% of its annual net income for a total of \$4,674,484 to date. The long-term growth and success of DALF will provide ongoing growth in scholarships for SUU students. We are more than casual friends; we are partners in education.

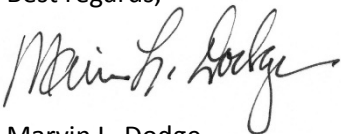
The following items outline key points of this proposed transaction.

1. SUU has faced a shortage of on-campus housing for a number of years; particularly following the emergency closure and subsequent demolition of Juniper Hall. Each year we have frustrated parents unwilling to enroll their child at SUU because they could not secure on-campus housing. While we appreciate the value placed on the services provided by our housing operation, we currently have only 610 on-campus beds. We are unable to meet the annual demand from our 8,900 current students, and consistently have a lengthy waiting list.
2. Available student housing in Cedar City is becoming scarce. As outlined in numerous newspaper articles and national media outlets last fall, SUU faced a housing shortage due to a rapid enrollment increase. Adding almost 1,300 new students, following a number of years of flat enrollment, caught the housing community by surprise. Based on our current tracking of applicants and accepted students for this fall, we are likely to see another large enrollment increase further compounding this situation.
3. SUU and DALF each own land identified as an ideal location to build additional on-campus housing between 300 West and Dewey Avenue at 200 South. Lots independently owned by SUU and DALF alone do not provide sufficient space to build a large structure, however, if combined, we believe a 300 to 350 bed residence hall could be built for the University.

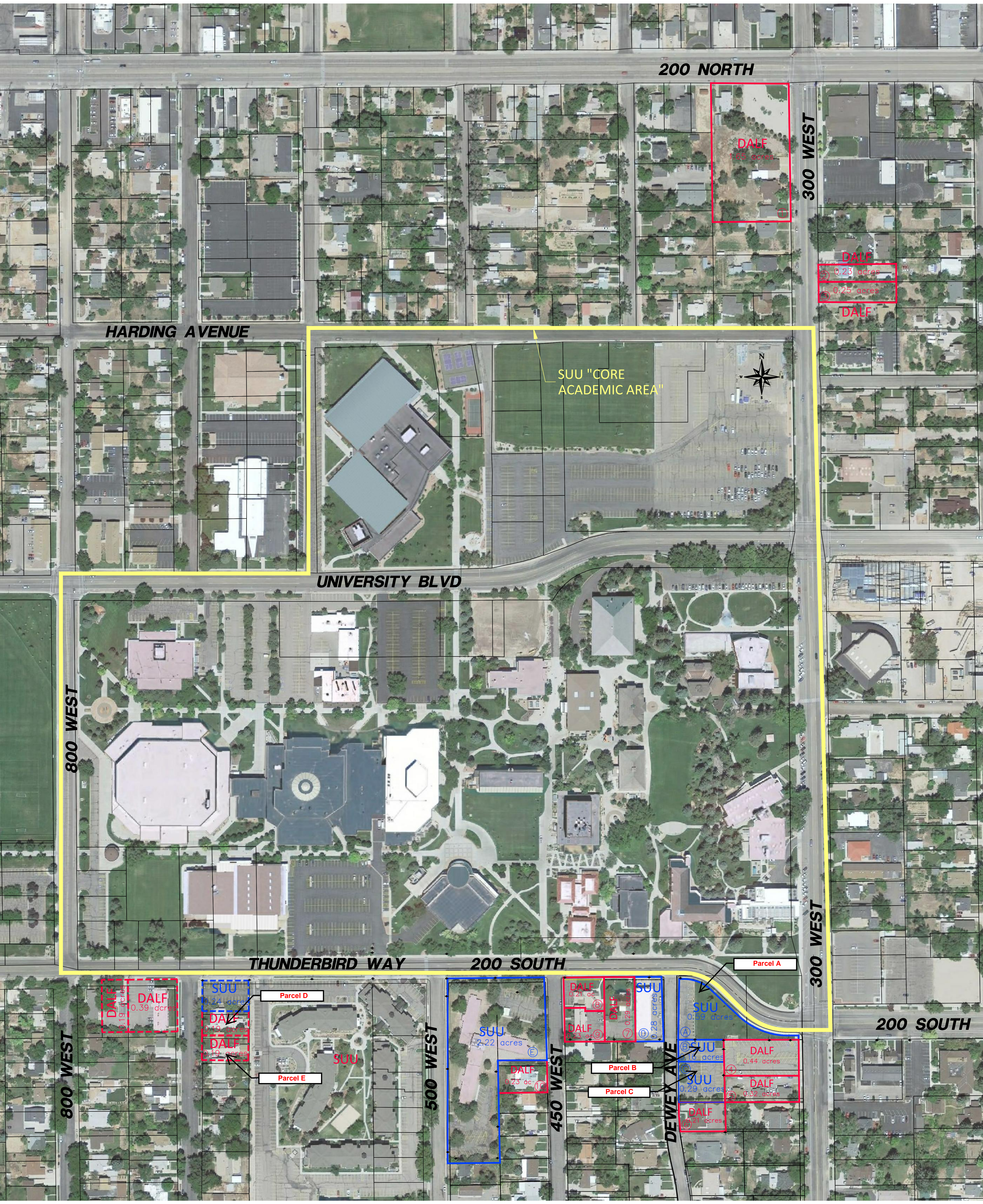
- a. Outlined on the campus map included as Appendix A, are highlighted in blue, three lots owned by SUU south of 200 South Street. These lots, marked A, B, and C, total 1.04 acres, and appraised for \$302,000 in an October 28, 2015, appraisal conducted by Morley & McConkie LC.
 - b. In exchange for SUU's property, DALF has offered two rental properties which are contiguous to campus between 700 West Street and our current on-campus housing facility. These properties, marked D and E, total .38 acres including two structures currently used as student rental units, appraised for \$340,000. SUU will provide a payment to DALF in the amount of \$38,000 to balance this transaction.
4. The SUU Housing Office, Vice President for Student Affairs Jared Tippetts, and I have engaged in a design conversation with representatives from DALF. The University's desire is to construct a traditional residence hall style facility with bedrooms that open onto a common hallway. Included within the facility will be open spaces for gathering, designated study spaces, and outdoor green space on the site. We are also exploring additional components such as a weight/exercise room, movie room, café, and other amenities as the financial model allows.
 5. The evidence is clear that students who live in a residence hall – even for just one year – persist at higher rates than other students, have higher grade point averages, and report higher levels of connection to the University at large. As we succeed in increasing overall student retention rates, from the first year through their last, we will further increase the demand for student housing in Cedar City. It is important to note that we do not want to construct apartments. We trust the private sector will continue to provide for the market demand in this area and we do not wish to add to the competition in this sector.
 6. If approved, SUU will enter into a thirty (30) year lease of the facility. SUU's Housing Office will manage this building as part of its on-campus housing inventory. Resident programming will be implemented including staffing with a Residential Education/Community Coordinator, Resident Assistants, and other security and support personnel. Students living within the facility will be expected to purchase a meal plan.
 7. Our discussions on design and construction costs are targeted to ensure we remain in-line with current on-campus housing rates. DALF is able to construct a facility at a lower cost per square foot than the University can, which aids in this goal. Partnering with DALF provides a very cost effective model for student housing because they are not required to build to the 50-75 year life standard required of SUU by the Utah Division of Facilities and Construction Management (DFCM).
 8. If approved by the Board of Regents at their April 1, 2016, meeting we anticipate design and construction to proceed quickly with a target opening date of fall semester 2017.
 9. I requested, and have included for your review, a commitment letter from DALF outlining their expectations and commitment for use of the property following the exchange outlined above.

I look forward to responding to any questions you may have but am also available to your staff prior to the Regents meeting if questions arise.

Best regards,



Marvin L. Dodge



200 NORTH

300 WEST

HARDING AVENUE



SUU "CORE ACADEMIC AREA"

UNIVERSITY BLVD

800 WEST

THUNDERBIRD WAY 200 SOUTH

300 WEST

200 SOUTH

Parcel A

DALF 0.19 acres
DALF 0.39 acres

SUU 0.24 acres
DALF 0.19 acres
DALF 0.20 acres

Parcel D

Parcel E

SUU

500 WEST

SUU 2.22 acres
DALF 0.23 ac

450 WEST

DALF 0.21 ac
DALF 0.29 acres
SUU 0.28 acres

Parcel B

Parcel C

DEWEY AVE

SUU 0.59 acres
SUU 0.29 acres
DALF 0.21 acres

DALF 0.44 acres
DALF 0.52 acres

800 WEST

2015

APPRAISAL REPORT

Property:
SUU Land



Located At:
**Near Southwest Corner of 300 West and
200 South
Cedar City, Utah, 84720**

Client:
**Mr. Brad Brown
Southern Utah University
351 West University Blvd.
Cedar City, UT 84720**

File No.
Appraiser File # 15-248 CH





REAL ESTATE APPRAISERS AND CONSULTANTS

October 28, 2015

Mr. Brad Brown
Southern Utah University
351 West University Blvd.
Cedar City, UT 84720

Re: SUU Land
Near southwest corner of 300 West and 200 South
Cedar City, Utah 84720
Appraisers' File #15-248 CH
Tax ID No. Portion of B-1014-0001-0001 & B-1014-0001-0000 and parcels B-1018-0001-0002 and B-1018-0006-0000

Dear Mr. Brown,

At your request, I have appraised the property referenced above to form an opinion of the 'as is' market value as of October 25, 2015. I, Cody Hymas, MAI, inspected the subject of this appraisal on October 25, 2015. The results of the appraisal are presented in the following appraisal report which sets forth the most pertinent data gathered, the techniques employed, and the reasoning leading to my value opinions.

The subject of this appraisal and report is the SUU parking lot located at near the southwest corner of 300 West and 200 South in Cedar City, Iron County, Utah. The subject of this report consists of a portion of two parcels and the entirety of two additional parcels. The subject has a total site of 1.04 acres (45,302 sf). The subject is irregular in shape, has a slight slope downward to the west and is near grade of adjoining streets and properties. The site has all utilities available and asphalt paved access from 300 West. The subject is improved with an asphalt paved private parking area for SUU with some mature landscaping.

I developed my analyses, opinions, and conclusions and prepared this report in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP) of the Appraisal Foundation; the Code of Professional Ethics and Standards of Professional Appraisal Practice of the Appraisal Institute; and the requirements of my client as I understand them.

Mr. Brad Brown is the client in this assignment and Mr. Brad Brown, Mr. Marvin Dodge and Mr. Scott Wyatt are intended users of the appraisal report. The intended use is to know fair market value of the subject property. The value opinions reported herein are subject to the definitions, assumptions and limiting conditions, and certification contained in this report.

This appraisal does not rely on any hypothetical conditions. This appraisal relies on the following extraordinary assumption:

Mr. Brad Brown
October 28, 2015
Page Two

- This appraisal and report relies on the extraordinary assumption that parcels B-1014-0001-0001 and B-1014-0001-000 have been legally split and assembled and are accurate. The plat map and legal description for the assembling of these parcels were provided by the client and include all the real estate located south of 200 South.

Based upon my examination and study of the property and the market in which it competes, and subject to the extraordinary assumptions and limiting conditions contained later in this report, Market Value of the Fee Simple Interest as of the effective date of this appraisal is as follows:

\$302,000
Three Hundred Two Thousand Dollars

This letter of transmittal must be accompanied by all sections of this report as outlined in the Table of Contents, in order for the value opinions set forth above to be valid.

Respectfully submitted
Morley & McConkie, LC



Cody Hymas, MAI
UT State Certified General Appraiser
UT #5504978-CG00 Expires April 30, 2016

CH/sd

Enc



DIXIE & ANNE LEAVITT
Foundation

216 South 200 West, P O Box 1027, Cedar City, UT 84721-1027
Phone: (435) 586-1558 * Fax: (435) 586-1510

February 12, 2016

Marvin L. Dodge
CFO, Vice President for Finance & Administration
Southern Utah University
marvindodge@suu.edu

Re: Student Housing Project between 300 West and Dewey Avenue at 200 South

Dear Marvin:

Introduction

This letter responds to your email of yesterday seeking written statements from the Dixie and Anne Leavitt Foundation (DALF) concerning the student housing project we have been discussing – which project could be located between 300 West and Dewey Avenue at 200 South (the Project).

Facilitating Land Trade

DALF owns the land needed for the Project, except for parcels owned by the University facing 200 South and Dewey Avenue. Attached, as Appendix A, is a Google Earth image showing the Project's location, and the property associated with the Project presently owned by DALF, and that owned by the University.

We have discussed a land trade to facilitate the Project. DALF would transfer to SUU two homes and associated land DALF owns adjacent to Cedar Hall (facing 700 West). That property (the 700 West Property) is identified under Appendix B. SUU would trade to DALF the land owned by SUU within the Project area identified under Appendix A.

SUU has obtained an appraisal of the land it will trade. The appraisal sets the value at \$302,000. DALF has ordered, with your concurrence, appraisals of the 700 West Property (two separate homes and lots), and will deliver the appraisals to you in advance of your February 18th Board of Trustees Meeting. Any difference in the appraisals will be paid as boot by the party with the lesser-valued property. Upon Trustee and Regents approval, the land swap would be presently effected, but subject to the following conditions to help assure that the purposes of the swap were realized:

Marvin Dodge
Southern Utah University
February 12, 2016
Page 2

1. Until construction on the Project begins, the parties to the trade will continue to occupy and receive the benefits and burdens of the property traded, and will maintain the traded property in its same condition, reasonable wear and tear excepted.
2. Within six months after trade, either party may request the trade be reversed, and upon such a request, both parties agree to reconvey, without encumbrance (other than those existing on the date of the trade), the property received in the trade.

Details Concerning the Project

Prior to your February 18th Trustees meeting, DALF will deliver a concept outline and a pro-forma rendering of the project. The Project's total bed count will hinge on the parking spaces required under the City's ordinance. In that SUU desires a project with two occupants for each bedroom, the parking requirement will be 1.3 spaces per bedroom, or .65 parking spaces per bed. Our concept outline will specify the anticipated number of beds the available parking can support. SUU desires over 300.

You have asked for assurances that DALF will continue to negotiate with the University on the design of the buildings to assure SUU's parameters are met, including a traditional dorm style building with a meal plan, and no cooking amenities. We here provide those assurances, but note the design will include plumbing and electrical resources in the walls such that a kitchen could be added, and the facility retrofitted to be apartments, should SUU not renew the anticipated 30-year lease – or should SUU's desires change. Given that use patterns and preferences change, such a plan benefits all involved.

You have asked for assurances that it is DALF's intent to lease the Project to SUU for a minimum of 30 years, with the University to manage the facility as part of its regular on-campus student housing properties. That assurance is here given.

You have asked for assurances that design/construction costs will be targeted to ensure a lease rate that allows student housing rates to be reasonably aligned with current on-campus housing rates. Of course, those assurances are needed as much from SUU as from DALF. We are committed to work together with the University to find the right balance of amenities and economies to allow the project to work for SUU and its resident students – and also to safeguard DALF's capacity to serve its mission to benefit SUU, its students, and DALF's general charitable obligations and purposes. The contemplated underground parking is a desirable amenity, and quite necessary if we are to house the desired number of students upon the available land. Underground parking is not part of other on-campus housing offerings. All must recognize that there will be a cost (and benefit) associated with this feature.

Marvin Dodge
Southern Utah University
February 12, 2016
Page 3

I trust you will continue to work with Tom Pugh and others acting in concert with Tom on DALF's behalf in evaluating the Project. The full Board of DALF, of which you are a member, is aware of these proceedings, and has approved this letter.

With warmest regards,

DIXIE AND ANNE LEAVITT FOUNDATION



Dixie Leavitt, Trustee

Cc: Tom Pugh
Dane Leavitt
DALF's Board

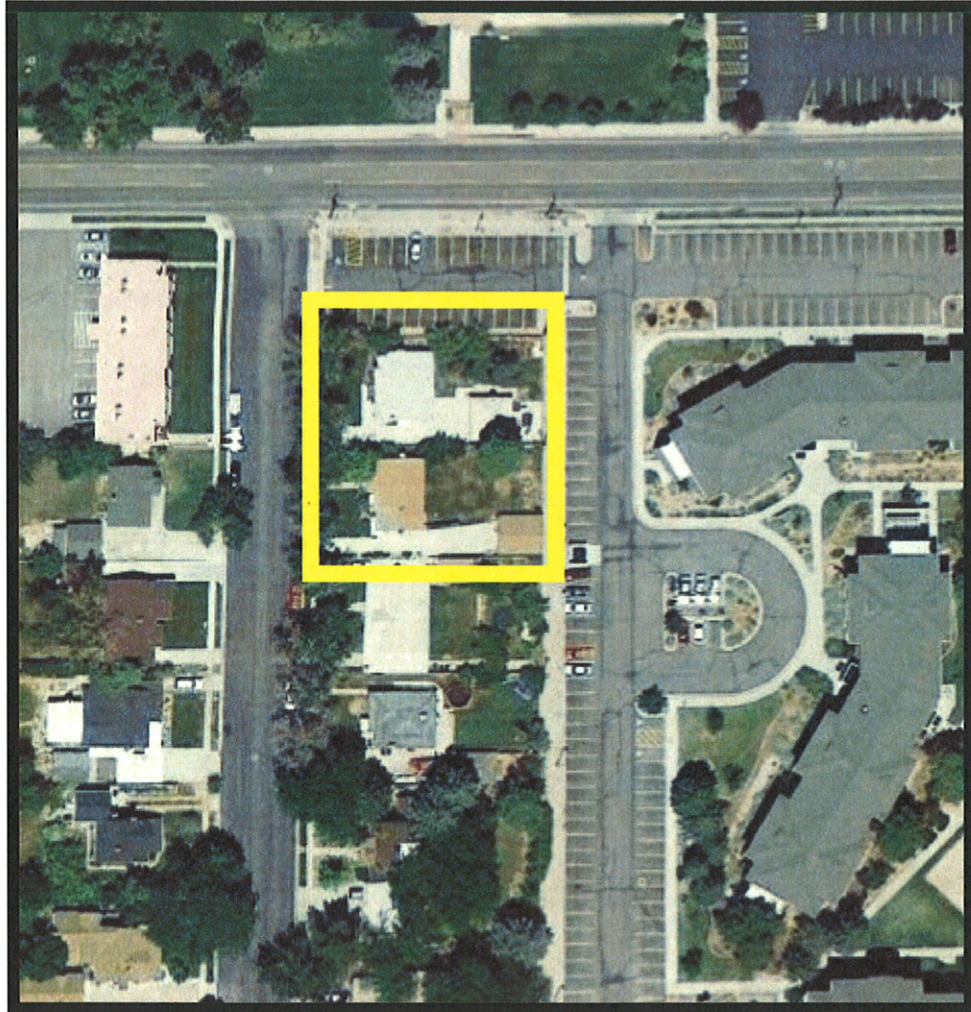
Enclosures: Appendix A (Project boundaries and ownership);
Appendix B: (DALF trade to SUU)

Appendix A



Proposed Gateway South Project

Appendix B



700 West Properties

APPRAISAL OF REAL PROPERTY



LOCATED AT

215 S 700 W
Cedar City, UT 84720
See attached addenda.

FOR

Dixie & Anne Leavitt Foundation
PO Box 1027
Cedar City, UT 84721

OPINION OF VALUE

190,000

AS OF

02/11/2016

BY

Karsten Reed
Utah South Appraisal
107 N 200 W
Cedar City, UT 84720
(435) 865-1921
kreed@utahsouthappraisal.com
www.utahsouthappraisal.com

SUMMARY OF SALIENT FEATURES

SUBJECT INFORMATION	Subject Address	215 S 700 W
	Legal Description	See attached addenda.
	City	Cedar City
	County	Iron County
	State	UT
	Zip Code	84720
	Census Tract	1104.00
	Map Reference	N/A
SALES PRICE	Sale Price	\$
	Date of Sale	
CLIENT	Borrower/Client	Dixie & Anne Leavitt Foundation
	Lender	Dixie & Anne Leavitt Foundation
DESCRIPTION OF IMPROVEMENTS	Size (Square Feet)	1,208
	Price per Square Foot	\$
	Location	N;Res;
	Age	70
	Condition	C3
	Total Rooms	5
	Bedrooms	2
	Baths	1.0
APPRAISER	Appraiser	Karsten Reed
	Date of Appraised Value	02/11/2016
VALUE	Opinion of Value	\$ 190,000

APPRAISAL OF REAL PROPERTY



LOCATED AT

225 S 700 W
Cedar City, UT 84720
See attached addenda.

FOR

Dixie & Anne Leavitt Foundation
PO Box 1027
Cedar City, UT 84721

OPINION OF VALUE

150,000

AS OF

02/11/2016

BY

Karsten Reed
Utah South Appraisal
107 N 200 W
Cedar City, UT 84720
(435) 865-1921
kreed@utahsouthappraisal.com
www.utahsouthappraisal.com

SUMMARY OF SALIENT FEATURES

SUBJECT INFORMATION	Subject Address	225 S 700 W
	Legal Description	See attached addenda.
	City	Cedar City
	County	Iron
	State	UT
	Zip Code	84720
	Census Tract	1104.00
	Map Reference	16260
SALES PRICE	Sale Price	\$
	Date of Sale	
CLIENT	Borrower/Client	Dixie & Anne Leavitt
	Lender	Dixie & Anne Leavitt Foundation
DESCRIPTION OF IMPROVEMENTS	Size (Square Feet)	1,164
	Price per Square Foot	\$
	Location	N;Res;
	Age	64
	Condition	C3
	Total Rooms	5
	Bedrooms	3
	Baths	1.0
APPRAISER	Appraiser	Karsten Reed
	Date of Appraised Value	02/11/2016
VALUE	Opinion of Value	\$ 150,000

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Request for approval to create the position of General Counsel

Issue

Currently, the Utah Attorney General's Office provides all legal services to Southern Utah University (SUU). SUU's ongoing institutional growth has substantially increased the University's legal services workload. SUU seeks to establish and fill the position of General Counsel to provide day-to-day legal counsel for complex institutional issues, including contracts and grants review; state, local and federal regulatory compliance; personnel issues; intellectual property protection and other general legal services. The new General Counsel will collaborate and coordinate with the Attorney General's Office to provide comprehensive legal services.

Background

Utah State Code §53B-2-106, and Regents Policy R220 - Supplement, allow USHE institutions to appoint attorneys. Specifically, an institution's president may "...appoint attorneys to provide legal advice to the institution's administration and to coordinate legal affairs" following approval by the Board of Trustees and the Board of Regents. The policy also instructs, "these appointed attorneys may not conduct litigation, settle claims covered by the State Risk Management Fund, or issue formal legal opinions but shall, in all respects, cooperate with the Office of the Attorney General in providing legal representation to the institution."

Nearly all of the institutions have established a general counsel position, the most recent being Utah Valley University, Salt Lake Community College and Dixie State University. Additionally, David Jones, Chief of the Education Division within the Utah Attorney General's Office, has expressed his support for SUU to establish the General Counsel position. In accordance with policy, the Attorney General's Office will retain the responsibility to represent the University in all litigation matters. SUU will divide legal responsibilities between the Attorney General's Office and the new General Counsel as permitted by policy.

Commissioner's Recommendation

The Commissioner recommends that the Regents review the Southern Utah University request to create the position of General Counsel and approve the request effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL
Attachments



351 West University Blvd.
Cedar City UT 84720
Office (435) 586-7702
Fax (435) 586-5475
wyatt@suu.edu

SCOTT L WYATT
PRESIDENT

February 29, 2016

Commissioner David L. Buhler
Utah System of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101

Dear Commissioner Buhler:

Subject: Appointment of Legal Counsel

Pursuant to Utah Code, Section 53B-2-106 and Regents Policy R2200, Southern Utah University seeks Board of Regent approval to hire legal counsel to assist the university with its needs. The basis for this request is that the university cannot adequately address all of its legal needs with the limited time available from the one Assistant Attorney General assigned to the university half time. (SUU shares one AAG with Dixie State University.) SUU understands the limitations on "appointed attorneys" set forth in statute and policy and will adhere to the same.

SUU is the last university in the USHE system to seek Board approval to hire in-house legal counsel. All other universities have found a need to bolster their legal services through the hiring of university counsel and have been authorized to proceed.

Thank you for your consideration,


Scott L Wyatt

STATE OF UTAH
OFFICE OF THE ATTORNEY GENERAL



SEAN D. REYES
ATTORNEY GENERAL

SPENCER E. AUSTIN
Chief Criminal Deputy

PARKER DOUGLAS
General Counsel & Chief of Staff

TYLER R. GREEN
Solicitor General

BRIDGET K. ROMANO
Chief Civil Deputy

March 16, 2016

President Scott L. Wyatt
Southern Utah University
351 West University Blvd.
Cedar City, Utah 84720

Dear President Wyatt,

I appreciated your phone call and discussion earlier this week with regard to the appointment of legal counsel for Southern Utah University. The professional courtesy you have extended the Office of the Attorney General is valued as you proceed with seeking approval from the Board of Regents. The Office of the Attorney General is supportive of your request to seek part-time Special Counsel for Southern Utah University, but wants to underscore the value to Southern Utah University of continuing to have independent legal counsel and support from the Office of the Attorney General.

As you are aware, the president of each institution of higher education, with the approval of the institution's Board of Trustees, may appoint attorneys for the institution and create an office of legal counsel, subject to the authority of, the policy established by, and the approval of the Board of Regents. While the Office of the Attorney General has no statutory role in the appointment process, the Office of Attorney General, as part of its statutory duties and obligations set forth in Utah Code Ann. § 67-5-1 and § 67-5-5, will continue to be legal counsel for Southern Utah University, will continue to provide legal counsel, advice, and representation to Southern Utah University and looks forward to a cooperative relationship with legal counsel that may be appointed by you for Southern Utah University.

It is always a pleasure to talk with you. I hope we can find some time in the next few months to meet so I can provide you with more information regarding the provision of specialized legal services which the Education Division of the Attorney General Office has to offer and will be providing to all the institutions of higher education, including Southern Utah University. Please feel free to contact me at your earliest convenience should you have any further questions, concerns, or requests regarding this matter.

Respectfully,

DAVID C JONES
Assistant Attorney General
Director, Education Division

cc: D. Buhler

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Series 2016A General Revenue and Refunding Bond

Issue

In the January 22, 2016 meeting the Board authorized the University of Utah (UU) to proceed with the sale of revenue bonds authorized by the 2012 Legislature to finance an addition to the Orthopaedic Center. The Board authorized the UU, in the July 30, 2015 meeting, to proceed with the sale of revenue bonds authorized by the 2015 Legislature for the replacement of Orson Spencer Hall. The Board also authorized the UU to refund portions of existing revenue bond debt where financially justified. After a competitive bond sale on February 2, 2016 the 2016A General Revenue and Refunding bonds closed on March 8, 2016. The bond sale conformed to the parameters approved by the Regents. The following is a brief summary of the results:

2016A Sources	Orson S. Hall	Orthopaedics	Refunding (2012A)	Total
Par Value	\$40,520,000.00	\$8,395,000.00	\$19,295,000.00	\$68,210,000.00
Premium	8,377,510.80	1,595,926.85	4,678,953.05	14,652,390.70
	\$48,897,510.80	\$9,990,926.85	\$23,973,953.05	\$82,862,390.70
2016A Uses	Orson S. Hall	Orthopaedics	Refunding (2012A)	Total
Construction Account	\$45,000,000.00	\$9,580,000.00	\$-	\$54,580,000.00
Capitalized Interest	3,630,714.17	352,877.50	-	3,983,591.67
Escrow Account	-	-	23,836,066.92	23,836,066.92
Underwriter's Discount	102,931.54	21,195.53	49,014.40	173,141.47
Cost of Issuance	163,865.09	36,853.82	88,871.73	289,590.64
	\$48,897,510.80	\$9,990,926.85	\$23,973,953.05	\$82,862,390.70

True Interest Cost (TIC) 2.16%

Maximum Coupon Rate 5%

Maturity Date 19.4 years

NPV Refunding Savings \$1,297,838 (6.117%)

Additional details about the bond issue may be found in the attached Financing Summary with final pricing results in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment



RBC Capital Markets®

RBC Capital Markets, LLC
Municipal Finance
299 South Main Street, Suite 2000
Salt Lake City, Utah 84111

FINANCING SUMMARY

For

\$68,210,000

State Board of Regents of the State of Utah

UNIVERSITY OF UTAH

General Revenue and Refunding Bonds

Series 2016A

(FINAL PRICING RESULTS)

Purpose:

The purpose for the issuance of the Series 2016A Bonds is currently two-fold: 1) To finance a portion of the cost of reconstructing Orson Spencer Hall (the “OSH Project”), and 2) To finance a portion of the cost of expanding the Orthopaedic Center (the “Orthopaedic Project”). A portion of the bond proceeds will also pay costs of issuance associated with the Series 2016A Bonds including capitalized interest. As part of its ongoing surveillance program, the University is evaluating the refunding of certain ‘Prior Lien Bonds’ for savings purposes. Should sufficient net-present-value savings appear achievable, the University may include such refunding candidates as part of the Series 2016A issue. During the months of December 2015 and January 2016, tax-exempt interest rates dropped to a point where \$21.215 of outstanding, callable Series 2012A Auxiliary and Campus Facilities System Bonds (“Prior Lien Bonds” or “ACFS Bonds”) showed strong net-present-value savings potential and were ultimately included in the Series 2016A transaction.

Not-to-Exceed Par Amount: \$57 million (netting \$45 million) for the OSH Project (The actual par amount was \$40.520 million)
\$12 million (netting \$9.58 million) for the Orthopaedic Project (The actual par amount was \$8.395 million)

Not-to-Exceed Maturity:	OSH Project: 25-years (Current planning anticipates no longer than a 12-year final maturity, including capitalized interest period) (Final maturity is 11.4 years) Orthopaedics Project: 35-years (Current planning anticipates 20-years after capitalized interest period) (Final maturity is 19.4 years)
Security:	The Series 2016A Bonds are 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 are expected to be reaffirmed by Moody's Investors Service and Standard and Poor's Corporation, respectively. (Moody's reaffirmed the 'Aa1' rating on the Bonds. Standard and Poor's UPGRADED the Bonds' rating to 'AA+' from 'AA')
Method of Sale:	Negotiated public offering using the following underwriters: Morgan Stanley & Co: 70% Senior Manager George K. Baum & Co: 30% Co-Manager
Bonds to be Refunded:	TBD (\$21.215 million of Series 2012A ACFS Bonds were refunded as part of the Series 2016A transaction)
NPV Refunding Savings:	TBD (\$3,515,317 of gross savings were achieved. Applying certain remaining funds, net-present-value savings achieved were \$1,297,837.82, or 6.117% of refunded principal).
All-in True Interest Cost:	TBD All-in True Interest Costs achieved are as follows: Overall: 2.16% Orson Spencer Hall Project: 1.82% Orthopaedics Center Expansion Project: 2.91% Series 2012A ACFS Refunding: 2.28%
Sale Date:	February 2, 2016* (This was the actual sale date)
Closing Date:	March 8, 2016* (This will be the actual closing date)
Principal Payment Dates:	August 1
Interest Payment Dates:	August 1 and February 1, commencing August 1, 2016
Interest Basis:	30/360

Optional Redemption: May be non-callable or subject to redemption as determined at the time of sale. (Optional redemption date: August 1, 2025 @100)

Other Not-to-Exceed Parameters:

Coupon: 6.00% (5.00% was highest coupon)
Discount from Par: 2.00% (0.254% was actual discount for underwriters)

University Contacts: Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404)

Mr. Robert Muir, Director of Treasury Services
(801-585-5598)

Mr. John Nixon, Sr. Chief Administrative Officer/CFO
(801-585-0806)

Bond Counsel: Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)

Municipal Advisor: Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)

*Preliminary, subject to change (actual amounts in RED)

March 23, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University – Property Acquisition

Issue

Utah State University (USU) recently acquired a 10.35 acre property for \$258,750 (the appraised value) adjacent to the USU Caine Dairy in Wellsville, Utah. The purchase of this property complies with Regent Policy R710, *Capital Facilities*, which delegates authority to institutional Boards of Trustees to acquire property contiguous to institutional campuses not to exceed \$500,000. The USU Board of Trustees approved this purchase in a January 8, 2016 meeting. Additional information about the transaction may be found in the attached letter and map from the University.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment



February 23, 2016

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

Subject: Real Property Acquisition

Dear Commissioner Buhler:

Utah State University (USU) desires to report to the State Board of Regents the acquisition of a parcel of land and water shares located adjacent to campus property at 4300 South and approximately 2750 West in Wellsville, Utah. The property is 10.35 acres in size and adjoins the USU Caine Dairy as illustrated in Exhibit A.

The property and 10 shares of water were purchased for the fair market appraised value of \$258,750. USU intends to use the property to raise crops for the livestock on the Caine Dairy. No state O&M funds will be requested at this time.

We appreciate your support and ask that you report this item to the Board of Regents during the April 1, 2016 meeting. This request received Board of Trustees approval on January 8, 2016.



Sincerely,

David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business Operations
Stan Albrecht, President
Charles Darnell, Associate Vice President for Facilities

EXHIBIT A



-  Property Acquisition
-  USU Property

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Spring 2016 Third- Week Enrollment Report

Issue

Spring 2016 third-week enrollment data indicates a modest increase in enrollments for the Utah System of Higher Education (USHE), with five of the eight USHE institutions experiencing enrollment growth when compared to the 2015 Spring Semester. At the third-week snapshot, USHE reported an increase of 1,992 students (1.33%) or the full-time equivalent of 1,865 (1.75%) students.

Southern Utah University and Snow College experienced the greatest overall percentage increase in both total headcount and total full-time equivalent (FTE) enrollments. Utah Valley University reported the greatest actual headcount growth by adding 1,812 students in spring 2016 when compared to spring 2015. Utah Valley University also added the most total FTE students reporting an additional 1,234 FTE. Utah's strong economy and abundance of employment opportunities continues to impact enrollments at SLCC, which reported a decline in total headcount enrollments of over 6%.

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

Commissioner's Recommendation

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

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

Utah System of Higher Education - Spring 2016 Third Week

Total Enrollment

USHE Institution	Headcount	Change over 2015	FTE	Change over 2015
University of Utah	30,411	0.43%	25,485	0.83%
Utah State University	25,952	2.01%	19,728	3.67%
Weber State University	21,346	-0.55%	13,826	-0.65%
Southern Utah University	8,398	12.11%	6,446	9.32%
Snow College	4,469	12.12%	3,411	8.28%
Dixie State University	7,512	-0.27%	5,718	-0.35%
Utah Valley University	28,745	6.73%	20,184	6.51%
Salt Lake Community College	25,139	-6.38%	13,711	-6.65%
USHE Total	151,972	1.33%	108,510	1.75%

Budget Related Enrollment

USHE Institution	Headcount	Change over 2015	FTE	Change over 2015
University of Utah	29,660	-0.26%	25,127	0.18%
Utah State University	24,096	2.66%	18,755	3.54%
Weber State University	17,206	-0.32%	12,135	-1.25%
Southern Utah University	7,080	11.37%	6,074	8.73%
Snow College	4,211	9.83%	3,315	7.12%
Dixie State University	6,920	-2.51%	5,428	-1.34%
Utah Valley University	25,091	5.67%	18,610	6.66%
Salt Lake Community College	22,357	-5.49%	12,748	-5.48%
USHE Total	136,621	1.08%	102,192	1.58%

Notes: FTE's are based on a formula calculation and are rounded to the nearest one

Utah System of Higher Education

Spring 2016 3rd Week Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2015	2016	CHANGE #	CHANGE %
UU	30,281	30,411	130	0.43%
USU	25,441	25,952	511	2.01%
WSU	21,464	21,346	(118)	-0.55%
SUU	7,491	8,398	907	12.11%
SNOW	3,986	4,469	483	12.12%
DSU	7,532	7,512	(20)	-0.27%
UVU	26,933	28,745	1,812	6.73%
SLCC	26,852	25,139	(1,713)	-6.38%
USHE	149,980	151,972	1,992	1.33%

* Headcount can reflect multiple students attending multiple institutions

BUDGET RELATED HEADCOUNT	2015	2016	CHANGE #	CHANGE %
UU	29,738	29,660	(78)	-0.26%
USU	23,472	24,096	624	2.66%
WSU	17,261	17,206	(55)	-0.32%
SUU	6,357	7,080	723	11.37%
SNOW	3,834	4,211	377	9.83%
DSU	7,098	6,920	(178)	-2.51%
UVU	23,744	25,091	1,347	5.67%
SLCC	23,656	22,357	(1,299)	-5.49%
USHE	135,160	136,621	1,461	1.08%

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

Utah System of Higher Education

Spring 2016 3rd Week FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2015	2016	CHANGE #	CHANGE %
UU	25,276	25,485	209	0.83%
USU	19,028	19,727	698	3.67%
WSU	13,916	13,826	(90)	-0.65%
SUU	5,896	6,446	549	9.32%
SNOW	3,150	3,411	260	8.28%
DSU	5,737	5,718	(19)	-0.35%
UVU	18,950	20,184	1,234	6.51%
SLCC	14,687	13,710	(977)	-6.65%
USHE	106,644	108,509	1,865	1.75%

BUDGET RELATED FTE	2015	2016	CHANGE #	CHANGE %
UU	25,081	25,127	46	0.18%
USU	18,113	18,754	641	3.54%
WSU	12,289	12,135	(153)	-1.25%
SUU	5,586	6,073	487	8.73%
SNOW	3,095	3,315	220	7.12%
DSU	5,502	5,428	(74)	-1.34%
UVU	17,447	18,609	1,162	6.66%
SLCC	13,487	12,747	(739)	-5.48%
USHE	100,601	102,192	1,590	1.58%

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

Utah System of Higher Education

Spring 2016 3rd Week USHE Total Headcount by Gender

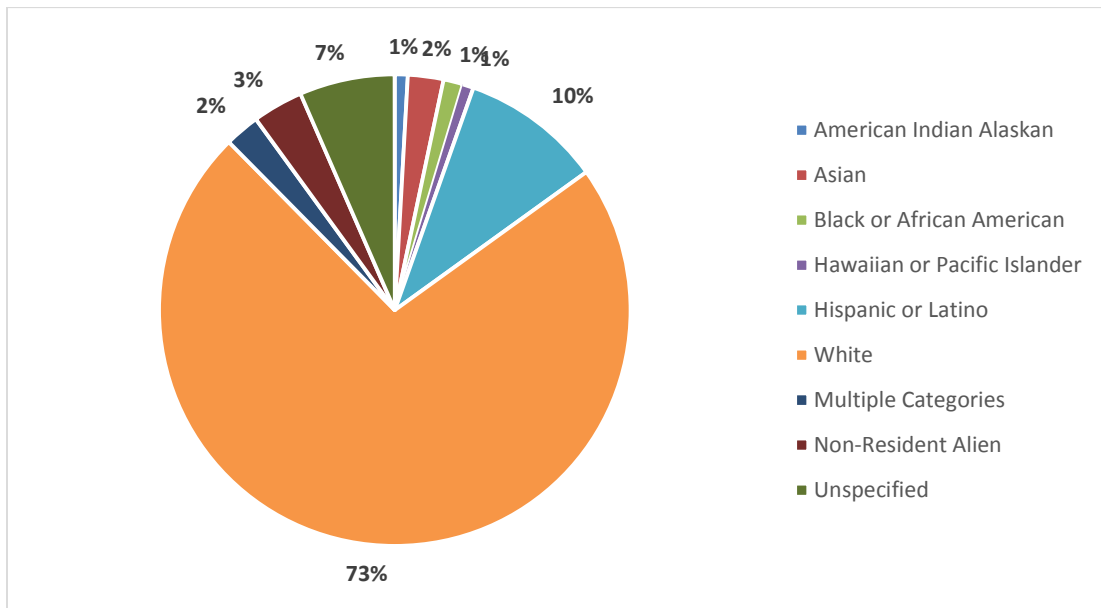
GENDER	2015	2016	CHANGE #	CHANGE %
Female	74,435	75,098	663	0.89%
Male	75,545	76,874	1,329	1.76%
Total	149,980	151,972	1,992	1.33%

Utah System of Higher Education

*Spring 2016 3rd Week USHE Total Headcount by Ethnicity**

Ethnicity	2015	2016	CHANGE #	CHANGE %
American Indian Alaskan	1,353	1,344	(9)	-0.7%
Asian	3,623	3,709	86	2.4%
Black or African American	2,041	2,027	(14)	-0.7%
Hawaiian or Pacific Islander	1,087	1,140	53	4.9%
Hispanic or Latino	13,818	14,654	836	6.1%
White	106,885	110,252	3,367	3.2%
Multiple Categories	1,553	3,628	2,075	133.6%
Non-Resident Alien	5,609	5,288	(321)	-5.7%
Unspecified	14,011	9,930	(4,081)	-29.1%
Total	149,980	151,972	1,992	1.33%

**Adjustments have been made to prior year data to correct non-resident alien counts to match students who have a non-resident visa record*



March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Fall 2015 End-of-Term Enrollment Report

Issue

Fall end-of-term enrollment data represents the number of students who completed coursework during the course of the semester rather than those enrolled at the snapshot third-week census date. In Fall Semester 2015 an additional 4,368 headcount enrollments were reported by USHE institutions at the end of the term when compared to the thirdweek snapshot. An additional 1,371 FTE were also reported at the end of term. The additional headcount and FTE are a result of capturing new, 2nd block enrollments and the addition of the CTE (non-credit) course work that is only captured at the end-of-term such as the SLCC School of Applied Technology and the USUE Division of Workforce Education.

Year to year comparisons indicate that USHE institutions experienced slight growth in headcount when compared to the end-of-term data for the Fall Semester 2014 with an overall increase of 1,128 students or .65%. Despite the moderate growth in headcount, full-time equivalent numbers reported an increase with an additional 2,714.2 FTE or an increase of 2.28% when compared to 2014. This would seem to be an indication that efforts by USHE institutions to encourage students to take heavier credit loads are making some impact as indicated by 2.28% increase in FTE compared to only a .65% increase in Headcount.

A more comprehensive set of Fall 2015 end-of-term enrollment data is available in an updated Tab C – Enrollments in the 2016 USHE Data Book <http://higheredutah.org/data/>.

Commissioner's Recommendation

This item is informational only and no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachments

Utah System of Higher Education - FALL 2015 END-OF-TERM

Total Enrollment

USHE Institution	Headcount	Change over		Change over 2014
		2014	FTE	
University of Utah	32,155	0.47%	27,187	0.64%
Utah State University	29,319	2.13%	22,415	5.30%
Weber State University	26,252	-2.46%	16,108	-0.15%
Southern Utah University	9,145	11.52%	7,024	11.91%
Snow College	5,107	6.29%	3,981	5.43%
Dixie State University	8,464	1.46%	6,376	0.94%
Utah Valley University	33,565	6.26%	22,692	6.03%
Salt Lake Community College	31,131	-6.94%	16,044	-5.11%
USHE Total	175,138	0.65%	121,831	2.28%

Budget Related Enrollment

USHE Institution	Headcount	Change over		Change over 2014
		2014	FTE	
University of Utah	31,174	0.15%	26,606	0.26%
Utah State University	26,459	4.46%	20,569	5.90%
Weber State University	18,271	-1.22%	12,976	-0.64%
Southern Utah University	7,185	10.42%	6,377	10.19%
Snow College	4,525	7.43%	3,680	6.20%
Dixie State University	7,511	-0.77%	6,012	0.83%
Utah Valley University	26,649	6.26%	19,783	6.26%
Salt Lake Community College	24,499	-2.25%	13,818	16.76%
USHE Total	146,273	2.01%	109,824	5.17%

Notes: FTE's are based on a formula calculation and are rounded

Utah System of Higher Education

Fall 2015 End-of-Term Headcount Enrollment Report

TOTAL HEADCOUNT (Budget Related & Self Support)	2014	2015	CHANGE #	CHANGE %
University of Utah	32,003	32,155	152	0.47%
Utah State University	28,707	29,319	612	2.13%
Weber State University	26,913	26,252	(661)	-2.46%
Southern Utah University	8,200	9,145	945	11.52%
Snow College	4,805	5,107	302	6.29%
Dixie State University	8,342	8,464	122	1.46%
Utah Valley University	31,589	33,565	1,976	6.26%
Salt Lake Community College	33,451	31,131	(2,320)	-6.94%
USHE	174,010	175,138	1,128	0.65%

BUDGET RELATED HEADCOUNT	2014*	2015	CHANGE #	CHANGE %
University of Utah	31,128	31,174	46	0.15%
Utah State University	25,329	26,459	1,130	4.46%
Weber State University	18,496	18,271	(225)	-1.22%
Southern Utah University	6,507	7,185	678	10.42%
Snow College	4,212	4,525	313	7.43%
Dixie State University	7,569	7,511	(58)	-0.77%
Utah Valley University	25,080	26,649	1,569	6.26%
Salt Lake Community College	25,064	24,499	(565)	-2.25%
USHE	143,385	146,273	2,888	2.01%

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

Utah System of Higher Education

Fall End-of-Term FTE Student Enrollment Report

TOTAL FTE (Budget Related & Self Support)	2014	2015	CHANGE #	CHANGE %
University of Utah	27,015	27,187	172	0.64%
Utah State University	21,285	22,415	1,129	5.30%
Weber State University	16,133	16,108	(25)	-0.15%
Southern Utah University	6,277	7,024	747	11.91%
Snow College	3,776	3,981	205	5.43%
Dixie State University	6,317	6,376	59	0.94%
Utah Valley University	21,402	22,692	1,290	6.03%
Salt Lake Community College	16,909	16,044	(864)	-5.11%
USHE	119,117	121,831	2,714	2.28%

BUDGET RELATED FTE	2014	2015	CHANGE #	CHANGE %
University of Utah	26,538	26,606	67	0.26%
Utah State University	19,423	20,569	1,145	5.90%
Weber State University	13,060	12,976	(83.8)	-0.64%
Southern Utah University	5,787	6,377	590	10.19%
Snow College	3,465	3,680	214	6.20%
Dixie State University	5,962	6,012	49	0.83%
Utah Valley University	18,617	19,783	1,166	6.26%
Salt Lake Community College	14,249	13,818	(430)	-3.02%
USHE	107,105	109,824	2,719	2.54%

Notes: Rounding Error - FTEs are calculated then rounded

Utah System of Higher Education

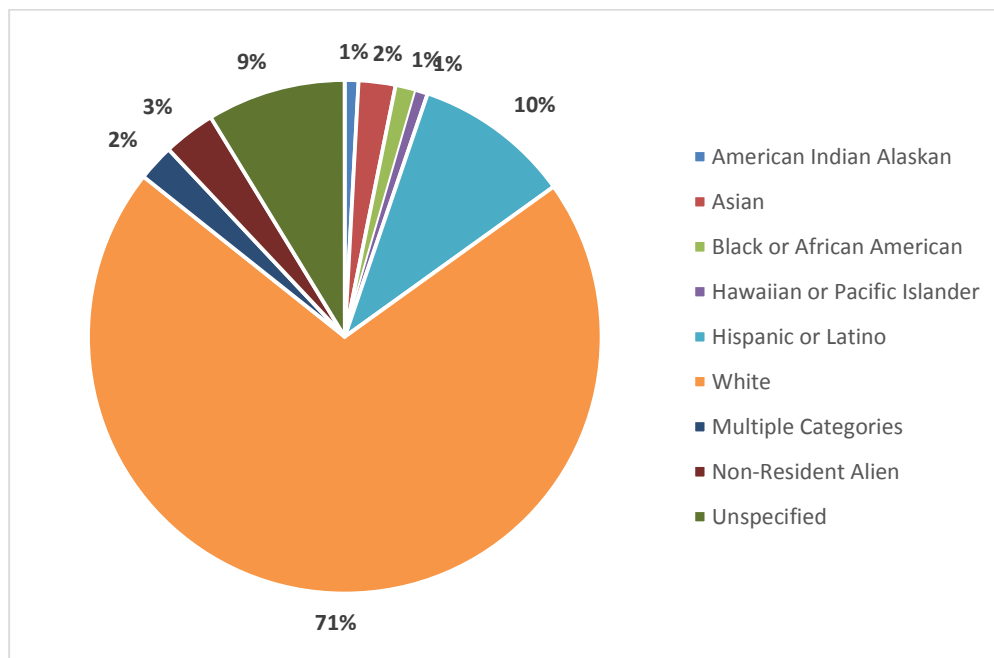
Fall 2015 End-of-Term USHE Total Headcount by Gender

GENDER	2014	2015	CHANGE #	CHANGE %
Female	86,654	87,216	562	0.65%
Male	87,356	87,922	566	0.65%
Total	174,010	175,138	1,128	0.65%

Utah System of Higher Education

Fall 2015 End-of-Term USHE Total Headcount by Ethnicity

Ethnicity	2014	2015	CHANGE #	CHANGE %
American Indian Alaskan	1,504	1,500	(4)	-0.3%
Asian	3,965	4,071	106	2.7%
Black or African American	2,225	2,303	78	3.5%
Hawaiian or Pacific Islander	1,253	1,283	30	2.4%
Hispanic or Latino	16,067	17,264	1,197	7.5%
White	119,113	123,669	4,556	3.8%
Multiple Categories	1,747	4,018	2,271	130.0%
Non-Resident Alien	5,910	5,743	(167)	-2.8%
Unspecified	22,226	15,287	(6,939)	-31.2%
Total	174,010	175,138	1,128	0.65%



March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2015

Issue

Pursuant to *Utah Code 51-7-13(3)(a)(c)*, *Utah Code 51-8-303(6)*, and Board of Regents policy R541, each USHE institution is required to submit monthly and annual reports detailing the deposit and investment of funds in its respective custody or control to the State Board of Regents. The Board then submits to the Governor and the Legislature an annual summary report of all investments by institution. This report serves as the annual summary report and meets the requirements outlined in statute.

Background

On a monthly and annual basis, institutions prepare investment reports that are reviewed and approved by both the institution treasurer and internal auditor(s). The treasurer attests that the institution is in compliance with the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and the State Money Management Act. The internal auditor(s) verifies compliance with state statutes, Regents' policy, institutional policy, federal regulation, strength of controls, and certifies the completeness and accuracy of the investment reports. Completed reports are submitted to the institution's Board of Trustees for review and approval (as delegated by the Board of Regents) and forwarded to the Commissioner's Office for review and record keeping.

Statute requires that the summary report to the Governor and Legislature represent audited values. To meet this requirement, this report is prepared after the state auditors complete the institutions' annual financial audits. The investment figures used in this report tie to the audited "Statement of Net Assets" found in the institutions' financial statements.

The attached report demonstrates the relative size of institutional investments and the asset allocations in place at each school by investment category. The categories are:

- Endowment Investments - governed by UPMIFA and Regent Policy R541;
- Foundation Investments - governed by a Foundation Board of Trustees/Directors operating under the requirements of non-profit 501(c)(3)s;
- Other Investments - all funds not endowment or foundation operating under the guidelines and requirements of Utah Code 51-7, and Utah Money Management Act.

Additional Information

The Commissioner's staff has worked with USHE controllers to provide additional information regarding the oversight and review of the investment process to address Regent questions regarding: asset allocation, compliance with laws and regulations, return on assets, and risk management. The following information has been provided by the institutions describing their processes and procedures for evaluating the performance of their respective investments, the various benchmarks used in the evaluation process, and clarifying notes describing the use of outside industry professionals to assist in the management of institutional investments.

Oversight and Review

The responsibility for oversight, management, and reporting of assets invested (including the management of the portfolio, selection of investment products, and investiture/divestiture decisions) has been delegated by the Board of Regents to an institution's Board of Trustees. To assist with this charge, the institutions have created investment committees to help with the operational responsibilities. The membership of these committees varies by campus, but may include trustees, institutional officers, designated treasurers, institution employees, members of the business community, and/or investment professionals. The committees are asked to evaluate the respective investments relative to returns, risk mitigation, institutional needs, reasonableness, effectiveness, overall position, prudence, and management cost, while maintaining compliance with statutes, policies, authorities, and regulations. Reports of the positions, instruments, and balances are produced on a monthly and a quarterly basis by the designated treasurer, approved by committees, and presented to the institutional President and Board of Trustees for review and approval.

Performance Measurement

Institutional use of outside professionals varies. In some cases, outside professionals (i.e. Commonfund, Wells Fargo, LCG Associates, Albourne America, and Strata Financial Services) are hired to manage pieces of investment portfolios. In other cases, individuals who are recognized as investment professionals may sit on the investment committees.

Institutions use industry standard benchmarks to measure the return on their investments, allocation of assets, and risk level. The benchmark tools may include S&P 500, Russell 3000, Morgan Stanley (MSCI) for equity funds, UBS index, Barclays Capital Index, London Interbank Offered Rate (LIBOR), and peer group comparisons. Several institutions participate in a national survey by NACUBO – Commonfund Study of Endowments (which includes all major colleges and universities in the U.S.). The results of this annual study are a key indicator of how their investment practices and results compare to other major universities. The NACUBO study also provides insights into current investment trends and ways to improve overall results. Dixie State University has chosen to place the bulk of their investments with the University of Utah, thus getting the benefit of all the investment strategies the University of Utah has access to, as well as to professionals on staff.

Foundations

Foundations are managed in a similar manner, having a board and committee that oversee and direct the investments of each foundation. The foundations are subject to federal regulations. In the case of Dixie State University and Utah Valley University, the foundations are completely separate entities from the

institution. Dixie State University does not maintain any institutional investments within their foundation. Snow College does not have a foundation.

Utah State University's foundation is considered to be a part of the university or "dependent foundation", which is dedicated to maximizing support from private donations. As such, foundation funds are invested as part of the university endowment according to current university guidelines, oversight protocols, performance evaluation standards, and according to the same investment policies as all other university funds.

Commissioner's Recommendation

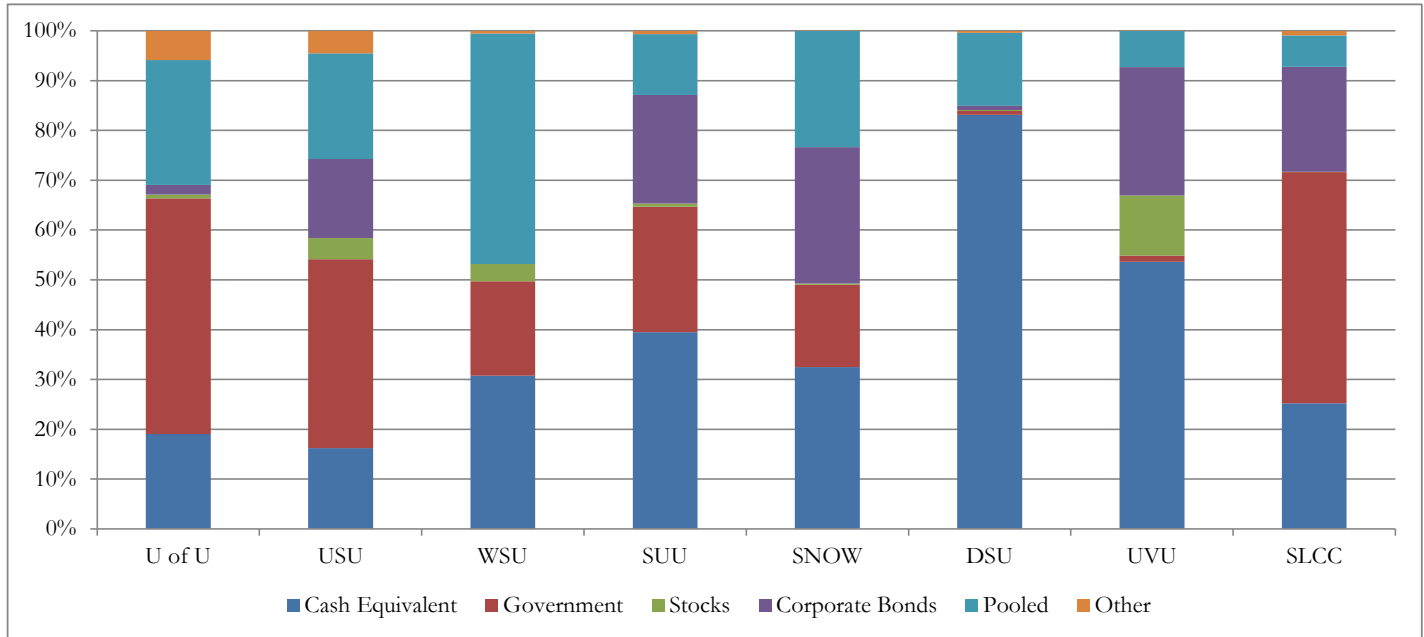
This is an information item only and no action is required.

DLB/KLH/BLS/MWM
Attachments

David L. Buhler
Commissioner of Higher Education

2015 Summary of USHE Investments

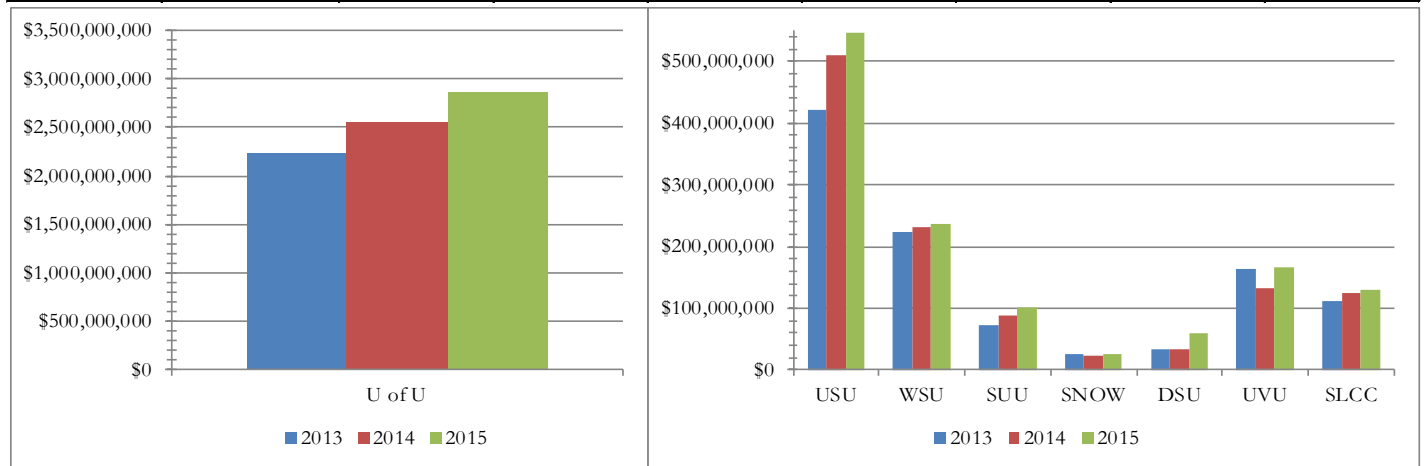
Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	19.03%	16.19%	30.73%	39.47%	32.50%	83.11%	53.65%	25.23%
Government	B	47.33%	37.94%	18.95%	25.20%	16.49%	0.81%	1.20%	46.42%
Stocks	C	0.76%	4.23%	3.51%	0.69%	0.28%	0.17%	12.11%	0.03%
Corporate Bonds	D	1.95%	15.89%	0.00%	21.78%	27.36%	0.82%	25.75%	21.12%
Pooled	E	25.08%	21.22%	46.25%	12.21%	23.38%	14.66%	7.29%	6.28%
Other	F	5.85%	4.52%	0.56%	0.65%	0.00%	0.43%	0.00%	0.92%



Total investment allocation by each Institution, as of June 30, 2015.

3 Year Comparison of All Fund Investments

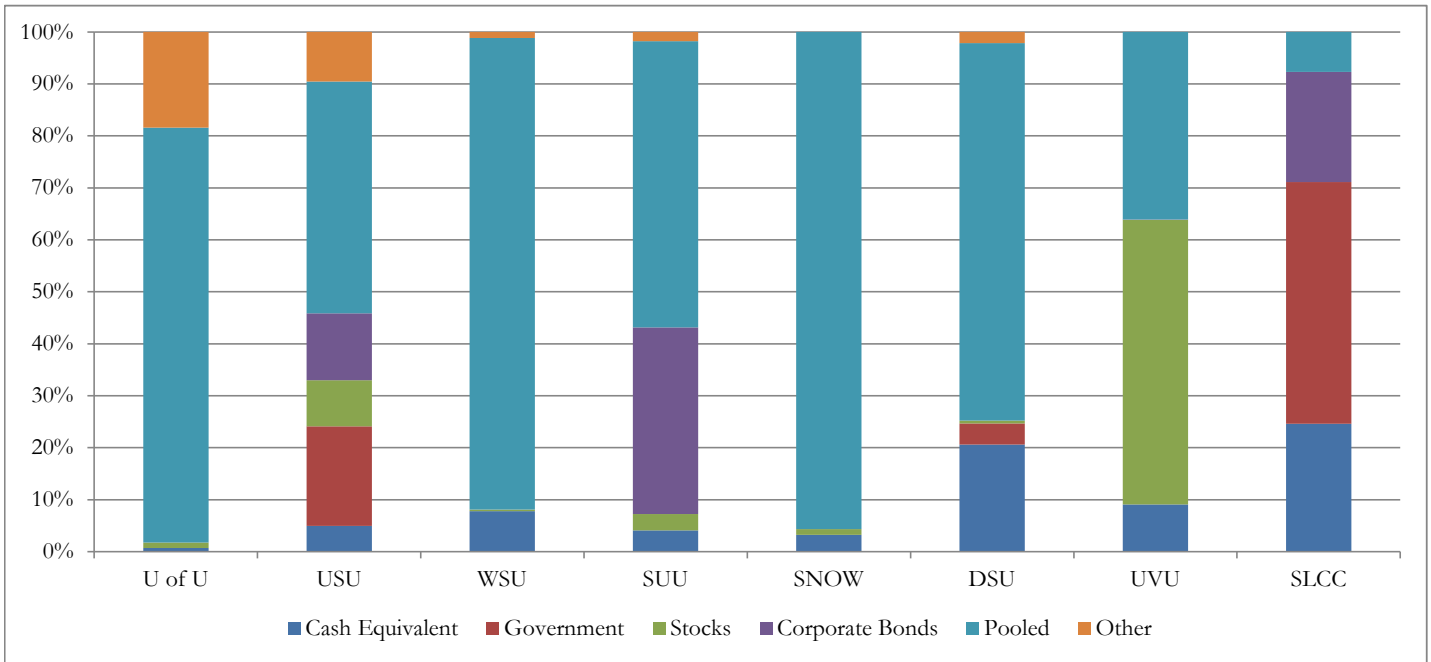
Fiscal Year	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
2013	\$2,240,501,558	\$422,597,007	\$223,170,316	\$72,756,488	\$24,496,566	\$32,184,385	\$164,018,161	\$111,988,861
2014	\$2,545,034,680	\$509,842,614	\$232,592,681	\$88,984,557	\$23,122,032	\$33,786,167	\$133,041,637	\$123,847,089
2015	\$2,859,459,437	\$546,753,230	\$236,918,384	\$100,292,070	\$25,550,512	\$58,654,708	\$167,209,635	\$130,853,504



Summary of all funds invested by each Institution over the previous three years. Data shows the trends that the Institutions are seeing in the value of their respective investments. In an attempt to present all Institutions at the appropriate visual scale, the University of Utah is displayed separately.

Endowment Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	0.69%	4.98%	7.76%	4.09%	3.23%	20.61%	9.06%	24.64%
Government	B	0.00%	19.13%	0.00%	0.00%	0.00%	4.05%	0.00%	46.51%
Stocks	C	1.09%	8.89%	0.35%	3.12%	1.12%	0.58%	54.77%	0.00%
Corporate Bonds	D	0.00%	12.87%	0.00%	35.94%	0.00%	0.00%	0.06%	21.15%
Pooled	E	79.80%	44.62%	90.75%	55.08%	95.65%	72.62%	36.11%	7.70%
Other	F	18.42%	9.51%	1.14%	1.77%	0.00%	2.14%	0.00%	0.00%



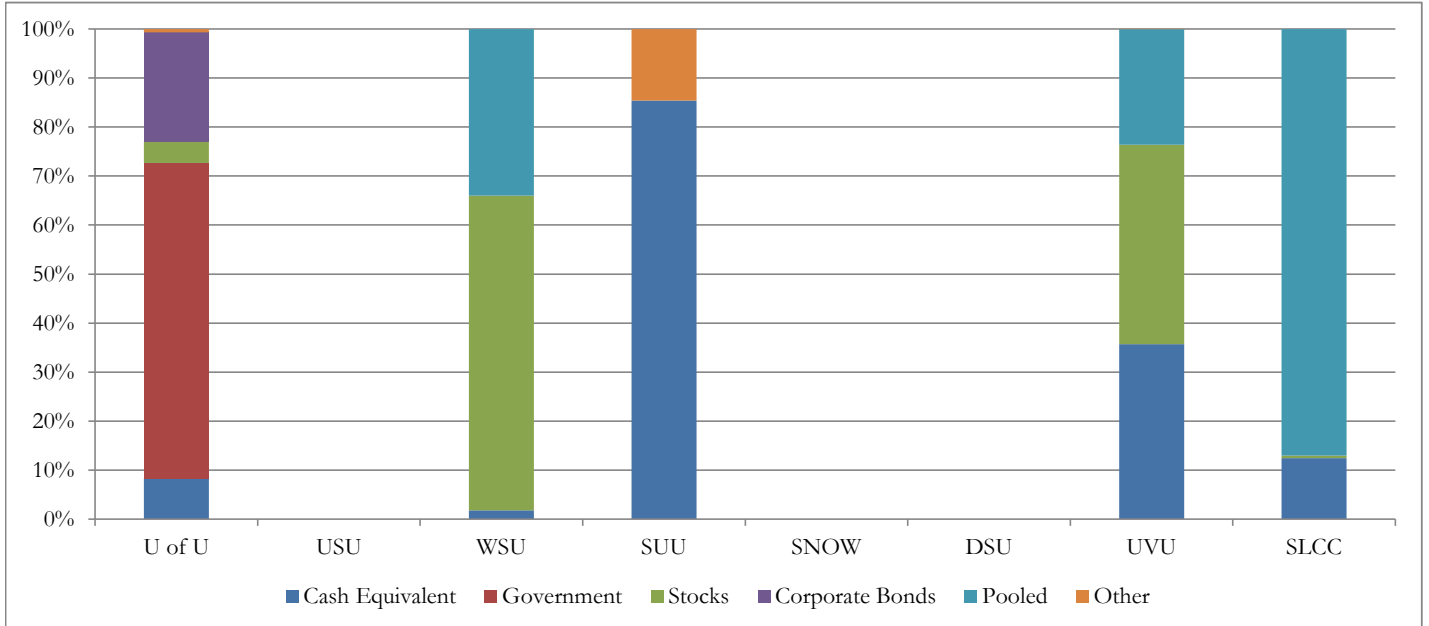
Investment allocation of endowment funds by category, as of June 30, 2015.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$2,438,032	\$2,505,810	\$633,070	\$367,339	\$201,902	\$1,898,109	\$356,643	27,250.00
Repurchase Agreements	A	-	-	-	-	-	-	-	-
Certificates of Deposit	A	-	\$3,353,091	-	\$26,335	-	\$0	\$566,889	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PTIF Accounts	A	\$3,720,189	\$7,090,813	\$8,376,606	\$516,237	-	\$528,914	-	\$1,583,526
Obligations of US Government	B	-	\$43,112,797	-	-	-	\$477,397	-	2,930,602.00
Obligations of State/Local Government	B	-	\$6,638,813	-	-	-	-	-	110,120.00
Stocks	C	\$9,799,667	\$23,123,652	\$409,700	\$693,008	\$70,188	\$68,777	\$5,585,323	-
Corporate Bonds	D	-	\$33,476,554	-	\$7,990,868	-	-	\$5,974	1,383,049.00
Mutual Funds	E	\$714,887,619	\$93,753,593	-	\$12,246,981	\$5,974,186	\$8,550,701	\$3,682,392	\$503,832
Commonfund Accounts	E	\$2,343,362	\$22,291,924	\$105,387,196	-	-	-	-	-
Alternative	F	\$165,572,293	\$24,723,275	-	\$393,750	-	\$251,548	-	-
Other	F	-	-	\$1,327,400	-	-	-	\$64	-
Total		\$898,761,162	\$260,070,322	\$116,133,972	\$22,234,518	\$6,246,276	\$11,775,446	\$10,197,285	\$6,538,379
Percent of Total		67.48%	19.53%	8.72%	1.67%	0.47%	0.88%	0.77%	0.49%
USHE Total		\$1,331,957,360							

Schedule of total endowment funds invested by each Institution, as of June 30, 2015. Endowment funds are invested according to policy guidelines of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and Regents Policy R541. Endowment investments by Institution are shown at the sub-category level, which roll up into the six categories in above.

Foundation Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	8.32%	0.00%	1.81%	85.41%	0.00%	0.00%	35.71%	12.46%
Government	B	64.34%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Stocks	C	4.35%	0.00%	64.22%	0.00%	0.00%	0.00%	40.67%	0.49%
Corporate Bonds	D	22.32%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Pooled	E	0.00%	0.00%	33.97%	0.00%	0.00%	0.00%	23.60%	87.05%
Other	F	0.68%	0.00%	0.00%	14.60%	0.00%	0.00%	0.02%	0.00%



Investment allocation of foundation funds by Institution, as of June 30, 2015.

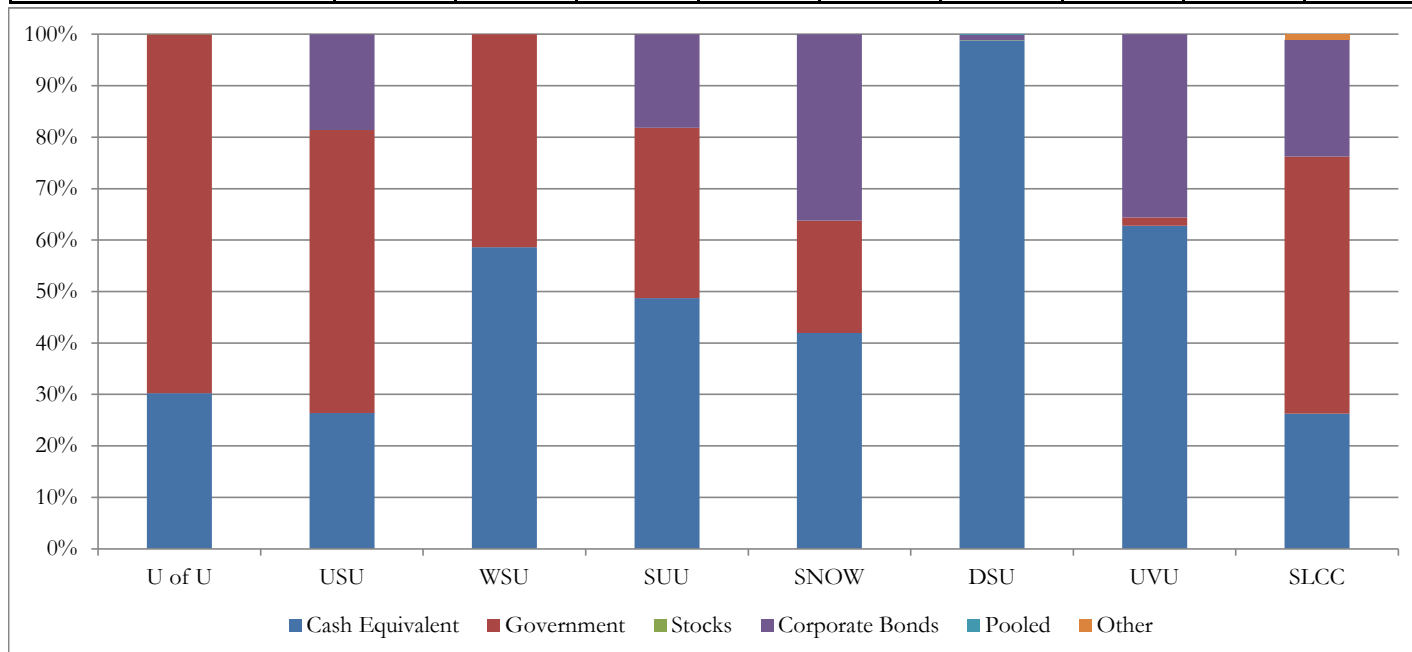
Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	\$2,202,328	-	\$79,734	\$1,503,876	-	-	\$667,804	\$1,104,032
Repurchase Agreements	A	-	-	-	-	-	-	-	-
Certificates of Deposit	A	\$18,626,642	-	-	-	-	-	-	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PTIF Accounts	A	-	-	\$143,054	-	-	-	\$12,199,944	-
Obligations of US Government	B	\$160,652,036	-	-	-	-	-	-	-
Obligations of State/Local Government	B	\$450,369	-	-	-	-	-	-	-
Stocks	C	\$10,879,969	-	\$7,905,250	-	-	-	\$14,655,623	\$43,261
Corporate Bonds	D	\$55,883,041	-	-	-	-	-	-	-
Mutual Funds	E	-	-	-	-	-	-	\$8,502,544	\$7,712,288
Commonfund Accounts	E	-	-	\$4,181,361	-	-	-	-	-
Alternative	F	\$1,710,000	-	-	-	-	-	-	-
Other	F	-	-	-	\$257,000	-	-	\$6,156	-
Total		\$250,404,385	\$0	\$12,309,399	\$1,760,876	\$0	\$0	\$36,032,071	\$8,859,581
Percent of Total		80.94%	0.00%	3.98%	0.57%	0.00%	0.00%	11.65%	2.86%
USHE Total		\$309,366,312							

Schedule of total foundation funds invested by each Institution, as of June 30, 2015. Foundation investments are approved by the Foundation's Board of Trustees, which operates under the requirements of nonprofit 501(c)(3) foundations. Foundation investments are shown at the sub-category level, which roll up into the six categories in above. The following should be noted:

- Foundation information for USU is reported as part of their financial statements.
- Snow College does not have a Foundation. ▪ DSU's Foundation is not part of the Institution.
- UVU's Foundation is separate from the Institution, but is reported here as a courtesy.

Other Investments

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Cash Equivalent	A	30.23%	26.37%	58.61%	48.71%	41.97%	98.82%	62.76%	26.25%
Government	B	69.71%	55.00%	41.39%	33.13%	21.82%	0.00%	1.66%	49.98%
Stocks	C	0.06%	0.00%	0.00%	0.00%	0.00%	0.06%	0.00%	0.00%
Corporate Bonds	D	0.00%	18.63%	0.00%	18.16%	36.21%	1.02%	35.58%	22.73%
Pooled	E	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%
Other	F	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.04%



Investment allocation of other funds (not endowment or foundation) by Institution, as of June 30, 2015.

Category of Investment	Class	U of U	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
Saving/Checking/Money Mkt Accounts	A	149,275,937	18,873,947	3,951,373	14,871,488	492,759	26,016,053	8,701,388	249,085
Repurchase Agreements	A	62,900,000	4,022,698	-	-	-	-	-	-
Certificates of Deposit	A	-	59,530	21,440,911	983,718	210,145	-	-	-
Commercial Paper	A	-	-	-	-	-	-	-	-
Utah PTIF Accounts	A	304,875,440	52,636,584	38,187,440	21,311,551	7,398,767	20,306,092	67,221,916	30,052,227
Obligations of US Government	B	1,188,411,689	138,765,216	44,895,289	25,276,428	2,294,438	-	-	55,616,534
Obligations of State/Local Government	B	3,751,584	18,906,136	-	-	1,917,853	-	2,008,841	2,089,848
Stocks	C	1,079,240	-	-	-	-	28,379	-	-
Corporate Bonds	D	-	53,418,797	-	13,853,491	6,989,864	479,868	43,048,134	26,247,298
Mutual Funds	E	-	-	-	-	-	48,870	-	-
Commonfund Accounts	E	-	-	-	-	-	-	-	-
Alternative	F	-	-	-	-	-	-	-	1,200,552
Other	F	-	-	-	-	410	-	-	-
Total		1,710,293,890	286,682,908	108,475,013	76,296,676	19,304,236	46,879,262	120,980,279	115,455,544
Percent of Total		68.84%	11.54%	4.37%	3.07%	0.78%	1.89%	4.87%	4.65%
USHE Total		2,484,367,808							

Schedule of total other investments by each Institution, as of June 30, 2015. The guidelines and requirements for these investments follow Utah Code 51-7- Utah Money Management Act. These funds are required to be invested in a qualified depository. Amounts are shown at the sub-category level, which roll up into the six categories listed in above.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Debt Ratio Analysis

Issue

Regent Policy R588, *Delegation of Debt Policy to Boards of Trustees*, requires that USHE institutions provide an annual informational debt report to the State Board of Regents. This report is typically shared with Regents at the March Board meeting and is presented via debt ratio analysis. Using the most recent audited financial statements, the Commissioner's staff, in consultation with institutional controllers, budget officers, and chief financial officers, has prepared the annual report for Regent review.

Background

The debt ratio analysis report highlights, by institution, three common ratios - viability, leverage, and debt burden – for each of the last five years. These ratios were chosen using the publication "Ratio Analysis in Higher Education: New Insights for Leaders of Public Higher Education" 5th edition. Definitions and a summary of recommended industry standards for each ratio is shown below and included in the attachments. When viewed together, the ratios help demonstrate the general health of debt practices at USHE institutions.

Viability Ratio: measures how many times an institution can cover their entire long-term debt obligation using the total expendable net assets. A ratio of 1:1 or greater indicates that an institution has sufficient expendable net assets to satisfy debt obligations. As the ratio falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio: measures the number of times that an institution's long-term debt can be covered using available net assets. A ratio of 2:1 or greater is recommended. Were this ratio to fall below 2:1, the concern would be that the institution might have difficulty maintaining its loan repayments should long-term economic conditions impacting the institution deteriorate.

Debt Burden Ratio: measures an institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. Industry standards recommend 7% as the upper threshold for a healthy institution. The higher the ratio, the fewer resources are available for other

operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage, whereas a rising trend signifies an increasing demand on financial resources to pay back debt.

Commissioner's staff is highlighting a couple items of note for Regent review in this year's report.

- Snow College's viability ratio is currently <1 . This is due to the implementation accounting standard GASB 68 in the fiscal year 2015. The implementation of this standard required that Snow record a non-cash transaction (related to the Utah Retirement System (URS) liability), in its financial statements. This transaction resulted in an increase in long-term debt and a decrease in expendable (unrestricted) net assets for the college. Had the college not implemented the GASB 68 standard, the college would have seen a slight decrease in its long-term debt and an increase in its expendable (unrestricted) net assets and the resulting viability ratio would have been 1.06. Regents will want to monitor the viability ratio for the college in future years until it returns to a 1.0 or greater value.
- Dixie State University's (DSU) viability ratio is <1 . This is due to timing of when certain transactions were recorded. In June 2015 at the end of the fiscal year, DSU issued a general revenue bond in the amount of \$21,315,000, increasing the liability for long-term debt for the 2015 fiscal year. However, the bond revenue, which would have offset the debt, was held in an escrow account and was not included in the year end financials. This resulted in an effect of disproportional long-term debt to expendable (unrestricted) net assets and a viability ratio of <1 . When calculating the ratio without the new bond debt, the viability ratio would have been 2.66, well above the recommended threshold. Regents should expect to see DSU's viability ratio increase in future year's reports.

Commissioner's Recommendation

This is an informational item and no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS/MWM
Attachments

Debt Ratio Analysis

Viability Ratio	FY11	FY12	FY13	FY14	FY15
University of Utah	2.78	2.41	2.79	2.22	2.10
Utah State University	2.12	2.57	2.94	2.58	2.66
Weber State University	3.05	2.20	2.27	2.50	2.36
Southern Utah University	1.50	1.73	2.51	3.97	3.82
Snow College	1.04	1.00	1.01	0.94	0.72
Dixie State University	2.37	2.18	2.32	3.16	0.67
Utah Valley University	4.47	1.12	1.25	1.18	1.27
Salt Lake Community College	16.16	9.82	11.54	13.73	17.91

Viability Ratio measures how many times an Institution can cover their entire long-term debt obligation using their total Expendable Net Assets. A ratio of 1:1 or greater indicates that an Institution has sufficient expendable net assets to satisfy debt obligations. This ratio should be considered along with the Leverage Ratio.

Leverage Ratio	FY11	FY12	FY13	FY14	FY15
University of Utah	5.06	5.27	4.55	4.05	3.77
Utah State University	5.53	7.74	8.27	6.35	6.84
Weber State University	6.48	5.00	5.72	6.14	6.32
Southern Utah University	6.36	6.46	8.18	9.42	8.79
Snow College	5.74	5.62	5.57	5.46	4.49
Dixie State University	10.56	13.60	14.82	21.99	6.18
Utah Valley University	16.05	4.60	4.84	4.80	5.70
Salt Lake Community College	40.85	21.72	36.62	49.22	66.00

Leverage Ratio measures the number of times that an Institution's Long-Term Debt can be covered using available (unrestricted) Net Assets. Industry standard indicates the Institution should have a 2:1 ratio. Available Net Assets are defined as all Net Assets - Nonexpendable Net Assets. This ratio should be considered along with the Viability Ratio.

Debt Burden Ratio	FY11	FY12	FY13	FY14	FY15
University of Utah	3.0%	2.0%	2.6%	6.5%	6.0%
Utah State University	1.5%	1.4%	4.3%	3.6%	2.2%
Weber State University	1.4%	1.4%	1.6%	2.2%	2.0%
Southern Utah University	2.9%	2.7%	1.7%	1.6%	3.5%
Snow College	0.3%	1.5%	3.2%	3.4%	2.8%
Dixie State University	1.2%	0.9%	1.5%	1.4%	2.7%
Utah Valley University	1.2%	1.0%	1.9%	2.4%	1.7%
Salt Lake Community College	0.7%	0.7%	0.8%	0.6%	0.6%

Debt Burden Ratio measures an Institution's dependence on borrowed funds to finance its operation, by measuring the relative cost of borrowing to overall expenditures. The industry has established 7.0% as the upper threshold for a healthy institution. Debt Service is defined as Interest Expense + Principal Payments. Total Expenditure is defined as Total Expenses - Depreciation Expense + Principal Payments.

Industry Standards & Formulas

$$1:1$$

$$\frac{\text{Expendable Net Assets}}{\text{Long-Term Debt}}$$

$$2:1$$

$$\frac{\text{Available Net Assets}}{\text{Long-Term Debt}}$$

$$< 7.0\%$$

$$\frac{\text{Debt Service}}{\text{Total Expenditure}}$$

Source: Excerpts from "Ratio Analysis in Higher Education," 4th Edition (Prager & Co., LLC)

Debt Ratio Analysis - Industry Standard Rationale

Utah System of Higher Education

Viability Ratio (1:1)

Although a ratio of 1:1 or greater indicates that, as of the balance sheet date, an institution has sufficient expendable net assets to satisfy debt obligations, this value should not serve as an objective since most institutions would find this relationship unacceptable. However, the level that is "right" is institution-specific. The institution should develop a target for this ratio and other ratios that balances its financial, operating, and programmatic objectives.

There is no absolute threshold that will indicate whether the institution is no longer financially viable. However, the Viability Ratio can help define an institution's "margin for error." As the Viability Ratio's value falls below 1:1, the institution's ability to respond to adverse conditions from internal resources diminishes, as does its ability to attract capital from external sources and its flexibility to fund new objectives.

Leverage Ratio (2:1)*

This ratio is similar to a debt-to-equity ratio. It is different from the Viability Ratio because net investment in plant is included as part of the numerator. The numerator includes all net assets less nonexpendable net assets, plus the FASB component unit unrestricted and temporarily restricted net assets. The denominator includes all long-term debt of the institution and its component units.

Indications are that the threshold for this ratio should be above 1:1 for most institutions. How much above 1:1 is an institution-specific question. The lower this ratio becomes, concern increases that the institution might have difficulty maintaining its loan repayments should long-term economic conditions impacting the institution deteriorate. In fact, many financially sound public institutions operate effectively with a ratio less than 1:1.

Debt Burden Ratio (< 7%)

Investment bankers have identified an upper threshold for this ratio at 7 percent, meaning that current principal and interest expense should not be greater than 7 percent of total expenditures, a generally accepted threshold. Since debt service is a legal claim on resources, the higher the ratio the fewer the resources available for other operational needs. A level trend or a decreasing trend indicates that debt service has sufficient coverage without impinging further on financial resources required to support other functional areas. On the other hand, a rising trend in this ratio usually signifies an increasing demand on financial resources to pay back debt.

March 23, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: 2016 Legislative Session Report and Budget Update

Issue

The Commissioner's staff has prepared a summary of the legislative outcomes from the 2016 General Session associated with the Utah System of Higher Education (USHE) operating and capital development budgets for Regent review.

Background

Budget

The Legislature appropriated new ongoing tax funds of \$36.5 million (4.3%) and a one-time increase of \$8.1 million (1.0%) for fiscal year 2016-17. Major components of this year's increase include: compensation and health insurance totaling \$23.3 million, Regents' Scholarship of \$8.8 million, Performance Based Funding of \$5 million, and Market Demand Programs of \$5 million.

Other budget-related items include intent language in House Bill 2 that authorizes institutions to purchase new vehicles for their motor pool as requested, and intent language for the State Board of Regents as follows:

"The Legislature intends that the State Board of Regents, when allocating Performance Funding, utilize awards per FTE student as the output metric for institutional efficiency (53B-7-101(4)(b)(iv)) rather than 150 percent graduation rate for first-time full-time students. This change will be effective beginning July 1, 2016."

Capital Development

USHE received a total of \$106.9 million in new funds for state funded capital development. Projects approved were:

- | | | |
|--------|---|---------|
| • SLCC | Career & Technical Education Center at Westpointe | \$42.6m |
| • USU | Biological Science Building | \$28m |
| • USU | Botanical Center Extension | \$1.2m |
| • UVU | Performing Arts Building | \$22m |
| • SUU | Business Building | \$8m |
| • SNOW | Science Building | \$4.7m |
| • SNOW | Richfield Land Acquisition | \$400k |

The Legislature also approved three capital development projects funded entirely with donations and/or bonding (non-state funded) for \$82 million. Projects approved were:

- UU Eccles School of Business Executive Education Building \$50m
- USU Student Apartment Building Complex \$20m
- USU Space Dynamics Laboratory Phase II \$12m

No operation and maintenance funding was requested of the Legislature for the three non-state funded projects. The legislature approved intent language that Weber State University (Social Science Building) and University of Utah (Medical Education and Discovery Building) proceed with planning and design using donations and institutional funds for the state funded capital development projects that were not funded this year.

The attached documents detail the USHE budget and capital development outcomes of the 2016 General Session:

- Final Legislative Report
- Summary of Appropriations, 2016 General Session (Tax Funds Only)
- Legislative Action on Capital Facilities
- 2016-17 Tax Fund Appropriations by Institution
- Comparison of New Appropriated Ongoing Operating Budgets
- 2016-17 Appropriations Detail (5 pages)
- Operating Budget Comparison

Commissioner's Recommendation

This item is an information item only and no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

Summary of Appropriations, 2016 General Session (Tax Funds Only)

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

	<u>Appropriations</u>	<u>% Change From Base</u>
2016-17 Beginning On-going Appropriations Base Budget	\$845,439,000	
<hr style="border-top: 1px dashed black;"/>		
2016-17 On-going Adjustments		
Program Increases ⁽¹⁾	36,525,300	4.3%
Subtotal - On-going Adjustments	<u>\$36,525,300</u>	<u>4.3%</u>
2016-17 On-going Budget	\$881,964,300	4.3%
2016-17 One-time Adjustments		
Program Increases ⁽²⁾	8,052,000	1.0%
Subtotal - One-time Adjustments	<u>\$8,052,000</u>	<u>1.0%</u>
2016-17 Appropriation (Base plus 2016-17 Adjustments)	<u>\$890,016,300</u>	<u>5.3%</u>

(1) Program Increases - Ongoing

SB8: Compensation	15,962,200
SB8: Health Insurance	7,363,100
HB2: Market Demand Programs	5,000,000
HB2: Capital Development O&M	3,539,200
HB2: UU & DSU Healthcare Partnership	1,500,000
HB2: WSU Student Athlete Graduation Improvement	1,300,000
HB2: USU Water Conservation and Research	950,000
SB152: UU Accelerated Foreign Language Course	300,000
SB118: USU Uintah Basin Air Quality Research	250,000
HB3: UU Reading Clinic	116,000
HB2: USU Assistive Technology Satellite Lab	100,000
HB2: USU State Sensitive Species Botanist	90,000
HB3: WSU American Legion Boy's State & Girl's State	50,000
SB8: AG Compensation Allocation	4,800

Total Program Increases - Ongoing \$36,525,300

(2) Program Increases - One-Time

HB2: Regents Scholarship	8,800,000
HB2: Performance Based	5,000,000
HB2: UU Huntsman Cancer Institute	1,200,000
HB3: SLCC Credit Education for Prisoners	200,000
HB3: UU Natural History Museum of Utah	200,000
HB2: DSU Washington County Tech Pipeline	150,000
HB2: SUU K-16 Tech Pipeline	150,000
HB3: UU Reading Clinic	54,000
HB3: SUU Utah Shakespeare Festival	25,000
SB8: AG Compensation Allocation	900
HB2: Capital Development O&M	(7,727,900)

Total Program Increases - One-Time 8,052,000

**Utah System of Higher Education
2016 General Session Legislative Action on Capital Facilities (2016-17)**

State-Funded Capital Improvements	General Fund	Education Fund	Total
State-Funded Capital Improvements (S.B. 6 and H.B. 2)*	\$ 58,909,200	\$ 58,909,100	\$ 117,818,300
Total - State-Funded Capital Improvements			\$ 117,818,300

*Capital Improvement Funds are appropriated to the State Building Board to allocate for requested projects. USHE typically receives 55-60 percent.

State-Funded Capital Projects				
Bill	Project	Cash	GO Bond	State O&M
H.B. 2	SLCC - Career & Technical Education Center at Westpointe	\$ 42,590,500		\$ 1,080,500
H.B. 2	UVU - Performing Arts Building	22,000,000	*	1,168,000
H.B. 2	SUU - New Business Building and Repurpose Existing Bldg	8,000,000		349,000
H.B. 2	USU - Biological Sciences Building	28,000,000	*	941,700
H.B. 2	Snow - New Science Building	4,724,600		-
H.B. 2	USU - Extension Botanical Center	1,200,000		-
H.B. 3	Snow - Richfield Land Acquisition	400,000		-
Total - State-Funded Capital Development Projects		\$ 106,915,100	\$ -	\$ 3,539,200

*Ongoing funds of \$10 million for each project will be available next year (2017-18) to complete the projects.

Other Funds Projects				
Bill	Project	Funding Source	Amount	State O&M
H.B. 9	UU - Eccles School of Business Executive Education Bldg	Donations/Bonding	\$ 50,000,000	\$ -
H.B. 9	USU - Purchase of a Student Apartment Building Complex	Housing/Bonding	20,000,000	-
H.B. 9	USU - Space Dynamics Laboratory Phase II	Research/Bonding	12,000,000	-
Total - Other Funds Projects			\$ 82,000,000	\$ -

2016-17 Tax Fund Appropriations by Institution

(a)	(b)		(c)		(d)		(e)
2016-17 Beginning On- Going Budget	2016-17 Ongoing Changes**		2016-17 One-time Changes ***		2016-17 Total Changes		2016-17 Operating Budget
Amount	Amount	% Change	Amount	% Change	Amount	% Change	Amount

Institutions

University of Utah	\$272,006,700	\$14,206,300	5.2%	(\$1,666,100)	-0.6%	\$12,540,200	4.6%	\$284,546,900
Utah State University	188,093,100	9,328,500	5.0%	(1,687,400)	-0.9%	\$7,641,100	4.1%	195,734,200
Weber State University	76,012,800	4,627,300	6.1%	0	0.0%	\$4,627,300	6.1%	80,640,100
Southern Utah University	33,770,400	1,762,700	5.2%	(174,000)	-0.5%	\$1,588,700	4.7%	35,359,100
Snow College	22,189,400	807,500	3.6%	(322,000)	-1.5%	\$485,500	2.2%	22,674,900
Dixie State University	31,832,100	1,338,400	4.2%	150,000	0.5%	\$1,488,400	4.7%	33,320,500
Utah Valley University	96,568,200	5,661,400	5.9%	(1,168,000)	-1.2%	\$4,493,400	4.7%	101,061,600
Salt Lake Community College	89,339,600	4,183,200	4.7%	(880,500)	-1.0%	\$3,302,700	3.7%	92,642,300
SBR Statewide Programs & Adm*	35,626,700	(5,390,000)	-15.1%	13,800,000	38.7%	\$8,410,000	23.6%	44,036,700
Subtotal	\$845,439,000	\$36,525,300	4.3%	\$8,052,000	1.0%	\$44,577,300	5.3%	\$890,016,300

Notes:

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

**Refer to 2016-17 appropriation detail regarding on-going budget changes

***Refer to 2016-17 appropriation detail regarding one-time budget changes

Comparison of New Appropriated Ongoing Operating Budgets Recommendations and Appropriations for Recent Years ⁽¹⁾

	INCREASE FROM PREVIOUS YEAR TOTAL EXPENDITURES		INCREASE FROM PREVIOUS YEAR STATE TAX FUNDS		USHE Share of State Tax Funds ⁽²⁾
2006-07					
Regents' Request	\$80,440,700	8.3%	\$69,149,700	11.1%	
Gov. Huntsman's Recommendation	\$73,423,700	7.6%	\$52,354,300	8.4%	
Final Appropriation	\$42,184,500	4.3%	\$31,439,300	5.0%	13.9%
2007-08					
Regents' Request	\$88,674,800	8.7%	\$77,471,200	11.9%	
Gov. Huntsman's Recommendation	\$80,668,700	7.9%	\$61,454,600	9.5%	
Final Appropriation	\$93,324,200	9.1%	\$82,120,600	12.6%	12.9%
2008-09					
Regents' Request	\$102,285,200	9.1%	\$94,432,700	12.9%	
Gov. Huntsman's Recommendation	\$74,278,800	6.6%	\$61,762,900	8.4%	
Final Appropriation	\$42,674,900	3.8%	\$34,822,400	4.8%	14.2%
2009-10					
Regents' Request	\$37,488,600	3.4%	\$37,488,600	5.5%	
Gov. Huntsman's Recommendation	(\$75,792,000)	-6.8%	(\$75,792,000)	-11.1%	
Final Appropriation	(\$126,348,200)	-11.4%	(\$126,348,200)	-18.5%	14.2%
2010-11					
Regents' Request	\$61,478,900	5.6%	\$61,478,900	9.6%	
Gov. Herbert's Recommendation	\$3,953,900	0.4%	\$3,953,900	0.6%	
Final Appropriation	\$33,393,200	3.0%	\$33,393,200	5.2%	13.5%
2011-12					
Regents' Request	\$39,950,100	3.4%	\$39,950,100	5.9%	
Gov. Herbert's Recommendation	(\$289,100)	0.0%	(\$289,100)	0.0%	
Final Appropriation	(\$12,713,600)	-1.1%	(\$12,713,600)	-1.9%	12.8%
2012-13					
Regents' Request	\$61,939,900	4.9%	\$61,939,900	9.4%	
Gov. Herbert's Recommendation	\$16,064,700	1.3%	\$16,064,700	2.4%	
Final Appropriation	\$21,348,600	1.7%	\$21,348,600	3.2%	12.3%
2013-14					
Regents' Request	\$70,681,300	5.4%	\$70,681,300	10.4%	
Gov. Herbert's Recommendation	\$44,885,300	3.5%	\$44,885,300	6.6%	
Final Appropriation	\$41,012,300	3.2%	\$41,012,300	6.0%	12.4%
2014-15					
Regents' Request	\$141,083,900	10.1%	\$141,083,900	19.5%	
Gov. Herbert's Recommendation	\$39,075,900	2.8%	\$39,075,900	5.4%	
Final Appropriation	\$81,539,800	5.9%	\$81,539,800	11.3%	12.8%
2015-16					
Regents' Request	\$78,396,100	5.2%	\$78,396,100	9.7%	
Gov. Herbert's Recommendation	\$47,094,600	3.1%	\$47,094,600	5.9%	
Final Appropriation	\$39,700,200	2.6%	\$39,700,200	4.9%	12.4%
2016-17					
Regents' Request	\$76,207,500	4.8%	\$76,207,500	9.0%	
Gov. Herbert's Recommendation	\$48,596,100	3.1%	\$48,596,100	5.7%	
Final Appropriation	\$36,525,300	2.3%	\$36,525,300	4.3%	

(1) Includes ongoing requests, recommendations and appropriations of USHE institutions and Board of Regents line items.

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

2016-17 Appropriations Detail (including 2015-16 Supplementals)

March, 2016

Utah System of Higher Education Total

USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
------------	--------------------	-----------------------	------------------------	--------------------------	--------------	------------------------	------------------------	-----------------------------	-------------------------

2015-16 Appropriated Budget (Includes Ongoing, One-time, and Specific Appropriations -- Ties to Legislative Appropriations Acts)

Instit Total Expenditures	1,608,685,500	565,896,200	328,178,600	147,111,000	72,573,600	32,650,600	59,663,700	204,001,500	151,744,000	46,866,300
Tax Fund Expenditures	850,982,500	268,694,800	186,840,700	75,422,600	34,050,400	21,867,400	32,112,100	96,568,200	89,339,600	46,086,700
General Fund	269,179,000	(8,200,100)	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,192,600
Education Fund	581,803,500	276,894,900	77,691,700	12,607,200	22,524,200	18,967,800	29,716,500	38,535,500	74,971,600	29,894,100
Dedicated Credits	741,584,300	287,250,900	135,472,800	71,688,400	38,523,200	10,783,200	27,551,600	107,433,300	62,404,400	476,500
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Subtotal										
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,367,500	1,150,500	217,000	0	0	0	0	0	0	0

2015-16 Adjustments to Appropriated Budget (including Dedicated Credits, Allocation of State Funds, and Budget Reductions, and Supplemental Appropriations)

Adjustments										
Tuition Work Program Revision	(24,503,000)	(17,645,000)	(1,270,800)	(1,905,300)	(2,530,200)	743,900	(1,293,100)	267,500	(893,500)	23,500
O&M	(285,000)	0	(285,000)	0	0	0	0	0	0	0
Financing										
Education Fund	(285,000)	0	(285,000)	0	0	0	0	0	0	0
Dedicated Credits	(24,503,000)	(17,645,000)	(1,270,800)	(1,905,300)	(2,530,200)	743,900	(1,293,100)	267,500	(893,500)	23,500

2015-16 Revised Authorized Budget (Includes Ongoing, One-time, Supplementals, Allocations, and Dedicated Credit Adjustments) TAX FUNDS TIE TO A-1 ACTUALS

Total Expenditures	1,583,897,500	548,251,200	326,622,800	145,205,700	70,043,400	33,394,500	58,370,600	204,269,000	150,850,500	46,889,800
Tax Fund Expenditures	850,697,500	268,694,800	186,555,700	75,422,600	34,050,400	21,867,400	32,112,100	96,568,200	89,339,600	46,086,700
General Fund	269,179,000	(8,200,100)	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,192,600
Education Fund	581,518,500	276,894,900	77,406,700	12,607,200	22,524,200	18,967,800	29,716,500	38,535,500	74,971,600	29,894,100
Dedicated Credits	717,081,300	269,605,900	134,202,000	69,783,100	35,993,000	11,527,100	26,258,500	107,700,800	61,510,900	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,367,500	1,150,500	217,000	0	0	0	0	0	0	0
Tax Funds % Change from Ongoing Base	0.0%	0.0%	-0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Back out 2015-16 One-time Appropriations from Base

Total Expenditures	(5,258,500)	3,311,900	1,537,400	590,200	(280,000)	322,000	(280,000)	0	0	(10,460,000)
General Fund	(380,000)	(320,000)	0	0	0	0	0	0	0	(60,000)
Education Fund	(4,878,500)	3,631,900	1,537,400	590,200	(280,000)	322,000	(280,000)	0	0	(10,400,000)

2016-17 Appropriations Detail (including 2015-16 Supplementals)

March, 2016

Utah System of Higher Education Total

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
2016-17 Beginning Base Budget (2015-16 Appropriated less 2015-16 One-time)										
Total Expenditures	1,578,639,000	551,563,100	328,160,200	145,795,900	69,763,400	33,716,500	58,090,600	204,269,000	150,850,500	36,429,800
Tax Fund Expenditures	845,439,000	272,006,700	188,093,100	76,012,800	33,770,400	22,189,400	31,832,100	96,568,200	89,339,600	35,626,700
General Fund	268,799,000	(8,520,100)	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,132,600
Education Fund	576,640,000	280,526,800	78,944,100	13,197,400	22,244,200	19,289,800	29,436,500	38,535,500	74,971,600	19,494,100
Dedicated Credits	717,081,300	269,605,900	134,202,000	69,783,100	35,993,000	11,527,100	26,258,500	107,700,800	61,510,900	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,367,500	1,150,500	217,000	0	0	0	0	0	0	0

2016-17 Ongoing Base Corrections, Transfers, and Adjustments

Total Expenditures	0	0	0	0	0	0	0	0	0	0
Adjustments	0	0	0	0	0	0	0	0	0	0
Balance Between Funds	0	0	0	0	0	0	0	0	0	0
Financing										
General Fund	105,400,000	105,400,000	0	0	0	0	0	0	0	0
Education Fund	(105,400,000)	(105,400,000)	0	0	0	0	0	0	0	0

2016-17 Adjusted Beginning Base Budget

Total Expenditures	1,578,639,000	551,563,100	328,160,200	145,795,900	69,763,400	33,716,500	58,090,600	204,269,000	150,850,500	36,429,800
Tax Fund Expenditures	845,439,000	272,006,700	188,093,100	76,012,800	33,770,400	22,189,400	31,832,100	96,568,200	89,339,600	35,626,700
General Fund	374,199,000	96,879,900	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,132,600
Education Fund	471,240,000	175,126,800	78,944,100	13,197,400	22,244,200	19,289,800	29,436,500	38,535,500	74,971,600	19,494,100
Dedicated Credits	717,081,300	269,605,900	134,202,000	69,783,100	35,993,000	11,527,100	26,258,500	107,700,800	61,510,900	500,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,367,500	1,150,500	217,000	0	0	0	0	0	0	0

2016-17 Ongoing Base Adjustments

Total Expenditures	0	2,352,900	929,000	691,600	120,800	168,900	277,300	638,300	321,200	(5,500,000)
Tax Fund Expenditures	0	2,352,900	929,000	691,600	120,800	168,900	277,300	638,300	321,200	(5,500,000)
Adjustments										
HB2: Reallocations - Performance Based	0	552,900	414,000	251,600	95,800	55,900	102,300	263,300	264,200	(2,000,000)
HB2: Reallocations - Institutional	0	0	0	0	0	0	0	0	0	0
HB2: Reallocations - Engineering & Computer Scie	0	1,800,000	515,000	440,000	25,000	113,000	175,000	375,000	57,000	(3,500,000)
Financing										
General Fund	0	0	0	0	0	0	0	0	0	0
Education Fund	0	2,352,900	929,000	691,600	120,800	168,900	277,300	638,300	321,200	(5,500,000)

2016-17 Appropriations Detail (including 2015-16 Supplementals)

March, 2016

Utah System of Higher Education Total

2016-17 Ongoing Increases

	USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
SB8: Compensation	30,647,800	10,742,800	6,246,400	2,863,400	1,478,700	686,600	1,183,300	4,367,100	2,969,500	110,000
Tax Fund Expenditures	23,322,600	8,129,900	4,867,800	2,149,800	1,109,900	523,100	887,800	3,276,300	2,268,000	110,000
SB8: Salary & Related Benefits 2%	20,977,300	7,834,900	4,219,300	1,937,300	980,100	440,300	784,100	2,769,100	1,933,800	78,400
Financing										
General Fund	92,100	40,000	0	0	0	0	0	0	0	52,100
Education Fund	15,867,700	5,883,700	3,287,900	1,454,400	735,600	336,200	588,300	2,077,500	1,477,800	26,300
Dedicated Credits	5,015,100	1,908,800	931,400	482,900	244,500	104,100	195,800	691,600	456,000	0
Trust Funds/Other	2,400	2,400	0	0	0	0	0	0	0	0
SB8: Health 7.3%	9,670,500	2,907,900	2,027,100	926,100	498,600	246,300	399,200	1,598,000	1,035,700	31,600
Financing										
General Fund	30,700	10,300	0	0	0	0	0	0	0	20,400
Education Fund	7,332,100	2,195,900	1,579,900	695,400	374,300	186,900	299,500	1,198,800	790,200	11,200
Dedicated Credits	2,307,400	701,400	447,200	230,700	124,300	59,400	99,700	399,200	245,500	0
Trust Funds/Other	300	300	0	0	0	0	0	0	0	0
Facilities Support										
Tax Fund Expenditures	3,539,200	0	941,700	0	349,000	0	0	1,168,000	1,080,500	0
HB2: O&M New Building	3,539,200	0	941,700	0	349,000	0	0	1,168,000	1,080,500	0
Financing										
Education Fund	3,539,200	0	941,700	0	349,000	0	0	1,168,000	1,080,500	0
Other Ongoing Increases Expenditures	10,448,800	4,433,800	2,590,000	1,785,900	183,000	115,500	173,300	578,800	513,500	75,000
Ongoing Increases										
HB2: Market Demand	5,000,000	1,800,000	1,200,000	435,900	183,000	115,500	173,300	578,800	513,500	0
HB2: UU & DSU Healthcare Partnership	1,500,000	1,500,000	0	0	0	0	0	0	0	0
HB2: WSU Student Athlete Graduation Improvement	1,300,000	0	0	1,300,000	0	0	0	0	0	0
SB152: UU Accelerated Foreign Language	300,000	300,000	0	0	0	0	0	0	0	0
HB3: UU Reading Clinic	116,000	116,000	0	0	0	0	0	0	0	0
HB3: WSU American Legion Boy's & Girl's State	50,000	0	0	50,000	0	0	0	0	0	0
HB182: SBR Concurrent Enrollment Education	75,000	0	0	0	0	0	0	0	0	75,000
HB254: UU Resident Student Tuition	713,000	713,000	0	0	0	0	0	0	0	0
SB8: UU AG Compensation Allocation	4,800	4,800	0	0	0	0	0	0	0	0
HB2: USU Assistive Technology Satellite Lab	100,000	0	100,000	0	0	0	0	0	0	0
HB2: USU Water Conservation and Research Initia	950,000	0	950,000	0	0	0	0	0	0	0
HB2: USU State Sensitive Species Botanist	90,000	0	90,000	0	0	0	0	0	0	0
SB118: USU Uintah Basin Air Quality Research	250,000	0	250,000	0	0	0	0	0	0	0
Financing										
General Fund	0	0	0	0	0	0	0	0	0	0
Education Fund	9,410,800	3,720,800	2,340,000	1,785,900	183,000	115,500	173,300	578,800	513,500	0
Dedicated Credits	788,000	713,000	0	0	0	0	0	0	0	75,000
Trust Funds/Other	250,000	0	250,000	0	0	0	0	0	0	0

2016-17 Appropriations Detail (including 2015-16 Supplementals)

March, 2016

Utah System of Higher Education Total

USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/Statewide Programs
------------	--------------------	-----------------------	------------------------	--------------------------	--------------	------------------------	------------------------	-----------------------------	------------------------

2016-17 Ongoing Appropriated Adjustments, Reductions, and Increases

Total Expenditures	44,635,800	17,529,500	10,707,100	5,340,900	2,131,500	971,000	1,633,900	6,752,200	4,884,700	(5,315,000)
Tax Fund Expenditures	36,272,600	14,203,600	9,078,500	4,627,300	1,762,700	807,500	1,338,400	5,661,400	4,183,200	(5,390,000)
General Fund	122,800	50,300	0	0	0	0	0	0	0	72,500
Education Fund	36,149,800	14,153,300	9,078,500	4,627,300	1,762,700	807,500	1,338,400	5,661,400	4,183,200	(5,462,500)
Dedicated Credits	8,110,500	3,323,200	1,378,600	713,600	368,800	163,500	295,500	1,090,800	701,500	75,000
Trust Funds/Other	252,700	2,700	250,000	0	0	0	0	0	0	0

2016-17 Ongoing Appropriated Budget

Total Expenditures	1,623,274,800	569,092,600	338,867,300	151,136,800	71,894,900	34,687,500	59,724,500	211,021,200	155,735,200	31,114,800
Tax Fund Expenditures	881,711,600	286,210,300	197,171,600	80,640,100	35,533,100	22,996,900	33,170,500	102,229,600	93,522,800	30,236,700
General Fund	374,321,800	96,930,200	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,205,100
Education Fund	507,389,800	189,280,100	88,022,600	17,824,700	24,006,900	20,097,300	30,774,900	44,196,900	79,154,800	14,031,600
Dedicated Credits	725,191,800	272,929,100	135,580,600	70,496,700	36,361,800	11,690,600	26,554,000	108,791,600	62,212,400	575,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,620,200	1,153,200	467,000	0	0	0	0	0	0	0
Ongoing Tax Funds % Change from Adj. Beg. Base	4.3%	5.2%	4.8%	6.1%	5.2%	3.6%	4.2%	5.9%	4.7%	-15.1%

2016-17 Appropriated One-time Increases

One-time Increases Total Expenditures	8,052,000	(1,666,100)	(1,687,400)	0	(174,000)	(322,000)	150,000	(1,168,000)	(880,500)	13,800,000
Tax Fund Expenditures	8,052,000	(1,666,100)	(1,687,400)	0	(174,000)	(322,000)	150,000	(1,168,000)	(880,500)	13,800,000
SB2: O&M One-Time Reduction	(7,727,900)	(3,121,000)	(1,687,400)	0	(349,000)	(322,000)	0	(1,168,000)	(1,080,500)	0
SB8: UU AG Compensation Allocation	900	900	0	0	0	0	0	0	0	0
HB2: DSU Washington County Tech Pipeline	150,000	0	0	0	0	0	150,000	0	0	0
HB2: SUU K-16 Tech Pipeline	150,000	0	0	0	150,000	0	0	0	0	0
HB2: UU Huntsman Cancer Institute	1,200,000	1,200,000	0	0	0	0	0	0	0	0
HB2: Performance Based Funding	5,000,000	0	0	0	0	0	0	0	0	5,000,000
HB2: Regents Scholarship	8,800,000	0	0	0	0	0	0	0	0	8,800,000
HB3: SLCC Credit Education for Prisoners	200,000	0	0	0	0	0	0	0	200,000	0
HB3: UU Reading Clinic	54,000	54,000	0	0	0	0	0	0	0	0
HB3: UU Natural History Museum of Utah	200,000	200,000	0	0	0	0	0	0	0	0
HB3: SUU Utah Shakespeare Festival	25,000	0	0	0	25,000	0	0	0	0	0
Financing										
General Fund	1,200,000	1,200,000	0	0	0	0	0	0	0	0
Education Fund	6,852,000	(2,866,100)	(1,687,400)	0	(174,000)	(322,000)	150,000	(1,168,000)	(880,500)	13,800,000

2016-17 Appropriations Detail (including 2015-16 Supplementals)

March, 2016

Utah System of Higher Education Total

USHE TOTAL	University of Utah	Utah State University	Weber State University	Southern Utah University	Snow College	Dixie State University	Utah Valley University	Salt Lake Community College	SBR/ Statewide Programs
------------	--------------------	-----------------------	------------------------	--------------------------	--------------	------------------------	------------------------	-----------------------------	-------------------------

2016-17 Total Appropriated Budget (Includes Ongoing and One-time Appropriations -- TIES TO APPROPRIATIONS ACTS)

Total Expenditures	1,631,326,800	567,426,500	337,179,900	151,136,800	71,720,900	34,365,500	59,874,500	209,853,200	154,854,700	44,914,800
Tax Fund Expenditures	889,763,600	284,544,200	195,484,200	80,640,100	35,359,100	22,674,900	33,320,500	101,061,600	92,642,300	44,036,700
General Fund	375,521,800	98,130,200	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,205,100
Education Fund	514,241,800	186,414,000	86,335,200	17,824,700	23,832,900	19,775,300	30,924,900	43,028,900	78,274,300	27,831,600
Dedicated Credits	725,191,800	272,929,100	135,580,600	70,496,700	36,361,800	11,690,600	26,554,000	108,791,600	62,212,400	575,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,620,200	1,153,200	467,000	0	0	0	0	0	0	0

2016-17 Balance Between Funds

Total Expenditures	0	0	0	0	0	0	0	0	0	0
Tax Fund Expenditures	0	0	0	0	0	0	0	0	0	0
Financing										
General Fund	(63,000,000)	(63,000,000)	0	0	0	0	0	0	0	0
Education Fund	63,000,000	63,000,000	0	0	0	0	0	0	0	0

2016-17 Total Authorized Budget Ongoing and One-time Appropriations, Work Program Revisions -- TIE TO DRAW SCHEDULES, TIE TO A-1 BUDGETS)

Total Expenditures	1,631,326,800	567,426,500	337,179,900	151,136,800	71,720,900	34,365,500	59,874,500	209,853,200	154,854,700	44,914,800
Tax Fund Expenditures	889,763,600	284,544,200	195,484,200	80,640,100	35,359,100	22,674,900	33,320,500	101,061,600	92,642,300	44,036,700
General Fund	312,521,800	35,130,200	109,149,000	62,815,400	11,526,200	2,899,600	2,395,600	58,032,700	14,368,000	16,205,100
Education Fund	577,241,800	249,414,000	86,335,200	17,824,700	23,832,900	19,775,300	30,924,900	43,028,900	78,274,300	27,831,600
Dedicated Credits	725,191,800	272,929,100	135,580,600	70,496,700	36,361,800	11,690,600	26,554,000	108,791,600	62,212,400	575,000
Mineral Lease	1,745,800	0	1,745,800	0	0	0	0	0	0	0
Federal Funds	4,205,400	0	3,902,300	0	0	0	0	0	0	303,100
Cigarette Tax	4,800,000	4,800,000	0	0	0	0	0	0	0	0
Tobacco Settlement	4,000,000	4,000,000	0	0	0	0	0	0	0	0
Trust Funds/Other	1,620,200	1,153,200	467,000	0	0	0	0	0	0	0

2016-17 Operating Budget Comparison (Tax Funds Only)

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

Utah System of Higher Education Budget Priorities	Board of Regents	Governor Herbert		Final Appropriation		
	Amount	Amount	Above/ (Below) SBR	Amount	Above/ (Below) Gov	Above/ (Below) SBR
Insti On-going Increases						
Compensation						
2% Performance Based Compensation	\$24,474,400	\$22,434,600	(\$2,039,800)	\$15,962,200	(\$6,472,400)	(\$8,512,200)
7.3% Health/Dental Premium Increase	7,549,100	7,549,100	0	7,363,100	(186,000)	(186,000)
Mission Based Funding						
Access & Affordability	8,670,000	8,670,000	0	0	(8,670,000)	(8,670,000)
Market Demand Programs	10,000,000	5,000,000	(5,000,000)	5,000,000	0	(5,000,000)
Performance Based Funding	15,000,000	2,000,000	(13,000,000)	0	(2,000,000)	(15,000,000)
Statewide Programs						
Cyber Security	2,500,000	0	(2,500,000)	0	0	(2,500,000)
Regents' Scholarships	8,014,000	0	(8,014,000)	0	0	(8,014,000)
Subtotal		500,000	500,000	0	(500,000)	0
Huntsman Cancer Institute	0	0	0	1,500,000	1,500,000	1,500,000
DSU & UU Health Care Partnership	0	0	0	1,300,000	1,300,000	1,300,000
WSU Student Athlete Graduation Improvement	0	0	0	950,000	950,000	950,000
USU Water Conservation and Research	0	0	0	300,000	300,000	300,000
UU Accelerated Foreign Language Course	0	0	0	250,000	250,000	250,000
USU Uintah Basin Air Quality Research	0	0	0	116,000	116,000	116,000
UU Reading Clinic	0	0	0	50,000	50,000	50,000
WSU American Legion Boy's State & Girl's State	0	0	0	4,800	4,800	4,800
UU AG Compensation Allocation	0	0	0			
Operational Imperatives						
USU Biological Sciences Building O&M	0	1,168,000	1,168,000	941,700	(226,300)	941,700
UVU Performance Arts Building O&M	0	0	0	1,168,000	1,168,000	1,168,000
SLCC Career & Technical Education Center O&M	0	1,080,000	1,080,000	1,080,500	500	1,080,500
SUU Business Building O&M	0	0	0	349,000	349,000	349,000
Internal Service Fund	0	194,400	194,400	0	(194,400)	0
Subtotal - USHE Priority On-going Increases	\$76,207,500	\$48,596,100	(\$27,611,400)	\$36,335,300	(\$12,260,800)	(\$39,872,200)
USHE Budget Priorities Percent Increase	9.0%	5.7%	-3.3%	4.3%	-1.5%	-4.7%
One-time Adjustments						
Performance Based Funding	\$0	\$3,500,000	\$3,500,000	\$5,000,000	\$1,500,000	\$5,000,000
Statewide Programs						
Regents' Scholarships	0	8,000,000	8,000,000	8,800,000	800,000	8,800,000
UU Huntsman Cancer Institute	0	500,000	500,000	1,200,000	700,000	1,200,000
Utah Debate Commission	0	125,000	125,000	0	(125,000)	0
Need-based Completion Scholarships	0	5,000,000	5,000,000	0	(5,000,000)	0
DSU Washington County Tech Pipeline	0	0	0	150,000	150,000	150,000
SLCC Credit Education for Prisoners	0	0	0	200,000	200,000	200,000
SUU K-16 Tech Pipeline	0	0	0	150,000	150,000	150,000
UU Reading Clinic	0	0	0	54,000	54,000	54,000
UU Natural History Museum of Utah	0	0	0	200,000	200,000	200,000
SUU Utah Shakespeare Festival	0	0	0	25,000	25,000	25,000
UU AG Compensation Allocation	0	0	0	900	900	900
Operational Imperatives						
USU Biological Sciences Building O&M	0	(1,168,000)	(1,168,000)	(941,700)	226,300	(941,700)
UVU Performance Arts Building O&M	0	0	0	(1,168,000)	(1,168,000)	(1,168,000)
SLCC Career & Technical Education Center O&M	0	(1,080,000)	(1,080,000)	(1,080,500)	(500)	(1,080,500)
SUU Business Building O&M	0	0	0	(349,000)	(349,000)	(349,000)
Previous Capital Development O&M	0	0	0	(4,188,700)	(4,188,700)	(4,188,700)
Subtotal - One-time Adjustments	\$0	\$14,877,000	\$14,877,000	\$8,052,000	(\$2,636,300)	\$12,240,700
USHE Budget Priorities Percent Increase	0.0%	1.8%	1.8%	1.0%	-0.3%	1.4%
Total Appropriation (On-going and One-time)	\$76,207,500	\$63,473,100	(\$12,734,400)	\$44,387,300	(\$14,897,100)	(\$27,631,500)
USHE Budget Priorities Percent Increase	9.0%	7.5%	-1.5%	5.3%	-1.8%	-3.3%

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Capital Facilities Update for 2016-17

Issue

The 2016 Utah State Legislature appropriated a total of \$106,915,100 in state funds for USHE capital development projects, the third highest appropriation in the last twenty years. In addition, the Legislature appropriated \$117,818,300 for statewide capital improvements and authorized three USHE non-state funded projects totaling \$82,000,000. The following sections and Attachment A provide additional descriptions and information for each of these areas.

State Funded Capital Development: The Legislature approved funding to support four new USHE capital development projects and a cost increase for a project funded the prior year for a total appropriation of \$105,315,100:

SLCC CTE Center at Westpointe	\$ 42,590,500
UVU Performing Arts Building	\$ 22,000,000*Note
SUU New Business Building	\$ 8,000,000
USU Biological Sciences Building	\$ 28,000,000*Note
Snow College Science Building Cost Adjustment	\$ 4,724,600

This is a 65 percent increase over last year when the Legislature funded \$63,937,000 for the Snow Science, UU Crocker Science, and USU Clinical Services buildings. It is the third highest year of legislative funding to USHE facilities in the last twenty years (after \$128 million in 2001 and \$109 million in 2010). The Legislature also appropriated ongoing funding of \$3,539,200 for operation and maintenance for the four new facilities.

*Note: \$20 million has been appropriated ongoing (\$10 million for UVU and \$10 million for USU) to complete the UVU Performing Arts Building and the USU Biological Sciences Building over the next two years.

State Funded Other Projects: The Legislature funded two small projects for \$1.6 million as follows:

USU Extension Botanical Center	\$ 1,200,000
Snow College Richfield Land Acquisition	\$ 400,000

Last year the Legislature funded \$19,500,000 for the Huntsman Cancer Institute and six other small projects.

State Funded Capital Improvement: State statute requires the Legislature to fund capital improvements at 1.1 percent of the replacement value of state buildings. For 2016-17, the 1.1 percent requirement is \$117,818,300, an increase of \$6,271,200, which the legislature funded with \$58,909,200 of General Fund and \$58,909,100 of Education Fund. USHE institutions historically receive about 55 to 60 percent of the capital improvement funding, which will be allocated by the State Building Board in April.

Non-State Funded Capital Development: The Legislature authorized the use of revenue bonds and other non-state revenue sources for the following facilities:

UU – Eccles School of Business Executive Education Building	\$ 50,000,000
USU – Purchase of a student apartment building complex and property	\$ 20,000,000
USU – Space Dynamics Laboratory Phase II	\$ 12,000,000

No operation and maintenance funding was requested of the Legislature for the three non-state funded projects. The Legislature approved intent language that Weber State University (Social Science Building) and University of Utah (Medical Education and Discovery Building) proceed with planning and design using donations and institutional funds for the state funded capital development projects that were not funded this year.

Statutory Changes: The Legislature passed Senate Bill 156, *State Facility Amendments* (Harper) that provides needed inflationary adjustments to capital improvement project cost thresholds, creates new procedures and reporting for operation and maintenance expenditures to the State Building Board, and directs the State Building Board to give more weight to Regent capital development prioritization. Further description of this bill may be found in Attachment B.

Commissioner’s Recommendation

This is an information item and no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

ATTACHMENT A

2016 General Session Legislative Action on Capital Facilities (2016-17)

State-Funded Capital Improvements	General Fund	Education Fund	Total
State-Funded Capital Improvements (S.B. 6 and H.B. 2)*	\$58,909,200	\$58,909,100	\$117,818,300
Total - State-Funded Capital Improvements			\$117,818,300

*Capital Improvement Funds are appropriated to the State Building Board to allocate for requested projects. USHE typically receives 55-60 percent.

State-Funded Capital Projects				
Bill	Project	Cash	GO Bond	State O&M
H.B. 2	SLCC - CTE Center at Westpointe	\$42,590,500		\$1,080,500
H.B. 2	UVU - Performing Arts Building	22,000,000	*	1,168,000
H.B. 2	SUU - New Business Building	8,000,000		349,000
H.B. 2	USU - Biological Sciences Building	28,000,000	*	941,700
H.B. 2	Snow - New Science Building	4,724,600		-
H.B. 2	USU - Extension Botanical Center	1,200,000		-
H.B. 3	Snow - Richfield Land Acquisition	400,000		-
Total - State-Funded Capital Development Projects		\$106,915,100	-	\$3,539,200

*Ongoing funds of \$10 million for each project will be available next year (2017-18) to complete the projects.

Other Funds Projects				
Bill	Project	Funding Source	Amount	State O&M
H.B. 9	UU - Eccles School of Business Exec. Education Building	Donations/Bonding	\$50,000,000	-
H.B. 9	USU - Purchase of a Student Apartment Complex	Housing/Bonding	20,000,000	-
H.B. 9	USU - Space Dynamics Laboratory Phase II	Research/Bonding	12,000,000	-
Total - Other Funds Projects			\$82,000,000	-

ATTACHMENT B

Senate Bill 156 First Substitute, *State Facilities Amendments* (Harper)

Senator Harper's bill modifies State Building Board functions related to capital development prioritization, capital improvement project costs and operation and maintenance oversight. Of note the bill requires the State Building Board to give greater weight in their ranking process to priorities of the State Board of Regents and provides a process to review operation and maintenance expenditures and adjust funding levels for inflation. The table below compares the current law and processes to the changes made by Senator Harper's bill. The final column references the line numbers of the bill.

Process	Current Law	S.B. 156 Change	Line
Capital Development Prioritization	The State Building Board submits capital development recommendations and priorities to the Legislature. No provision for SBR rankings.	Requires the State Building Board to give more weight in their prioritization process to requests that are "designated as a higher priority by the State Board of Regents."	407-410
Operation and Maintenance Expenditures	Requires the State Building Board to establish standards for O&M reporting and utility metering.	In addition to the current standards: - Creates O&M programs within institutional line item budgets. - Creates a process to review and fund inflationary increases to O&M.	261-293
Capital Development Requests	Requires a study for each capital development project that demonstrates need and feasibility.	In addition to feasibility studies USHE institutions must describe how a capital development project will help an institution to meet market needs for trained workers.	395-406
Capital Improvements	Projects must cost less than \$2.5 million.	- Raises the project threshold to \$3.5 million. - Allows for Utility Infrastructure projects up to \$7 million.	347-364
Non-State Funded Requests	Requires a plan for funding that will not require increases in state funding for projects requested using donations and other non-state sources.	Requires a written document, signed by an institution's president, stating that funding or revenue streams are in place or will be in place that will ensure increased state funding will not be required to cover operation and maintenance or capital improvements.	415-433
Research Funds used for O&M	None.	Requires a study from the Board of Regents before Nov. 2016 identifying the amount of funds from research and development that should be spent on O&M.	976-984
Operation and Maintenance for New Buildings	Institutions submit a form for each new facility calculating new O&M funding with a formula that multiplies new square feet by agreed upon O&M costs per square foot and subtracts current O&M funding.	Requires the Building Board to determine the actual cost for O&M for new facilities.	270-271

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Tuition Increases for 2016-17 (1st- and 2nd- tier)

Issue

The Board of Regents holds statutory responsibility for setting tuition rates for the colleges and universities in the Utah System of Higher Education. Regents are asked to finalize first- and second-tier tuition increases and approve differential tuition increases for seven programs for the 2016-17 academic year.

Background

Keeping with the Regents' strategic objective of "Affordable Participation" in higher education, this year's proposed tuition rate increase is the second lowest, system-wide average since 1999-2000, at 3.7% (3.5 percent for six of eight institutions).

Regents are asked to consider a number of factors when determining tuition rate adjustments, including: state funding levels (continued legislative support for Regent budget priorities will be critical to keeping Utah's tuition among the lowest in the nation), institutional need, the Consumer Price Index, the Higher Education Price Index, regional tuition rate increases, and comparisons of tuition and fee levels at western higher education institutions. Attachments one and two summarize undergraduate and graduate proposed tuition rates by residency classification for each USHE institution.

First-tier Increases - Regent Policy R510-3.1 states, "[a] first-tier tuition rate increase shall be uniform for all institutions, shall be implemented at the same time, shall be based on evaluations of current data on inflation and national and regional tuition increases and justified by specific increasing needs in the Utah System of Higher Education." The proposed first-tier tuition rate increase for 2016-17 is 3.5 percent. Revenue generated from first-tier tuition will be used to fund the legislative required match for compensation, including health insurance, and may be used for other critical institutional needs (see attachment 3).

Second-tier Increases - Institution presidents, with the approval of their Board of Trustees, may recommend second-tier tuition rate increases to meet specific institutional needs. Second-tier tuition rate increases may apply to all programs equally or they may be different for specific programs – Regent Policy R510-3.2. As part of second-tier increase requests, institutions are required to hold a “Truth in Tuition” hearing to provide an explanation of the reasons for the proposed tuition increase, an explanation of how the revenue generated by the increase will be used and provide an opportunity for public comment from students. For 2016-17, two institutions are proposing a second-tier increase, the University of Utah, at 0.4% and Dixie State University at 1.5%. The revenue will be used for student support (see attachment 3).

Nonresident Tuition – Beginning 2016-17, Southern Utah University will implement an international student tuition schedule. Currently, international students are assessed an additional fee for international student services and recruiting. In 2016-17, this fee will be incorporated into an international student tuition rate for both undergraduate and graduate programs. The new international student tuition schedule conforms to Regent Policy, R510-3.5, where non-resident tuition can be set at no less than 3.0 times resident tuition rates. This is an information item.

Plateau Tuition - Utah Valley University will be implementing a plateau tuition schedule (12-18 hours) for the Masters of Business Administration program. The proposed schedule conforms to Regent Policy, R510-4.1.1, where plateau ranges can be anywhere between 10 and 20 credit hours. This is an information item.

Differential Tuitions - The University of Utah is requesting differential increases in Population Health Sciences PhD, for all undergraduate courses in the College of Science, and all undergraduate and graduate courses in the College of Nursing. Utah State University is requesting differential tuition for students in the College of Education and Human Services. Weber State University is requesting differential tuition for the Master's programs in Computer Engineering, Respiratory Therapy, and Nurse Practitioner.

Summary Attachments - The Commissioner's staff and institutions have prepared several attachments providing benchmark and comparative data regarding tuition rates, additional information on tuition schedules, and proposed new differential tuition or increases.

- Attachment 4: Undergraduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 5: Graduate tuition comparison with WICHE and Rocky Mountain states
- Attachment 6: Benchmark inflation and regional tuition increases
- Attachment 7: 2015-16 undergraduate tuition by credit hour load
- Attachment 8: 2016-17 1st-tier increase estimates by institution
- Attachment 9: UU request for an increased differential tuition for Population Health Sciences PhD
- Attachment 10: UU request for differential tuition for the College of Science
- Attachment 11: UU request for differential tuition for the College of Nursing
- Attachment 12: USU request for differential tuition for the College of Education and Human Svcs
- Attachment 13: WSU request for differential tuition for the Masters of Computer Engineering
- Attachment 14: WSU request for differential tuition for the Masters of Respiratory Therapy
- Attachment 15: WSU request for differential tuition for the Masters of Nursing - Nurse Practitioner

Commissioner's Recommendation

The Commissioner recommends the Regents approve the 2016-17 tuition proposals as outlined below.

- 3.5 percent first-tier tuition increase for all USHE institutions
- Second-tier tuition increases for UU (.4%) and DSU (1.5%)
- A graduate differential tuition for UU PhD in Population Health Science
- An undergraduate differential tuition for UU College of Science
- An undergraduate differential tuition for UU College of Nursing
- An undergraduate and graduate differential for USU College of Education and Human Services
- A graduate differential tuition for Masters of Computer Engineering at WSU
- A graduate differential tuition for Masters of Respiratory Therapy at WSU
- A graduate differential tuition for Masters of Nursing – Nurse Practitioner at WSU

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

2016-17 Tuition Proposal (Combined 1st & 2nd Tier Increases) - Resident Undergraduate & Graduate Students

Utah Resident Undergraduate Students					
Institution	Type of Student	Current 2015-16 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2016-17 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Utah Resident Undergraduate (Lower Div.)	\$7,130	\$278	\$7,408	3.9%
USU	Utah Resident Undergraduate (Logan/RCDE)	\$5,617	\$197	\$5,814	3.5%
WSU	Utah Resident Undergraduate	\$4,456	\$156	\$4,611	3.5%
SUU	Utah Resident Undergraduate	\$5,578	\$196	\$5,774	3.5%
Snow	Utah Resident Undergraduate	\$3,088	\$108	\$3,196	3.5%
DSU	Utah Resident Undergraduate	\$3,908	\$195	\$4,103	5.0%
UVU	Utah Resident Undergraduate	\$4,678	\$162	\$4,840	3.5%
SLCC ¹	Utah Resident Undergraduate	\$3,130	\$109	\$3,239	3.5%

Annual tuition amount based on 15 credit hours per semester for two semesters

¹ SAT dollar per clock hour will also increase by 3.5%

Utah Resident Graduate Students					
Institution	Type of Student: Utah Resident Graduate	Current 2015-16 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2016-17 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Resident Graduate (Base Rate)	\$6,230	\$243	\$6,473	3.9%
USU	Resident Graduate (Base Rate)	\$5,638	\$197	\$5,836	3.5%
WSU	Resident Graduate (MED)	\$4,499	\$157	\$4,657	3.5%
SUU	Resident Graduate (MED)	\$5,676	\$198	\$5,874	3.5%
UVU	Resident Graduate (MED)	\$5,260	\$180	\$5,440	3.5%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

2016-17 Tuition Proposal (Combined 1st & 2nd Tier) - Non-Resident Undergraduate & Graduate Students

Non-Resident Undergraduate Students					
Institution	Type of Student	Current 2015-16 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2016-17 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Undergraduate (Lower Div.)	\$24,955	\$973	\$25,928	3.9%
USU	Non-Resident Undergraduate (Logan/RCDE)	\$18,087	\$633	\$18,720	3.5%
WSU	Non-Resident Undergraduate	\$13,369	\$468	\$13,837	3.5%
SUU	Non-Resident Undergraduate	\$18,410	\$644	\$19,054	3.5%
Snow	Non-Resident Undergraduate	\$11,280	\$395	\$11,675	3.5%
DSU	Non-Resident Undergraduate	\$12,494	\$625	\$13,119	5.0%
UVU	Non-Resident Undergraduate	\$14,494	\$506	\$15,000	3.5%
SLCC	Non-Resident Undergraduate	\$10,898	\$379	\$11,277	3.5%

Annual tuition amount based on 15 credit hours per semester for two semesters

Non-Resident Graduate Students					
Institution	Type of Student: Non-Resident Graduate	Current 2015-16 Annual Tuition (Fall & Spring Semesters)	Proposed Tuition Increase (1st & 2nd Tier)	Proposed 2016-17 Annual Tuition (Fall & Spring Semesters)*	Proposed Percentage Change
UU	Non-Resident Graduate (Base Rate)	\$21,991	\$858	\$22,849	3.9%
USU	Non-Resident Graduate (Logan/RCDE)	\$19,734	\$691	\$20,425	3.5%
WSU	Non-Resident Graduate (MED)	\$13,500	\$472	\$13,972	3.5%
SUU	Non-Resident Graduate (MED)	\$18,726	\$656	\$19,382	3.5%
UVU	Non-Resident Graduate (MED)	\$16,040	\$560	\$16,600	3.5%

Annual tuition amount based on 10 credit hours per semester for two semesters

Generally, graduate tuition rates vary by program at each institution

The graduate tuition rates listed above are the lowest graduate tuition rates at each institution

Programmatic tuition increase proposals, above the standard institutional tuition increase rate, will be presented as a request for differential tuition rates

Utah System of Higher Education 1st-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % of Total
All USHE Institutions	Compensation	\$9,257,100	39.7%
	Faculty & Staff Hire/Promotion/Retention	\$3,554,822	15.2%
	Student Support	\$3,187,500	13.7%
	Mandated Costs	\$2,734,500	11.7%
	Instructional Support	\$2,571,405	11.0%
	IT Support	\$2,039,250	8.7%
	Total 1st-Tier Tuition	\$23,344,577	100.0%

Institutional 1st-Tier Tuition Increase Proposal

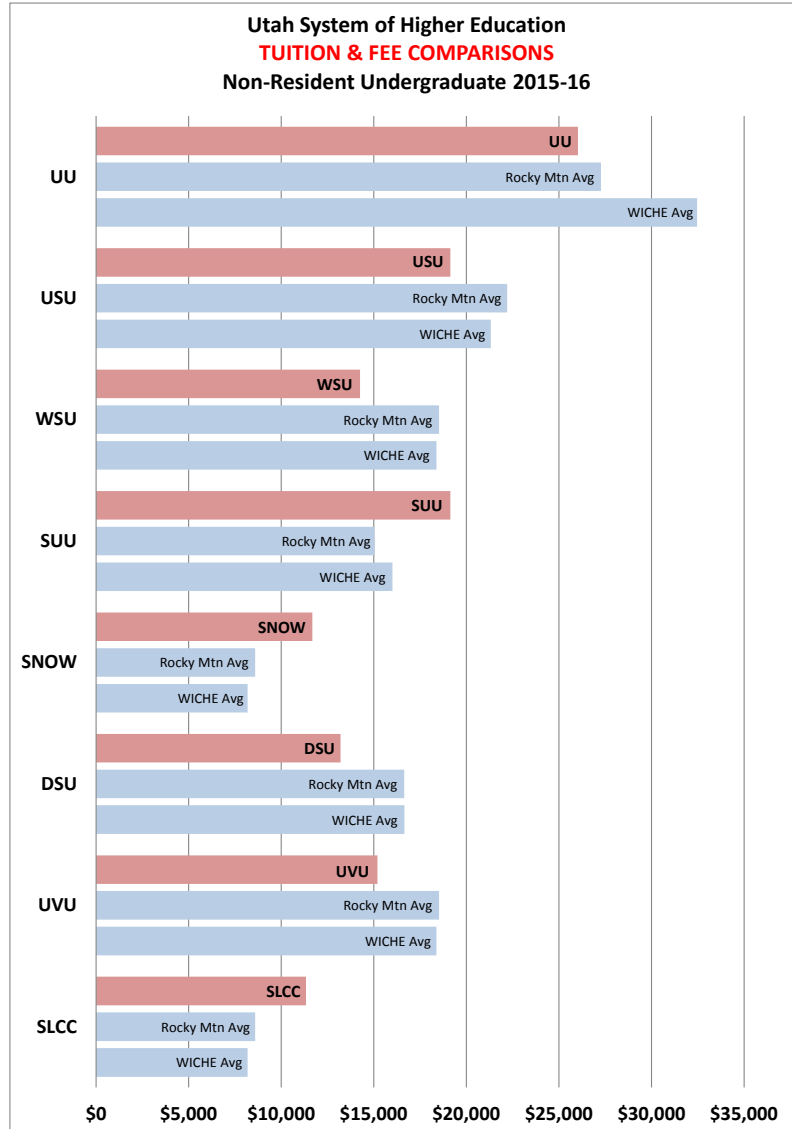
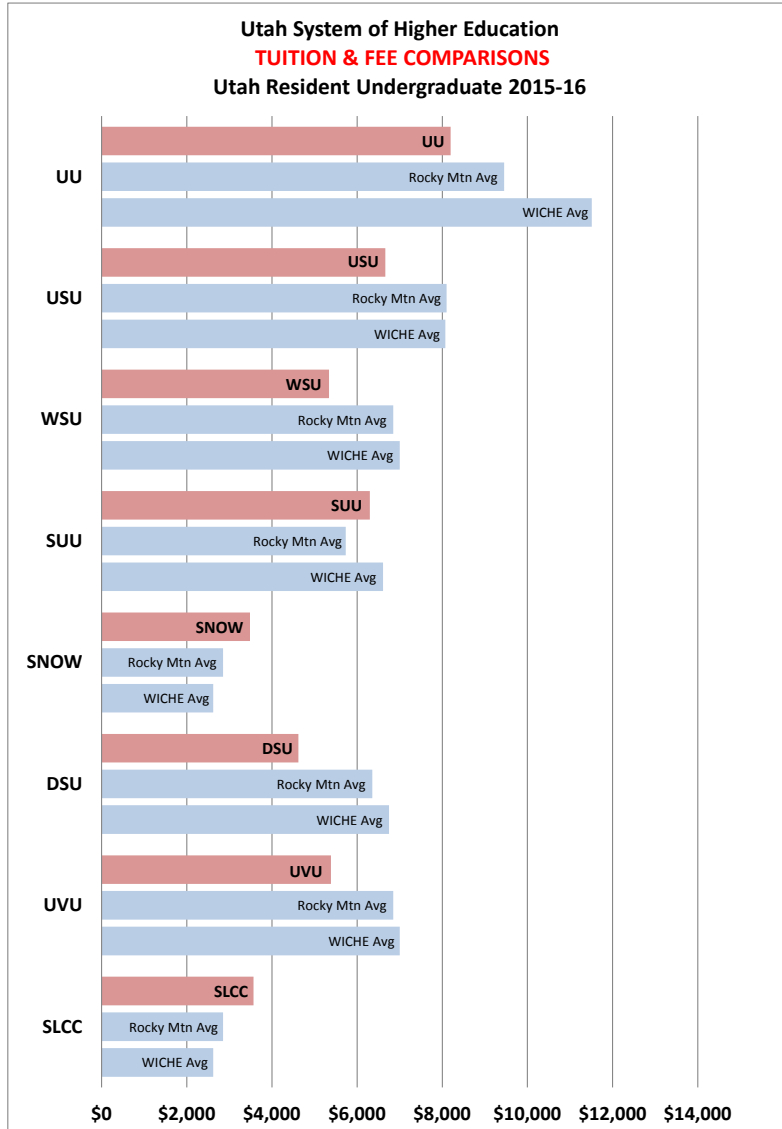
Institution	Proposed Use of Revenue	Revenue Required	1st-Tier % Increase
UU	Compensation	\$2,800,000	1.0%
	Student Support	\$2,400,000	0.9%
	Faculty Excellence/Retention	\$2,100,000	0.8%
	IT Infrastructure	\$1,500,000	0.5%
	Operation and Maintenance	\$800,000	0.3%
	Total U of U 1st-Tier	\$9,600,000	3.5%
USU	Compensation	\$1,155,000	1.3%
	Promotion & Tenure	\$858,000	0.9%
	Institutional Priorities	\$853,000	0.9%
	Scholarships	\$319,000	0.4%
	Total USU 1st-Tier	\$3,185,000	3.5%
WSU	Compensation	\$1,478,000	2.1%
	Instructional Support	\$329,250	0.5%
	Mandated Costs	\$251,500	0.4%
	Student Support	\$208,500	0.3%
	Administrative and IT Support	\$175,750	0.3%
	Total WSU 1st-Tier	\$2,443,000	3.5%
SUU	Bottleneck Courses	\$880,655	2.4%
	Compensation	\$379,100	1.1%
	Total SUU 1st-Tier	\$1,259,755	3.5%
Snow	Critical Staff Compensation & New Faculty	\$496,822	3.5%
	Total Snow 1st-Tier	\$496,822	3.5%
DSU	General Compensation	\$550,000	2.1%
	Student Services Programs	\$260,000	1.0%
	Faculty Rank Advancements	\$100,000	0.4%
	Total DSU 1st-Tier	\$910,000	3.5%
UVU	Compensation	\$1,975,000	1.9%
	Instruction/Student Support for Enrollment Growth	\$1,361,500	1.3%
	Technology/Software	\$363,500	0.3%
	Total UVU 1st-Tier	\$3,700,000	3.5%
SLCC	Compensation	\$920,000	1.8%
	Tuition Shortfall	\$500,000	1.0%
	Completion Initiatives	\$330,000	0.7%
	Total SLCC 1st-Tier	\$1,750,000	3.5%

Utah System of Higher Education 2nd-Tier Tuition Increase Proposal

Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % of Total
All USHE Institutions	Student Support	\$1,490,000	100.0%
	Total 2nd-Tier Tuition	\$1,490,000	100.0%

Institutional 2nd-Tier Tuition Increase Proposal

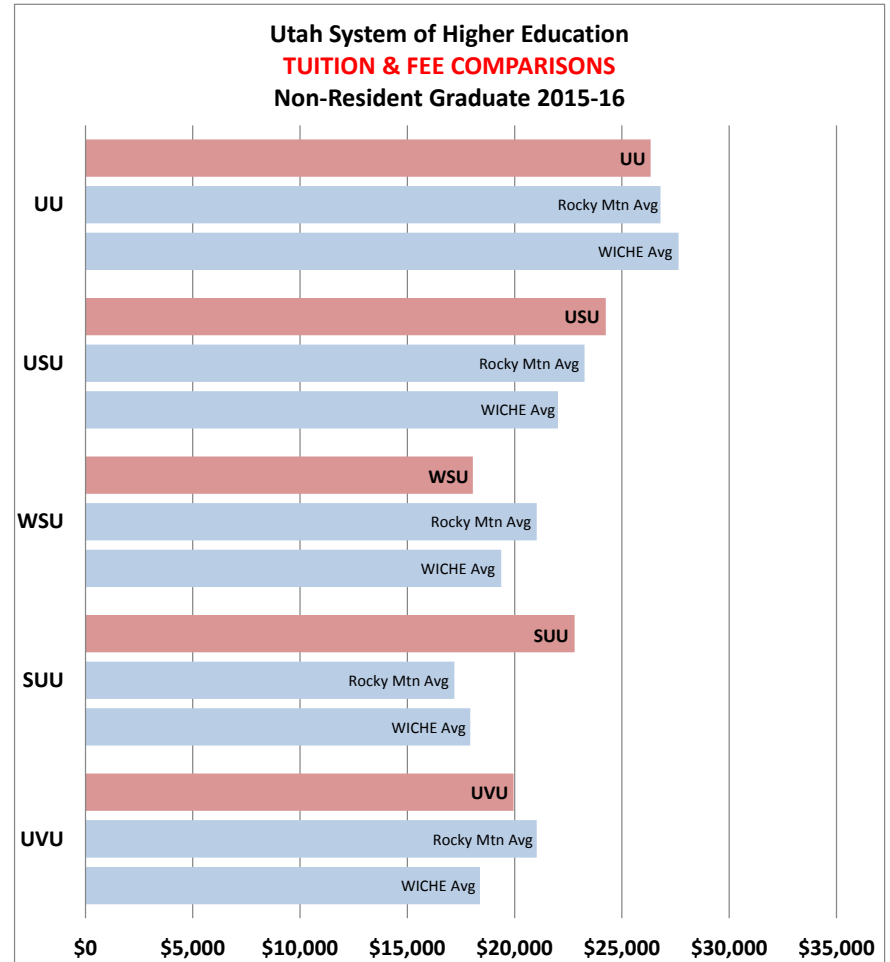
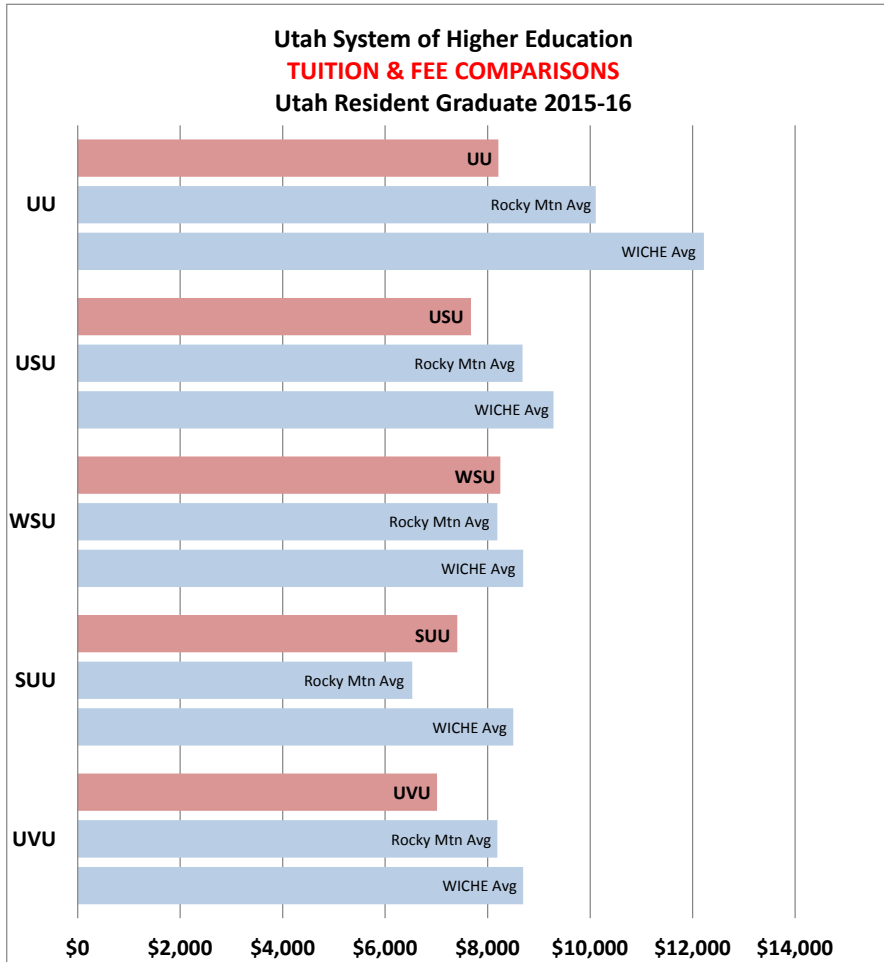
Institution	Proposed Use of Revenue	Revenue Required	2nd-Tier % Increase
UU	Student Support	\$1,100,000	0.4%
	Total UU 2nd-Tier	\$1,100,000	0.4%
USU	Total USU 2nd-Tier	-	-
WSU	Total WSU 2nd-Tier	-	-
SUU	Total SUU 2nd-Tier	-	-
Snow	Total SC 2nd-Tier	-	-
DSU	Student Services Programs	\$390,000	1.5%
	Total UU 2nd-Tier	\$390,000	1.5%
UVU	Total UVU 2nd-Tier	-	-
SLCC	Total SLCC 2nd-Tier	-	-



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

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters



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

**Rocky Mountain states include Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming & Montana

*** Non-resident undergraduate tuition and fees based on 15 credit hours per semester for two semesters

Benchmark Inflation and Tuition Increase Information

Consumer Price Index, July 2006 to June 2015

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
July	208.4	218.8	215.7	218.0	225.7	229.5	233.5	238.3
June	218.8	215.7	218.0	225.7	229.5	233.5	238.3	238.6
Academic Year Increase	5.0%	-1.4%	1.1%	3.6%	1.7%	1.8%	2.1%	0.1%
Most Recent 12-months (January to December)								0.7%

Source: Bureau of Labor Statistics (www.bls.gov). Consumer Price Index for All Urban Consumers..

Higher Education Price Index, July 2006 to June 2015

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
July	260.3	273.2	279.3	281.8	288.4	293.2	297.8	306.7
June	273.2	279.3	281.8	288.4	293.2	297.8	306.7	313.3
Academic Year Increase	5.0%	2.2%	0.9%	2.3%	1.7%	1.6%	3.0%	2.2%

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

Benchmark Inflation and Tuition Increase Information

WICHE Region Tuition & Fee Increases at Public Institutions, 2006-07 to 2015-16

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Public Four-year Institutions									
Resident Undergrad.	8.4%	6.4%	12.5%	7.7%	13.7%	4.1%	3.1%	2.3%	2.7%
Resident Graduate	6.0%	8.6%	10.8%	4.7%	12.7%	4.2%	3.1%	2.6%	3.2%
Nonresident Undergrad.	3.2%	5.2%	6.7%	5.3%	7.5%	4.0%	2.3%	2.8%	3.6%
Nonresident Graduate	4.4%	5.7%	4.7%	3.2%	7.3%	6.2%	2.5%	3.0%	3.0%
Public Two-year Institutions									
Resident	4.1%	3.9%	6.4%	7.1%	14.7%	5.5%	2.6%	1.4%	1.8%
Nonresident	0.9%	6.8%	2.1%	2.5%	2.8%	3.1%	1.8%	3.1%	1.1%

WICHE Tuition and Fees in Public Higher Education in the West, 2006-07 through 2015-16.

*WICHE states include Alaska, Hawaii, Washington, Oregon, California, Idaho, Nevada, Arizona, New Mexico, Utah, Colorado, Wyoming, Montana, North Dakota, South Dakota

Table 5. Tuition Increase History

USHE Undergraduate Resident and Nonresident Tuition Increases, 2007-08 to 2015-16

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Resident Increases									
UU	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	5.0%	5.8%	3.5%
USU	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%	3.0%
WSU	7.0%	5.5%	6.5%	6.0%	6.0%	5.0%	5.0%	4.0%	3.0%
SUU	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%	3.0%
Snow	5.5%	4.5%	9.5%	9.5%	7.0%	7.0%	5.0%	6.0%	3.0%
DSU	9.0%	6.5%	8.1%	11.4%	11.8%	5.5%	5.0%	4.0%	3.0%
UVU	6.7%	6.3%	8.7%	6.0%	7.4%	4.5%	6.0%	4.0%	3.0%
SLCC	6.0%	5.4%	4.0%	6.0%	5.0%	4.5%	6.0%	4.0%	3.0%
USHE Average ⁽¹⁾	6.6%	5.7%	7.5%	8.7%	8.1%	5.6%	5.3%	4.7%	3.1%
USHE First-tier only ⁽²⁾	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%	3.0%
Nonresident Increases									
UU	7.5%	6.0%	9.5%	9.5%	7.8%	6.0%	6.3%	5.8%	3.5%
USU	7.0%	6.0%	5.5%	7.5%	9.0%	6.0%	5.0%	5.5%	3.0%
WSU	7.0%	-	3.5%	3.0%	3.0%	5.0%	3.5%	4.0%	3.0%
SUU	7.0%	7.0%	6.5%	12.5%	11.0%	6.5%	5.0%	4.0%	3.0%
Snow	5.5%	4.5%	-	9.5%	7.0%	7.0%	5.0%	6.0%	3.0%
DSU	4.0%	6.5%	8.1%	11.4%	11.8%	-14.2%	5.1%	4.0%	3.0%
UVU	6.7%	4.3%	3.2%	2.9%	5.8%	4.5%	5.3%	4.0%	3.0%
SLCC	6.0%	5.4%	4.0%	6.0%	5.0%	4.4%	6.0%	4.0%	0.0%
USHE Average ⁽¹⁾	6.1%	-1.1%	5.5%	8.0%	7.6%	3.2%	5.2%	4.7%	2.7%
USHE First-tier only ⁽²⁾	4.0%	3.5%	1.0%	1.5%	5.0%	4.5%	5.0%	4.0%	3.0%

(1) Simple Average.

(2) The systemwide first-tier increase is shown for 2007-08 through 2015-16. This amount applied to all institutions. Institutional amounts include both first and second-t

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

Utah System of Higher Education

Attachment 7

USHE 2015-16 Tuition by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$760.78	\$501.61	\$401.09	\$431.00	\$137.00	\$163.00	\$359.00	\$123.75
2	961.07	711.34	583.76	693.00	208.00	326.00	539.00	254.75
3	1,161.36	921.07	766.43	955.00	550.00	489.00	719.00	385.75
4	1,361.65	1,130.80	949.10	1,217.00	692.00	652.00	899.00	516.75
5	1,561.94	1,340.53	1,131.77	1,479.00	834.00	815.00	1,079.00	647.75
6	1,762.23	1,550.26	1,314.44	1,741.00	977.00	978.00	1,259.00	778.75
7	1,962.52	1,759.99	1,497.11	2,003.00	1,120.00	1,141.00	1,439.00	909.75
8	2,162.81	1,969.72	1,679.78	2,265.00	1,261.00	1,304.00	1,619.00	1,040.75
9	2,363.10	2,179.45	1,862.45	2,527.00	1,403.00	1,467.00	1,799.00	1,171.75
10	2,563.39	2,389.18	2,045.12	2,789.00	1,544.00	1,630.00	1,979.00	1,302.75
11	2,763.68	2,598.91	2,227.79	2,789.00	1,544.00	1,793.00	2,159.00	1,433.75
12	2,963.97	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
13	3,164.26	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
14	3,364.55	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
15	3,564.84	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
16	3,765.13	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
17	3,965.42	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
18	4,165.71	2,808.64	2,227.79	2,789.00	1,544.00	1,954.00	2,339.00	1,564.75
19	4,366.00	3,018.37	2,410.46	3,051.00	1,544.00	1,954.00	2,519.00	1,695.75
20	4,566.29	3,228.10	2,593.13	3,313.00	1,544.00	1,954.00	2,699.00	1,826.75
21	4,766.58	3,437.83	2,775.80	3,575.00	1,688.00	2,117.00	2,879.00	1,957.75
22	4,966.87	3,647.56	2,958.47	3,837.00	1,830.00	2,280.00	3,059.00	2,088.75
23	5,167.16	3,857.29	3,141.14	4,099.00	1,971.00	2,443.00	3,239.00	2,219.75
24	5,367.45	4,067.02	3,323.81	4,361.00	2,114.00	2,606.00	3,419.00	2,350.75
25	5,567.74	4,276.75	3,506.48	4,623.00	2,256.00	2,769.00	3,599.00	2,481.75

Utah System of Higher Education

USHE 2015-16 Tuition & Fees by Semester Credit Hour Load for Resident Undergraduate Students

	UofU ¹	USU	WSU	SUU	Snow	DSU	UVU	SLCC
1	\$1,112.14	\$846.43	\$517.85	\$476.75	\$137.00	\$173.00	\$398.00	\$185.50
2	1,325.45	1,072.37	733.01	773.75	208.00	336.00	613.00	334.00
3	1,538.76	1,298.31	948.17	1,070.75	608.00	499.00	828.00	482.50
4	1,752.07	1,524.25	1,163.33	1,367.75	770.00	810.00	1,043.00	631.00
5	1,965.38	1,750.19	1,378.49	1,664.75	932.00	1,006.00	1,258.00	779.50
6	2,178.69	1,976.13	1,593.65	1,961.75	1,095.00	1,202.00	1,473.00	928.00
7	2,392.00	2,202.07	1,808.81	2,258.75	1,258.00	1,398.00	1,688.00	1,076.50
8	2,605.31	2,428.01	2,023.97	2,555.75	1,419.00	1,594.00	1,903.00	1,225.00
9	2,818.62	2,653.95	2,239.13	2,852.75	1,581.00	1,790.00	2,118.00	1,373.50
10	3,031.93	2,879.89	2,454.29	3,149.75	1,742.00	1,986.00	2,333.00	1,522.00
11	3,245.24	3,105.83	2,669.45	3,149.75	1,742.00	2,149.00	2,513.00	1,653.00
12	3,458.55	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
13	3,671.86	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
14	3,885.17	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
15	4,098.48	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
16	4,305.14	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
17	4,511.80	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
18	4,718.46	3,331.77	2,669.45	3,149.75	1,742.00	2,310.00	2,693.00	1,784.00
19	4,925.12	3,557.71	2,852.12	3,411.75	1,742.00	2,310.00	2,873.00	1,915.00
20	5,131.78	3,783.65	3,034.79	3,673.75	1,742.00	2,310.00	3,053.00	2,046.00
21	5,338.44	4,009.59	3,217.46	3,935.75	1,886.00	2,473.00	3,233.00	2,177.00
22	5,545.10	4,235.53	3,400.13	4,197.75	2,028.00	2,636.00	3,413.00	2,308.00
23	5,751.76	4,461.47	3,582.80	4,459.75	2,169.00	2,799.00	3,593.00	2,439.00
24	5,958.42	4,687.41	3,765.47	4,721.75	2,312.00	2,962.00	3,773.00	2,570.00
25	6,165.08	4,913.35	3,948.14	4,983.75	2,454.00	3,125.00	3,953.00	2,701.00

(1) Lower division (freshman & sophomore) rate only. Differential rates for upper division (junior and senior) may apply.

2016-17 1st-Tier Tuition Increase Estimates by Institution

(a)		(b)		(c)		(d)	
Tuition (FY16 R-1 Budget)		2% Salary & Related Benefits		7.3% Health (PEHP)		2016-17 Total Changes	
Amount		Amount	% Change	Amount	% Change	Amount	% Change

2 & 4 Year Institutions

University of Utah	\$268,653,332	\$1,908,800	0.71%	\$701,400	0.26%	\$2,610,200	0.97%
Utah State University	133,495,000	931,400	0.70%	447,300	0.34%	\$1,378,700	1.03%
Weber State University	69,419,633	517,600	0.75%	247,200	0.36%	\$764,800	1.10%
Southern Utah University	35,993,000	251,300	0.70%	127,700	0.35%	\$379,000	1.05%
Snow College	11,527,059	104,000	0.90%	59,400	0.52%	\$163,400	1.42%
Dixie State University	25,525,000	196,700	0.77%	100,100	0.39%	\$296,800	1.16%
Utah Valley University	105,699,800	723,400	0.68%	417,600	0.40%	\$1,141,000	1.08%
Salt Lake Community College	58,845,500	494,500	0.84%	266,300	0.45%	\$760,800	1.29%
Subtotal - 2 & 4 year	\$709,158,324	\$5,127,700	0.72%	\$2,367,000	0.33%	\$7,494,700	1.06%

University of Utah Request to Increase Differential Tuition - Population Health Sciences Ph.D.

The University of Utah continues to examine tuition levels for its various programs. In prior years, differential tuition rates have been imposed in various subject matter areas. The University is requesting approval to increase the differential rate for one of those areas, the doctoral program in Population Health Sciences.

Background Information

The Population Health Sciences Ph.D. program is a 62 credit interdisciplinary program that prepares students for a professional career in either the biostatistics or health systems research fields of population health sciences. The program is administratively located in the Department of Population Health Sciences in the School of Medicine. The Department of Population Health Sciences issues the Ph.D. degree, provides admissions and academic support, and oversees program finances. See: <http://medicine.utah.edu/population-health-sciences/phd/index.php> for more detailed information.

The mission of the Population Health Sciences PhD program is to produce academic leaders who are committed to improving patient and population-oriented care in an increasingly complex health care delivery system. The objectives of the Population Health Sciences PhD program are aligned with ongoing initiatives at the University of Utah Health Sciences Center that are focused on improving health care quality and strengthening value-based outcomes.

The PhD in Population Health Sciences will prepare graduates to shape and foster data-driven quality healthcare in this country and abroad. The collaboration between health systems researchers and biostatisticians throughout the program exemplify team-based and collaborative research from inception. There will be a seamless transition from students to professionals in the field to leaders in healthcare transformation, mirroring the shift in medicine towards multi- and trans-disciplinary collaboration.

Proposal

The Department of Population Health Sciences is requesting a tuition differential of \$150.00 per credit hour, effective fall 2016. With the increase in place, total tuition per semester for a matriculated resident student would be \$4,710.40, apart from any changes in the University's general tuition.

Rationale

The request is based on the need to operate a basic science PhD program without drawing support from the department's committed operating funds. Without the differential tuition, tuition revenue will be insufficient to cover the cost of operations. The ten-year program budget consists mainly of salaries of the teaching faculty and the academic program manager, with approximately 5.5% allocated to non-personnel costs such as office supplies and equipment and conference fees. The increased revenue would enable the program to cover core expenses and build a small reserve after FY 2023 to compensate for potential loss of income in the future.

Competitive Position

The program's proposed tuition rate is competitive when compared to similar programs at the University of Utah and across the nation (see Table 1). With the increase, the program will be below average in cost for resident students. We will continue to apply for grants to help support our students with fellowships. Such efforts, coupled with the University of Utah Tuition Benefit Program, are expected to make the University of Utah extremely affordable. With continued success in grant support for student fellowships, our program will continue to compare well to other programs both academically and financially.

Table 1.
Total Charges (Tuition & Fees) for Population Health Programs

School and Department	Full Time Resident (Per Semester or Quarter)	Full Time Non-Resident (Per Semester or Quarter)
University of Utah Standard Graduate Tuition Rate	\$3,360.40	\$10,647.53
Proposed PHS PhD Rate	\$4,710.40	\$11,997.53
University of Utah Public Health	\$5,487.10	\$12,774.23
University of Washington Public Health Graduate Programs	\$5,680.00	\$9,838.00
University of Wisconsin Population Health Science MS/PhD	\$5,934.42	\$12,598.36
University of Wisconsin Public Health	\$6,434.92	\$13,098.36
University of Utah Biomedical Informatics	\$6,472.39	\$13,759.52
New York University (PhDs offered by the School of Medicine)	\$26,300.00*	\$26,300.00*

*NYU is a private school with one tuition rate

University of Utah Request for Differential Tuition for Undergraduate Science

The University of Utah is committed to providing excellence in science education to students in undergraduate programs. This is in direct support of the state's goal to provide a STEM-competitive workforce which will ensure Utah's continued economic success in the global workforce. To support and increase the quality of the College of Science, the University of Utah proposes to implement differential tuition for undergraduate science courses. Undergraduate students in science courses will directly benefit from implementation of this differential by means of greater interaction with research faculty in undergraduate courses, improved flexibility in course offerings, increased access to graduate students and peer mentors, and improved student laboratory learning experiences, particularly labs with modern equipment and technology. The impact of this differential tuition increase will be tempered by a simultaneous increase in externally-raised undergraduate scholarships and teaching assistantship dollars

Proposal

A tuition increase of \$20 per credit hour is proposed for all students taking courses in the College of Science at the undergraduate level of instruction. When implemented, the differential would generate approximately \$2,500,000 per year in revenue for the College.

Rationale

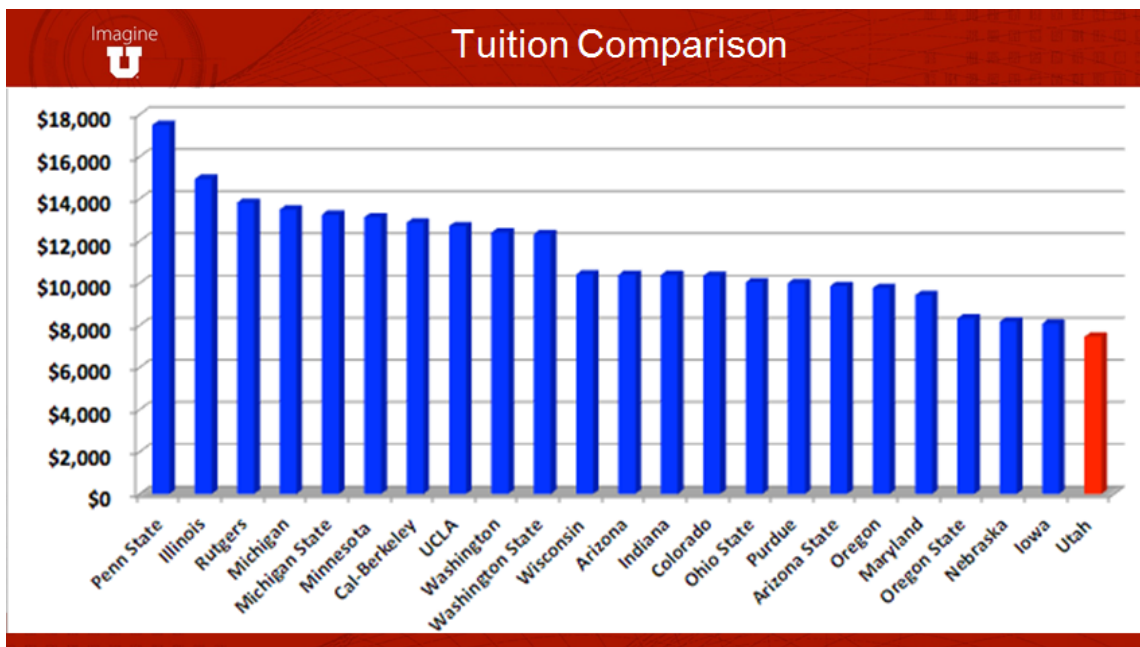
If we hope to uphold our promise of providing a top-tier quality undergraduate education to our students, we must have the resources to maintain the excellence we have achieved in our College of Science. Science has 26 of the University's 58 Distinguished Professors and 7 of the 10 National Academy of Science members. The departments of Chemistry, Biology and Math are above the 80th percentile in grants, articles and citations when compared to other departments at Research 1 institutions in Academic Analytics.

The College of Science impacts students not only majoring in science, but most other majors in STEM disciplines and Health Sciences. The differential plan is very modest and sensitive to maintaining low costs for students. It is designed to ensure continued quality and affordability.

Since the 2008-2009 academic year, student credit hours (SCH) in undergraduate science courses have grown by 26% putting strain on resources. So far the college has absorbed growth through increased efficiency and investments in key areas such as teaching assistants to augment the support undergraduates receive. However, we need to establish a reliable, ongoing resource dedicated to stabilizing and strengthening college educational resources as demand continues to grow. The revenue from this differential tuition increase will help us to improve our ability to retain and recruit excellent faculty who are leaders in their fields, supply support staff, ensure access to graduate student assistants for learning experiences, and directly maintain and improve teaching laboratories, and related equipment and supplies.

(I would want to know that the support for faculty might mean less TA teaching and more faculty teaching.)

As we work to provide a top quality education to our students, we are carefully balancing the financial needs of such an educational program with the impact on students. The University of Utah undergraduate tuition is among the lowest of our peers at both the PAC-12 and BIG 10 institutions. This becomes a challenge as we strive to compete for faculty against other PAC-12 schools with more financial resources.



We have been able to offer our students a quality science education comparable to peers institutions while keeping our tuition affordable. However, the balance between this quality and low price must be kept in balance. If the funds for Science fall too low, the quality will also diminish. To retain the high quality faculty and offer the curriculum and laboratory environment necessary for this quality education, we need to increase the funds available directly for the purpose of maintaining value – an appropriate blend of quality and cost – in the College of Science.

We work in public education because we are deeply committed to the principle that is at the foundation of the University of Utah: a world-class education for all who qualify, regardless of means. Without increases in differential tuition, we will be in danger of not delivering on this quality promise. However, we will concurrently be raising scholarships funds and helping our students to obtain dollars for which they are eligible.

Both the Dean of the College of Science and the Senior Vice President for Academic Affairs met with students in the College of Science to discuss how the funds would be used and engaged in a dialogue to understand student needs and concerns. Science classes are inherently more costly as they require laboratory spaces. To maintain quality we need to maintain smaller class sizes and increased access to support resources for students.

The College of Science faculty and courses support not only students receiving science degrees but also those in other STEM areas such as engineering, nursing and professional degrees such as medicine, dentistry, and allied health fields. Engineering differentials are almost universal. Science differentials or course fees are increasing in use. Examples include: Penn State whose science majors tuition is \$3,000 per year more than the base rate; University of Illinois where chemistry/life science majors pay \$5,000 per year more than base rate; University of Northern Colorado which charges \$18/credit hour for science course.

Conclusion

The College of Science differential gives us the opportunity to improve the quality for all undergraduate students receiving science education. The plan is modest and sensitive to maintaining low costs. It is designed to ensure the continued value of quality and affordability.

The additional \$20 per credit hour will be used to allow investments in faculty, instructors, equipment and physical space for students, faculty and staff and to improve our ability to maintain excellence of faculty and staff. Ultimately, this helps The University of Utah to remain competitive with top universities and to graduate students prepared to engage in a STEM-competitive workforce. This effort to maintain value, both quality and affordability, is central to the University of Utah's mission to prepare science, engineering and technology leaders to meet Utah's workforce needs.

University of Utah Request for Differential Tuition for College of Nursing

The College of Nursing respectfully requests that tuition differential for all undergraduate, graduate and doctoral programs increase by more than the tuition increase that is approved by the Board of Regents. The College of Nursing would like the differential increase to be 7% in fiscal years 2017, 2018 and 2019. As this is above the amount that base tuition will likely increase, we have included facts and data to help justify this request.

The demand for the degrees and programs offered by the College of Nursing significantly exceeds capacity. This is also true on a state and national level. One hundred twenty eight students are admitted each year to the full-time, traditional Bachelor of Science nursing program. During the application cycle for academic year 2016, we denied approximately one hundred students who met minimum qualifications for the program simply because we do not have enough slots. In our Doctor of Nurse Practitioner Program, the College of Nursing was only able to accept 43.6% of qualified applicants due to limited capacity. See Table 1 below for details.

Table 1.

Academic Year 2016 DNP Applications

Program	Applications	Qualified	Accepted
Primary Care	98	98	31
Acute Care	27	27	19
Psych Mental Health	24	24	15

The financial impact will vary based on whether a student is enrolled in a graduate/doctoral program or undergraduate program as well as the number of credit hours a student takes. However, our undergraduate BSN program is a two-year, four semester program with 16 credit hours each semester. The graduate and doctoral programs are year-round programs with students enrolling, on average, in 11 credits per semester. I will use these assumptions to outline the annual financial cost/impact of a 7% differential increase for an undergraduate and graduate/doctoral student.

The undergraduate per credit hour differential for FY 2016 is \$65.69 per credit hour. A 7% annual increase for the next three fiscal years would make FY2017 hourly differential \$70.29, FY2018 \$75.21 and FY2019 \$80.47.

The total annual differential cost for an undergraduate is outlined in Table 2, as well as the annual increase over the prior year. Again, the total cost is based on two semesters per year with the undergraduate student enrolled in 16 credits per semester.

Table 2.**Undergraduate Differential Increase**

	FY 16	FY17	FY18	FY19
Per Credit Hour Differential	\$65.69	\$70.29	\$75.21	\$80.47
Total Per Credit Hour Differential	\$2,102.08	\$2,249.23	\$2,406.67	\$2,575.14
Annual Cost Increase Over Prior Year	\$-	\$147.15	\$157.45	\$168.47

Graduate/Doctoral students have two components to tuition differential: zero hour base differential and per credit hour differential. Regardless of how many hours a student takes, he or she currently pays a base differential of \$1284.74 per semester plus \$71.34 per credit hour. Table 3 below outlines the zero hour base differential cost each semester and the hourly differential cost per hour with a 7% differential increase each year.

Table 3.**Graduate/Doctoral Differential Increase**

	FY 16	FY17	FY18	FY19
Zero Hour Base Differential	\$1,284.74	\$1,374.67	\$1,470.90	\$1,573.86
Per Credit Hour Differential	\$71.34	\$76.33	\$81.68	\$87.39

Table 4 outlines the total annual graduate/doctoral differential increase. These totals are based on the assumption that the student attends three semesters per year and is enrolled 11 credits per semester with both the zero hour base differential and the hourly differential increasing by 7% for the next three years. The annual cost over the prior year is detailed.

Table 4.**Total Graduate/Doctoral Differential Increase**

	FY 16	FY17	FY18	FY19
Total Zero Hour Base Differential	\$3,854.22	\$4,124.02	\$4,412.70	\$4,721.59
Total Per Credit Hour Differential	\$2,354.22	\$2,519.02	\$2,695.35	\$2,884.02
Total Differential	\$6,208.44	\$6,643.03	\$7,108.04	\$7,605.61
Annual Cost Increase Over Prior Year	\$-	\$434.59	\$465.01	\$497.56

In preparation for submitting this proposal, we met with student representatives of College of Nursing Student Advisory Council (SAC) as well as student leadership of the College of Nursing Chapter of the National Student Nurses Association (NSNA) and outlined the proposed increase and how the additional differential would be used specifically to cover costs, including those of the simulation center. The student representatives were understanding of the request. One stated, "The simulation lab has given us students a lot of confidence as we go into the hospital to do clinicals." Another stated, "The simulation lab

provides better educational opportunities that students are not able to get in other nursing schools.” This individual further stated, “I think the students would support it if they understood what it is used for.” Based on the feedback we received from the student representatives and the relatively small net financial impact, coupled with high program demand, we believe the differential increase will not impact student access and retention.

University of Utah College of Nursing undergraduate tuition is second highest in the state of Utah behind Westminster, a private college. The University of Utah College of Nursing is the only undergraduate program in Utah that charges tuition differential as well. Further, graduate nursing tuition is also the second highest in Utah. Weber State University does charge tuition differential for its graduate program (See Tables 5 and 6). All tuition comparisons in tables for Utah comparison are tuition per semester.

Table 5.**Utah Undergraduate Nursing Tuition Comparison**

Undergraduate Nursing Comparison				
Westminster	\$15,360	N/A	N/A	\$0.00
Westminster	\$8,004	N/A	N/A	\$0.00
U. of Utah	\$3,809	\$13,329	N/A	\$65.69/hr
Weber State	\$2,228	\$6,684	N/A	\$0.00
Utah State	\$2,809	\$9,044	N/A	\$0.00
Utah Valley University	\$3,156	\$7,247	N/A	\$0.00
BYU	\$2,575	N/A	\$5,150.00	\$0.00

Undergraduate Tuition is based on 16 hours per semester

Table 6.**Utah Graduate Nursing Tuition Comparison**

Graduate Nursing Comparison				
University	Full-time Resident Tuition Cost	Non-resident Full-time Tuition Cost	Non-LDS Full-time Tuition Cost	Differential Cost
Westminster	\$12,480.00	N/A	N/A	\$0.00
Westminster (MSNED)	\$8,340.00	N/A	N/A	\$0.00
U. of Utah	\$3,921.56	\$12,681.55	N/A	\$71.34/hr
Weber State	\$2,450.00	\$7,353.00	N/A	\$122.35/hr
Utah Valley University	\$3,156.00	\$9,624.00	N/A	\$0.00
BYU	\$3,250.00	N/A	\$6,500.00	\$0.00

Note: All costs are per semester and are based on the standard full-time status of 12 units/hours per semester.

Although tuition is higher than many of the undergraduate and graduate programs in Utah, it important to note the number and type of degrees offered through the College of Nursing. The College of Nursing is only one of four colleges in the state

offering a Bachelors of Science in Nursing Full-time program and the only College in the state that offers the Doctorate of Nurse Practitioner (DNP) degree with eight different specialties. This significant differentiation justifies the higher tuition cost and additional differential. See comparisons in Table 7 and Table 8 below.

Table 7.

Utah Undergraduate Nursing Degrees

Undergraduate Nursing Comparison	
University	Programs Leading to Undergraduate Degrees
Westminster	BS-RN; RN to BS
U. of Utah	BS-RN; RN to BS
Weber State	AS-RN; PN to RN; RN to BSN
Utah State	PN: AS-RN
Utah Valley University	AS-RN; BS-RN
BYU	BS-RN

Table 8.

Utah Graduate Nursing Degrees

Graduate Nursing Comparison	
University	Programs Leading to Graduate Degrees
Westminster	MSN-FNP; MSN-ED
U. of Utah	PhD; DNP; MSN; MS Gerontology; Post-Gerontology Interdisciplinary
Weber State	MSN-Edu.; MSN-Admin.; MSN-NP
Utah Valley University	MSN
BYU	MSN-FNP

A comparison of undergraduate and graduate tuition of PAC-12 Schools and similar nursing schools in the PAC-12 geographical footprint shows the University of Utah College of Nursing tuition is the least expensive of all tuition, including differential,

when you consider that University of Washington and UCLA both offer classes on a quarterly versus a semester basis (See Table 9 and Table 10).

Table 9.

PAC-12 Undergraduate Nursing Tuition Comparison

Undergraduate Nursing Comparison			
University	Full-time Resident Tuition Cost	Full Time Non-resident Tuition Cost	Differential Cost
University of Arizona	\$5,195.00	\$15,809.00	\$83.00/hr
Arizona State University	\$5,492.00	\$13,142.00	\$1,000.00
UCLA*	\$3,740.00	\$11,976.00	\$0.00
Colorado (Denver)	\$6,320.00	\$14,000.00	\$0.00
OHSU	\$5,664.00	\$10,384.00	\$1,276.00
Utah	\$3,809.00	\$13,329.00	\$71.34/hr
Washington	\$3,401.00	\$10,528.00	\$0.00
Washington State	\$5,457.00	\$12,234.00	\$0.00

Undergraduate Tuition is based on 16 hours per semester

*UCLA and Washington tuition per quarter

Table 10.

Graduate Nursing Comparison			
University	Full-time Resident Tuition Cost		Differential Cost
University of Arizona	\$5,520.00	\$14,681.00	\$2,600.00
Arizona State University	\$5,305.00	\$10,161.00	\$2,000.00
UCLA*	\$3,740.00	\$7,822.00	\$3,343.00
Colorado (Denver)	\$7,020.00	\$12,240.00	\$0.00
OHSU	\$6,864.00	\$8,880.00	\$1,805.00
Utah	\$5,726.00	\$14,739.00	\$71.34/hr
Washington	\$8,232.00	\$14,733.00	\$0.00
Washington State	\$8,896.00	\$16,407.00	\$0.00

Note: All costs are per semester and are based on the standard full-time status of 12 units/hours per semester.

*UCLA tuition is per quarter

The potential earnings capacity for College of Nursing graduates is very good. According to the United States Bureau of Labor Statistics (BLS) May 2014 data, the median hourly rate for a registered nurse is \$28.71/hour or annual full-time earnings of \$59,717. The BLS

statistics also show that the annual mean hourly rate for a Nurse Practitioners is \$44.16/hour or annual full-time earnings of \$93,110 (http://www.bls.gov/oes/current/oes_ut.htm#31-0000). Finally, according to the American Association of Colleges of Nursing 2015 Annual Salary Survey, the median salary for an Assistant Professor, Doctorally Prepared, is \$90,009. The data presented suggested that the earning potential of nursing graduates is great.

Finally, the demand for qualified nurses is great. According to a report titled **Demand for Nurses: The 2015 Survey of Utah's Nurse Employers** published by the Utah Medical Education Council, there were 1,284 Full Time Equivalent (FTE) nursing vacancies in Utah. Further, Dean Patricia Morton, College of Nursing Dean, attended a presentation by an Intermountain Health Care executive. In the presentation, the speaker noted that Intermountain Health Care was pleased to note that they were down to 500 nursing position open from 700. The societal impact of nursing is seen and felt each day as patient receive care in many types of healthcare facilities.

Based on all of the information presented, we feel the College of Nursing request to increase tuition differential by 7% in fiscal year 2017, fiscal year 2018, and fiscal year 2019 is justified and appropriate to maintain the quality of the program.

4 March 2016

ITEM FOR ACTION

RE: A proposal to establish differential tuition for the Emma Eccles Jones College of Education and Human Services

EXECUTIVE SUMMARY

Utah State University (USU) seeks to institute differential tuition for students in the Emma Eccles Jones College of Education and Human Services (CEHS).

The college estimates the new differential tuition will generate approximately \$2.4 million. That will be partially offset by the college's proposal to eliminate most course fees, which will result in the loss of approximately \$700,000. The net impact of these measures adds up to an increase of approximately \$1.7 million of new funding for the college.

The college seeks to invest in strategic areas of need that will benefit CEHS students both directly and indirectly. Job placement, reaccreditation, award-winning student research, increased availability of scholarship support, and elevated national rankings are projected impacts.

The proposal states that beginning in Summer, 2016, differential tuition will be assessed to all undergraduate and graduate students enrolled in CEHS prefix courses. Per credit hour rates will be \$5 for 0-2999 level courses, \$25 for 3000-5999 level courses, and \$40 for 6000 level courses and above. Thereafter, both undergraduate and graduate differential tuition will increase at the same percentage as Tier I tuition. Concurrent, recording fee workshop, thesis, and dissertation hours would not be charged differential tuition.

Once differential tuition is approved, all current course fees (except for those with a PE prefix) and the current COMD graduate differential tuition will be discontinued and no non-PE prefix new course fees will be approved in the future.

RECOMMENDATION

Based on the above proposal and approvals as indicated, the President, Provost, and Vice President for Business & Finance recommend that the Board of Trustees approve the establishment of differential tuition for the Emma Eccles Jones College of Education and Human Services.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is requesting differential tuition for certain courses in the Emma Eccles Jones College of Education and Human Services (CEHS), and

WHEREAS, The goal of the CEHS is to prepare outstanding educators, health, and human service professionals to meet the challenges of rapidly changing educational and health care environments, and

WHEREAS, The CEHS Student Council, the CEHS Ambassadors, and student representatives from all CEHS departments and the general student body were briefed on the proposed differential tuition request and, in general, the students understand the role differential tuition plays in offering them a high-quality, relevant education to better prepare them for the workforce, and

WHEREAS, The proposal calls for differential tuition for all undergraduate, lower-division CEHS prefix courses to be assessed at a rate of \$5 per credit hour beginning in Summer, 2016, and

WHEREAS, The proposal calls for differential tuition for all undergraduate, upper-division CEHS prefix courses to be assessed at a rate of \$25 per credit hour beginning in Summer, 2016, and

WHEREAS, The proposal calls for differential tuition for all graduate level CEHS prefix courses to be assessed at a rate of \$40 per credit hour beginning in Summer, 2016, and

WHEREAS, The College will eliminate course fees for all CEHS undergraduate courses (except those with a PE prefix) and graduate courses, and will not request new course fees at a later date, and

WHEREAS, Differential tuition will increase at the same percentage as Tier 1 beginning in 2017-18, and

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

WHEREAS, The proposal has the approval of the President, Provost, and Vice President for Business & Finance of Utah State University:

NOW THEREFORE BE IT RESOLVED, That the Utah State Board of Trustees hereby approves the proposed differential tuition increase for the Emma Eccles Jones College of Education and Human Services and that this approval be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education for their approval.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

**Request for Differential Tuition for the
Emma Eccles Jones College of Education and Human Services Utah
State University**

Part 1: Proposed rates

Beginning in Summer, 2016, differential tuition will be assessed to all undergraduate and graduate students enrolled in CEHS prefix courses (COMD, EDUC, ELED, FCHD, HEAL, HEP, ITLS, NURS, PSY, REH, SCED, TEAL, TEPD). Per credit hour rates will be \$5 for 0-2999 level courses, \$25 for 3000-5999 level courses, and \$40 for 6000 level courses and above. There will be no differential tuition charges for concurrent (attributes CPCZ, CBBC & CBSF), recording fee workshop (attribute CPRF), thesis (course number 6970) and dissertation (course number 7970) credits. Questions regarding the applicability of differential tuition on courses will be resolved by the Dean or designate. Thereafter, differential tuition will increase at the same percentage as Tier 1. After differential tuition is approved, all current course fees (except for those with a PE prefix) will be discontinued and no new course fees will be approved in the future. In accordance with standard practice, the university's central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships.

Class level	Projected SCH	SCH Rate
0 - 1999	24,750	\$5
2000-2999	13,321	\$5
3000-3999	35,366	\$25
4000-4999	18,153	\$25
5000-5999	18,559	\$25
6000-6999	14,201	\$40
7000-7999	2,850	\$40
	127,200	

Though differential tuition will increase the overall cost of a CEHS degree, the College will retain its position as one of the most economical in North America while benefitting students through increased quality of training. Based on current enrollments, differential tuition will generate approximately \$2.4 M annually, with funds being used to address seven areas of critical need in the College: accreditation, compliance, course fees/differential tuition replacement, student research, faculty recruitment and retention, graduate assistantships and tuition waivers, and technology support in student labs/clinics. Investments in these critical areas will benefit students both directly and indirectly through enhanced program quality and increased student resources. No differential tuition funds will be used for capital projects.

Part 2: Identify the courses

The CEHS proposes to implement differential tuition on all undergraduate and graduate courses with CEHS departmental prefixes (COMD, EDUC, ELED, FCHD, HEAL, HEP, ITLS, NURS, PE, PEP, PRP, PSY, REH, SCED, SPED, TEAL, TEPD) in the College, excluding concurrent, recording fee workshop, thesis or dissertation hours. After differential tuition is approved, current course fees, excluding PE prefix courses, will be eliminated for lower and upper division courses and offset by differential tuition revenue. Resulting funds will eliminate the need for any new non PE prefix course fees in the future.

Part 3: SBR rationale

The CEHS is the top-ranked college of education in Utah and the Intermountain West and has maintained this distinction for nearly two decades. In 2015, U.S. News and World Report ranked the CEHS #28 nationally; no other college of education in Utah ranked in the top 50. The CEHS was ranked #12 nationally for external funding, generating more than \$40 million in external grants and contracts in 2015.

Largely due to its enduring reputation for excellence, the CEHS has enjoyed significant enrollment growth over the past five years. We are currently the largest college on the USU campus, with total student enrollment increasing from approximately 4,700 in 2009 to 5,800 currently. During this period of increased enrollment growth, faculty FTEs and departmental budgets have remained flat; we have thus far managed to absorb growth through increased efficiency, but we are straining the capacity of most CEHS programs.

Another challenge facing the College is that many of our preservice programs are expensive to operate, with increasingly stringent accreditation requirements and greater need for compliance with federal regulations governing privacy, electronic medical records, and IT security. The current CEHS budget is inadequate to enable us to maintain top-quality professional preparation for students in education and human disciplines. We seek to invest in strategic areas of need through a financial pool, created by differential tuition, that directly benefits CEHS students both directly and indirectly. Job placement, reaccreditation, award-winning student research, increased availability of assistantship and scholarship support, and elevated national rankings are projected impacts.

Comparison to Peer Institutions.

Given the breadth of the CEHS's eight departments, the diversity of its professional training programs, and program-specific costs associated with each (e.g., accreditation and licensing costs, clinical supervision, community clinics, technology supports), it is difficult to directly compare the cost of our programs with those at other Utah universities and peer land grant institutions. For example, the University of Nevada – Las Vegas costs about \$500 per semester less for a teaching degree, but costs \$2340 more per semester for a nursing degree when UNLVs differential tuition for that program is included. At USU, the cost of graduate tuition for a student in COMDDE is \$3721 per semester, including \$35/sch in differential tuition that is currently assessed on that program; the cost of a similar program at the University of Utah is \$7219.85 per semester. Overall, the cost of CEHS programs across education, health and

human service programs, remains highly competitive with other Utah and land-grant peer institutions, even with the addition of a differential tuition increase.

Funding Areas

There are seven areas of critical need that the CEHS's current budget cannot adequately cover: **accreditation, compliance, course fees and differential tuition replacement, graduate assistantships and tuition waivers, graduate and undergraduate student research, program enhancements, and technology supports in student labs/clinics.** Investments in these critical areas will benefit students directly and indirectly, as described below.

Accreditation. Unless CEHS programs maintain national accreditation, graduates from these programs cannot obtain required professional licensure. Each CEHS department must meet the standards of *one or more* national accreditation agencies in order to ensure program quality and meet state/national licensing requirements. For example, the Department of Psychology has separate accreditation agencies for their school counseling and psychology counseling programs. The Department of Communicative Disorders and Deaf Education's speech-language pathology and audiology programs must meet the requirements of a different accreditation agency than does their deaf education program. During the past five years, costs to maintain accreditation have increased across all disciplines as requirements have become more stringent. Associated costs include data collection and analysis, database development, database management, annual reporting, and site visits during years when programs are considered for reaccreditation.

Compliance. The Health Insurance Portability and Accountability Act of 1996 (HIPAA), Public Law 104-191, was enacted in 1996. The final regulation, the Privacy Rule, was published December 28, 2000. By 2005, there were 75 added requirements and 254 points of validation when the security rule, which deals with electronic Protected Health Information (ePHI), went into effect. In 2013, the "omnibus final rule" became effective which strengthened the health-data privacy protections of the 1996 Act and the Health Information Technology for Economic and Clinical Health Act (HITECH) of 2009. Lastly, in the Affordable Care Act we have additional requirements in both HIPAA and non-HIPAA areas that added additional compliance requirements.

The Privacy Rule standards address the use and disclosure of patients/clients' health information - called "protected health information" - by many of our clinics and researchers as well as standards for patients' rights to understand and control how their health information is used. Security standards require us to protect the security of patients' electronic medical information through the use of procedures and mechanisms that protect the confidentiality, integrity, and availability of information. We must have in place administrative, physical, and technical safeguards that will protect electronic health information that our clinics, practitioners, and researchers collect, maintain, use, and transmit. Our systems and processes must document and address many areas including the following: Risk assessment and management, security training, physical security of the facilities and mobile devices, off-site access and use of ePHI from remote locations, storage of ePHI on portable devices and media,

disposal of equipment containing ePHI, business associate agreements and contracts, data encryption, virus protection, technical safeguards to protect ePHI, and monitoring of access to ePHI.

To date, we have had to limit our use of electronic medical records and delay the implementation of several clinical research programs (e.g., Aging and Memory Clinic) until we have adequate compliance infrastructure and safeguards in place. Funding from differential tuition will enable us to meet all required HIPAA and non-HIPAA compliance and security standards prior to the opening of the new Center for Clinical Excellence in November of 2017. This Center will house more than 30 community clinics and clinical research programs; these clinics and research programs provide the “hands-on” clinical training that distinguishes our graduates and makes them highly employable in a variety of education, health and human service professions.

Course Fees and Differential Tuition Replacement

Currently, the CEHS collects approximately \$718,000 per year in course and lab fees. All of these course fees will be eliminated in both lower and upper division courses; future costs will be covered through differential tuition revenue. No new non PE prefix course fees will be requested after differential tuition is approved.

Graduate Assistantships and Tuition Waivers

The CEHS currently awards approximately \$350,000 in scholarship support each year and we will continue to seek new scholarship donors. Differential tuition funds will be used primarily to create new graduate assistantships. In addition, the College will waive the differential tuition for graduate students with a tuition waivers. In accordance with standard practice, the university’s central scholarship budget will be made whole from differential tuition funds for students whose differential tuition is covered by central scholarships or waivers.

Graduate and Undergraduate Student Research Support

The CEHS is known for the many undergraduate and graduate research opportunities it provides to students. More than 40% of tenure-track and research faculty in the CEHS include students as co-authors on journal publications and conference presentations. While hundreds of students per year receive financial support via faculty grant funding, many others do not have the resources to fully participate in available research experiences such as national conference presentations due to the cost of research materials and/or travel. A portion of the differential tuition funding will be used to fund a mini-grant program that will assist students in covering the cost of travel for conference presentations, support their work in labs and clinics, and provide materials and other resources for undergraduate and graduate research.

Program Enhancements

Often our programs need additional funding to cover a special event or opportunity that is not covered by their operational budgets. This could include support for post-doctoral fellowships,

hourly student workers, temporary clerical support, special training, faculty/administrative hiring costs, upgrading equipment/computers/software systems etc. A portion of the differential tuition funding will be used to assist our programs with those needs. Additionally, the cost of hiring new faculty has continued to escalate due to the relative shortage of new faculty compared to retiring faculty across the country. In order to remain competitive, the College must have funds to augment salary offers for new faculty and also provide retention funds for outstanding faculty when appropriate. Given current budget realities in higher education, there is no source of funding other than differential tuition to directly address the challenge of insufficiency of funding to recruit and retain top faculty.

Technology Support in Student Labs/Clinics

Rapid changes in technology require frequent upgrades to computer hardware, software, and other equipment to keep professional training programs current. For example, in order to offer a high-quality nursing program in the College, an advanced simulation lab is needed that will require an investment of approximately \$1M in new technology for student training and skills development (e.g., simulation mannequins, medical equipment, etc.). Other technology support will directly impact students by providing funding for software and technology in student labs across the college. Additionally, it will fund devices such as tablets and laptops that students will be using in student teaching placements and clinical practices that require students to access clinical software and electronic medical records.

Utah Board of Regents – R510 Tuition and Fees

4.2. Differential Tuition:

4.2.1. The Student and Market Demand for the Program

As discussed previously, CEHS student enrollments have increased significantly over the past five years, from approximately 4,700 students in 2009 to 5,800 in 2015. The CEHS is now the largest college on campus and demand for some programs in the college is straining capacity. For example, the HPER department almost doubled its enrollment during that period of time, from just over 500 students to more than 1,100 students this year, largely due to the increased quality of and demand for its programs in kinesiology and health sciences. The new Bachelor's Degree in Nursing scheduled to begin in Fall, 2017, is expected to generate high levels of interest. Graduate programs across the CEHS have highly competitive admissions standards and most are operating at full capacity; the CEHS awards approximately 32% of all graduate degrees at USU each year.

4.2.2. The Impact of Differential Tuition Rates on Student Access and Retention

Undergraduate Program. At the lower-division level, the \$5 per credit hour differential tuition charge is expected to have minimal impact on students because course fees that are currently being charged on those courses will be eliminated. Upper-division courses represent just a portion of the total number of courses required for graduation, thus mitigating the overall

cost impact of this proposal on tuition. For the typical full-time, upper-division undergraduate student, the differential tuition rate of \$25 per credit hour would apply to six or seven of 10 courses per year during the junior and senior years, or approximately 18-21 credits out of 30 per year. Depending upon the number of credits, the proposed differential tuition would add between \$450 to \$525 to the current cost of tuition each year. Note that previously required course fees will have been eliminated; for many students, these fees have ranged from \$300 to \$400 during semesters involving student teaching. A portion of the differential tuition return will be used to cover the cost of differential tuition for scholarship students.

Graduate Program. The proposed differential tuition rate of \$40 per credit hour will apply to all Master's and Doctoral degree programs. Only one CEHS graduate program currently charges differential tuition. The COMDDE department has had a differential tuition rate of \$35 per credit hour for more than a decade; with the proposed increase students will pay an increase of \$5 per credit hour. In future years, any increase in differential tuition will occur at the same percentage as Tier 1 tuition increases. The proposed differential tuition charge would add \$720 to the current cost of tuition each year for a typical graduate student taking 9 credits per semester. A portion of the differential tuition return will be used to fund additional graduate assistantships, tuition waivers, and scholarships, particularly for students who do not qualify for RGS tuition waivers because RGS does not fund waivers for students in professional Master's degree programs (e.g., marriage and family therapy, speech-language pathology, etc.).

4.2.3. The Tuition Rates of Comparable Programs at Peer and Other Institutions

Even with differential tuition, costs to CEHS students will remain among the lowest in Utah and the nation for students in education, health, and human service programs at land-grant institutions. CEHS students will continue to pay lower tuition than students at the University of Utah. Differential tuition will provide the CEHS with much-needed resources to improve the quality of our programs which in turn will allow students to realize their full intellectual potential and earn competitive salaries.

Following is a table comparing one term of undergraduate tuition at other Research Land Grant Institutions and In-state Institutions with USU's tuition and added differential.

Tuition Comparison Table

Institution	Education/ Human Services Differential Tuition	Other Course or Program Fees	Average Jr/Sr Tuition & Fees 2015-2016 15 Credits/Term	Average Graduate Tuition & Fees 2015-2016 9 Credits/Term	Comments
Westminster College	No	Yes	\$15,614.00	\$6,363.00	
University of Arizona	No	No	\$7,350.00	\$4,995.00	
University of Phoenix	No	No	\$7,000.00	\$5,355.00	
University of California - Davis	No	No	\$6,975.50	\$6,582.50	Graduate tuition by program; this is the lowest charge program
Colorado State University	Yes	Yes	\$6,014.24	\$6,578.14	Undergraduate differential ranges from \$49 - \$65; Graduate \$100/credit
University of Washington - Seattle	No	Yes	\$5,920.50	\$8,139.00	
University of Colorado - Boulder	No	Yes	\$5,545.39	\$6,159.89	
Washington State - Spokane	Yes-Nursing	Yes	\$5,457.50	\$5,891.50	
University of Utah	Yes-Nursing	Yes	\$4,140.53	\$3,071.23 Education; \$7,219.85 COMD	Tuition amounts do not include the \$65.69/UG & GR credit for nursing.
Utah State University	Proposed	No	\$3,706.77	\$3,406.24	
University of Idaho	No	Yes	\$3,510.00	\$4,111.00	
Montana State University	No	Yes	\$3,424.65	\$3,083.10	
New Mexico State University - Las Cruces	No	Yes	\$3,364.50	\$2,470.50	
University of Nevada - Las Vegas	Yes-Nursing	Yes	\$3,295.05	\$4,054.86	Does not include the \$156.75/UG credit \$239.50/credit graduate nursing differential.
Western Governors University	No	Yes	\$3,035 Teacher; \$4,395 Nursing	\$3,035.00	
Weber State University	Proposed	Yes	\$2,669.45	\$3,018.41	

In addition to the cost comparison with peer institutions, the CEHS differential tuition request compares favorably to differential tuition increases previously approved for other colleges at USU.

USU 2016-17 Proposed Differential Tuition Rates

Course level	Caine College of Arts*	College of Engineering	Emma Eccles Jones College of Education & Human Services	Jessie E. Quinney College of Natural Resources	Jon M. Huntsman School of Business	Landscape Architecture & Environmental Planning
Additional course fees	Yes	Yes	Only PE prefix	Yes	Yes	Yes
0 - 2999	\$36	\$2	\$5	\$0	\$2	\$0
3000 - 5999	\$36	\$34	\$25	\$0	\$137	\$49
6000+	\$36	\$48	\$40	\$0	\$429	\$49
Graduate program specific				\$42		

Notes:

The following have approved increase in differential tuition in 2017-18 and thereafter increasing at the same rate as tier 1 tuition.

- College of Engineering - an additional \$14 per credit for 3000 - 5999 level courses and an additional \$21 for 6000 level and higher courses.
- Jon M. Huntsman School of Business - an additional \$20 per credit for 3000 - 5999 level courses and an additional \$40 for 6000 level and higher courses.
- Landscape Architecture & Environmental Planning - an additional \$10 per credit for 3000 level and higher courses.

4.2.4. The Potential Earnings Capacity of Program Graduates

Starting salaries of our graduates vary considerably based on discipline, geographic location, type of degree, and other factors. CEHS elementary education graduates with a Bachelor's degree who work in Utah, for example, have starting salaries in the 34k range for a 9-month position. In Wyoming, the average starting salary is \$43k. The national average for new teachers is about \$36k. Speech-language pathologists, who are required to have a Master's degree, have starting salaries in the mid to high 30k range for a 9-month school position; for those employed for 12 months in hospital and rehabilitation settings, starting salaries are in the 65k – 70k range or higher. Marriage and family therapists, health educators, and rehabilitation counselors with Master's degrees can expect to have starting

salaries in the high 30k to high 40k range. For graduates with doctoral degrees, new tenure-track faculty positions have starting salaries in the high 60k to mid 70k range in most CEHS disciplines. Because there are critical shortages of professionals in several program areas addressed by the College (e.g., special education, secondary education, and speech language pathology), graduates enjoy high rates of employment. Employment rates for graduates seeking employment in the disciplines for which they were trained range from a low of 93% (elementary education) to a high of 100% in almost all other programs.

4.2.5. The Societal Importance of the Program

As noted previously, we prepare our graduates to enter a broad range of education, health and human service professions including teaching, special education, nursing, health education, psychology counseling, marriage and family therapy, speech-language pathology, audiology, and many more. All of these professions have at their core the principle of helping fellow human beings across the lifespan to live healthy lives and reach their full potential; this is the central driver of education, health, and human service related careers turn. Whether one is working as an elementary school teacher, a secondary science teacher, a fitness trainer, a nurse, or a clinical psychologist, the goal is the same – to help individuals and families become healthy and whole. As school environments change, as new educational and medical technologies develop, as the incidence of developmental disabilities like autism increases, and as the general population ages, there will be an increased societal need for well-prepared education, health, and human service professionals who have 21st century skills, can think critically, implement research-based practices, help solve complex social problems, and who demonstrate the capacity for leadership. The CEHS has a long history of preparing such professionals and will continue do so in the future.

Part 4: Changes to Existing Fees (i.e., course, lab, etc.)

All of the current CEHS program-related course fees and the COMD graduate differential tuition will be eliminated and the costs offset by College differential tuition. No new non-PE prefix course fees will be requested.

Part 5: Student/Faculty Feedback

The differential tuition increase was first proposed to the CEHS Administrative Council in October of 2015. The Administrative Council members took the information to their departments/units for discussion and feedback. Administrative Council members and faculty were highly supportive of the differential tuition proposal and the proposed uses of the differential tuition revenue. A motion to approve the differential tuition proposal was passed unanimously by the CEHS Administrative Council in December, 2016.

The CEHS Student Council, CEHS Ambassadors, and graduate representatives from each department were also briefed in separate meetings on the proposed differential tuition, rationale for the increase, and potential benefits for students at various levels of their programs. A differential tuition FAQ sheet was distributed and students from each group provided feedback and offered suggestions for improving the clarity of the document for

students. An open forum with students and the Dean was held February 19, 2016. In general, CEHS students understood both the need for differential tuition and the role it plays in offering high-quality educational and clinical experiences that will better prepare them for entering the workforce in education and human service professions. Students were highly complementary of current programs and generally supportive of the differential tuition increase, especially in light of the elimination of current course fees.

Part 6: Anticipated revenue

Based on CEHS enrollments, the following table illustrates the anticipated revenue from the proposed differential tuition increase:

Class level	Projected SCH	SCH Rate	Projected Gross Funding
0 - 1999	24,750	\$5	\$123,750
2000-2999	13,321	\$5	\$66,605
3000-3999	35,366	\$25	\$884,150
4000-4999	18,153	\$25	\$453,825
5000-5999	18,559	\$25	\$463,975
6000-6999	14,201	\$40	\$568,040
7000-7999	2,850	\$40	\$114,000
	127,200		\$2,674,435
Less 10% Discount			-\$267,435
Net Estimated Funding			\$2,406,910

Part 7: Anticipated expenses

Anticipated expenses are grouped into the six general funding areas described previously. The following table illustrates the anticipated expenses and percentage of the overall revenue for each category.

Funding Areas	Amounts	% of Use
Accreditation	387,180	16.09%
Compliance	972,085	40.39%
Course Fees & Differential Tuition Replacement	717,645	29.82%
Graduate Assistantships & Tuition Waivers	95,000	3.95%
Graduate & Undergraduate Student Research	80,000	3.32%
Program Enhancements	55,000	2.29%
Technology Support - Student Lab/Clinic	100,000	4.15%
Total	2,406,910	100.00%

- Accreditation and Compliance costs include personnel, technology, and training. This will cover accreditation costs detailed previously, as well as address mandated compliance regulations. Funds will also be used to provide up-to-date clinical software so students can learn and properly use electronic medical records and systems while protecting client data. This will also provide critical infrastructure for research in medical areas so faculty and students can conduct HIPAA compliant research in these areas.
- Approximately 30% of the funds generated are expected to offset the course fees and COMD differential tuition that students are currently being charged.
- 7% of the funds generated are planned to be returned directly to students in new student assistantships research support opportunities.
- Approximately 3% of the differential tuition funds will be used to support program enhancements, with priorities set by the Dean.
- Technology Support will directly impact students by providing funding for software and technology in student labs in the college. Additionally, it will fund devices such as iPads, tablets and laptops that students will be using in clinical settings to access clinical software and client records.

In order to maintain transparency regarding the use of differential tuition funds, a report detailing expenditures will be generated each year and shared with the USU Board of Trustees, the CEHS Administrative Council and CEHS Student Council members. In addition, the report will be posted on the CEHS website for general review.

Part 8: Other Information

For more information regarding HIPAA requirements, see Appendix A.

Conclusion

The implementation of differential tuition represents an opportunity for Utah State University to improve the quality of its programs in education, health, and human service disciplines. The CEHS administration is committed to work with donors to fund additional scholarships and programs and to work with state legislators to find additional funding for much-needed faculty hires. We turn to our students to ask for additional support to help improve the quality of their educational experiences which will in turn enhance the reputation of the College and increase the employment opportunities, starting salaries, and career trajectories of our students.

Appendix A

The Health Insurance Portability and Accountability Act of 1996, commonly referred to as HIPAA, was enacted by Congress to improve access to health insurance, to promote standardization and efficiency in the healthcare industry, and to offer nationally standardized protections for individual health information. The Department of Health and Human Services can enforce HIPAA-related penalties against "covered entities" as they are defined by the regulations. The regulations define covered entities as healthcare providers, health plans and healthcare clearinghouses who engage in any number of electronic transactions. A healthcare provider under HIPAA is a person or company that furnishes, bills or is paid for health care services. This definition is fairly broad and encompasses not only hospitals and physicians, but also includes chiropractors, dentists, optometrists, hospitals, schools, nonprofit organizations that provide some healthcare services, and even government agencies.

A number of universities have found that they are covered entities under HIPAA because they have various clinics and offices that provide different types of medical services to students, clients, research participants, and community members and therefore house PHI (Protected Health Information). Typically, they are electing to be treated as "hybrid entities" to limit the effect of HIPAA's restrictions to the specific section(s) of the university that deal with this information. However, even as a hybrid entity, the parts of the university dealing with this data must undergo all of the HIPAA preparation activities to become compliant (policies & procedures, employee training, controlling access (digitally & physically), documentation, etc.) and maintain that compliance (annual risk assessments, hardware/software/network security, data encryption and monitoring, document/data retention and disposal). This is an expensive and time intensive process. Utah State University has declared itself a Hybrid Entity and lists 22 Covered Components within USU. 13 of the 22 covered components are in the College of Education and Human Services.

What Does HIPAA Require? HIPAA regulates "covered entities" that process and store health data in the format specified in the HIPAA statute. With the release of the HITECH-HIPAA modifications that went into effect in 2009, HIPAA also now covers "business associates" or entities that contract with covered entities and that receive, use, and process protected health information (PHI).

The HIPAA Privacy Rule governs PHI, which is any “individually identifiable health information”—a broad definition including paper records. The HIPAA Security Rule is narrower, applying only to “electronic” PHI, or e-PHI. From a bird’s eye view, the key aspects of HIPAA include:

Privacy Program. HIPAA mandates that covered entities designate a privacy official to develop, document, and implement policies for protecting privacy and handle questions and complaints. HIPAA also requires (at minimum) yearly training of all personnel who have any kind of access to PHI, as well as current documentation of all aspects of the covered entities compliance.

- **Limitations on Disclosure and Use.** HIPAA requires that people authorize disclosure of their PHI unless an exception applies, such as a legal requirement or to report abuse, or for treatment, payment, or healthcare operations. The “minimum necessary rule” requires that only the minimum necessary PHI be accessed and used.
- **Patient Rights.** HIPAA provides a set of rights to patients, including a right to be given a notice about the privacy practices of a covered entity, a right to access PHI, and a right to file a complaint alleging a HIPAA violation without retaliation.
- **Security Safeguards.** For e-PHI, the HIPAA Security Rule provides a detailed series of administrative, physical, and technical requirements. A Security Officer must be designated and covered entities must have a written policy & procedure in place for each “Required” and “Addressable” safeguards. System audits must be done regularly to catch any potential breaches or violations. The covered entity is also required to keep documentation of all violations, sanctions taken, and have any necessary Business Associate Agreements on file.

The US Department of Health and Human Services (HHS) Office for Civil Rights (OCR) is responsible for the civil enforcement of HIPAA. There are also criminal penalties for certain wrongful disclosures of PHI (overseen by the Department of Justice.) In 2009 the Health Information Technology for Economic and Clinical Health Act (HITECH) was enacted by Congress. The HITECH Act greatly strengthened HIPAA by dramatically increasing the penalties for HIPAA violations—up to **\$1.5 million** for a violation in certain circumstances. The HITECH Act included the first federal data security breach notification requirement, and also required HHS to conduct HIPAA privacy and security audits. HITECH also authorized HIPAA enforcement by states’ attorneys’ general. **Civil penalties range from \$25,000 to \$1.5 million per year.** Criminal penalties can also be enforced and include monetary fines and imprisonment for a number of different degrees of violation. These range from \$50,000 and a one-year sentence for knowingly accessing or obtaining protected information to \$250,000 and up to ten years in prison for planning to sell, transfer, or use protected health information for harmful intentions, commercial advantage, or personal gain.

Some examples of recent breaches and fines are:

Idaho State University recently agreed to pay \$400,000 to settle Health Insurance Portability and

Accountability Act Security Rule violations that allegedly left the electronic health information of 17,500 patients accessible for at least 10 months. According to the Office of Civil Rights:

- ISU's risk analyses and assessments of its affiliated clinics were inadequate.
- ISU failed to apply proper security measures and policies to address risks to the information.
- ISU disabled firewall protections that would have otherwise protected the information on its servers.
- ISU did not have procedures for routine review of its system which could have detected the firewall breach much sooner.

All of these items were required by the Security Rule. It should be noted that there was no proof that the information was actually lost or misused. It was considered a breach because there was the potential that it could have been accessed inappropriately.

Also, in 2012 the Utah Department of Health confirmed that a server containing personal health information (PHI) of some **780,000 patients** had been hacked. Officials reported that thieves had begun removing information from the server. Addresses, dates of birth, Social Security numbers, diagnoses codes, national provider identification numbers, billing codes and taxpayer identification numbers were all included on the server. The State of Utah has spent a reported **\$9 million** upgrading its information technology security program with better auditing as well as two years of credit monitoring provided to affected patients.

To date, the College has had to limit our use of electronic medical records and delay the implementation of several clinical research programs until we have adequate compliance infrastructure and safeguards in place. This has been detrimental to students engaged in these clinics as we have not been able to train them in electronic medical records/programs as is the current workplace standard. Additionally, students were not able to engage in the new research in certain areas as we could not provide the required structure and controls. Funding from differential tuition will enable us to provide a current training and research environment for our students while meeting the required HIPAA and security standards. Additionally, it will provide the on-going funding needed to maintain the infrastructure and adapt to future regulations.

Weber State University
Master of Science in Computer Engineering
Request for Differential Tuition

Section I: Request

A new Bachelor and Master of Science in Computer Engineering program was approved by the Board of Regents on July 30, 2015. Weber State University requests that the graduate portion of this program adopt the same tuition and differential schedule as the majority of master's programs at Weber State University (i.e., Master of Arts in English, Master of Professional Communication, Master of Science in Nursing, Master of Radiological Science, and Quality & Lean Manufacturing Graduate Institutional Certificate). This differential rate will be \$126.63 per credit hour for 2016-2017. Funds will be used toward increasing the number of Computer Science and Electrical Engineering faculty.

Section II: Student and Market Demand

Enrollment in both WSU's Computer Science and Electrical Engineering programs has exploded. Since 2010 enrollment in these two programs has grown 45 percent. Enrollment in these programs has grown by more than 300 students since 2010.

These burgeoning enrollments have created a demand for expanded curricular and degree options. The conservative enrollment projections contained in this proposal indicate that 80 students will be enrolled in the program at full implementation. This figure represents less than 10 percent of the current undergraduate Computer Science and E Engineering majors. A survey of undergraduate Computer Science and Electrical Engineering students found that 57 percent of the students would be interested in changing their major to the combined BS/MS in Computer Engineering. This strongly indicates the proposed program would easily meet enrollment projections. Further, given the strong and continuing growth in the undergraduate Computer Science and Electrical Engineering programs, the existing programs would not suffer from any shortfall in enrollment.

The state of Utah has sufficient labor demand to support graduates from Weber State's BS/MS Computer Engineering program because of a current skills gap and projected growth rates in the occupation (Utah Department of Workforce Services, 2011). According to the DWS, Utah has a skills gap in computer software engineering where current DWS job orders for occupations that require these degrees exceed graduates by 821. In the state, labor demands for application and systems software computer engineers are expected to grow by 27% and 25% respectively during the period of 2012 to 2018. The BS/MS degree in Computer Engineering will prepare graduates to perform high paying jobs with average annual incomes in Utah of \$92,897.

As Hill AFB competes with private industry for STEM labor, it has needed to provide its employees with incentives to stay at the Base, such as graduate studies. Neither University of Utah nor Utah State currently meets Hill AFB's need to provide a convenient and readily accessible brick and mortar master's degree program for its employees. Weber State's proximity to Hill AFB and close collaboration with the base would enable it to successfully provide a Master's degree in Computer Engineering to base employees.

III: Comparable Programs

Utah State University provides a BS and MS degree in Computer Engineering. The combined tuition and fees with differential for a student taking 9 graduate credit hours at USU is comparable to what a student will pay at Weber

State with the proposed differential. Utah State has higher tuition but lower differential; however Utah State also charges differential for undergraduate courses in Computer Engineering, whereas Weber State will not.

University of Utah, School of Computing has a Computer Engineering track for students enrolled in the MS in Computing program; University of Utah, Department of Electrical and Computer Engineering (ECE) has a Computer Engineering track for students enrolled in the MS in ECE program. The 15/16 University of Utah MSCE differential is approximately \$50 less per credit hour than Weber State's 15/16 equivalent of the proposed MSCE differential; however, the combined tuition and fees with differential for a student taking 9 graduate credit hours at the University of Utah is more than twice what a student will pay at Weber State with the proposed differential.

IV: Finance

Three-Year Budget Projection							
Program Data	Current Program Budget – Prior to New Program Implementation	Program 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		193,770	193,770	83,813	277,583	86,327	363,911
Benefits		83,321	83,321	36,040	119,361	37,121	156,482
Total Personnel Expense	\$	277,091	277,091	119,853	396,944	123,448	520,393
Non-Personnel Expense							
Travel						1,000	1,000
Capital				12,000	12,000	0	12,000
Library		4,000	4,000	0	4,000	0	4,000
Current Expense		4,500	4,500	0	4,500	2,000	6,500
Total Non-Personnel Expense		8,500	8,500	12,000	20,500	3,000	23,500
Total Expense <i>(Personnel + Current)</i>	\$	285,591	285,591	131,853	417,444	126,448	543,893

		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Program Funding							
Appropriated Fund (Tax + Tuition)		285,591	285,591	101,462	387,053	64,451	451,504
Other:							
Special Legislative Appropriation							
Grants and Contracts	see note						
Special Fees / Differential Tuition				30,391	30,391	61,998	92,389
Total Revenue	\$	285,591	285,591	131,853	417,444	126,449	543,893
Difference							
Revenue-Expense	\$	\$		\$		\$	
Program Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")			\$380.79	\$	\$386.52	\$	\$380.35

Note: The College of Engineering, Applied Science & Technology has a number of ongoing grants that will provide opportunities for the faculty and students involved in the program; however, the grants do not increase the "direct instructional expenses" of the program.

The current Computer Science and Electronics Engineering faculty are teaching the courses required for the program. Since all the undergraduate courses are already taught this means just increasing the class size rather than adding additional sections at the undergraduate level. The budget in Year 1 (2015-2016) is from Engineering Initiative new hires and internal reallocation. Starting in year two there will be additional budget from graduate student tuition and differential.

Weber State University
Master of Science in Respiratory Therapy
Request for Differential Tuition

Section I: Request

A new Master of Science in Respiratory Therapy program was approved by the Board of Regents on January 22, 2016. Weber State University requests that this program adopt the same differential tuition schedule as the Master of Science in Radiologic Sciences and the Master of Science in Nursing programs. This differential rate will be \$126.63 per credit hour for 2016-2017. Funds will be used to provide faculty and staff to support the new program.

Section II: Student and Market Demand

In a labor market analysis of respiratory therapy and other health related workers, Workforce Services reports that employment distribution increased from 9% in 2000 to 13% in 2012 for job seekers in Utah. It is expected that this trend will continue and that educational requirements for skilled practitioners will advance in the healthcare sector. Weber State University is well positioned in the state to keep pace with that growing trend and is geographically positioned to provide advanced education opportunities for the Western region of the US by offering on-line/hybrid opportunities for continuing career growth.

Given the excellent job prospects in a growing health field and the number of students increasingly seeking graduate work in health professions careers, there is strong student demand for this program moving forward. With over 1,000 licensed practitioners in the state and nearly 27,000 in the surrounding 10 western states, the Respiratory Therapy program receives numerous inquiries from seasoned practitioners that desire advanced-practice opportunities for promotion within the profession.

The Master of Science in Respiratory Therapy will help students prepare for advanced-practice career pathways in the profession and related services within a rapidly growing career field in the United States. Graduates will enjoy opportunities for career advancement into advanced clinical responsibility as life-support specialists (supported with advanced-level credentialing at the national level), department managers, asthma educators, university faculty, and as consultants as "best-practice" researchers to members of the healthcare team.

III: Comparable Programs

The Master of Science program in Respiratory Therapy will be the only Master's degree program of this type in the state of Utah and the ninth in the United States (Loma Linda University in California just added a Master's completion option 1/14). Weber State University is uniquely positioned in the Western region to offer career advancement opportunities for respiratory therapy professionals. Offering curricula on-line and in "hybrid" formats for 90% of the program (two MED and two MHA courses will need to be taken on-site), courses are offered in sequences with minimal travel to campus and degree completion on-line. Given the growing job prospects for Masters-level graduates in the field and anticipating future demand from patient populations in healthcare environments, the program expects strong demand (1,200 practitioners in Utah and 26,800 in the adjacent 10 states surrounding Utah). By expanding Weber State University's tradition of excellence in teaching respiratory therapists in Utah, and with constant attention to assessment and continuous improvement, this program will exemplify Weber State's role as an innovative leader and enhance its national reputation in healthcare education.

Even though the program incorporates two MHA courses, the differential requested for the MSRT program is that of the MSN and MSRS programs, which are more comparable. The MHA differential is much higher.

IV: Finance

5-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	\$309,735	\$49,695	\$359,430	\$82,188	\$441,618	\$58,832	\$500,450
Benefits	128,748	\$16,240	144,988	\$35,341	\$180,329	\$25,298	\$205,627
Total Personnel Expense	\$438,483	\$65,935	\$504,418	\$117,529	\$621,947	\$84,130	\$706,077
Non-Personnel Expense							
Travel	\$3,500	\$2,000	\$5,500	\$1,000	\$6,500		\$6,500
Capitol							
Library	2,000	500	2,500	500	3,000		3,000
Current Expense	17,228	10,000	27,228		27,228		27,228
Total Non-Personnel Expense	22,728	\$12,500	\$35,228	\$1,500	\$36,728	0	\$36,728
Total Expense (Personnel + Current)	\$461,211	\$78,435	\$539,646	\$119,029	\$658,675	\$84,130	\$742,805
Departmental Funding							
Appropriated Fund	\$461,211	\$43,105	\$504,316	\$73,306	\$577,622	\$73,459	\$651,081
Other: Tuition							
Special Legislative Appropriation							
Special Fees/ Differential Tuition		\$35,330	\$35,330	\$45,723	\$81,053	\$10,671	\$91,724
Total Revenue	\$461,211	\$78,435	\$539,646	\$119,029	\$658,675	\$84,130	\$742,805
Difference							
Revenue - Expense	0	0	0	0	0	0	0
Departmental Instructional Cost/Student Credit Hour	216.53		223.18		229.66		250.10

**Year 1 Staff @ \$25,500 plus Instructional Wage for overload at \$18,000 + 2% increase on previous salaries and wages. Year 2 includes a new faculty member at \$60,000 plus \$15,000 Instructional Wage + 2% increase on previous salaries and wages. Year 3 includes a new enrollment director at \$50,000 plus 2% increase on previous salaries and wages.*

***Year 1 Benefits @ 43% for staff plus 15% for wages. Year 2 new faculty at 43% + 15% for wages. Year 3 new enrollment director at 43%*

****Revenue allows for a 2% increase in tuition/differential per year. Graduate tuition is included in Appropriated Fund as it will be built into the base budget for the department.*

It is expected that the new program will generate sufficient funds with graduate tuition and differential for residents based on the fee table for Nursing and Radiologic Sciences at Weber State University. It is possible that considerable interest could be generated outside the state because Weber State University is ideally positioned in the Western region for program specific higher education opportunities particularly in the adjoining 10 western states. It is proposed that through the first year, faculty will teach one or two courses on overload while generating revenue to hire an additional faculty prior to the second year, and (should enrollment meet projections) an additional faculty during year 4 or 5 of the program.

Weber State University
Master of Science in Nursing – Nurse Practitioner
Request for Differential Tuition

Section I: Request

A new Master of Science in Nursing – Nurse Practitioner program was approved by the Board of Regents on July 30, 2015. Weber State University requests that this program adopt the same differential tuition schedule as the Master of Science in Nursing program. This differential rate will be \$126.63 per credit hour for 2016-2017. Funds will be used to increase the number of Nursing faculty qualified to teach at the master's level.

Section II: Student and Market Demand

Workforce demand and job opportunities for nurse practitioners are increasing across the country. One factor noted in the literature and health care statistics is a national decrease in interest in family medicine, which has led to a decrease in the number of primary care physicians, or general practice physicians graduating from medical schools. This fact, coupled with health care legislation (more people with health insurance), has increased the need and opportunities for nurse practitioners. Nurse practitioners work in a multitude of community settings such as clinics, private practice, schools businesses, and specialty offices, to increase access to health and illness care for patients of all ages. Because of a wide range of job opportunities even in rural and medically underserved areas, qualified local BSN prepared registered nurses may become nurse practitioners and practice in their own communities.

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, <http://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm>

Weber State University School of Nursing graduates approximately 400 baccalaureate prepared nursing students from across the state of Utah every year. Students have been requesting that Weber State offer a Master of Science Nurse Practitioner option. Historically, Weber State University School of Nursing has been educating nurses in rural Utah through onsite and online associate and baccalaureate degree offerings. These nurse alumni are also asking Weber State University School of Nursing to offer a nurse practitioner program so they can practice in the advanced role in their rural communities. In anticipation and preparation for rural placement challenges, Intermountain Healthcare, as part of the support that they have expressed for a nurse practitioner program at Weber State University, has offered assistance with local and rural placements for students.

III: Comparable Programs

There are no USHE institutions currently offering a MSN or MSNP for Nurse Practitioners.

The proposed differential is the same as the MSN program at Weber State University, which provides important consistency

IV: Finance

Three-Year Budget Projection							
Departmental Data	Current Graduate Budget – Prior to New Program Implementation	Graduate 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	295,580	112,667	408,247	78,838	487,085	9,742	496,827
Benefits	120,779	48,445	169,224	33,901	203,125	4,063	207,188
Total Personnel Expense	\$416,359	\$161,112	577,471	\$112,739	690,210	\$13,805	704,015
Non-Personnel Expense							
Travel	2,100	1,000	3,100	2,000	5,100		5,100
Capital		1,800	1,800	0	1,800		1,800
Library	3,000		3,000	2,000	5,000		5,000
Current Expense	6,000	200	6,200	1,000	7,200		7,200
Total Non-Personnel Expense	11,100	3,000	14,100	5,000	19,100		19,100
Total Expense	\$427,459	\$164,112	\$591,571	\$117,739	\$709,310	\$13,805	\$723,115
Departmental Funding							
Appropriated Fund	318,936	103,331	422,267	75,609	497,875	9,582	507,457
Other:							
Special Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	108,523	60,781	169,304	42,130	211,435	4,223	215,658
Total Revenue	\$427,459	\$164,112	\$591,571	\$117,739	\$709,310	\$13,805	\$723,115
Difference							
Revenue-Expense	\$	\$	\$	\$	\$	\$	\$
Departmental Instructional Cost / Student Credit Hour*	\$481.92		\$442.46		\$433.30		\$441.73

Budget is in place to support the MSN program. The MSNP program will follow the same tuition and differential schedule as the MSN program. The additional funding from the MSNP enrollment will provide the budget necessary for 2 new faculty, initially, plus 1 additional faculty in year 2 and the increase in staff FTE.

In addition, through strategic planning and alignment with the School of Nursing, Dumke College of Health Professions, and Weber State University mission, Weber State University School of Nursing has developed the infrastructure necessary to sustain a successful Nurse Practitioner Program.

1. Graduating over 400 BSN Nurses across the state of Utah
2. New Lab at the Davis Campus with a 5 bed Simulation Suite and two- 5 bed nursing practice labs

3. Plans to renovate the existing Ogden Campus Lab to support simulation and advanced nursing education.
4. \$500,000 purchase of equipment and software to support student accessible recording of student performance in lab and simulation. These performance recordings are accessible to students and faculty off campus and at home for personal review and critique.
5. Implementation of the Cerner Electronic Medical Record System (EMR) in all of the School of Nursing labs across the state.
6. Segue Grant and More Nurses Now monies used to support faculty in pursuing EdD, PhD and DNP education.
7. Segue Grant funding for the purchase of lab equipment to enhance nursing simulation
8. Assignment of full-time simulation coordinator for nursing labs
9. Assignment of 2 full-time faculty for development and coordination of Nurse Practitioner program curriculum, lab and clinical support.
10. Support and professional expertise from departments within the Dumke College of Health Professions.

March 23, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Fee Increases for 2016-2017

Issue

Board of Regent Policy R510, *Tuition & Fees* provides that all general student fees are subject to Board of Regents approval, normally in conjunction with the annual determination of tuition rates. USHE campus officials seek Regent approval of the general student fee schedules for 2016-17.

Background

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

Regent Policy allows institutions to increase student fees each year up to the rate at which first-tier tuition is increased. Institutions with proposed fee rate increases that exceed the proposed first-tier tuition rate increase of 3.5% have provided evidence of student support for the increase, as required by Regent Policy, R510.5.4.

The following six attachments summarize student fee information. Attachments include:

- Attachment 1: Summary of proposed changes for each institution
- Attachment 2: Summary of USHE 2016-17 annual fees for a full-time student
- Attachment 3: Summary and comparison of 2016-17 annual fees by institution and credit hour
- Attachment 4: Ten-year history of fee increases for the USHE institutions
- Attachment 5: Support letter from the UU student body leadership
- Attachment 6: Support letter from the SUU student body leadership

Commissioner's Recommendation

The Commissioner recommends approval of the proposed student fee schedules for 2016-17.

David L. Buhler
Commissioner for Higher Education

DLB/KLH/BLS
Attachments

Summary of Recommended 2016-17 Undergraduate Fee Changes

15 Credit Hour Load for 2 Semesters

Institution and Fee Type	Increase from 2015-16	
	Dollars	Percent
University of Utah		
<i>Student Activity/ Support Fees</i>		
Library	\$5.00	22.7%
<i>Technology Fees</i>		
Computer Fee	\$5.00	2.2%
<i>Transportation Fees</i>		
Transportation	\$32.70	38.9%
Total Increase	\$42.70	4.0%

Utah State University		
<i>Student Activity/Support Fees</i>		
Music & Theater	\$2.00	10.4%
<i>Health Fees</i>		
Health Services	\$3.44	4.1%
Total Increase	\$5.44	0.5%

Weber State University		
<i>Student Activity/ Support Fees</i>		
Activity	\$11.66	5.7%
ID Cards/Student Support	\$2.00	11.8%
Recreation	\$2.06	3.2%
<i>Building Bond Fees</i>		
Building	\$0.10	0.0%
<i>Building Support Fees</i>		
Union Building	\$1.50	2.3%
<i>Athletic Fees</i>		
Athletic	\$5.38	4.1%
<i>Health Fees</i>		
Medical	\$3.28	6.1%
<i>Technology Fees</i>		
Student Computer Labs	\$0.90	3.6%
Computer	\$0.24	0.4%
<i>Transportation Fees</i>		
Transportation	\$1.24	10.4%
Total Increase	\$28.36	3.2%

Southern Utah University		
<i>Student Activity/ Support Fees</i>		
Braithwaite Gallery	(\$1.00)	-100.0%
Music	\$1.50	30.0%
Community Engagement	\$2.50	35.7%
University Journal	(\$1.00)	-8.3%
<i>Health Fees</i>		
Counseling	\$32.00	400.0%
Total Increase	\$34.00	4.7%

Institution and Fee Type	Increase from 2015-16	
	Dollars	Percent
Dixie State University		
<i>Student Activity/ Support Fees</i>		
Student Services Programs	(\$111.80)	-100.0%
Recreation/Intramurals/Fitness	\$6.00	12.5%
Student Involvement	\$2.00	6.7%
Testing Center	\$1.00	7.7%
Fine Arts	\$2.00	50.0%
Institute of Politics and Public Affairs	\$2.00	0.0%
Multicultural & Diversity	\$6.00	300.0%
<i>Building Support Fees</i>		
Human Performance Center Fund	\$111.80	93.4%
<i>Health Fees</i>		
Health and Wellness Center	\$5.00	27.8%
Total Increase	\$24.00	3.4%

Utah Valley University		
<i>Student Activity/ Support Fees</i>		
Student Programs	(\$10.00)	-9.8%
Campus Recreation	\$11.04	33.6%
<i>Building Bond Fees</i>		
Building Bond	(\$6.92)	-3.5%
<i>Building Support Fees</i>		
Student Center	\$2.00	3.6%
Student Life & Wellness Center	(\$8.04)	-13.9%
<i>Athletic Fees</i>		
Athletics	(\$4.84)	-2.3%
<i>Technology Fees</i>		
Computer Lab	(\$0.66)	-4.3%
<i>Transportation Fees</i>		
UTA	(\$0.58)	-4.2%
Total Increase	(\$18.00)	-2.5%

Salt Lake Community College		
<i>Building Support Fees</i>		
Union Building	\$4.00	7.0%
<i>Athletic Fees</i>		
Athletics	\$6.00	9.5%
<i>Health Fees</i>		
Medical/Health	\$2.00	7.4%
Total Increase	\$12.00	2.7%

2016-17 UNDERGRADUATE STUDENT FEES

Annual Fee Rate for a Full-Time Student (15 Credit Hours for 2 Consecutive Semesters)

Fees	UU	USU	WSU	SUU	Snow	DSU	UVU	SLCC
Student Activity/ Support Fees	285.42	218.74	301.88	125.50	99.20	209.00	136.32	134.00
Building Bond Fees	-	276.64	242.34	212.00	-	-	192.18	118.00
Building Support Fees	258.48	17.42	66.74	110.00	176.30	295.50	107.84	61.00
Athletic Fees	171.38	270.28	136.38	204.00	75.00	160.00	208.70	69.00
Health Fees	40.96	88.34	57.08	40.00	5.60	23.50	17.04	29.00
Technology Fees	232.04	127.02	94.10	64.00	39.90	48.00	14.84	29.50
Transportation Fees	116.70	47.28	13.16	-	-	-	13.08	7.00
Other Fees	5.00	5.98	-	-	-	-	-	3.00
Total Fees	\$1,109.98	\$1,051.70	\$911.68	\$755.50	\$396.00	\$736.00	\$690.00	\$450.50

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

Utah System of Higher Education

Attachment 3

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

University of Utah: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	ASUU	\$46.24	\$46.24	-	0.0%
	Collegiate Readership Program	6.20	6.20	-	0.0%
	Fine Arts	24.00	24.00	-	0.0%
	Library	22.00	27.00	5.00	22.7%
	Publications	12.36	12.36	-	0.0%
	Recreation	37.62	37.62	-	0.0%
	Money Management	6.00	6.00	-	0.0%
	Study Abroad	6.00	6.00	-	0.0%
	Student Life Center	120.00	120.00	-	0.0%
	Subtotal	280.42	285.42		
2. Building Support Fees	Building	238.48	238.48	-	0.0%
	Utilities	20.00	20.00	-	0.0%
	Subtotal	258.48	258.48		
3. Athletic Fees	Athletics	171.38	171.38	-	0.0%
4. Health Fees	Health	40.96	40.96	-	0.0%
5. Technology Fees	Computer Fee	227.04	232.04	5.00	2.2%
6. Transportation Fees	Transportation	84.00	116.70	32.70	38.9%
7. Other Fees	Sustainability	5.00	5.00	-	0.0%
Total Fees		\$1,067.28	\$1,109.98	\$42.70	4.0%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

University of Utah: Undergraduate Fees

Credit Hours	\$ Amount
1	\$400.01
2	413.58
3	427.15
4	440.72
5	454.29
6	467.86
7	481.43
8	495.00
9	508.57
10	522.14
11	535.71
12	549.28
13	562.85
14	576.42
15	589.99
16	594.41
17	598.83
18	603.25
19	607.67
20	612.09
21	616.51
22	620.93
23	625.35
24	629.77
25	\$634.19

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah State University: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$71.90	\$71.90	-	0.0%
	Campus Recreation	70.34	70.34	-	0.0%
	Library	55.34	55.34	-	0.0%
	Music & Theater	19.16	21.16	2.00	10.4%
	Subtotal	216.74	218.74		
2. Building Bond Fees	Building	276.64	276.64	-	0.0%
3. Building Support Fees	Building	17.42	17.42	-	0.0%
4. Athletic Fees	Athletics	270.28	270.28	-	0.0%
5. Health Fees	Health Services	84.90	88.34	3.44	4.1%
6. Technology Fees	Computer Labs	127.02	127.02	-	0.0%
7. Transportation Fees	Aggie Shuttle	41.84	41.84	-	0.0%
	Blue Bikes	5.44	5.44	-	0.0%
	Subtotal	47.28	47.28		
8. Other Fees	Sustainability	5.98	5.98	-	0.0%
Total Fees		\$1,046.26	\$1,051.70	\$5.44	0.5%

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

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Utah State University Fees

Credit Hours	\$ Amount
1	\$366.57
2	381.05
3	395.53
4	410.01
5	424.49
6	438.97
7	453.45
8	467.93
9	482.41
10	496.89
11	511.37
12	525.85
13	525.85
14	525.85
15	525.85
16	525.85
17	525.85
18	525.85
19	540.33
20	554.81
21	569.29
22	583.77
23	598.25
24	612.73
25	\$627.21

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Weber State University: Fees					
Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$204.76	\$216.42	11.66	5.7%
	ID Cards/Student Support	17.00	19.00	2.00	11.8%
	Recreation	64.40	66.46	2.06	3.2%
	Subtotal	286.16	301.88		
2. Building Bond Fees	Building	242.24	242.34	0.10	0.0%
3. Building Support Fees	Union Building	65.24	66.74	1.50	2.3%
4. Athletic Fees	Athletic	131.00	136.38	5.38	4.1%
5. Health Fees	Medical	53.80	57.08	3.28	6.1%
6. Technology Fees	Student Computer Labs	25.18	26.08	0.90	3.6%
	Computer	67.78	68.02	0.24	0.4%
	Subtotal	92.96	94.10		
7. Transportation Fees	Transportation	11.92	13.16	1.24	10.4%
Total Fees		\$883.32	\$911.68	\$28.36	3.2%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Weber State University Fees	
Credit Hours	\$ Amount
1	\$121.26
2	154.72
3	188.18
4	221.64
5	255.10
6	288.56
7	322.02
8	355.48
9	388.94
10	422.40
11	455.86
12	455.86
13	455.86
14	455.86
15	455.86
16	455.86
17	455.86
20	455.86
19	455.86
20	455.86
21	455.86
22	455.86
23	455.86
24	455.86
25	\$455.86

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Southern Utah University: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Braithwaite Gallery	\$1.00	\$0.00	(1.00)	-100.0%
	Student Center Activity	12.50	12.50	-	0.0%
	Student I.D.	3.00	3.00	-	0.0%
	Theatre Arts & Dance	6.00	6.00	-	0.0%
	Music	5.00	6.50	1.50	30.0%
	Campus Recreation	10.00	10.00	-	0.0%
	Outdoor Recreation	16.00	16.00	-	0.0%
	Community Engagement	7.00	9.50	2.50	35.7%
	Student Association	49.00	49.00	-	0.0%
	University Journal	12.00	11.00	(1.00)	-8.3%
	Civic Engagement	2.00	2.00	-	0.0%
	Subtotal	123.50	125.50		
2. Building Bond Fees	Building	212.00	212.00	-	0.0%
3. Building Support Fees	Building	110.00	110.00	-	0.0%
4. Athletic Fees	Athletics	204.00	204.00	-	0.0%
5. Health Fees	Counseling	8.00	40.00	32.00	400.0%
6. Technology Fees	Computer	64.00	64.00	-	0.0%
Total Fees		\$721.50	\$755.50	\$34.00	4.7%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Southern Utah University Fees

Credit Hours	\$ Amount
1	\$47.00
2	83.75
3	120.50
4	157.25
5	194.00
6	230.75
7	267.50
8	304.25
9	341.00
10	377.75
11	377.75
12	377.75
13	377.75
14	377.75
15	377.75
16	377.75
17	377.75
18	377.75
19	377.75
20	377.75
21	377.75
22	377.75
23	377.75
24	377.75
25	\$377.75

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Snow College: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity	\$68.30	\$68.30	-	0.0%
	Intramurals	12.00	12.00	-	0.0%
	Music	10.00	10.00	-	0.0%
	Theater	8.90	8.90	-	0.0%
	Subtotal	99.20	99.20		
2. Building Support Fees	Building	176.30	176.30	-	0.0%
3. Athletic Fees	Athletics	42.00	42.00	-	0.0%
	Activity Center	27.00	27.00	-	0.0%
	Fitness	6.00	6.00	-	0.0%
	Subtotal	75.00	75.00		
4. Health Fees	Insurance	5.60	5.60	-	0.0%
5. Technology Fees	Computer	31.90	31.90	-	0.0%
	Communication	8.00	8.00	-	0.0%
	Subtotal	39.90	39.90		
Total Fees		\$396.00	\$396.00	\$0.00	0.0%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Snow College Fees

Credit Hours	\$ Amount
1	\$ -
2	-
3	-
4	58.00
5	78.00
6	98.00
7	118.00
8	138.00
9	158.00
10	178.00
11	198.00
12	198.00
13	198.00
14	198.00
15	198.00
16	198.00
17	198.00
18	198.00
19	198.00
20	198.00
21	198.00
22	198.00
23	198.00
24	198.00
25	\$198.00

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Dixie State University: Fees					
Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Services Programs	111.80	0.00	(111.80)	-100.0%
	Associated Students (DSUSA)	\$66.00	\$66.00	-	0.0%
	Recreation/Intramurals/Fitness	\$48.00	\$54.00	6.00	12.5%
	Student Involvement	30.00	32.00	2.00	6.7%
	Testing Center	13.00	14.00	1.00	7.7%
	Tutoring Center	9.00	9.00	-	0.0%
	Fine Arts	4.00	6.00	2.00	50.0%
	Institute of Politics and Public Affairs	-	2.00	2.00	0.0%
	Writing Center	4.00	4.00	-	0.0%
	Dixie Sun News	2.00	2.00	-	0.0%
	Student ID Card	2.00	2.00	-	0.0%
	Multicultural & Diversity	2.00	8.00	6.00	300.0%
	One-time Fund	6.00	6.00	-	0.0%
	Radio & Broadcast Advertising	4.00	4.00	-	0.0%
	Subtotal	301.80	209.00		
2. Building Support Fees	New Student Center Fund	10.00	10.00	-	0.0%
	Student Center Operations	45.00	45.00	-	0.0%
	Campus Facilities Maintenance	9.00	9.00	-	0.0%
	Human Performance Center Fund	119.70	231.50	111.80	93.4%
		Subtotal	183.70	295.50	
3. Athletic Fee	Athletics	160.00	160.00	-	0.0%
4. Health Fees	Health and Wellness Center	18.00	23.00	5.00	27.8%
	AED	0.50	0.50	-	0.0%
		Subtotal	18.50	23.50	
5. Technology Fees	Instructional Computers	48.00	48.00	-	0.0%
		Subtotal	48.00	48.00	
Total Fees		\$712.00	\$736.00	24.00	3.4%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Dixie State University Fees	
Credit Hours	\$ Amount
1	\$30.66
2	61.32
3	91.98
4	122.64
5	153.30
6	183.96
7	214.62
8	245.28
9	275.94
10	306.60
11	337.26
12	368.00
20	368.00
14	368.00
15	368.00
16	368.00
17	368.00
18	368.00
19	368.00
20	368.00
21	368.00
22	368.00
23	368.00
24	368.00
25	\$368.00

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Utah Valley University: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Student Programs	\$102.38	\$92.38	(10.00)	-9.8%
	Campus Recreation	32.90	43.94	11.04	33.6%
	Subtotal	135.28	136.32		
2. Building Bond Fees	Building Bond	199.10	192.18	(6.92)	-3.5%
3. Building Support Fees	Student Center	55.88	57.88	2.00	3.6%
	Student Life & Wellness Center	58.00	49.96	(8.04)	-13.9%
	Subtotal	113.88	107.84		
4. Athletic Fees	Athletics	213.54	208.70	(4.84)	-2.3%
5. Health Fees	Health Services	17.04	17.04	-	0.0%
6. Technology Fees	Computer Lab	15.50	14.84	(0.66)	-4.3%
7. Transportation Fees	UTA	13.66	13.08	(0.58)	-4.2%
Total Fees		\$708.00	\$690.00	(\$18.00)	-2.5%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Utah Valley University Fees

Credit Hours	\$ Amount
1	\$39.00
2	73.00
3	107.00
4	141.00
5	175.00
6	209.00
7	243.00
8	277.00
9	311.00
10	345.00
11	345.00
12	345.00
13	345.00
14	345.00
15	345.00
16	345.00
17	345.00
18	345.00
19	345.00
20	345.00
21	345.00
22	345.00
23	345.00
24	345.00
25	\$345.00

Summary of General Student Fees 2015-16 vs. 2016-17 (for a Full-time Student 2 semesters - 15 credit hours each)

Salt Lake Community College: Fees

Fee Category	Fee Description	2015-16 Fees	2016-17 Fees	Annual Change	% Change
1. Student Activity/ Support Fees	Activity Fee	\$55.00	\$55.00	-	0.0%
	Arts and Cultural Events	7.00	7.00	-	0.0%
	ID Card	23.50	23.50	-	0.0%
	Student Service Center	30.50	30.50	-	0.0%
	Publication - Student Newspaper	1.50	1.50	-	0.0%
	Community Service	9.00	9.00	-	0.0%
	Child Care	7.50	7.50	-	0.0%
	Subtotal	134.00	134.00		
2. Building Bond Fees	Building Fee	118.00	118.00	-	0.0%
3. Building Support Fees	Union Building	57.00	61.00	4.00	7.0%
4. Athletic Fees	Athletics	63.00	69.00	6.00	9.5%
5. Health Fees	Medical/Health Fee	27.00	29.00	2.00	7.4%
6. Technology Fees	Computer/Technology	29.50	29.50	-	0.0%
7. Transportation Fees	Transportation Fee	7.00	7.00	-	0.0%
8. Other Fees	Sustainability Fee	3.00	3.00	-	0.0%
Total Fees		\$438.50	\$450.50	\$12.00	2.7%

Utah System of Higher Education

Per Credit Hour Charges for General Student Fees 2016-17 per Semester

Salt Lake Community College Fees

Credit Hours	\$ Amount
1	\$63.25
2	81.25
3	99.25
4	117.25
5	132.25
6	153.25
7	171.25
8	189.25
9	207.25
10	225.25
11	225.25
12	225.25
13	225.25
14	225.25
15	225.25
16	225.25
17	225.25
18	225.25
20	225.25
20	225.25
21	225.25
22	225.25
23	225.25
24	225.25
25	\$225.25

HISTORY OF GENERAL UNDERGRADUATE STUDENT FEES AND PERCENTAGE INCREASES

2007-08 through 2016-17 Proposed

Fifteen Credit Hour Load -- 2 Semesters

Ten Year History and Proposed 2016-17 Amounts by Institution

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
U of U	\$717.26	\$758.88	\$789.60	\$846.92	\$912.76	\$938.02	\$946.32	\$1,066.32	\$1,067.28	\$1,109.98
USU	585.00	627.12	784.62	804.36	825.88	909.70	912.10	929.68	1,046.26	1,051.70
WSU	674.58	701.56	729.62	751.62	774.20	806.72	830.90	857.52	883.32	911.68
SUU	522.00	526.00	539.00	540.00	540.00	616.00	716.00	722.00	721.50	755.50
Snow	380.00	380.00	390.00	390.00	390.00	390.00	390.00	390.00	396.00	396.00
DSU	436.00	451.20	505.20	549.20	600.00	620.00	643.00	662.00	712.00	736.00
UVU	528.00	564.00	584.00	616.00	640.00	664.00	718.00	728.00	708.00	690.00
SLCC	366.50	373.50	414.00	412.00	412.00	411.00	418.00	428.50	438.50	450.50
USHE ⁽¹⁾	\$526.17	\$547.78	\$592.01	\$613.76	\$636.86	\$669.43	\$696.79	\$723.00	\$746.61	\$762.67

Ten Year History and Proposed 2016-17 Percent Change from Prior Year by Institution

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
U of U	3.9%	5.8%	4.1%	7.3%	7.8%	2.8%	0.9%	12.7%	0.1%	4.0%
USU	2.5%	7.2%	25.1%	2.5%	2.7%	10.1%	0.3%	1.9%	12.5%	0.5%
WSU	5.5%	4.0%	4.0%	3.0%	3.0%	4.2%	3.0%	3.2%	3.0%	3.2%
SUU	3.5%	0.8%	2.5%	0.2%	-	14.1%	16.2%	0.8%	-0.1%	4.7%
Snow	-	-	2.6%	-	-	-	-	-	1.5%	0.0%
DSU	11.2%	3.5%	12.0%	8.7%	9.3%	3.3%	3.7%	3.0%	7.6%	3.4%
UVU	6.5%	6.8%	3.6%	5.5%	3.9%	3.8%	8.1%	1.4%	-2.7%	-2.5%
SLCC	2.5%	1.9%	10.8%	-0.5%	-	-0.2%	1.7%	2.5%	2.3%	2.7%
USHE ⁽¹⁾	4.4%	4.1%	9.1%	3.4%	3.8%	5.1%	4.1%	3.8%	3.3%	2.2%

(1) Simple averages.

March 15, 2016

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

Dear Chairman Campbell,

We are writing to you to express our support for the student fee schedule submitted by the University of Utah for the 2016-2017 academic year which includes increases to the transportation fee, library fee and computing fee. The total increase is 4% which is higher than the 3.5% proposed tier 1 tuition increase. Because of the difference, Regents policy R510 section 5.4 Fee Percentage Rate Increase above 1st Tier Tuition Percentage Rate Increase requires that “the institution shall submit a letter to the Board regarding fee increases from student leadership at the institution.”

These changes were discussed as part of the Student Fee Committee that includes student representation. The students on the committee include the ASUU President, a representative of the ASUU Assembly, a representative of the ASUU Senate, and two student members-at-large. The proposed increases were approved by the members of the Student Fee Committee. In addition, the student fee increases were discussed at the Board of Trustees meeting on March 8, 2016. The ASUU President is a voting member of that board and approved the increase along with the Board of Trustees.

Respectfully,

Ambra Jackson
Student Body President
University of Utah

Anthony Fratto
Student Body Vice President
University of Utah

TO: SUU President's Council
 FROM: Student Fee Review Committee
 DATE: February 26, 2016
 RE: 2016-17 Student Fee Recommendations

As required by University Policy 11.8, the Student Fee Review Committee met to review the allocation and use of student fees and to consider two new fee requests, one request which was withdrawn, and three requests for fee increases. Student fees are normally reviewed on a rotating basis. The existing fees reviewed this year included CAPS, Community Engagement Center, Music, Civic Engagement, University Journal, Athletics, Building and Outdoor Recreation. The following fees were not reviewed this year: Campus Recreation, Information Technology (Computer), SUUSA, Student Center Activity, Student ID, Braithwaite Gallery and Theatre Arts and Dance. Based on interviews, research, meetings with those proposing the fees, presentations and much deliberation, the committee forwards the following recommendations for your consideration.

<i>Fee</i>	<i>2015-16</i>	<i>2016-17</i>	<i>Change</i>
Athletics	\$102.00	\$102.00	None
Braithwaite Gallery	\$0.50	\$0.00	Decrease of \$.50. (Fee no longer in effect.)
Building	\$161.00	\$161.00	None
Campus Recreation	\$5.00	\$5.00	None
Civic Engagement (Leavitt Center)	\$1.00	\$1.00	None
Community Engagement Center	\$3.50	\$4.75	Increase of \$1.25
Counseling and Psychological Services	\$4.00	\$20.00	Increase of \$16.00
Information Technology	\$32.00	\$32.00	None
Music Department	\$2.50	\$3.25	Increase of \$.75
Outdoor Recreation	\$8.00	\$8.00	None
SUUSA - Student Association	\$24.50	\$24.50	None
Student Center Activity Fee	\$6.25	\$6.25	None
Student ID Office	\$1.50	\$1.50	None
Theatre Arts and Dance Department	\$3.00	\$3.00	None
University Journal	\$6.00	\$5.50	Decrease of \$0.50
TOTAL	\$360.75	\$377.75	Increase of \$17.00

The Student Fee Review Committee recommends that all of the current student fees be maintained at each fees' current rate, with the exception of the following: a \$.50 decrease to the University Journal fee; a \$16.00 increase to the Counseling and Psychological Services fee; a \$1.25 increase to the Community Engagement Center; and a \$.75 increase to the Music fee. Increasing these fees directly benefits all students. It should be noted that the Braithwaite fee was not reviewed, nor will it be maintained due to the sunset clause of the fee in the SUMA agreement dated September 25, 2012. Therefore, the committee forwards to the President's Council the above recommendations regarding the amount of fees assessed to students each semester.

Attached you will find an appendix which further outlines recommendations and conclusions from the Student Fee Review Committee. Thank you for your consideration and for allowing the SUU student voice to be a part of this process.

Brandon Day, *Chair*
SUUSA President

Austin Bruckner
Residence Hall Association

Keri Mecham, *Director*
Student Involvement and Leadership

Dalles Keyes
United Greek Council

Parker Hess
SUUSA Senator

Logan Harker
Student Athlete

Austin Adams
SUUSA Senator

Lily Juarez
Student at Large

Sara Fallentine
SUUSA Involvement VP

Stephen Gwin
Student at Large

March 23, 2016

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 January 22, 2016, University of Utah, Salt Lake City, Utah (Attachment).
2. Minutes of the Executive Committee Meeting February 9, 2016, Board of Regents Office, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – Ed Office of Special Education Program; “PSPF Gran Program”; \$1,245,212. Elaine Clark, Principal Investigator.
2. University of Utah – Ed Office of Special Education Program; “Preparation In Parent Training”; \$1,237,826. Aaron Jason Fischer, Principal Investigator.
3. University of Utah – Ed Office of Special Education Programs; “Positive Behavior for Children”; \$1,234,124. Aaron Jason Fischer, Principal Investigator.
4. University of Utah – Ed Office of Special Education Program; “Project Acres”; \$1,000,000. John Matthews Jameson, Principal Investigator.
5. University of Utah – National Science Foundation; “Designing A Computing Curriculum Uni”; \$1,999,987. Ross T Whitaker, Principal Investigator.
6. University of Utah – National Science Foundation; “IUSE Red Curriculum Revolution”; \$1,744,160. Milind Deo, Principal Investigator.
7. University of Utah – Ed Office of Special Education & Rehab Services; “Integrated Training Program”; \$1,223,787. Stacey Shumay Manwaring, Principal Investigator.
8. University of Utah – NIH National Cancer Institute; “Andreas Ure”; \$11,212,495. Andrea H Bild, Principal Investigator.

9. University of Utah – National Science Foundation; “Designing Education Features”; \$1,944,230. Hugo Rossi, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; “Respite Time”; \$1,862,500. Dale A Lund, Principal Investigator.
11. University of Utah – NIH National Cancer Institute; “Common, Rare Sew Variants”; \$2,890,723. Sean Vahram Tavtigian PhD, Principal Investigator.
12. University of Utah – NIH National Institute on Drug Abuse; “Methamphetamine and Nicotine”; \$1,862,500. Annette E Fleckenstein, Principal Investigator.
13. University of Utah – NIH National Inst Dental Craniofacial Research; “Tooth Agenesis”; \$1,250,000. Rena D’Souza, Principal Investigator.
14. University of Utah – US Department of Defense; “DO Harnessing Anti-Tumor”; \$1,112,931. Katherine Elena Varley, Principal Investigator.
15. University of Utah – Patient Centered Outcomes Research Inst; “Procure”; \$6,280,914. Norman Foster, Principal Investigator.
16. University of Utah – NIH National Inst Child Health & Human Development; “Pelvic Organ Prolapse 12/10/15”; \$2,665,157. Kristina Lisa Allen Brady, Principal Investigator.
17. University of Utah – DHHS National Institutes of Health; “R01_Carotid_11.19.15”; \$3,519,171. Dennis L Parker, Principal Investigator.
18. University of Utah – NIH National Cancer Institute; “PDAC Detection”; \$3,090,745. Matthew Amadeo Firpo, Principal Investigator.
19. University of Utah – University of California Los Angeles; “UM1 with UCLA-Planelles”; \$2,235,000. Vicente Planelles, Principal Investigator.
20. University of Utah – University of Wisconsin-Madison; “Subcontract to Wisconsin/Lainh”; \$2,162,517. Jeffrey Anderson, Principal Investigator.
21. University of Utah – US Department of Defense; “Nerve Bridges”; \$2,000,000. Jayant Agarwal, Principal Investigator.
22. University of Utah – US Department of Defense; “Coupler Device”; \$2,000,000. Jayant Agarway, Principal Investigator.

23. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Hepcidin In Ckd”; \$1,738,004. Monique Eun Hee Cho, Principal Investigator.
24. University of Utah – DHHS Health Resources & Services Admn; “Ruth L. Kirchstein Training”; \$1,572,177. Christina Porucznik, Principal Investigator.
25. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Computational App. In Diabetes”; \$1,050,631. Wendy W Chapman, Principal Investigator.
26. University of Utah – DHHS National Institutes of Health; “Evaluation of Interactions”; \$2,234,868. Hamidreza S Ghandehari, Principal Investigator.
27. University of Utah – University of Washington; “Technology-Based Evaluation”; \$1,068,221. Zac E Imel, Principal Investigator.
28. University of Utah – NIH National Center Complementary & Altrn Medicine; “Spinal Manipulative Therapy”; \$1,213,132. Julie Mae Fritz, Principal Investigator.
29. University of Utah – National Science Foundation; “Food Contaminant Detection”; \$1,447,940. Sivaraman Guruswamy, Principal Investigator.
30. University of Utah – NIH National Inst of General Medical Science; “Dynamics of HIV Protease”; \$1,862,600. Saveez Saffarian, Principal Investigator.
31. University of Utah – US Department of Defense; “Military Peer Support Program”; \$2,098,779. James E Griffith, Principal Investigator.
32. University of Utah – NIH National Center Complementary & Altern Medicine; “More: R61/R33”; \$3,000,513. Eric L Garland, Principal Investigator.
33. University of Utah – NIH National Heart Lung & Blood Inst; “Cardiac Hypertrophy SMYD1”; \$1,490,000. Sarah Franklin, Principal Investigator.
34. University of Utah – NIH National Inst Neurology Disorders Stroke; “Topiramate CSPN”; \$8,119,877. Gordon A. Smith, Principal Investigator.
35. University of Utah – NIH National Cancer Institute; “U24ITCR”; \$4,464,255. Gabor T Marth, Principal Investigator.
36. University of Utah – NIH National Heart Lung & Blood Inst; “Vascular integrity and SEPSIS”; \$3,725,000. Dean Y Li, Principal Investigator.

37. University of Utah – NIH National Heart Lung & Blood Inst; “T32 in Cardiovascular Research”; \$2,636,545. Dean Y Li, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “Cell Biology”; \$1,890,875. Daniel Ted Leung, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; “Mechanisms of Transcript”; \$1,862,500. David J Stillman, Principal Investigator.
40. University of Utah – NIH National Institute on Aging; “Aging Arterial Function Athero”; \$1,862,600. Lisa Lesniewski, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “R01 Resubmission – Bosque”; \$1,862,500. Alberto Pardos Bosque, Principal Investigator.
42. University of Utah – Guthy Jackson Charitable FDTN; “Cook GFCF NMO DCC DEC 2015”; \$1,670,447. Lawrence J Cook, Principal Investigator.
43. University of Utah – University of Pittsburgh; “Reeder Up Delirium Sub Dec 2015”; \$1,522,579. Ron William Reeder, Principal Investigator.
44. University of Utah – University of New Mexico; “Lopez U01 NCATS RHSRN SUB”; \$1,455,624. Ana Maria Lopez, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; “T32 Training Grant Anesthesiology”; \$1,256,472. Kai Kuck, Principal Investigator.
46. University of Utah – DOD Uniformed Servs Univ of the Health Sci; “Blast Injury2”; \$1,198,405. David Krizaj, Principal Investigator.
47. University of Utah – University of Georgia; “Cell Biology”; \$1,097,410. John Dearborn Phillips, Principal Investigator.
48. University of Utah – DOD Defense Threat Reduction Agency; “Radiation Effect in BETA-GAO”; \$1,900,000. Azaree T Lintereur, Principal investigator.
49. University of Utah – DOD Defense Threat Reduction Agency; “Radiation Effects N-FACE GAN”; \$1,900,000. Azaree T Lintereur, Principal Investigator.
50. University of Utah – DHHS National Institutes of Health; “CSPAP Grant”; \$3,429,107. Timothy Brusseau Jr., Principal Investigator.

51. University of Utah – NIH National Inst Deaf & Other Comm Disorder; “Language Disorder and ADHD”; \$1,862,500. Sean M Redmond, Principal Investigator.
52. University of Utah – NIH National Inst Child Hlth & Human Dev; “HRQOL for Persons with IDD”; \$3,168,447. Marjorie Anne Pett, Principal Investigator.
53. University of Utah – Patient Centered Outcomes Resh Inst; “Pcori Anticoagulants”; \$4,200,000. Daniel M Witt, Principal Investigator.
54. University of Utah – NIH National Inst of General Medical Sci’: Glucocorticoid Therapy Asthma”; \$3,536,877. Christopher A Reilly, Principal Investigator.
55. University of Utah – NIH National Cancer Institute; “Her2 Tumor Heterogeneity”; \$3,000,000. Andrea H Bild, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; “Toolkit: Quadprartite Synapse”; \$2,827,618. Karen S Wilcox, Principal Investigator.
57. University of Utah – NIH National Cancer Institute; “Melanoma Progression”; \$1,999,025. Philip Moos, Principal Investigator.
58. University of Utah – DHHS National Institutes of Health; “Numerical Analysis Tools”; \$3,129,000. Matthew S Sigman, Principal Investigator.
59. University of Utah – NIH National Heart Lung & Blood Inst; “B-Catenin BCLp Inhibitors”; \$1,938,704. Haitao Ji, Principal Investigator.
60. University of Utah – DHHS National Institutes of health; “Iron Oxide Nanoparticles”; \$1,490,000. Jon D Rainier, Principal Investigator.
61. University of Utah – DHHS National institutes of Health; “New Inhibitors of the PTC”; \$1,490,000. Ryan E Looper, Principal Investigator.
62. University of Utah – DHHS National Institutes of Health; “A Practical Small-Molecule IMM”; \$1,242,000. John C Conboy, Principal Investigator.
63. University of Utah – NIH National Cancer Institute; “CRC PPG”; \$16,364,808. Sean Vahram Tavtigian PhD, Principal Investigator.
64. University of Utah – HRSA Maternal & Child Health Bureau; “Winter Urlend Renewal Feb 2016”; \$4,000,000. Sara Winter, Principal Investigator.

65. University of Utah – NIH National Cancer Institute; “Discordant haplotype Seq-R01”; \$3,480,094. Nicola J Camp, Principal Investigator.
66. University of Utah – DHHS National Institutes of Health; “PEP R01 – 02.05.2016”; \$2,845,392. Cornelia Ulrich, Principal Investigator.
67. University of Utah – NIH National Cancer Institute; “Transcriptional Regulation R01”; \$2,495,220. Eric Snyder, Principal Investigator.
68. University of Utah – NIH National Heart Lung & Blood Inst; “Remodeling In HF and After LVA”; \$1,862,500. Frank Sachse, Principal Investigator.
69. University of Utah – NIH National Institute on Drug Abuse; “Meth Self-Administration”; \$1,862,500. Annette E Fleckenstein, Principal Investigator.
70. University of Utah – NIH National Cancer Institute; “Kaphingst R01”; \$1,601,153. Kimberly A Kaphingst, Principal Investigator.
71. University of Utah – NIH National Heart Lung & Blood Inst; “Myosin II Inhibitor Blebbistat”; \$1,492,132. Alexey V Zaitsev, Principal Investigator.
72. University of Utah – NIH National Heart Lung & Blood Inst; “Herg Channel Activators”; \$1,005,750. Michael C Sanguinetti, Principal Investigator.
73. University of Utah – NIH National Center for Advancing Transl Scnces; “Byington U01 NCATS Collab CTSA”; \$3,921,535. Carrie L Byington, Principal Investigator.
74. University of Utah – DHHS National Institutes of Health; “Propranolol for Fibromyalgia”; \$2,460,942. Akiko Okifuji Hare, Principal Investigator.
75. University of Utah – DHHS National Institutes of Health; “Propranolol for Fibromyalgia”; \$3,449,800. Akiko Okifuji Hare, Principal Investigator.
76. University of Utah – DHHS National Institutes of Health; “Walking Program for Back Pain”; \$3,407,110. Akiko Okifuji Hare, Principal Investigator.
77. University of Utah – HDHS National Institutes of Health; “Mind-Body Chronic Conditions”; \$3,404,529. Yoshio Nakamura, Principal Investigator.
78. University of Utah – DHHS National Institutes of Health; “Walking Program for Back Pain”; \$3,404,710. Akiko Okifuji Hare, Principal Investigator.

79. University of Utah – DHHS National Institutes of Health; “Quant. MRI for HFPEF”; \$2,411,729. Edward Victor Rebok De Bella, Principal Investigator.
80. University of Utah – DHHS National Institutes of Health; “Axon NIH”; \$2,344,985. Thomas E Lane, Principal Investigator.
81. University of Utah – Fred Hutchinson Cancer Research Center; “Fred Hutchinson Sub-Chapman”; \$2,195,492. Wendy W Chapman, Principal Investigator.
82. University of Utah – Children’s Hospital Boston; “Albertine Bch Sub Feb 2016”; \$2,078,501. Kurt H Albertine, Principal Investigator.
83. University of Utah – DHHS National Institutes of Health; “Plasticity Visual Cortex”; \$2,076,666. Jason Dennis Shepherd, Principal Investigator.
84. University of Utah – DHHS National Institutes of Health; “Molecular Receptors”; \$1,961,303. Alan R Light, Principal Investigator.
85. University of Utah – NIH National Inst Deaf & Other Comm Disorder; “NIDCD R01 Grant”; \$1,878,250. Jun Yang, Principal Investigator.
86. University of Utah – DHHS National Institutes of Health; “Atherosclerotic Progression”; \$1,862,500. Lisa Lesniewski, Principal Investigator.
87. University of Utah – NIH National Human Genome Research Inst; “FoxN3 Regulation”; \$1,862,500. Amnon Schlegel, Principal Investigator.
88. University of Utah – DHHS National Institutes of Health; “Bull R01 – Antic”; \$1,862,500. David A Bull, Principal Investigator.
89. University of Utah – DHHS National Institutes of Health; “RNA Processing Enzyme”; \$1,862,500. Brenda L Bass, Principal Investigator.
90. University of Utah – NIH National Inst Child Hlth & Human Dev; “Primary Ovarian Insufficiency”; \$1,862,500. Corrine Kolka Welt, Principal Investigator.
91. University of Utah – DHHS National Institutes of Health; “Latency By Micrnas:’ \$1,862,500. Demian Cazalla, Principal Investigator.
92. University of Utah – DHHS National Institutes of Health; “B-Catenin Transcriptional”; \$1,862,500. Richard Dorsky, Principal Investigator.

93. University of Utah – DHHS National Institutes of Health; “Targeted Drug Therapy”; \$1,862,500. Young-Wook Won, Principal Investigator.
94. University of Utah – NIH National heart Lung & Blood Inst; “Recovered Myocardium in HF”; \$1,862,500. Stavros George Drakos, Principal Investigator.
95. University of Utah – DHHS National Institutes of Health; “MRNA Decas in Drosophila”; \$1,862,500. Mark M Metzstein, Principal Investigator.
96. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Resub Iron Beta Cell Function”; \$1,862,500. Elizabeth A Leibold, Principal Investigator.
97. University of Utah – NIH National Institute of Mental Health; “Serotonin and Hypoxia”; \$1,862,500. Joshua Leitch Bonkowsky, Principal Investigator.
98. University of Utah – DHHS National Institutes of Health; “R01 Jessica Brown”; \$1,862,500. Jessica C.S. Brown, Principal Investigator.
99. University of Utah – NIH National Institute on Aging; “Chelator-Nanoparticles for AD”; \$1,767,250. Gang Liu, Principal Investigator.
100. University of Utah – DHHS National Institutes of Health; “VITA: Measurement for PR-QOL”; \$1,639,000. Gary W Donaldson, Principal Investigator.
101. University of Utah – NIH National Institute on Drug Abuse; “Creatine-Methamphetamine”; \$1,490,000. Perry Franklin Renshaw, Principal Investigator.
102. University of Utah – NIH National Inst of General Medical Sci; “Yoshigi-Kadrmars R01 Feb 2016”; \$1,490,000. Masaaki Yoshigi, Principal Investigator.
103. University of Utah – DHHS National Institutes of Health; “Music Engagement Pain Reduction”; \$1,490,000. David H Bradshaw, Principal Investigator.
104. University of Utah – NIH National Inst of General Medical Sci; “Brunelli R01 NIGMS Feb 2016”; \$1,438,065. Luca Brunelli, Principal Investigator.
105. University of Utah – NIH National Cancer Institute; “Bruggers R21/R33 Feb 2016”; \$1,303,750. Carol S Bruggers, Principal Investigator.
106. University of Utah – NIH National Inst Child Hlth & Human Dev; “Lai R01 Feb 2016”; \$1,117,500. Kent Lai, Principal Investigator.

107. University of Utah – DHHS National Institutes of Health; “Novel Gene Variants ME/CFS/FMS”; \$1,113,580. Kathleen C Light, Principal Investigator.
108. University of Utah – DHHS National Institutes of Health; “Zebrafish Adrenoleukodystrophy”; \$1,109,250. Joshua Leitch Bonkowsky, Principal Investigator.
109. University of Utah – Johns Hopkins University; “PICARD”; \$1,013,200. Julie Cesar Facelli, Principal Investigator.
110. Utah State University – US National Science Foundation; “Community & Institutional Transformation for Interdisciplinary Civil/Environmental Engineering & non-STEM students”; \$2,968,361. Scott Bates, Principal Investigator.
111. Utah State University – US National Science Foundation; “Collaborative Research: Designing New Spider Silk Materials”; \$1,599,268. Randy Lewis, Principal Investigator.

C. Awards

1. University of Utah – New Mexico Institute of Mining & tech; “SWP Carbon Sequestration; Phase III”; \$2,013,013. Brian James McPherson, Principal Investigator.
2. University of Utah – Anonymous; “Her SL-Anonymous”; \$3,287,987. David Turok, Principal Investigator.
3. University of Utah – NIH National Inst Child Hlth & Human Dev; “Williams Syndrome”; \$1,078,149. Julie R Korenberg, Principal Investigator.
4. University of Utah – DOJ National Institute of Justice; “Opioid Drug Interactions”; \$1,226,160. David E Moody, Principal Investigator.
5. University of Utah – NIH National Inst of General Medical Sci; “Conus Peptides”; \$1,991,624. Baldomero M Olivera, Principal Investigator.
6. University of Utah – George Washington University; “MFMU Study Protocols”; \$1,441,990. Michael W Varner, Principal Investigator.
7. University of Utah – NIH National Inst Child Hlth & Human Dev; “Dean U01 CPCCRN Renewal 2014”; \$2,249,999. J Michael Dean, Principal Investigator.
8. Utah State University – Air Force Space and Missiles Command; “Mission Data Processing for Wide Field of View Testbed”; \$3,000,000. Kenny Reese, Principal Investigator.

9. Utah State University – Air Force; “Steelhead”; \$3,735,000. Don Thompson, Principal Investigator.
10. Utah State University – US Department of Health & Human Services; “URLEND Training Grant-Subcontract Continuation”; \$5,406,196.70. Judith M Holt, Principal Investigator.
11. Utah State University – US Department of Education; “Up to 3 Early Intervention”; \$1,756,437. Susan E Thain Olsen, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs

- University of Utah – Emphasis in Astronomy & Astrophysics in BA/BA in Physics
- University of Utah – Emphasis in Film Production in Bachelor of Arts in Film & Media Arts
- University of Utah – Emphasis in Piano Pedagogy in Bachelor of Music
- Utah State University – Certificate of Completion in General Education
- Utah State University – Certificate of Completion in Integrated College and Community Studies
- Utah State University – Certificate of Proficiency in Digital Design
- Utah State University – Certificate of Proficiency in Professional Bookkeeping
- Utah State University – Certificate of Proficiency in Web Business
- Utah State University – Minor in Behavioral Health
- Utah State University – Minor in Music Studies
- Utah State University – Minor in Technical Sales Management
- Utah State University – Minor in Technology and Engineering Education
- Utah State University – Minor in Wildlife Science
- Weber State University – Certificate of Proficiency in Solar Photovoltaic Systems
- Weber State University – Graduate Certificate in Special Education Teaching
- Southern Utah University – Emphasis in Human Services in Bachelor of Arts/Bachelor of Science in Psychology
- Southern Utah University – Graduate Certificate in Mobile Teaching, Learning & Design (online)
- Southern Utah University – Graduate Certificate in Secondary Education and Teaching/Alternative Route to Licensure in Nevada (online)
- Southern Utah University – Minor in Arts Administration

2. Administrative Unit Restructure/Name Change

- Southern Utah University – University College to School of Integrative and Engaged learning (SIEL)

3. New Center
 - Weber State University – Center for Supply Chain Excellence
 - Weber State University – Center for Tax Education & Research
 - Weber State University – Hall Global Entrepreneurship Center

4. Out-of-Service Area Delivery of Programs
 - Utah State University – Bachelor of Science in Agribusiness delivered in Mauritius
 - Utah State University – Bachelor of Arts in International Agribusiness delivered in Mauritius

5. Program Transfer
 - Utah State University – Master of Science in Bioregional Planning to be offered solely by the Department of Landscape Architecture and Environmental Planning (LAEP)

6. Name Change
 - University of Utah – Department of Languages and Literature to Department of World Languages and Cultures
 - University of Utah – BS/MS/MPhil/PhD in Exercise and Sport Science to BS/MS/MPhil/PhD in Kinesiology
 - Utah State University – Certificate of Completion in Accounting Information Systems to Certificate of Completion in Professional Bookkeeper
 - Utah State University – Department of Health, Physical Education & Recreation to Department of Kinesiology and Health Science
 - Utah State University – Master of Science and Doctor of Philosophy in Human Dimensions of Ecosystem Science and Management to Master of Science and Doctor of Philosophy in Environment and Society
 - Weber State University – AAS/BS/Minor in Business/Multimedia Technologies to AAS/BS/Minor in Web & User Experience
 - Utah Valley University - Associate of Applied Science in Art and Visual Communications with Emphases in Design/Illustration, Graphic Design, and Photography to Associate of Applied Science in Art & Design with Emphases in Design/Illustration, Graphic Design, and Photography
 - Utah Valley University - Bachelor of Arts/Science in Art and Visual Communications to Bachelor of Arts/Science in Art & Design
 - Utah Valley University - Bachelor of Fine Arts in Art and Visual Communications with Emphases in Graphic Design, Illustration, Painting and Drawing, Photography, and Sculpture and Ceramics to Bachelor of Fine Arts in Art & Design with Emphases in Graphic Design, Illustration, Painting and Drawing, Photography, and Sculpture and Ceramics
 - Utah Valley University - Certificate of Completion in Art and Visual Communications to Certificate of Completion in Art & Design

- Utah Valley University – Department of Art and Visual Communications to Department of Art & Design
7. Name Change/New Program
 - University of Utah –Master of Science in Nutrition to Master of Science in Nutrition and Integrated Physiology with new Emphases in Nutrition, and Integrated Physiology
 8. Program Consolidation
 - University of Utah – Bachelor of Arts/Bachelor of Science in Human Development and Family Studies and Bachelor of Arts/Bachelor of Science in Consumer and Community Studies to Bachelor of Arts/Bachelor of Science in Family, Community and Human Development
 9. Program Restructure, Program Consolidation, and name Change of Existing Programs
 - University of Utah –Bachelor of Arts/Bachelor of Science Degree in Parks, Recreation, and Tourism Areas of Emphasis to be changed from:
 - Natural Resource Recreation Planning and Management
 - Sustainable Tourism Management
 - Hospitality Management
 - Commercial Recreation Management
 - Adventure and Outdoor Programs
 - Community Recreation and Sport Management
 - To:
 - Outdoor Recreation Studies
 - Sustainable Tourism and Hospitality Management
 - Commercial, Community, and Sport Management
 10. Discontinuation
 - University of Utah – Coaching Teaching Minor
 - University of Utah – Emphasis in Therapeutic Recreation – BA/BS in Parks, Recreations, and Tourism
 - Utah State University – Associate of Applied Science in Early Childhood Development
 - Utah State University – Bachelor of Science in Geography Teaching
 - Utah State University – Emphasis in Food Technology Management
 - Utah State University – Emphasis in Atmospheric and Space Sciences - Master of Science in Electrical Engineering
 - Utah State University – Emphasis in Communications - Master of Science in Electrical Engineering
 - Utah State University – Emphasis in Control and Optimization - Master of Science in Electrical Engineering

- Utah State University – Emphasis in Infrared and Optics Systems - Master of Science in Electrical Engineering
- Utah State University – Emphasis in Microelectronics - Master of Science in Electrical Engineering
- Utah State University – Emphasis in Microwaves - Master of Science in Electrical Engineering
- Utah State University – Emphasis in Parallel Computers and Digital Systems - Master of Science in Electrical Engineering
- Utah State University – Emphasis in Signal Processing - Master of Science in Electrical Engineering
- Dixie State University – Associate of Applied Science in Automotive Mechanics
- Dixie State University – Automotive Mechanics Certificate of Proficiency

11. Three-Year Review

- Dixie State University – Bachelor of Arts/Science in Mathematics
- Dixie State University – Bachelor of Arts/Science in Mathematics Education
- Dixie State University – Bachelor of Arts/Science in Psychology

12. Seven-Year Review

- University of Utah – Department of Education, Culture and Society

David L. Buhler
Commissioner of Higher Education

STATE BOARD OF REGENTS
 UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
 S. J. QUINNEY LAW BUILDING
 FRIDAY, JANUARY 22, 2016

Contents of Minutes

Attendance	1
Remarks from Governor Herbert.....	2
State of the University.....	3
Announcement of new Associate Commissioner of Finance & Facilities.....	3
Adoption of Board of Regents Strategic Plan 2025.....	3
USHE – Legislative Priorities for 2016.....	4
General Consent Calendar	4
Reports of Board Committees	
Academic and Student Affairs Committee.....	4
Weber State University – Master of Science in Respiratory Therapy	
Utah Valley University – Bachelor of Arts in Humanities	
Utah Valley University – Bachelor of Arts/Science and Minor in Human Resource Management	
Utah Valley University – Bachelor of Science in Digital Marketing	
Utah Valley University – Bachelor of Science in Special Education	
Policy R312 – <i>Configuration of the Utah System of Higher Education Institutional Missions and Roles</i>	
Revision: College and Career Readiness Recommendations	
Career and Technical Education (CTE) Annual Report	
Engineering and Computer Technology Initiative Annual Report	
Credit for Completion of Peace Officer Standards and Training Academy	
Utah College Application Week Report	
StepUp READY Grants Report	
Institutional Completion Update: The University of Utah	
Finance/Facilities Committee	5
University of Utah – Campus Master Plan Approval	
University of Utah – Ambulatory Care Complex and Orthopaedic Center Series 2016	
Revenue Bond Issue	
Dixie State University – Peer Institution List	
USHE – Adoption of policy R553, <i>Revenue-generating Activities</i>	
USHE – Revision to policy R535, <i>Reimbursed Overhead</i> USHE – Access & Affordability Initiatives	
USHE – Market Demand Program Initiatives	

USHE – Annual Report on Institutional and Revenue Bonded Indebtedness
USHE – 2016 Data Book
USHE – Update on Institutional Audit Reports to the Regents’ Audit Committee
Utah State University – Series 2015B Research Revenue Refunding Bond
USHE – Institutional Endowment
USHE – Report of Auxiliary Funds
USHE – Legislative Proposal for a Capital Funding Model

Adjournment 7

STATE BOARD OF REGENTS
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH
S. J. QUINNEY LAW BUILDING
FRIDAY, JANUARY 22, 2016

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Nina R. Barnes
Jesselie B. Anderson
Bailey Bowthorpe
Marlin K. Jensen
Patricia Jones
Robert S. Marquardt
Steve Moore
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

Leslie Brooks Castle
Wilford W. Clyde
Steven Lund
Jefferson Moss

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic Affairs

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Denece G. Huftalin, Salt Lake Community College
Charles Wight, Weber State University

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

Chair Campbell called the meeting to order at 1:00 p.m. Chair Campbell excused the Regents who were absent and thanked those present. He welcomed Governor Gary Herbert and thanked him for taking time to join us, and also welcomed Tami Pyer, Governor Herbert's educational advisor. He expressed his appreciation to Governor Herbert for his efforts in working with the Regents and supporting Higher

Education, and specifically the addition of completion scholarships for 5 million and turned the time over to Governor Herbert.

Governor Herbert thanked Chair Campbell for his service, dedication and commitment. He also recognized Tami Pyer and thanked her for her passion for education. He stated he is really here to listen and learn. His focus is and has always been growing the economy. He just returned from a retreat where he was asked to talk about the success of Utah and how Utah helps lift people out of poverty, and gave some history on the poverty rate. He stated the federal government has spent 20 trillion dollars and created 80 federal programs and has only reduced poverty by three tenths of a percent over the last 50 years. Governor Herbert said he believes states should play the major role in reducing poverty as they can address the issues better. Utah is 5 points below the average national poverty rate. To make Utah successful two things are happening: Utah is creating opportunity. We have a great market place for business and we are educating and preparing people for the work force. He then told a story about a lady he met with a rough background, who struggled with poverty among other things. He asked her how she is getting out of that cycle. Her answer was education. She is going to school to become a paralegal to allow her get a better job. He reiterated, education with opportunity creates economic possibility and that is what fuels the state today. He acknowledged we have unique challenges when it comes to funding. We also have unique challenges when it comes to growth and we anticipate 50,000 new students by 2025. How do we address this? Three fronts need to be addressed; expand academically the capacity to educate people and find a better way to give a quality education to everyone who comes to our institutions, we need to grow physically and virtually, and lastly, we have a growing minority population in this state. It is crucial to find ways to provide them opportunity to get an education. The goal of 66% by 2020 is still a crucial goal. We need to do a better job of providing the how and where to get an education. Governor Herbert said he finds it frustrating and puzzling that in the last year's legislature 160 different legislative bills in education were introduced. We are not as focused and united as we can be. We need to get on board with the same goal and adopt a 10 year plan. He salutes the efforts being made by teachers. We have the highest rate in the country of high school students going into higher education. He noted Utah has the 3rd lowest tuition rate in the nation. The class of 2014 has the lowest student debt in the nation, and Utah ranked 7th lowest of students taking out student loans. Lastly, he noted he believes in bottom up, not top down. He said he is impressed with Salt Lake Community College (SLCC) and their open education research project, and the ability for students to get books online. SLCC has saved students over 1 million dollars over the last two years. He noted President Wyatt is doing great things in Cedar City as well and noted how great his Jump Start program is. He thanked the institutions for what they are doing. Governor Herbert stated we need to work together and said education is no longer K-12, but K-16 and beyond in Utah. Mainly he is here to say thank you for your work and continued work.

Regent Marquardt complimented Governor Herbert on his appointments to the Board of Trustees and Board of Regents and believes he has a qualified group of people working to make a difference in higher education. Governor Hebert responded saying he once said if we work together we could have unlimited possibilities of what can be achieved. We are all a team and if we play our roles together we will have great outcomes. Public education must prepare people to be college and career ready. We are at 84% high school graduation rate and that is not acceptable. We are going to do everything we can to raise that rate to 90%.

Chair Campbell thanked Governor Herbert for joining us and noted funding will be an ongoing issue for higher education, and asked Governor Herbert if he had any input or comments. Governor Herbert

responded saying the legislators need to hear from the Regents. He talked about the proposals of removing higher education from the education fund and noted that is not the solution. He also stated that it was the voice of the people who said all of education, K-16, should be combined. He then noted that higher education is only taking about 16% out of the education fund and the rest is supplemented from the general fund. If higher education is removed from the education fund, then we have to take more money out of the general fund. It doesn't create more money; it just means you move things around. This is not the solution, but here is the solution he said; we are losing 180 million dollars a year from the general fund because people are buying things online and are not paying sales tax. We need to resolve this issue. He said he is also trying to change what is earmarked in the general fund.

Chair Campbell again thanked Governor Herbert and turned the time over to President Pershing then stated we would hear from Commissioner Buhler before moving to the Consent Calendar.

State of the University

President Pershing gave a report on the state of the University of Utah, saying the vision of the university hasn't changed and it continues to be to provide excellent, affordable education and health care. Students are job one; that hasn't changed. The numbers of applicants are going up as well as the preparation of the students has increased. He talked about student retention and said they are now at 89%. The six year graduation rate has increased to 64%. The goal is to move that number to 70%. He talked about the "plan to finish" scholarship, stating that one thing they do is reach out to students who have not completed 30 hours by the end of their freshman year. He also talked about their "completion" scholarship, which looks at students who are within a year of completing school, making sure they in fact graduate. He made note of their online program stating they had 33,000 registrations; almost half of students take at least on online class. They want to continue to increase course work available online. He showed a commercial on the field house and noted this is a crucial tool in recruiting. They are working on increasing national rankings and noted the David Eccles Business school has increased 50% in size and have six programs in the top 25 nationally, with the Entertainment Arts and Engineering program number one in the nation. Research is a big part of the university and they have reached over 400 million a year in awards. The pharmacy program is number 10 in the nation and the PA program is number five. In the national rankings of quality of health care within university medical centers, the university has, for the sixth year, been in the top 10. The only other school to do this is the Mayo Clinic. He reviewed briefly the facilities completed over the last year and those in process. He closed by talking about the university's request for the legislative session. The first request is compensation, and stressed the importance of keeping quality faculty. Next is access and affordability, then market demand programs, and finally core performance funding. He noted the university needs state help with the rebuilding of the medical education complex.

Chair Campbell expressed his appreciation to President Pershing for his leadership of our flagship Institution.

Announcement of the new Associate Commissioner of Finance & Facilities

Commissioner Buhler announced the appointment of Dr. Kimberly Henrie as the new Associate Commissioner of Finance & Facilities.

Adoption of Board of Regents Strategic Plan 2025 (TAB CC)

Commissioner Buhler noted we have been working on the new strategic plan for about 18 months. The plan includes specific metrics based on the strategic objectives approved in January 2015. In order to

continue the trajectory the state is on, it is clear higher education is critical. We know higher education improves the lives of Utahns. The economic return on investment is very clear and quality of life improves. In January 2015 the Regents adopted three strategic priorities: affordable participation, timely completion, and innovative discovery. Over the last decade Latino students have increased 231%, which is good news. However, these students still lag the state average by 20%. In order to increase affordable participation we must increase the number of partnerships between K-12 and higher education and college preparation, and we'll need to maintain affordable tuition. For timely completion, the institutions have set 3 and 5 year goals, and we received funding from the legislature to award completion grants to expand existing and impactful programs. Innovative discovery: we know that research plays a vital role in our economy. We received over 600 million in outside awards last year. Providing access to career and technical education is also part of innovative discovery and using technology and innovative practices in teaching and learning. As part of the strategic plan we have set ambitious goals. He reviewed the goals as set forth in the strategic plan. It is estimated that over the next decade we need an average increase in operating budgets of 5.2% each year in appropriated funds. We know there is an enormous return on investment from higher education, and if we meet our goals the state will see 132 billion in increased wages and 17 billion in increased tax revenue. The commissioner stated he is confident if we meet these goals the future is bright for higher education. Chair Campbell asked for any questions, being none, he asked for motion to approve. **Regent Valdez made motion to approve as outlined in TAB CC, seconded by Regent Zenger and the motion carried.**

USHE - Legislative Priorities for 2016 TAB DD

Commissioner Buhler noted several meetings were held prior to determining legislative priorities. He made mention of individual items reflected in the agenda item. **Regent Barnes made motion to approve as outlined in TAB DD, seconded by Regent Jones and the motion carried.**

General Consent Calendar TAB BB

Chair Campbell asked for a motion to approve, Regent Theurer motioned to approve and was seconded by Regent Anderson; the following items were approved on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Board meeting November 13, 2015, Weber State University.
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Chair Campbell turned time over to Regent Zenger to bring up a motion. **Regent Zenger said "in view of recent proposals to have the state's education fund directed to K-12 public education, I would move that this Board of Regents go on record supporting both K-12 and higher education being funded by the legislature from the state's education fund, given that both are critical to the future and well-being of Utah. Second from Regent Simmons and the motion carried unanimously.**

Reports of Board Committees

Academic and Student Affairs Committee

Regent Prince noted they had a robust discussion with seven program proposals. He would like to group these together as one motion. **He said they all received unanimous approval in committee and would**

make the motion to approve as outlined in the tabs below, Regent Davis seconded and the motion carried.

Weber State University – Master of Science in Respiratory Therapy (TAB A)

Utah Valley University – Bachelor of Arts in Humanities (TAB B)

Utah Valley University – Bachelor of Arts/Science and Minor in Human Resource Management (TAB C)

Utah Valley University – Bachelor of Science in Digital Marketing (TAB D)

Utah Valley University – Bachelor of Science in Special Education (TAB E)

Policy R312, Configuration of the Utah System of Higher Education Institutional Missions and Roles (TAB F)

Regent Prince noted they received unanimous approval and motioned to approve as outlined in TAB G. Regent Davis seconded and the motion carried.

Revision: College and Career Readiness Recommendations (TAB G)

Regent Prince noted this item was postponed for further review.

Regent Prince noted the remainder of the items (as outlined in TABS H, I, J, K, L, M) were information only and they had good discussions on all.

Career and Technical Education (CTE) Annual Report (TAB H)

Engineering and Computer Technology Initiative Annual Report (TAB I)

Credit for Completion of Peace Officer Standards and Training Academy (TAB J)

Utah College Application Week Report (TAB K)

StepUp READY Grants Report (TAB L)

Institutional Completion Update: University of Utah (TAB M)

Finance/Facilities Committee

University of Utah – Campus Master Plan Approval (TAB N)

Regent Marquardt motioned to approve as outlined in TAB N, motioned was seconded and the motion carried.

University of Utah – Ambulatory Care Complex and Orthopaedic Center Series 2016 Revenue Bond Issue (TAB O)

Regent Marquardt noted the bond is for up to 125 million dollars for an ambulatory care complex which is part of the rebuilding of the medical complex and 12 million for the expansion of the orthopaedic center.

The bond for the orthopaedic center will be combined with the revenue bond that has already been approved for the Orson Spencer Hall. **Regent Marquardt made a motion to approve as outlined in TAB O, Regent Barnes seconded and the motion carried.**

Dixie State University – Peer Institution List (TAB P)

Regent Marquardt noted the two reasons for the change is because the three Colorado schools are being removed and DSU is granting a higher percent of bachelorette degrees and would like the peer institutions to reflect that. **Regent Marquardt moved to approve as outlined in TAB P, Regent Zenger seconded and the motion carried.**

USHE – Adoption of policy R553, *Revenue-generating Activities* (TAB Q)

Regent Marquardt noted this new policy is a result of an audit recommendation. This policy provides guidelines on revenue generating activities. The issue being some percentage of revenue gain should go towards O&M. **Regent Marquardt moved to adopt this new policy as outlined in TAB Q, Regent Barnes seconded and the motion carried.**

USHE – Revision to policy R535, *Reimbursed Overhead* (TAB R)

Regent Marquardt noted this change is a result of an audit recommendation. This change provides guidelines on reimbursed overhead as a portion to should go to O&M. **Regent Marquardt motion to approve as outlined in TAB R, Regent Barnes seconded and the motion carried.**

USHE – Access & Affordability Initiatives (TAB S)

Regent Marquardt noted this provides detail on the request to the legislature for funding this year. He stated we are requesting 9.2 million. He also noted it is worth the time to review this item. **Regent Marquardt made a motion to approve as outline in TAB S, Regent Stoddard seconded and the motion carried.**

USHE – Market Demand Program Initiatives (TAB T)

Regent Marquardt noted this provides detail on the request to the legislature this year. He stated last year the request was for 10 million for the University of Utah and Utah State, of which 4 million was funded. The request this year is for the 6 million that wasn't funded last year to go to University of Utah and Utah State and an additional 4 million to go to the other institutions. **Regent Marquardt made a motion to approve as outlined in TAB T, Regent Stoddard seconded and the motion carried.**

USHE – Annual Report on Institutional and Revenue Bonded Indebtedness (TAB U)

Regent Marquardt noted we have issued 1.4 billion in bonds in the system. This is information only

USHE – 2016 Data Book (TAB V)

Regent Marquardt noted the new Data Book is now on the website. This is information only.

USHE – Update on Institutional Audit Reports to the Regents' Audit Committee (TAB W)

Regent Marquardt noted each institution reported to the audit committee. He noted one issue of concern is IT security. Steve Hess talked to the audit committee about the threat of what can happen and what is being done to keep systems secure. He said the audit committee met over lunch and is putting together a proposal to bring to the Regents at a later date some things that can be done to beef up this area. This is information only.

Utah State University – Series 2015B Research Revenue Refunding Bond (TAB X)

Regent Marquardt noted USU saved about 5% over the life of this bond. This is information only.

USHE – Institutional Endowment (TAB Y)

Regent Marquardt noted this system seems to be working very well. This is information only.

Minutes of Meeting

November 13, 2015

Page 7

USHE – Report of Auxiliary Funds (TAB Z)

Regent Marquardt noted this report is information only.

USHE – Legislative Proposal for a Capital Funding Model (TAB AA)

Regent Marquardt noted Senator Urquhart and Milner have been working on a proposal for changing the capital facilities funding model which would give an allocation of 82 million a year that would be allocating to the institutions on a formula basis, which would take the Board of Regents completely out of any input in the process as well as the legislature, and the building board. He also noted there are a number of concerns with this. This is information only.

Chair Campbell noted this concludes the items today.

It was moved by Regent Stoddard and seconded by Regent Simmons to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. The motion carried.

The Board of Regents met in Executive Session until 4:00 p.m.

Loreen Olney
Executive Secretary

Date Approved: April 1, 2016

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
TUESDAY, FEBRUARY 9, 2016

Contents of Minutes

Attendance	1
Snow College – Land Acquisition Request	1
Adjournment	1

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
TUESDAY, FEBRUARY 9, 2016

EXECUTIVE COMMITTEE MEETING
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis
Jessellie B. Anderson
Robert W. Prince
John H. Zenger

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education*
Rich Amon, Assistant Commissioner for Business Operations*
Melanie Heath, Director of Communications*
Loreen Olney, Executive Secretary to the Board of Regents*

Institutional Staff

President Gary L. Carlston, Snow College
Jake Dettinger, Director of Budget and Finance Snow College

* Those that appeared in person.

Chair Campbell called the Executive Committee to order at **12:30 p.m.** Roll was called and a quorum established.

Snow College – Land Acquisition (TAB A)

Commissioner Buhler briefly discussed the item as described in TAB A and asked for questions. Chair Campbell asked if there were any conflicts of interest; President Carlston responded there are none. Chair Campbell stated he thought this was a good price for three acres. President Carlston noted the Snow College Board of Trustees has approved.

It was moved by Vice-chair Davis to approve as outlined in TAB A and up to a negotiated price of \$225,000. The motioned was seconded by Regent Zenger. The motion was unanimously approved and carried.

The meeting adjourned at **12:44 p.m.**

Loreen Olney, Executive Secretary*

Date Approved: April 1, 2016

March 23, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Appointment of Board Treasurer

Issue

Utah Code 53B-1-104(6) and Regents' bylaws R120-3.2.4 require that the Board of Regents appoint a Treasurer who serves at the discretion of the Board. Presently, the role of Board Treasurer is vacant. The Commissioner recommends that the Board appoint a Treasurer to ensure compliance with both statute and bylaw requirements.

Background

Utah Code 53B-1-104(6) states, "The board shall appoint a treasurer who serves at the discretion of the board." Regents' bylaw R120-3.2.4 similarly states, "The State Board of Regents shall appoint a Treasurer to serve at the pleasure of the Board. The Treasurer shall perform such duties as the State Board of Regents may prescribe." Both the statute and the bylaw make the appointment of a Board Treasurer mandatory.

Statute gives the Board broad latitude in determining who should fill the treasurer role and what the responsibilities and duties should be for this position. Generally, the role of a treasurer involves oversight, management, and reporting of the organization's finances. In the system of higher education, the Associate Commissioner for Finance and Facilities fulfills that role. The Associate Commissioner works with the Regents' Finance and Facilities Committee to ensure institutions are engaged in sound financial policies and procedures and budget oversight and could fulfill the role of Board Treasurer as part of her current assignment.

Commissioner's Recommendation

The Commissioner recommends the Regents appoint the Associate Commissioner for Finance and Facilities, Dr. Kimberly Henrie to the role of Board Treasurer, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL