

STATE BOARD OF REGENTS  
UTAH VALLEY UNIVERSITY  
STUDENT CENTER (SC)  
FRIDAY, JANUARY 25, 2019

AMENDED  
AGENDA

8:00 AM – 9:20AM      **BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH VALLEY UNIVERSITY  
BOARD OF TRUSTEES, PRESIDENT TUMINEZ, COMMISSIONER BUHLER**  
Discussion and Executive Session (if needed)  
Location: SC-213-C

9:30 AM – 10:30 AM    **DISCUSSION – REGENTS, COMMISSIONER, PRESIDENTS**  
Topic: Legislative Issues  
Location: SC-Center Stage

10:30 AM – 10:45 AM    **TRANSITIONAL BREAK**

10:45 AM – 12:15 PM    **MEETINGS OF BOARD COMMITTEES**

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**Regent Teresa L. Theurer, Chair**  
Location: SC-206-C

**ACTION:**

- 1. Revision of Policy R165, *Concurrent Enrollment*      TAB A
- 2. Revised Regent Mental Health Recommendations      TAB B

**INFORMATION:**

- 1. Engineering and Computer Technology Initiative Annual Report      TAB C
- 2. Update on Utah College Acceptance Letter
- 3. Career and Technical Education Annual Report      TAB D

**DISCUSSION:**

- 1. Transfer and Articulation Discussion Continuation and Next Steps

**FINANCE/FACILITIES COMMITTEE**  
**Regent Mark R. Stoddard, Chair**  
Location: SC-206-A

**DISCUSSION:**

- 1. USHE – Operating Expenditures and Revenues Report      TAB E

**ACTION:**

- 1. Utah Valley University – Campus Master Plan Amendment      TAB F
- 2. University of Utah – Golf Training Facility Non-State Funded Project      TAB G

**INFORMATION:**

- |  |       |
|--|-------|
| 1. University of Utah – Trustee Property Disposal                      | TAB H |
| 2. USHE – Space Utilization Report 2017-18                             | TAB I |
| 3. USHE – Report of Auxiliary Enterprise Operations                    | TAB J |
| 4. USHE – Annual Report on Institutional and Revenue Bond Indebtedness | TAB K |
| 5. USHE – 2019 Data Book Update  | TAB L |

**12:15 PM – 1:15 PM      LUNCH**  
Location: SC-213-A&B

**1:15 PM – 1:45 PM      PRESIDENT’S REPORT**  
Location: SC-Center Stage

**1:45 PM – 3:00 PM      COMMITTEE OF THE WHOLE**  
Location: SC-Center Stage

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| 1. General Consent Calendar                                   | TAB M |
| 2. Statewide College Advisors Update                          | TAB N |
| 3. Approval of Amendments to 2019-20 Operating Budget Request | TAB O |
| 4. Approval of Legislative Priorities for 2019                | TAB P |
| 5. System Metrics and Institutional Goals                     | TAB Q |
| 6. 2018 Annual Report   | TAB R |

**3:00 PM – 3:15 PM      TRANSITION BREAK**

**3:15 PM – 4:15 PM      EXECUTIVE SESSION (if needed)**  
Location: SC-213-C

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

January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Revision of Regent Policy R165, *Concurrent Enrollment*

Issue

Passage of legislation in the last legislative session in Utah necessitates revision of R165, *Concurrent Enrollment*, the Regent policy which governs the state concurrent enrollment program.

Background

The revision of R165 captures changes resulting from passage of HB237 *Concurrent Enrollment Enhancements* (2018). HB237 requires the State Board of Regents to establish a policy describing required qualifications for an individual to be an eligible instructor for a concurrent enrollment course. Significant statutory changes include the following:

1. Clarification that a single standard applies to all adjunct instructor in a given department, campus and concurrent enrollment, with respect to minimum academic qualifications, professional development required to teach a course, and the level of autonomy afforded the adjunct to manage the classroom, lecture, give and grade exams, and assign a course grade.
2. Confirmation that, once approved as an adjunct, Concurrent Enrollment (CE) instructors may continue to teach concurrent enrollment courses given curricular standards and student performance outcomes in the classes meet sponsoring academic department standards.

Additional changes were made to reflect changes in the numbering of Utah Code referenced in the policy.

Policy Issues

This revision received input from Concurrent Enrollment program directors. The final revision was reviewed November 20, 2018 by the Utah System of Higher Education Chief Academic Officers and has their support. It was presented to the Academic and Student Affairs Committee December 19, 2018. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision of Policy R165, *Concurrent Enrollment*, effective Fall 2019.

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David L. Buhler  
Commissioner of Higher Education

DLB/CMG



# R165, Concurrent Enrollment<sup>1</sup>

**R165-1. Purpose:** To establish the principles, guidelines, and processes which govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a Utah System of Higher Education (USHE) institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

## R165-2. References

- 2.1. Utah Code ~~§53A-15-1701~~~~53E-10-301~~ Chapter 10, Concurrent Enrollment ~~Education Amendments~~
- 2.2. Utah Code ~~§53A-1-1301~~~~53E-4-206~~, Career and College Readiness Mathematics Competency Standards
- 2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers, Duties, and Authority
- 2.4. ~~Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State~~
- ~~2.5-~~2.4. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses
- ~~2.6-~~2.5. Utah State Board of Education Rule R277-407, School Fees
- ~~2.7-~~2.6. Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier ~~—Coordination of Concurrent Enrollment Advising~~
- ~~2.8-~~2.7. Utah Code ~~§53A-1-603~~~~53E-4-308~~, Unique ~~s~~Student ~~i~~dentifier -- Coordination of ~~h~~Higher ~~e~~Education and ~~p~~ublic ~~e~~Education ~~i~~nformation ~~t~~echnology ~~s~~ystems
- ~~2.9.~~ ~~Policy and Procedures R315, Service Area Designation and Coordination of Off-Campus Courses and Programs~~
- ~~2.10-~~2.8. Utah Code ~~§53A53G-311, Part 4-410~~, ~~Criminal-Background Checks on School Personnel~~ – Notice – Payment of costs – Request for Review
- ~~2.11-~~2.9. Utah Code §53B-16-~~205~~~~5206~~, Snow College Concurrent Education Program
- ~~2.12-~~2.10. Utah Code ~~§53B-15-1701~~~~53E-10-307~~, Concurrent Enrollment Courses for Accelerated Foreign Language ~~Course Amendments~~ Students

**Commented [GTL1]:** This was repealed in 2017  
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**Commented [MOU2]:** R315 is referenced in 9.2, does not need to be included here..

## R165-3. Definitions

3.1. **Concurrent Enrollment:** for state funding and for the purposes of this policy means enrollment by public school students in one or more college course(s) under a contractual agreement between the USHE institution and a Local Education Agency (LEA). Students continue to be enrolled in public schools, to be

<sup>1</sup> Approved January 22, 1988; amended June 10, 2005 and July 28, 2006. Revisions approved May 29, 2009, November 18, 2011, May 16, 2014, and September 16, 2016.

counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.

3.2. **Contractual Basis:** a case where a LEA and USHE institution negotiate a concurrent enrollment annual contract, specifying arrangements for courses and instruction. Contractual basis concurrent enrollment is eligible for state funding through the appropriation for concurrent enrollment authorized under Utah Code ~~§53A-15-170~~§53 E-10-303.

3.3. **Early College:** enrollment in college credit courses by high school students who are academically prepared and meet college admissions requirements, have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE institutions.

3.4. **Early College High School:** a public high school, generally affiliated with a college or university, whose academic goal is to assist accelerated students in earning college credit up to an associate degree concurrent with a high school diploma. Students are counted in the average daily membership of the high school. College credit is earned through concurrent enrollment and early college courses. The early college high school negotiates for and pays any applicable tuition and fees for early college courses.

3.5. **Instructor :** a K-12 educator employed by a public LEA and licensed by the Utah State Board of Education (USBE) who meets adjunct faculty qualifications in an institution academic department and is approved by that department to instruct a concurrent enrollment course.

3.6. **Interactive Video Conferencing (IVC):** two-way, real-time transmission of audio and video signals between computer equipment at two or more locations.

3.7. **Local Education Agency (LEA):** a school board/public school district or public charter school.

3.8. **Non Contractual Basis:** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution for the student to take the course; the course is considered to be offered on a non-contractual basis. The student is responsible for all expenses associated with the enrollment. Non contractual enrollments are reported as regular enrollments by USHE institutions. Non-contractual basis concurrent enrollment is not eligible for state funding.

3.9. **Snow College Concurrent Education Program (Snow CE):** a consistent two-year schedule of concurrent enrollment courses delivered by Snow College through IVC. Snow CE courses are intended to create a pathway for secondary school students, particularly in rural high schools, to earn college credits that apply toward earning an Associate of Science or Associate of Arts degree; or satisfy scholarship requirements or other objectives that best meet the needs of individual students. Snow CE includes advisory support to participating secondary school students and their high school counselors to ensure that students' concurrent enrollment courses align with the students' academic and career goals. The Snow CE program is consistent with policies established by the Utah State Board of Regents (USBR) for concurrent enrollment as defined in R165 Concurrent Enrollment. Snow CE is funded through the state appropriation designated under Utah Code §53B-16-~~205-5206~~.

3.10. **Student Education Opportunity Plan (SEOP):** secondary school process for academic and career planning, facilitated by school counselors with students and their parents or guardians.

3.11. **Supervision of CE Instructors:** professional development opportunities provided by institutions to public educators who meet adjunct instructor qualifications to prepare them to teach the CE post-secondary curriculum. The nature of the opportunities, from workshops to classroom visits, to co-teaching models, varies by institution, by department, and by course. Qualified educators who hold an upper-level Math endorsement which qualifies them to teach CE math courses, shall also receive oversight from faculty while instructing the course. The nature of this oversight may vary by institution and by math course.

**Commented [MOU3]:** Section 10.2 lays out the qualifications of Math educators, per statute. To single out supervision of math adjuncts in 3.11 seems to go against the desire for a uniform standard. The passage already states faculty supervise adjuncts AND the nature of supervision varies by institution, department, and course.

3.12. **Technology Delivered Instruction:** instructional situations where student and teacher are separated by physical space, not necessarily by time. Common technology delivered modes of instruction include broadcast, interactive videoconferencing, or Internet.

3.13. **Technology Intensive Concurrent Enrollment (TICE):** hybrid concurrent enrollment courses having a blend of different learning activities, both in classrooms and on-line. TICE courses include common course assessments and, when possible, utilize open education resources. All USHE institutions may choose to offer TICE courses.

3.14. **Unique Student Identifier (SSID):** an alphanumeric code assigned to each public education student for identification purposes. The SSID is not assigned to any former or current student and does not incorporate personal information including a birth date or social security number.

3.15. **Utah State Board of Regents (USBR):** the governing body for the Utah System of Higher Education.

3.16. **Utah System of Higher Education (USHE):** the system of public colleges and universities governed by the Utah State Board of Regents.

3.17. **USHE Institution (Institution):** a credit-granting community college, state college, or university within the Utah System of Higher Education.

3.18. **Utah State Board of Education (USBE):** the system of public education districts and charter schools governed by the State Board of Education.

**R165-4. Intent of Concurrent Enrollment:** To provide an option for prepared high school students to take courses that earn both high school and college credit. Concurrent enrollment courses facilitate completion of a high school diploma while concurrently meeting course requirements corresponding to the first or second year of coursework at a USHE institution, thus leading students toward completion of a post-secondary certificate or degree.

4.1. **High Quality Opportunities:** Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students.

4.2. **Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for a given course. To help ensure quality, the commonality of instruction and the success of participants, students should be officially enrolled as concurrent enrollment students as specified by the sponsoring institution.

4.3. **Participating Institutions:** USHE credit-granting institutions may participate in the contractual basis concurrent enrollment program, as defined in this policy, provided that such participation shall be consistent with the law and consistent with USBE rules specific to the use of public education funds and rules for public education programs.

4.4. **Program Evaluation:** The USBE and USBR shall work in close cooperation in developing, implementing, and evaluating the concurrent enrollment program.

#### R165-5. Students

5.1. **Student Status:** Students must be enrolled in, and counted in the average daily membership of, a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible to participate in the concurrent enrollment program. Students shall complete contractual concurrent enrollment courses prior to their high school graduation or participation in high school graduation exercises.

5.2. **Eligibility Requirements:** USHE institutions and LEAs shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

5.2.1. junior or senior standing, freshmen and sophomores by exception;

5.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

5.2.3. supportive letters of recommendation;

5.2.4. approval of high school and college officials;

5.2.5. appropriate placement assessments for courses such as mathematics and English;

5.2.5.1. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course; and

5.2.6. completion of institutionally established prerequisites for a course.

5.3. **Concurrent Enrollment Participation Form/Parent Permission to Participate.** Before allowing an eligible student to participate in the concurrent enrollment program for the academic year, an institution shall ensure the student has completed the USHE concurrent enrollment participation form, signed an acknowledgement of program participation requirements, and obtained parental permission as indicated by the signature of a student's parent or guardian on the parent permission form.

5.4. **Early College High School Eligibility:** The Early College High School Program may enroll students in grades 9 and 10 without exception in concurrent enrollment courses. Eligibility requirements such as those mentioned in section 5.2 apply to Early College students.

5.5. **Identification of Eligible Students:** LEAs have the primary responsibility for identifying students who are eligible to participate in the concurrent enrollment program.

5.6. **Advising:** USHE institutions and LEAs shall jointly coordinate advising to prospective or current high school students who participate in the concurrent enrollment program established in Utah Code ~~§53A-15-1701~~[§53E Chapter 10](#). Advising shall include information on general education requirements at USHE institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.



5.7. **Tracking Student Achievement:** USHE institutions and LEAs shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code §53B-1-109 and ~~§53A-1-603~~§53E-4-308.

5.7.1. USBE and USHE staff shall coordinate access to the SSID of a public education student who later attends an institution within the state system of higher education.

5.7.2. USHE information technology systems shall utilize the SSID of all students who have previously been assigned a unique student identifier.

5.8. **Advising Report:** Twelve weeks after the end of each semester, USHE staff shall make available to a requesting USHE institution that participates in concurrent enrollment, a report listing each public high school student admitted to a USHE institution who was enrolled in 12 or more credit hours of concurrent enrollment courses per year and completed at least six of those credit hours from that institution. The report shall include:

5.8.1 student's name and SSID;

5.8.2 the student's LEA;

5.8.3 the name of each concurrent enrollment course taken by the student;

5.8.4 the institution where the student enrolled to take each concurrent enrollment course;

5.8.5 the number of college credits the student earned in each concurrent enrollment course with a designation that indicates which credits listed in Subsection (5)(a)(v) the student earned at a grade "C" or higher.

#### R165-6. Courses

6.1. **Choice of Courses:** The courses chosen to be offered through concurrent enrollment should be introductory-level general education, career and technical education, or pre-major college courses. Concurrent enrollment courses must assist students in earning post-secondary certificates or degrees. Concurrent enrollment may only include college courses that correspond to high school courses that are typically offered in grades 11 or 12. Courses selected should reflect the strengths and resources of the respective schools and USHE institutions. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education.

6.1.1. **Early College High School Exception:** Early college high schools may offer, for concurrent enrollment, courses typically taught in grades 9 or 10.

6.1.2. **Accelerated Foreign Language Courses:** Institutions may offer 3000 level foreign language courses to accelerated foreign language students, including dual language immersion students.

6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USBE will jointly approve courses that are added to an institution-specific Concurrent Enrollment Master List. Only courses taken from the master list for a given academic year shall be reimbursed from state concurrent enrollment funds.

**6.2.1 Changes to Concurrent Enrollment Master List:** USHE institutions, after consultation with LEAs, shall provide the USBE with proposed new course offerings, including syllabi and curriculum materials by November 15 of the year proceeding the school year in which courses shall be offered.

**6.3. Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated professional development activities for participating teachers and transferability of credit from institution to institution.

**6.4. Institution Responsibility:** The offering institution is responsible for course content, procedures, examinations, teaching materials, and course monitoring of CE courses taught at a high school. The institution shall ensure the curriculum is consistent with Utah law and of comparable rigor and quality with courses offered on the institution campus. The institution shall ensure CE curriculum standards of instruction, practices for administering and grading assessments, and the course grade rubric are the same as when the course is taught on the institution campus. When possible, department exams should be used in the CE course. For courses that transfer as equivalent credit among USHE institutions, the institution will ensure articulated learning outcomes are met.

#### R165-7. Credit

**7.1. Permanent College Transcript:** All concurrent enrollment course registrations and grades are recorded on permanent college transcripts. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

**7.1.1. Credit Value:** College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution where the credits are earned.

**7.2. Credit Hours Permitted:** Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits earned in excess of 30 must be on a non contractual basis.

**7.3. Institution Credit:** Course registration and the awarding of college credit for concurrent enrollment courses are the responsibility of USHE institutions.

**7.4. Transferability:** Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

#### R165-8. Tuition, Fees, and Other Charges: Regular tuition and fees may not be charged to high school students for participation in this program.

**8.1. Admissions Fee:** Students may be assessed a one-time admissions application fee per institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the institution for continuous enrollment at that institution

following high school graduation.

**8.1.1. Participation Fee:** The USBR may charge a one-time fee for students to participate in the concurrent enrollment program. Paying this fee does not satisfy the general admissions application fee required for full-time or part-time students at an institution.

**8.2. Partial Concurrent Enrollment Tuition:** Secondary students may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit:

**8.2.1.** A USHE institution may charge a concurrent enrollment student who qualifies for free or reduced school lunch partial tuition of up to \$5 per credit hour;

**8.2.2.** If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge up to \$10 per credit hour;

**8.2.3.** If a concurrent enrollment course is taught over interactive video conferencing (IVC), a USHE institution may charge up to \$15 per credit hour;

**8.2.4.** If a concurrent enrollment course is taught on a USHE campus, a USHE institution may charge up to \$30 per credit hour.

**8.2.5.** The USBR shall annually report to the Legislature's Higher Education Appropriations Subcommittee on regular tuition savings to CE students, any partial CE tuition charged, and justification for the distribution of money appropriated for concurrent enrollment, pursuant to Utah Code [§53A-15-170953E-10-308](#).

**8.3. Fee Waivers:** Concurrent enrollment program costs attributable only to college credit or enrollment are not fees and as such are not subject to fee waiver under public school rule R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The LEA shall be responsible for these waivers. The contract between the USHE institution and the district may address the responsibility for fee waivers.

**R165-9. Location and Delivery:** Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate educational technology for the course content, the faculty, and the students involved. Instruction may be delivered through live classroom instruction or telecommunications. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

**9.1. Students within Commuting Distance:** Qualified students residing within commuting distance of a USHE institution may pursue their concurrent enrollment study on the institution campus with approval from their LEA.

**9.2. Designated Service Region Delivery:** Each USHE institution has the responsibility for offering concurrent enrollment courses within their designated service region per Regents' Policy R315. If the local institution chooses not to offer a concurrent enrollment course, a LEA may ask another USHE institution to provide the course.

**9.3. Right of First Refusal:** A LEA shall contact the USHE institution with responsibility for that LEA's service region to request a CE course offering. The local institution shall indicate in writing whether it will offer the requested course within 30 days of the LEA contact and request.

**9.3.1. Exception for Technology Delivered Courses:** Concurrent enrollment courses which meet the definition of "Technology Delivered Instruction" are subject to designated service region requirements. Institutions desiring to offer technology delivered CE courses outside their designated service region must receive a written endorsement from the local institution for each course they desire to offer before contracting with LEAs outside their designated service area. An annual system review of technology delivered courses shall be completed prior to November 30 of the year preceding the school year in which courses shall be offered to assure efficient and effective use of resources.

**R165-10. Faculty:** College courses are taught for concurrent enrollment credit by college or university faculty or by public school educators by the offering institution (instructor).

**10.1. Selection of CE Instructors:** Identification of instructors for concurrent enrollment courses is the joint responsibility of the participating LEAs and the participating USHE institution. Selection criteria for instructors ~~should be~~ the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. Once approved as an adjunct, CE instructors may continue to teach CE courses given curricular standards and student performance outcomes in the classes meet sponsoring academic department standards. CE instructors will be approved by the appropriate academic department at the institution prior to teaching the concurrent enrollment class.

**Commented [MOU4]:** CAOs and CE directors will address instances where differences in eligibility criteria are identified, work to a single standard.

**Commented [MOU5]:** Required by HB237

**10.1.1 Selection of Concurrent Enrollment Mathematics Instructors.** Educators who hold an upper level Math endorsement, authorized by the USBE and appended to a license, that qualifies the educator to teach calculus shall be qualified to teach CE mathematics courses, in accordance with Utah Code ~~§53-15-1701~~ §53E-4-206.

**10.2. Criminal Background Checks:** USHE faculty who are not public school educators and who teach concurrent enrollment courses defined under this policy in a high school shall complete a criminal background check consistent with Utah Code ~~§53A-3-410~~ §53G-11, Part 4.<sup>2</sup> The faculty or adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

**10.3. Faculty Development:** Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with LEAs shall initiate faculty development ~~and share expertise in providing professional development~~, including appropriate workshop experiences prior to offering concurrent enrollment courses to adequately prepare instructors to teach concurrent enrollment students and course content. When instructor of record instruction or co-teaching instructional models are used, USHE faculty shall engage the public school educator fully in preparation and delivery of curriculum. CE instructors must complete any faculty development required by the sponsoring academic department at the institution prior to teaching the concurrent enrollment class. USHE faculty should be prepared with knowledge of federal and state laws specific to public school student privacy and student records.

**Commented [MOU6]:** Academic departments decide the form and level of professional development required to instruct adjunct instructors, campus or CE, what is required to successfully teach each course.

**R165-11. Funding**

**11.1. Source of Funds:** Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.

<sup>2</sup> See §53A-3-410 for detailed information on completing background checks.

11.1.1. **Eligibility to Receive Concurrent Funds:** To qualify for funds, a concurrent enrollment program shall comply with the requirements described in Utah Code ~~§53A-15-1701~~53E-10-302, including rules adopted in accordance with ~~Subsection 53A-15-1703~~Utah Code §53E-10-307.

11.2. **Allocation of Funds:** Money appropriated to the USBE for concurrent enrollment shall first be allocated between LEAs and the USBR based upon completed student credit hours taught by public school educators and taught by college or university faculty. Completed means that a student earned credit for the course. Concurrent enrollment funds may not reimburse institutions for concurrent enrollment courses repeated by students. In accordance with Utah Code ~~§53A-15-1706~~53F-2-409, funds shall be allocated as follows:

11.2.1. for courses that are taught by public school educators (instructors) where the cost of instruction is borne by the LEA —

11.2.1.1. 60 percent shall be allocated to LEAs; and

11.2.1.2. 40 percent shall be allocated to the USBR; and

11.2.2. for courses that are taught by college or university faculty or where the cost of instruction is borne by the USHE institution —

11.2.2.1. 40 percent shall be allocated to LEAs; and

11.2.2.2. 60 percent shall be allocated to the USBR.

11.3 **Distribution of Funds among USHE Institutions:** The USBR shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment. Each institution shall receive a pro-rated amount according to the number of semester credit hours completed.

11.2.3. **Snow CE Exception:** Credit earned through the Snow CE Program, which receives a separate appropriation through Utah Code §53B-16-~~205-5206~~ for instructional, advising, and administrative costs, will not receive the pro-rated per credit funding as long as the separate appropriation funding is in place.

11.4. **Annual Reports:** Annual reports shall be provided to legislative committees:

11.4.1 **Higher Education Appropriations:** USHE staff shall annually report to the Higher Education Appropriations Subcommittee on concurrent enrollment participation and growth, including data on what higher education tuition would have been charged for the hours of concurrent enrollment credit granted as required by Utah Code ~~§53A-15-1709~~53E-10-308.

11.4.2 **Public Education Appropriations:** USHE and USBE staff shall annually report to the Public Education Appropriations Subcommittee an accounting of the money appropriated for concurrent enrollment; and a justification of the split described in section 11.2.

R165-12. **Annual Concurrent Enrollment Contract:** Collaborating LEAs and USHE institutions annually sign a contract which sets forth their rights and duties for the institution to offer concurrent enrollment courses to the LEA's students.

**12.1. Annual Contract Content:** The contracts shall include relevant policy for student eligibility and participation, course eligibility and delivery, and faculty eligibility and professional development. USHE and USBE staff review and amend the contract annually, as needed, to reflect current statute and rule.

**12.2. Annual Contract Deadline:** Copies of all annual contracts entered into between institutions and LEAs for the upcoming school year must be submitted by institutions to the USHE system office no later than May 30 annually. USHE will convey copies of all contracts to USBE.

**R165-13. Utah College of Applied Technology (UCAT) Agreements:** High school students may participate at a UCAT campus to take contractual basis concurrent enrollment courses under the following conditions:

**13.1. Concurrent Enrollment Contract:** A concurrent enrollment contract (see R165-12 above) must be in place between the LEA and the USHE institution covering the instruction to be given at the UCAT campus.

**13.2. UCAT Instruction and Costs:** The USHE institution enters into an agreement with the UCAT to provide the instruction. The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of UCAT instructors as institution adjunct faculty (see R165-10).

**R165-1. Purpose:** To establish the principles, guidelines, and processes which govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a Utah System of Higher Education (USHE) institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

## R165-2. References

- 2.1. Utah Code §53E Chapter 10, Concurrent Enrollment
- 2.2. Utah Code §53E-4-206, Career and College Readiness Mathematics Competency Standards
- 2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers, Duties, and Authority
- 2.4. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses
- 2.5. Utah State Board of Education Rule R277-407, School Fees
- 2.6. Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier
- 2.7. Utah Code §53E-4-308, Unique Student Identifier -- Coordination of Higher Education and Public Education Information Technology Systems
- 2.8. Utah Code §53G-11, Part 4, Background Checks– Notice – Payment of costs – Request for Review
- 2.9. Utah Code §53B-16-206, Snow College Concurrent Education Program
- 2.10. Utah Code §53E-10-307, Concurrent Enrollment Courses for Accelerated Foreign Language Students

## R165-3. Definitions

- 3.1. **Concurrent Enrollment:** for state funding and for the purposes of this policy means enrollment by public school students in one or more college course(s) under a contractual agreement between the USHE institution and a Local Education Agency (LEA). Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.
- 3.2. **Contractual Basis:** a case where a LEA and USHE institution negotiate a concurrent enrollment annual contract, specifying arrangements for courses and instruction. Contractual basis concurrent

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<sup>1</sup> Approved January 22, 1988; amended June 10, 2005 and July 28, 2006. Revisions approved May 29, 2009, November 18, 2011, May 16, 2014, and September 16, 2016.

enrollment is eligible for state funding through the appropriation for concurrent enrollment authorized under Utah Code §53 E-10-303.

**3.3. Early College:** enrollment in college credit courses by high school students who are academically prepared and meet college admissions requirements, have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE institutions.

**3.4. Early College High School:** a public high school, generally affiliated with a college or university, whose academic goal is to assist accelerated students in earning college credit up to an associate degree concurrent with a high school diploma. Students are counted in the average daily membership of the high school. College credit is earned through concurrent enrollment and early college courses. The early college high school negotiates for and pays any applicable tuition and fees for early college courses.

**3.5. Instructor :** a K-12 educator employed by a public LEA and licensed by the Utah State Board of Education (USBE) who meets adjunct faculty qualifications in an institution academic department and is approved by that department to instruct a concurrent enrollment course.

**3.6. Interactive Video Conferencing (IVC):** two-way, real-time transmission of audio and video signals between computer equipment at two or more locations.

**3.7. Local Education Agency (LEA):** a school board/public school district or public charter school.

**3.8. Non Contractual Basis:** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution for the student to take the course; the course is considered to be offered on a non-contractual basis. The student is responsible for all expenses associated with the enrollment. Non contractual enrollments are reported as regular enrollments by USHE institutions. Non-contractual basis concurrent enrollment is not eligible for state funding.

**3.9. Snow College Concurrent Education Program (Snow CE):** a consistent two-year schedule of concurrent enrollment courses delivered by Snow College through IVC. Snow CE courses are intended to create a pathway for secondary school students, particularly in rural high schools, to earn college credits that apply toward earning an Associate of Science or Associate of Arts degree; or satisfy scholarship requirements or other objectives that best meet the needs of individual students. Snow CE includes advisory support to participating secondary school students and their high school counselors to ensure that students' concurrent enrollment courses align with the students' academic and career goals. The Snow CE program is consistent with policies established by the Utah State Board of Regents (USBR) for concurrent enrollment as defined in R165 Concurrent Enrollment. Snow CE is funded through the state appropriation designated under Utah Code §53B-16-206.

**3.10. Student Education Opportunity Plan (SEOP):** secondary school process for academic and career planning, facilitated by school counselors with students and their parents or guardians.

**3.11. Supervision of CE Instructors:** professional development opportunities provided by institutions to public educators who meet adjunct instructor qualifications to prepare them to teach the CE post-secondary curriculum. The nature of the opportunities, from workshops to classroom visits, to co-teaching models, varies by institution, by department, and by course.



**3.12. Technology Delivered Instruction:** instructional situations where student and teacher are separated by physical space, not necessarily by time. Common technology delivered modes of instruction include broadcast, interactive videoconferencing, or Internet.

**3.13. Technology Intensive Concurrent Enrollment (TICE):** hybrid concurrent enrollment courses having a blend of different learning activities, both in classrooms and on-line. TICE courses include common course assessments and, when possible, utilize open education resources. All USHE institutions may choose to offer TICE courses.

**3.14. Unique Student Identifier (SSID):** an alphanumeric code assigned to each public education student for identification purposes. The SSID is not assigned to any former or current student and does not incorporate personal information including a birth date or social security number.

**3.15. Utah State Board of Regents (USBR):** the governing body for the Utah System of Higher Education.

**3.16. Utah System of Higher Education (USHE):** the system of public colleges and universities governed by the Utah State Board of Regents.

**3.17. USHE Institution (Institution):** a credit-granting community college, state college, or university within the Utah System of Higher Education.

**3.18. Utah State Board of Education (USBE):** the system of public education districts and charter schools governed by the State Board of Education.

**R165-4. Intent of Concurrent Enrollment:** To provide an option for prepared high school students to take courses that earn both high school and college credit. Concurrent enrollment courses facilitate completion of a high school diploma while concurrently meeting course requirements corresponding to the first or second year of coursework at a USHE institution, thus leading students toward completion of a post-secondary certificate or degree.

**4.1. High Quality Opportunities:** Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students.

**4.2. Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for a given course. To help ensure quality, the commonality of instruction and the success of participants, students should be officially enrolled as concurrent enrollment students as specified by the sponsoring institution.

**4.3. Participating Institutions:** USHE credit-granting institutions may participate in the contractual basis concurrent enrollment program, as defined in this policy, provided that such participation shall be consistent with the law and consistent with USBE rules specific to the use of public education funds and rules for public education programs.

**4.4. Program Evaluation:** The USBE and USBR shall work in close cooperation in developing, implementing, and evaluating the concurrent enrollment program.

## R165-5. Students

**5.1. Student Status:** Students must be enrolled in, and counted in the average daily membership of, a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible to participate in the concurrent enrollment program. Students shall complete contractual concurrent enrollment courses prior to their high school graduation or participation in high school graduation exercises.

**5.2. Eligibility Requirements:** USHE institutions and LEAs shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

5.2.1. junior or senior standing, freshmen and sophomores by exception;

5.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

5.2.3. supportive letters of recommendation;

5.2.4. approval of high school and college officials;

5.2.5. appropriate placement assessments for courses such as mathematics and English;

5.2.5.1. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course; and

5.2.6. completion of institutionally established prerequisites for a course.

**5.3. Concurrent Enrollment Participation Form/Parent Permission to Participate.** Before allowing an eligible student to participate in the concurrent enrollment program for the academic year, an institution shall ensure the student has completed the USHE concurrent enrollment participation form, signed an acknowledgement of program participation requirements, and obtained parental permission as indicated by the signature of a student's parent or guardian on the parent permission form.

**5.4. Early College High School Eligibility:** The Early College High School Program may enroll students in grades 9 and 10 without exception in concurrent enrollment courses. Eligibility requirements such as those mentioned in section 5.2 apply to Early College students.

**5.5. Identification of Eligible Students:** LEAs have the primary responsibility for identifying students who are eligible to participate in the concurrent enrollment program.

**5.6. Advising:** USHE institutions and LEAs shall jointly coordinate advising to prospective or current high school students who participate in the concurrent enrollment program established in Utah Code §53E Chapter 10. Advising shall include information on general education requirements at USHE institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.

**5.7. Tracking Student Achievement:** USHE institutions and LEAs shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code §53B-1-109 and §53E-4-308.

5.7.1. USBE and USHE staff shall coordinate access to the SSID of a public education student who later attends an institution within the state system of higher education.

5.7.2. USHE information technology systems shall utilize the SSID of all students who have previously been assigned a unique student identifier.

5.8. **Advising Report:** Twelve weeks after the end of each semester, USHE staff shall make available to a requesting USHE institution that participates in concurrent enrollment, a report listing each public high school student admitted to a USHE institution who was enrolled in 12 or more credit hours of concurrent enrollment courses per year and completed at least six of those credit hours from that institution. The report shall include:

5.8.1 student's name and SSID;

5.8.2 the student's LEA;

5.8.3 the name of each concurrent enrollment course taken by the student;

5.8.4 the institution where the student enrolled to take each concurrent enrollment course;

5.8.5 the number of college credits the student earned in each concurrent enrollment course with a designation that indicates which credits listed in Subsection (5)(a)(v) the student earned at a grade "C" or higher.

## R165-6. Courses

6.1. **Choice of Courses:** The courses chosen to be offered through concurrent enrollment should be introductory-level general education, career and technical education, or pre-major college courses. Concurrent enrollment courses must assist students in earning post-secondary certificates or degrees. Concurrent enrollment may only include college courses that correspond to high school courses that are typically offered in grades 11 or 12. Courses selected should reflect the strengths and resources of the respective schools and USHE institutions. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education.

6.1.1. **Early College High School Exception:** Early college high schools may offer, for concurrent enrollment, courses typically taught in grades 9 or 10.

6.1.2. **Accelerated Foreign Language Courses:** Institutions may offer 3000 level foreign language courses to accelerated foreign language students, including dual language immersion students.

6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USBE will jointly approve courses that are added to an institution-specific Concurrent Enrollment Master List. Only courses taken from the master list for a given academic year shall be reimbursed from state concurrent enrollment funds.

6.2.1 **Changes to Concurrent Enrollment Master List:** USHE institutions, after consultation with LEAs, shall provide the USBE with proposed new course offerings, including syllabi and curriculum materials by November 15 of the year proceeding the school year in which courses shall be offered.

**6.3. Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated professional development activities for participating teachers and transferability of credit from institution to institution.

**6.4. Institution Responsibility:** The offering institution is responsible for course content, procedures, examinations, teaching materials, and course monitoring of CE courses taught at a high school. The institution shall ensure the curriculum is consistent with Utah law and of comparable rigor and quality with courses offered on the institution campus. The institution shall ensure CE curriculum standards of instruction, practices for administering and grading assessments, and the course grade rubric are the same as when the course is taught on the institution campus. When possible, department exams should be used in the CE course. For courses that transfer as equivalent credit among USHE institutions, the institution will ensure articulated learning outcomes are met.

## R165-7. Credit

**7.1. Permanent College Transcript:** All concurrent enrollment course registrations and grades are recorded on permanent college transcripts. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

**7.1.1. Credit Value:** College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution where the credits are earned.

**7.2. Credit Hours Permitted:** Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits earned in excess of 30 must be on a non contractual basis.

**7.3. Institution Credit:** Course registration and the awarding of college credit for concurrent enrollment courses are the responsibility of USHE institutions.

**7.4. Transferability:** Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

**R165-8. Tuition, Fees, and Other Charges:** Regular tuition and fees may not be charged to high school students for participation in this program.

**8.1. Admissions Fee:** Students may be assessed a one-time admissions application fee per institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the institution for continuous enrollment at that institution following high school graduation.

**8.1.1. Participation Fee:** The USBR may charge a one-time fee for students to participate in the concurrent enrollment program. Paying this fee does not satisfy the general admissions application fee required for full-time or part-time students at an institution.

**8.2. Partial Concurrent Enrollment Tuition:** Secondary students may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit:

**8.2.1.** A USHE institution may charge a concurrent enrollment student who qualifies for free or reduced school lunch partial tuition of up to \$5 per credit hour;

**8.2.2.** If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge up to \$10 per credit hour;

**8.2.3.** If a concurrent enrollment course is taught over interactive video conferencing (IVC), a USHE institution may charge up to \$15 per credit hour;

**8.2.4.** If a concurrent enrollment course is taught on a USHE campus, a USHE institution may charge up to \$30 per credit hour.

**8.2.5.** The USBR shall annually report to the Legislature's Higher Education Appropriations Subcommittee on regular tuition savings to CE students, any partial CE tuition charged, and justification for the distribution of money appropriated for concurrent enrollment, pursuant to Utah Code §53E-10-308.

**8.3. Fee Waivers:** Concurrent enrollment program costs attributable only to college credit or enrollment are not fees and as such are not subject to fee waiver under public school rule R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The LEA shall be responsible for these waivers. The contract between the USHE institution and the district may address the responsibility for fee waivers.

**R165-9. Location and Delivery:** Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate educational technology for the course content, the faculty, and the students involved. Instruction may be delivered through live classroom instruction or telecommunications. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

**9.1. Students within Commuting Distance:** Qualified students residing within commuting distance of a USHE institution may pursue their concurrent enrollment study on the institution campus with approval from their LEA.

**9.2. Designated Service Region Delivery:** Each USHE institution has the responsibility for offering concurrent enrollment courses within their designated service region per Regents' Policy R315. If the local institution chooses not to offer a concurrent enrollment course, a LEA may ask another USHE institution to provide the course.

**9.3. Right of First Refusal:** A LEA shall contact the USHE institution with responsibility for that LEA's service region to request a CE course offering. The local institution shall indicate in writing whether it will offer the requested course within 30 days of the LEA contact and request.

**9.3.1. Exception for Technology Delivered Courses:** Concurrent enrollment courses which meet the definition of "Technology Delivered Instruction" are subject to designated service region requirements. Institutions desiring to offer technology delivered CE courses outside their designated service region must receive a written endorsement from the local institution for each course they desire to offer before contracting with LEAs outside their designated service area. An annual system review of technology delivered courses shall be completed prior to November 30 of the year preceding the school year in which courses shall be offered to assure efficient and effective use of resources.

**R165-10. Faculty:** College courses are taught for concurrent enrollment credit by college or university faculty or by public school educators by the offering institution (instructor).

**10.1. Selection of CE Instructors:** Identification of instructors for concurrent enrollment courses is the joint responsibility of the participating LEAs and the participating USHE institution. Selection criteria for instructors are the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. Once approved as an adjunct, CE instructors may continue to teach CE courses given curricular standards and student performance outcomes in the classes meet sponsoring academic department standards. CE instructors will be approved by the appropriate academic department at the institution prior to teaching the concurrent enrollment class.

**10.1.1 Selection of Concurrent Enrollment Mathematics Instructors.** Educators who hold an upper level Math endorsement, authorized by the USBE and appended to a license, that qualifies the educator to teach calculus shall be qualified to teach CE mathematics courses, in accordance with Utah Code §53E-4-206.

**10.2. Criminal Background Checks:** USHE faculty who are not public school educators and who teach concurrent enrollment courses defined under this policy in a high school shall complete a criminal background check consistent with Utah Code §53G-11, Part 4.<sup>2</sup> The faculty or adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

**10.3. Faculty Development:** Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with LEAs shall initiate faculty development, including appropriate workshop experiences prior to offering concurrent enrollment courses to adequately prepare instructors to teach concurrent enrollment students and course content. When instructor of record instruction or co-teaching instructional models are used, USHE faculty shall engage the public school educator fully in preparation and delivery of curriculum. CE instructors must complete any faculty development required by the sponsoring academic department at the institution prior to teaching the concurrent enrollment class. USHE faculty should be prepared with knowledge of federal and state laws specific to public school student privacy and student records.

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<sup>2</sup> See §53A-3-410 for detailed information on completing background checks.

**R165-11. Funding**

**11.1. Source of Funds:** Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.

**11.1.1. Eligibility to Receive Concurrent Funds:** To qualify for funds, a concurrent enrollment program shall comply with the requirements described in Utah Code §53E-10-302, including rules adopted in accordance with Utah Code §53E-10-307.

**11.2. Allocation of Funds:** Money appropriated to the USBE for concurrent enrollment shall first be allocated between LEAs and the USBR based upon completed student credit hours taught by public school educators and taught by college or university faculty. Completed means that a student earned credit for the course. Concurrent enrollment funds may not reimburse institutions for concurrent enrollment courses repeated by students. In accordance with Utah Code §53F-2-409, funds shall be allocated as follows:

**11.2.1.** for courses that are taught by public school educators (instructors) where the cost of instruction is borne by the LEA —

**11.2.1.1.** 60 percent shall be allocated to LEAs; and

**11.2.1.2.** 40 percent shall be allocated to the USBR; and

**11.2.2.** for courses that are taught by college or university faculty or where the cost of instruction is borne by the USHE institution —

**11.2.2.1.** 40 percent shall be allocated to LEAs; and

**11.2.2.2.** 60 percent shall be allocated to the USBR.

**11.3. Distribution of Funds among USHE Institutions:** The USBR shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment. Each institution shall receive a pro-rated amount according to the number of semester credit hours completed.

**11.2.3. Snow CE Exception:** Credit earned through the Snow CE Program, which receives a separate appropriation through Utah Code §53B-16-206 for instructional, advising, and administrative costs, will not receive the pro-rated per credit funding as long as the separate appropriation funding is in place.

**11.4. Annual Reports:** Annual reports shall be provided to legislative committees:

**11.4.1. Higher Education Appropriations:** USHE staff shall annually report to the Higher Education Appropriations Subcommittee on concurrent enrollment participation and growth, including data on what higher education tuition would have been charged for the hours of concurrent enrollment credit granted as required by Utah Code §53E-10-308.

**11.4.2. Public Education Appropriations:** USHE and USBE staff shall annually report to the Public Education Appropriations Subcommittee an accounting of the money appropriated for concurrent enrollment; and a justification of the split described in section 11.2.

**R165-12. Annual Concurrent Enrollment Contract:** Collaborating LEAs and USHE institutions annually sign a contract which sets forth their rights and duties for the institution to offer concurrent enrollment courses to the LEA's students.

**12.1. Annual Contract Content:** The contracts shall include relevant policy for student eligibility and participation, course eligibility and delivery, and faculty eligibility and professional development. USHE and USBE staff review and amend the contract annually, as needed, to reflect current statute and rule.

**12.2. Annual Contract Deadline:** Copies of all annual contracts entered into between institutions and LEAs for the upcoming school year must be submitted by institutions to the USHE system office no later than May 30 annually. USHE will convey copies of all contracts to USBE.

**R165-13. Utah College of Applied Technology (UCAT) Agreements:** High school students may participate at a UCAT campus to take contractual basis concurrent enrollment courses under the following conditions:

**13.1. Concurrent Enrollment Contract:** A concurrent enrollment contract (see R165-12 above) must be in place between the LEA and the USHE institution covering the instruction to be given at the UCAT campus.

**13.2. UCAT Instruction and Costs:** The USHE institution enters into an agreement with the UCAT to provide the instruction. The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of UCAT instructors as institution adjunct faculty (see R165-10).



January 16, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revised Regents' Mental Health Recommendations

Issue

In implementing the Regents' Mental Health Recommendations approved in September 2017, it became clear that some of the strategies needed additional clarification and detail. The attached revisions to the recommendations are proposed for consideration and approval in an effort to clarify strategies.

Background

As required in the Regents' Mental Health Recommendations, the Utah System of Higher Education (USHE) Counseling Center Directors met (June 4, 2018). Regent Patricia Jones, chair of the Regents' Mental Health Working Group, led a focus group to gain the directors' insights into implementing the recommendations at each of the institutions. Each recommendation and strategy was reviewed and discussed. Edits to some of the strategies were suggested to: (1) make implementation possible, and (2) provide sufficient data to the Regents on the effectiveness of the strategies in responding to student mental health needs. The Chief Student Affairs Officers reviewed the revised strategies and provided feedback.

Suggested revisions to the Regents' Mental Health Recommendations include:

- Surveys – require every USHE institution to administer in alternating years two surveys (ACHA NCHA and Healthy Minds Study) to assess student mental health
- Staff ratios – added a new recommendation that includes working toward a staff to student ratio national standard, if supported by institutional data of student mental health needs
- Removed language that was vague, redundant, or not feasible to implement
- Clarified areas of confusion and moved language for better flow (slightly reduces the number of strategies)

Policy Issues

With these revised recommendations, the Regents provide more clear and specific guidance to institutions on assessing and addressing the mental health needs of students. The revisions to the Regents' Mental Health Recommendations will not require a policy change.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the revisions to the Regents' Mental Health Recommendations.

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David L. Buhler  
Commissioner of Higher Education

DLB/MCB  
Attachment

**Board of Regents Mental Health Recommendations**  
**Approved: September 2017**  
**Revised: November 2018**

The Regents' Mental Health Working Group recommends that the State Board of Regents affirms the following and directs the Commissioner to work with institutional presidents to address the mental health crisis at Utah System of Higher Education (USHE) institutions and to achieve the following outcomes. Specific strategies are listed below each outcome.

**1. Assess the Mental Health and Wellness Needs of USHE Students**

- ~~In an effort to make more data-informed policy decisions, assure the Chief Student Affairs Officers (CSAOs) of the USHE institutions agree upon use the following systematic evaluation tools to assess the mental health and wellness of USHE students: the American College Health Association National College Health Assessment (ACHA NCHA) in the spring semester of odd years starting 2019 and the Healthy Minds Study (HMS) in the spring semester of even years starting 2020. This evaluation will be conducted by all institutions in the same year (starting in the 2018-19 academic) and at least every three years.~~ The results of the evaluations will be reported to the Board of Regents.
- ~~Each USHE institution will report to the Commissioner's Office their mental health services utilization rates and wait times, which will be compiled as a system-wide report presented to the Board of Regents annually.~~

**2. Improve Mental Health Education at USHE Institutions**

In an effort to more effectively prevent and treat mental health issues within the USHE system, assess and, if needed, modify educational standards for faculty, adjunct faculty, staff, and students. The goal of the standards should be ~~to increase~~increasing the ability of these groups to identify mental health issues and to refer students to appropriate mental health resources, as needed.

The Commissioner's Office will:

- Convene the Counseling Center Directors from each USHE institution at least annually to discuss best practices for training and other strategies or other relevant topics to assure the best mental health practices for students. These topics may include "Okay to Say" or similar awareness campaigns, and collaboration with the Utah Suicide Prevention Coalition, Utah Division of Substance Abuse and Mental Health, and the Utah Student Association.

Each USHE institution will:

**Faculty/Staff**

- ~~Work to implement a mental health education training for new faculty and staff, with ongoing follow-up training opportunities available for all faculty and staff. Implement a mental health education requirement (recommended annually) for all faculty and staff that complements current sexual assault/harassment training.~~
- ~~Each USHE institution will actively provide either QPR (Question, Persuade, Refer) training or Mental Health First Aid training to faculty, using either continuously available on-line instruction or at least two times a year using another modality.~~

## Students

- Offer opportunities and encourage students to participate in mental health literacy training to help students identify, respond to, and refer peers to appropriate mental health resources.
- Offer service learning and volunteer opportunities that provide exposure to mental health issues and treatment and may lead to career opportunities in mental health settings.
- Assure that institutional student health and wellness programs systematically address the biopsychosocial aspects of mental health and well-being.
- Collaborate with existing or developing K-16 Alliances to better prepare students for mental health issues across the continuum of K-16 education. Actions-Collaboration may include such things as: (1) increasing awareness and better coordination of the K-16 mental health continuum, (2) developing K-16 resiliency training, (3) working to transfer information on students under Section 504 of the Rehabilitation Act of 1973 from K-12 to higher education institutions students are attending, with consideration of whether such transfer includes Individualized Education Programs (IEPs).
- For those institutions with mental health therapy training programs, evaluate current group offerings and participation (evidence-based, including formal therapy and peer support) to determine their effectiveness and implement any changes needed to increase effectiveness.

### 3. Increase Access to Mental Health Services

In an effort to more effectively address the mental health needs of students in the USHE system, implement strategies to increase access to varying psychological treatments that are empirically supported.

- Work collaboratively with community and regional providers to increase access to psychiatric care community-wide, especially in underserved areas of the state.
- Evaluate and implement strategies that address mental health professional shortages, especially in underserved areas, such as:
  - Expanding graduate program capacity and program options to increase number and diversity of professionals produced.
  - Collaborating with the Utah Medical Education Council (UMEC) and other stakeholders in programs, such as the WICHE-sponsored Mental Health Program Rural Psychology Internship Initiative, where the objective of better mental health services for USHE students is one of the objectives. Support the UMEC's role coordinating implementation of the WICHE Rural Psychology Internship Initiative in Utah to expand mental health services in rural areas.
- For institution-based psychotherapy services:
  - Examine strategies for expanding services to better serve students (e.g., increasing after-hours and weekend hours, contracting with community-based providers, utilizing peer mentors and support groups for mild psychological distress, and/or utilizing telehealth and web-based program applications).
  - For those institutions with mental health therapy training programs, evaluate current group offerings and student participation in various types of groups, including formal therapy, psychoeducational, and support/peer support. Assess effectiveness of groups and implement any changes needed to improve effectiveness. (evidence-based, including formal therapy and peer support) to determine their effectiveness and implement any changes needed to increase effectiveness.
  - Examine increasing the use of insurance compensation to expand mental health therapy services for students.

- Work-Collaborate with state and local agencies and coalitions that are working to create statewide and institution-based evidence-based stigma reduction campaigns.
- Support and implement the higher education expansion of the SafeUT mobile app, including personalizing the SafeUT app for each institution and identifying a point of contact at each institution.
- If supported by institutional data of student mental health needs, work toward the acquisition of therapeutic providers relative to the student body size and unique characteristics of the institution consistent with minimum staffing ratios established by the International Association of Counseling Services (IACS).

#### 4. **Develop Institutional Five-Year Mental Health Implementation Plans**

In order to systematically evaluate whether USHE student mental health services and wellness improve over time, each institution will:

- Develop a five-year mental health implementation plan that is based on Regent-adopted recommendations and includes measurable institutional goals and assessments. The plan will be due summer 2019 with subsequent review by the Board of Regents.
- Prepare an annual report on progress on the institutional implementation plan that will be submitted to the institutional Board of Trustees and to the Board of Regents.
- When an institution hosts the Board of Regents, the institution will present on progress and efforts on mental health issues including. Each USHE institution will report to the Commissioner's Office their mental health services utilization rates and wait times, which will be compiled as a system wide report presented to the Board of Regents annually.

**Board of Regents Mental Health Recommendations**  
**Approved: September 2017**  
**Revised: November 2018**

The Regents' Mental Health Working Group recommends that the State Board of Regents affirms the following and directs the Commissioner to work with institutional presidents to address the mental health crisis at Utah System of Higher Education (USHE) institutions and to achieve the following outcomes. Specific strategies are listed below each outcome.

**1. Assess the Mental Health and Wellness Needs of USHE Students**

- In an effort to make more data-informed policy decisions, assure the Chief Student Affairs Officers (CSAOs) of the USHE institutions use the following systematic evaluation tools to assess the mental health and wellness of USHE students: the American College Health Association National College Health Assessment (ACHA NCHA) in the spring semester of odd years starting 2019 and the Healthy Minds Study (HMS) in the spring semester of even years starting 2020. The results of the evaluations will be reported to the Board of Regents.

**2. Improve Mental Health Education at USHE Institutions**

In an effort to more effectively prevent and treat mental health issues within the USHE system, assess and, if needed, modify educational standards for faculty, adjunct faculty, staff, and students. The goal of the standards should be increasing the ability of these groups to identify mental health issues and to refer students to appropriate mental health resources, as needed.

The Commissioner's Office will:

- Convene the Counseling Center Directors from each USHE institution at least annually to discuss best practices for training and other strategies or other relevant topics to assure the best mental health practices for students. These topics may include "Okay to Say" or similar awareness campaigns, and collaboration with the Utah Suicide Prevention Coalition, Utah Division of Substance Abuse and Mental Health, and the Utah Student Association.

Each USHE institution will:

**Faculty/Staff**

- Work to implement a mental health education training for new faculty and staff, with ongoing follow-up training opportunities available for all faculty and staff.

**Students**

- Offer opportunities and encourage students to participate in mental health literacy training to help them identify, respond to, and refer peers to appropriate mental health resources.
- Offer service learning and volunteer opportunities that provide exposure to mental health issues and treatment and may lead to career opportunities in mental health settings.
- Assure that institutional student health and wellness programs systematically address the biopsychosocial aspects of mental health and well-being.
- Collaborate with existing or developing K-16 Alliances that are working to better prepare students for mental health issues across the continuum of K-16 education. Collaboration may include such things as: (1) increasing awareness and better coordination of the K-16 mental health continuum, (2) developing K-16 resiliency training, (3) working to transfer information on students under Section 504 of the Rehabilitation Act of 1973 from K-12 to higher education institutions students are attending, with consideration of whether such transfer includes Individualized Education Programs (IEPs).

### **3. Increase Access to Mental Health Services**

In an effort to more effectively address the mental health needs of students in the USHE system, implement strategies to increase access to varying psychological treatments that are empirically supported.

- Work collaboratively with community and regional providers to increase access to psychiatric care community-wide, especially in underserved areas of the state.
- Evaluate and implement strategies that address mental health professional shortages, especially in underserved areas, such as:
  - Expanding graduate program capacity and program options to increase number and diversity of professionals produced.
  - Collaborating with the Utah Medical Education Council (UMEC) and other stakeholders in programs, such as the WICHE-sponsored Mental Health Program Rural Psychology Internship Initiative, where the objective of better mental health services for USHE students is one of the objectives. Support the UMEC's role coordinating implementation of the WICHE Rural Psychology Internship Initiative in Utah to expand mental health services in rural areas.
- For institution-based psychotherapy services:
  - Examine strategies for expanding services to better serve students (e.g., increasing after-hours and weekend hours, utilizing peer mentors and support groups for mild psychological distress, and/or utilizing telehealth and web-based program applications).
  - Evaluate current group offerings and student participation in various types of groups, including formal therapy, psychoeducational, and support/peer support. Assess effectiveness of groups and implement any changes needed to improve effectiveness.
- Collaborate with state and local agencies and coalitions that are working to create statewide and institution-based evidence-based stigma reduction campaigns.
- Support and implement the higher education expansion of the SafeUT mobile app, including personalizing the SafeUT app for each institution and identifying a point of contact at each institution.
- If supported by institutional data of student mental health needs, work toward the acquisition of therapeutic providers relative to the student body size and unique characteristics of the institution consistent with minimum staffing ratios established by the International Association of Counseling Services (IACS).

### **4. Develop Institutional Five-Year Mental Health Implementation Plans**

In order to systematically evaluate whether USHE student mental health services and wellness improve over time, each institution will:

- Develop a five-year mental health implementation plan that is based on Regent-adopted recommendations and includes measurable institutional goals and assessments. The plan will be due summer 2019 with subsequent review by the Board of Regents.
- Prepare an annual report on progress on the institutional implementation plan that will be submitted to the institutional Board of Trustees and to the Board of Regents.
- When an institution hosts the Board of Regents, the institution will present on progress and efforts on mental health issues including mental health services utilization rates and wait times.

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Engineering and Computer Technology Initiative Annual Report from the Technology Initiative Advisory Board

Issue

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

Background

Key highlights noted in the report include:

- During the last 17 years, the Engineering and Computer Technology Initiative has been successful in increasing the number of graduates in targeted areas.
- During FY18 1,730 engineering degrees were awarded compared to 862 in 2000, and in computer science 1,553 degrees were awarded compared to 513 in 2000.
- Since the initiative began, a total of 38,911 engineering and computer science degrees have been awarded.
- The TIAB requested that FY16 be used as the base year for comparison since that was the last year data was used to justify new legislative appropriations.
- Total engineering and computer science degrees awarded in FY18 was 3,283 compared to 2,938 in FY16, representing an increase of 11.74 percent over the base year.

Policy Issues

There are no policy issues associated with this report.



Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

## Engineering and Computer Technology Initiative Report

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

Specifically, key provisions of SB61 have been addressed and include:

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

To date, \$19 million of ongoing funding plus \$10.45 million of one-time funding have been appropriated to support the initiative.

Intent language provided by the 2017 legislature requested that “recommendations for appropriation and follow up reporting on program success are to be reviewed by the Business, Economic Development, and Labor Appropriations Subcommittee and the Higher Education Appropriations Subcommittee.” Additionally, an annual report to the Utah State Board of Regents is required by statute. This document is intended to satisfy these reporting requirements.

## Appropriated Funds

The following table summarizes funding appropriated to the initiative between FY2002 and FY2019.

Engineering and Computer Science Initiative Funding History 2002-2016			
Year	Funds Appropriated		
	Ongoing	One time	Scholarship <sup>1</sup>
2001-02	\$1,000,000	\$2,500,000	\$500,000
2002-03	\$2,000,000	\$1,000,000	\$0
2003-04	\$500,000	\$0	\$50,000
2004-05	\$500,000	\$500,000	\$0
2005-06	\$1,500,000	\$500,000	\$0
2006-07	\$500,000	\$700,000	\$0
2007-08	\$3,000,000	\$2,000,000	\$0
2008-09	\$0	\$250,000	\$0
2009-10	\$0	\$2,000,000	\$0
2010-11	\$0	\$0	\$0
2011-12	\$0	\$0	\$0
2012-13	\$2,500,000	\$0	\$0
2013-14	\$0	\$0	\$0
2014-15	\$0	\$0	\$0
2015-16	\$3,500,000	\$1,000,000	\$0
2016-17	\$0	\$0	\$0
2017-18	\$4,000,000	\$0	\$0
2018-19	\$0	\$0	\$0
<b>Total</b>	<b>\$19,000,000</b>	<b>\$10,450,000</b>	<b>\$550,000</b>

## Degree Completion Results

Although the initiative has been underway since 2001, base year comparisons measured graduation counts since FY2016, the last year data were used to determine the most recent appropriation as provided by the 2017 Legislature.

Comparison of Degree Completions for the Engineering and Computer Science Initiative								
	FY2016 (Base Year)			FY2018			Change from FY2016 to FY2018	
	CS	Eng	Total	CS	Eng	Total	Change	Percent Change
<b>Total</b>	1,312	1,626	2,938	1,553	1,730	3,283	345	11.74

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

Over the life of the initiative, there has been a significant impact on degrees awarded in engineering and computer science. The 1,730 engineering degrees awarded in FY2018 is double the 862 engineering degrees awarded in FY2000, and the 1,553 computer science degrees awarded in FY2018 is triple the 513 computer science degrees awarded in FY2000. Over time there has been a consistent increase in total number of degrees awarded in the targeted areas. Since the initiative began, a total of 38,911 computer science and engineering degrees have been awarded. The initiative has resulted in a positive cumulative impact for the state. It is believed that this targeted investment has made a significant difference for Utah.

The TIAB will use information provided in this report to determine possible future requests for legislative funding and to recommend allocation of any additional funding received in accordance with legislative intent that specifies funds should be allocated based on graduation increases in targeted areas and in high demand occupations.

## Matching Funds

Utah Code 53B-6-105.9 requires institutions to match ongoing funds appropriated to the initiative that are used for faculty positions. Beginning with funding appropriated for FY2013, institutions have submitted reports that demonstrate compliance with the matching requirement. Based on information from these reports, the ongoing appropriations awarded in FY2013, FY2016, and FY2018 were matched by the USHE institutions. The following tables provide matching funds information by institution.

Matching Funds Report- Summary			
Institution	FY2013 Ongoing Appropriations Matched by Institutions	FY 2016 Ongoing Appropriations Matched by Institutions	FY 2018 Ongoing Appropriations Matched by Institutions
University of Utah	\$600,000	\$1,217,809	\$1,540,000
Utah State University	\$270,000	\$515,000	\$900,000
Weber State University	\$88,000	\$440,000	\$840,000
Southern Utah University*	Did not receive funding in FY2013	Did not receive funding for faculty positions in FY2016	\$60,000
Snow College	Did not receive funding in FY2013	\$113,000	\$60,000
Dixie State University	Did not receive funding in FY2013	\$175,000	\$60,000
Utah Valley University	\$370,000	\$375,000	\$480,000
Salt Lake Community College	\$72,000	\$57,000	\$60,000

Matching Funds Detail for FY2018					
Institution	Faculty Type	Department	Appropriated	Match	Total
University of Utah	2 Faculty	Bioengineering	\$121,500	\$121,500	\$243,000
	1 Faculty	Chemical Engineering	\$62,500	\$62,500	\$125,000
	2 Faculty	Civil Engineering	\$119,875	\$119,875	\$239,750
	3 Faculty	Electrical Engineering	\$195,225	\$195,225	\$390,450

	5 Faculty	Mechanical Engineering	\$311,500	\$311,500	\$623,000
	11 Faculty	School of Computing	\$717,500	\$717,500	\$1,435,000
	Support	College of Engineering	\$11,900	\$11,900	\$23,800
<b>Total</b>			<b>\$1,540,000</b>	<b>\$1,540,000</b>	<b>\$3,080,000</b>
<b>Utah State University</b>	2 Assistant Professors	Civil Engineering	\$121,910	\$121,910	\$243,820
	3 Professors of Practice	Computer Science	\$158,264	\$158,264	\$316,528
	2 Assistant Professors	Computer Science	\$127,020	\$127,020	\$254,040
	4 Assistant Professors	Electrical Engineering	\$247,161	\$247,161	\$494,322
	3 Assistant Professors	Mechanical Engineering	\$190,895	\$190,895	\$381,790
	Assistant Professor of Practice	Mechanical Engineering	\$54,750	\$54,750	\$109,500
<b>Total</b>			<b>\$900,000</b>	<b>\$900,000</b>	<b>\$1,800,000</b>
<b>Weber State University</b>	Assistant Professor	School of Computing	\$54,340	\$54,340	\$108,680
	3 Instructors	School of Computing	\$140,855	\$140,855	\$281,710
	To be hired	Searches for new faculty to start FY2019	\$644,805	\$644,805	\$1,289,610
<b>Total</b>			<b>\$840,000</b>	<b>\$840,000</b>	<b>\$1,680,000</b>
<b>Southern Utah University</b>	Assistant Professor	Engineering & Technology	\$60,000	\$60,000	\$120,000
<b>Total</b>			<b>\$60,000</b>	<b>\$60,000</b>	<b>\$120,000</b>
<b>Snow College</b>	Instructor	Software Engineering	\$60,000	\$60,000	\$120,000
<b>Total</b>			<b>\$60,000</b>	<b>\$60,000</b>	<b>\$120,000</b>
<b>Dixie State University</b>	Assistant Professor	Mechanical Engineering	\$60,000	\$60,000	\$120,000
<b>Total</b>			<b>\$60,000</b>	<b>\$60,000</b>	<b>\$120,000</b>
<b>Utah Valley University</b>	Assistant Professor	Electrical Engineering	\$120,000		\$120,000
	Assistant Professor	Mechanical Engineering	\$120,000		\$120,000
	2 Assistant Professors	Civil Engineering	\$240,000		\$240,000
	Assistant Professor	Master Computer Science		\$127,000	\$127,000
	Assistant Professor	Master Cybersecurity		\$153,000	\$153,000
	2 Lecturers	Computer Science		\$200,000	\$200,000
<b>Total</b>			<b>\$480,000</b>	<b>\$480,000</b>	<b>\$960,000</b>

Salt Lake Community College	Assistant Professor	Computer Science	\$60,000	\$60,000	\$120,000
<b>Total</b>			<b>\$60,000</b>	<b>\$60,000</b>	<b>\$120,000</b>
<b>USHE Total</b>			<b>\$4,000,000</b>	<b>\$4,000,000</b>	<b>\$8,000,000</b>

### TIAB Membership

- John Sutherland (Chair)                      Brigham Young University
- Susan Johnson (Co-Chair)                  Futura Industries (Retired)
- Reed Brown                                      Mathnasium
- Vance Checketts                              Dsco.io
- Roland Christensen                         Applied Composite Technology
- Ed Ekstrom                                      Tallcastle Capital
- Ed Esper                                         Utah Capital Investment Corporation
- Mark Ripke                                      Boeing
- Chuck Taylor                                 SyberJet Aircraft
- J. Howard VanBoerum                        VanBoerum & Frank

January 16, 2019

MEMORANDUM

TO: Board of Regents  
FROM: David L. Buhler  
SUBJECT: Annual Career and Technical Education (CTE) Report

Issue

Each year the Office of the Commissioner of Higher Education prepares a report on Career and Technical Education. Career and Technical Education (CTE) can be defined as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. The CTE report for FY2018 is attached to this memo.

Background

Highlights of the 2018 report include:

- Institutions in the Utah System of Higher Education (USHE) provided the equivalent of approximately 12.2 million membership hours in CTE instruction.
- USHE institutions awarded 5,812 CTE certificates and two-year degrees and enrolled nearly 62,000 CTE participants.
- CTE graduates are expected to produce over \$1.8 billion of added personal income and over \$258 million of added income to the state over someone with a high school diploma.
- Over 18,000 high school students took CTE courses in high school through concurrent enrollment.
- Among state-funded institutions, USHE institutions provided over 74% of the adult post-secondary CTE instruction in the state.
- Over the last few years USHE institutions have developed over 110 new CTE certificate programs, most of which stack to longer programs that provide opportunities for students to earn college-level credentials and also to advance to higher levels of preparation as time and circumstances permit.
- Based on information extracted from Utah's Department of Workforce Services, the job placement rate of USHE's CTE graduates was 91%, not counting those in the military, self-employed, and those employed out-of-state.

- Total cost of instruction per CTE membership hour equivalent was \$11.47.

Policy Issues

There are no policy issues associated with this item.

Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment



## Career and Technical Education 2018 Annual Report

Career and Technical Education (CTE) is a key ingredient to meet the needs of Utah's economy. Utah System of Higher Education (USHE) institutions offer CTE programs in all regions of the state, working closely with local business and industry leaders to develop and deliver programs specifically tailored to local workforce development needs. Within USHE CTE courses and programs are offered at Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State University, Utah Valley University, and Salt Lake Community College.

During the 2017-18 academic year, CTE comprised over 22% of the total undergraduate courses offered at USHE institutions, and it accounted for over 18% of undergraduate degrees and certificates awarded.

This report includes data on a diverse and broad array of Career and Technical Education (CTE), credit and non-credit offerings, provided by USHE institutions that prepare people for employment in current or emerging occupations that require postsecondary credentials other than a baccalaureate or advanced degree. It also provides data on statewide programs, Short Term Intensive Training (STIT) and Custom Fit, where industry-specific courses are provided by USHE institutions on contract for individual companies.

### Partnering with industry, streamlining credit, and getting students to the workforce quickly- Regional CTE Councils

USHE institutions participate in one of eight regional CTE councils composed of representatives from public school districts, USHE institutions, and where applicable a college within the Utah System of Technical Colleges (UTech). These councils meet regularly to coordinate activities and curriculum, assess industry needs for CTE programs, and identify potential certificate programs that could be developed or strengthened within each region. Regional CTE leaders also consult closely with leaders in industry and workforce development to identify certificate programs to be developed and/or strengthened, focusing on the following:

12,237,945

Membership hours associated with students in CTE courses during 2017-18 at USHE institutions.

5,812

CTE credentials awarded by USHE institutions in 2017-18.

- Determine availability of current CTE offerings in the region
- Develop regional coordination among three CTE stakeholder providers: Utah System of Higher Education, the Utah State Board of Education, and the Utah System of Technical Colleges
- Identify certificates and other programs that could be offered in high-demand, high-wage occupations and that are important to the region
- Identify how certificates and other credentials can complementarily stack to additional certificates, associate's degrees, or other programs
- Identify ways these programs, or portions thereof, might be provided for delivery in high schools through concurrent enrollment

**110+**  
New CTE certificate programs developed by USHE institutions as a result of direct collaboration with business and industry throughout the state since 2011.

This partnership approach focuses on short-term certificates (16-29 credits) as a first step for students seeking a college credential or as a short-term option for older adults retooling for a career change or career advancement. It is expected that students will be more likely to complete a meaningful board-approved credential by the time of high school graduation or shortly thereafter. High school and college students who complete certificates offered through this initiative will:

- Have an earned post-secondary certificate in a relevant field.
- Be prepared for an entry-level position in a career that is in demand and pays high wages.
- Be on an efficient pathway to a one-year certificate and/or degree.

**\$51,200**  
Median 5<sup>th</sup>-year wages for individuals with a USHE associate degree.

## CTE Credentials

The Utah System of Higher Education institutions offer three primary types of CTE credentials:

- **Associate of Applied Science Degrees**—Designed to lead students directly to employment requiring two years of preparation. The Associate of Applied Science (AAS) degree includes a core set of general education preparing students in composition, computation, and human relations. In some cases, AAS programs can serve a dual purpose to prepare students for the workforce while serving as a pathway to a bachelor's degree. The Bachelor of Applied Science degree was recently approved by the Board of Regents. This new degree is able to accommodate Associate of Applied Science degrees as stackable credentials.
- **Certificates of Completion**—Awarded for completion of programs that are typically one-year in length and that prepare students for employment. Certificates of Completion also have a general education component.
- **Certificates of Proficiency**—Short-term programs less than one year in length that prepare students for specific employment skills.

## Tuition and Fees

Full-time tuition and fees for credit-based CTE programs during 2017-18 for the seven institutions that provide a CTE role ranged from \$1,836 to \$3,587 per semester.

According to a recent report from the College Board, tuition at Utah's public universities is the third lowest in the nation with an average annual 2018-19 tuition of \$6,990 (United States average equals \$10,230). It typically takes

full-time students one to four semesters to complete a CTE credential, depending on whether a student is working on a certificate or an AAS degree. Many of the USHE CTE programs seamlessly stack to four-year degrees, allowing students efficient and cost-effective means of earning additional college credentials once they complete a CTE program.

Non-credit competency-based CTE programs offered through Utah State University-Eastern, Snow College, and Salt Lake Community College (these colleges have a statutorily-defined technical college role) are offered at tuition rates assessed by contact hour and are comparable to tuition rates charged by colleges within the Utah System of Technical Colleges.

## Earnings and Job Placement for USHE CTE Graduates

The median fifth-year annual wages for CTE certificates of less than two years and associate degrees are \$35,337 and \$51,200, respectively. Median fifth-year annual wages for non-CTE associate degrees are \$38,399. In other words, students who earned a USHE associate degree in a CTE area of study had median 5<sup>th</sup> year annual wages that were \$12,801 higher than their peers who completed non-CTE associate degree. Additionally, the median fifth-year annual wages for CTE certificate and associate degree completers increased over time. Median annual wages for associate degree completers during 2012-13 increased from \$26,917 (first year wages) to \$51,200 (fifth year following completion). More detailed wage information is available in the table below and online at:

<http://higheredutah.org/data/utah-wage-information>. It should be noted that although results showed wage gains for CTE completers, the data may be impacted by a variety of factors including type of program, individual student intent, timing of when students continue their education, immediate short-term industry demand, etc.

**91%**  
The overall job placement rate for recent USHE CTE graduates.

### USHE CTE 1st and 5th Year Wages

	Median 1 <sup>st</sup> Year Wages	Median 5 <sup>th</sup> Year Wages	Wage Growth
CTE Programs			
Certificates	\$26,917	\$35,337	\$8,420
Associate Degrees	\$37,195	\$51,200	\$14,005
Non-CTE Associate Degrees	\$27,871	\$38,399	\$10,528

The table below shows placement rates for 2016-17 CTE graduates from USHE institutions by area of study – according to the National Center for Education Statistics’ Classification of Instructional Program (CIP) codes.

### USHE CTE Job Placement Rate by Area of Study

Classification of Instructional Program (CIP) Group	Placement Rate
Agriculture, Agriculture Operations, And Related Sciences	95.0%
Architecture and Related Services	100.0%
Business, Management, Marketing, And Related Support Services	87.8%
Communication, Journalism, And Related Programs	97.5%
Communications Technologies/Technicians and Support Services	82.9%
Computer and Information Sciences and Support Services	87.8%

Construction Trades	88.4%
Education	95.1%
Engineering	93.5%
Engineering Technologies and Engineering-Related Fields	82.7%
Family and Consumer Sciences/Human Sciences	95.2%
Foreign Languages, Literatures, And Linguistics	100.0%
Health Professions and Related Programs	93.3%
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	93.7%
Legal Professions and Studies	89.5%
Mechanic and Repair Technologies/Technicians	94.3%
Multi/Interdisciplinary Studies	87.5%
Parks, Recreation, Leisure, And Fitness Studies	100.0%
Personal and Culinary Services	95.4%
Precision Production	90.2%
Science Technologies/Technicians	89.9%
Social Sciences	92.9%
Transportation and Materials Moving	80.6%
Visual and Performing Arts	93.8%
<b>Overall Placement Rate</b>	<b>91.0%</b>

## The ROI for USHE CTE Graduates

The table below provides an estimate of the wage impact of 2017-18 CTE graduates from USHE institutions. Applying wage and workforce information from the U.S. Census, it is estimated the 5,812 2017-18 CTE graduates will produce more than \$1.8 billion of added income over 30 years of employment than if they had not obtained their CTE credentials. Using taxpayer rate estimates from the Utah Taxpayers Association, it is estimated these graduates will generate an additional \$258 million in state taxes and fees.

**\$1.8 Billion**  
In added income by 2017-18  
USHE CTE graduates,  
generating over \$258 million in  
added state taxes.

	New Credentials Awarded	Est. Work Force Participation Rate	Credentials in Workforce	Amount Earned over High School Level Median Earnings	Total Added Annual Income to Utah's Economy	Est. Additional Tax Contribution to the State (14.14%)
Certificates	2,081	78.6%	1,636	\$3,032	\$4,960,352	\$701,394
Associate Degrees	3,731	78.6%	2,933	\$15,602	\$45,760,666	\$6,470,558
<b>Total</b>	<b>5,812</b>		<b>4,569</b>		<b>\$50,721,018</b>	<b>\$7,171,952</b>
30 years of Employment					\$1,521,630,540	\$215,158,558
Economic Multiplier (1.2)					\$304,326,108	\$43,031,712
<b>Value Added to Utah's Economy and Tax Base (30 Year Estimate)</b>					<b>\$1,825,956,648</b>	<b>\$258,190,270</b>

Source: American Community Survey and DWS Wage Match

**CTE in Concurrent Enrollment (high school students)**

36,335 high school students enrolled in a college concurrent enrollment course during the 2017-18 academic year. In total, these students earned 268,357 college credits – saving students over \$48 million in total tuition.

**53%**

Proportion of CTE college-level membership hours earned by high school students via USHE institutions.

50% of all concurrent enrollment students (18,276) enrolled in at least one CTE course. Secondary students earned 79,222 CTE credit hours, or 29.5% of the total concurrent enrollment credit hours earned. This represents the equivalent of 2,376,660 membership hours (79,222 X 30) accounting for 66% of post-secondary CTE enrollment in Utah’s high schools and 53% of total post-secondary membership hours earned by high school students (the Utah System of Technical Colleges served 9,385 high school students with 2,120,844 membership hours as reported in UTech’s 2018 annual report). The total contribution of Utah’s post-secondary institutions to high school students during 2017-18 was significant, providing college-level career preparation opportunities to over 36,000 high school students while helping them fulfill requirements toward post-secondary credentials.

The accompanying tables show unduplicated headcount in CTE concurrent enrollment courses.

**Total Concurrent Enrollment, Fiscal Year 2017-18**

	Total	CTE
Total Students (Unduplicated Headcount)	36,335	18,276 (50.3%)
Earned Credit Hours	268,357	79,222 (29.5%)

**Headcount in CTE Concurrent Enrollment by Institution, Fiscal Year 2017-18**

Institution	CTE Concurrent Enrollment (Unduplicated Headcount by USHE institution)
Utah State University	1,146
Southern Utah University	345
Snow College	733
Dixie State University	812
Weber State University	7,256
Utah Valley University	4,809
Salt Lake Community College	3,704
<b>Total</b>	<b>18,805</b>

Enrollment headcounts may total more than system-wide total because students can take courses from more than one institution.

## Federal Funding

Institutions within USHE qualify for and participate in federal grant funding through the Carl D. Perkins Career and Technical Education Act of 2006. While a reauthorization of this act was finalized by congress during the summer of 2018, funding from the reauthorization will not be available until FY 2019-20. Funding is provided to the Utah State Office of Education and formulaically distributed to local school districts, the Utah System of Technical Colleges, and USHE institutions that provide eligible CTE programs. This funding is used by USHE institutions to enhance and improve CTE programs and services in ways that are not otherwise provided by state resources.

Perkins funding to institutions is allocated based on the number of students taking CTE courses from the following populations:

- Federal PELL grant recipients
- Students who receive assistance from the Bureau of Indian Affairs
- Students who receive assistance from the Utah Department of Workforce Services

In 2017-18, \$3,446,261 was awarded to USHE institutions through the Perkins Act. Since the program's origination, all USHE institutions receiving Perkins grants have maintained eligibility for continued Perkins funding as it is made available through federal processes. USHE institutions report performance in the following areas related to this program:

- Technical skill attainment
- Completers
- Retention
- Employment
- Non-traditional student participation
- Non-traditional student completion

## CTE Cost of Services

Data from Tab I, Table 7 of the 2016-17 USHE Cost Study show the appropriated direct costs per full-time equivalent (FTE) student (30 credit hours/year) for CTE to be \$5,354 (\$5.95 per membership hour). Factoring in indirect costs, the full cost of CTE instruction is \$10,320 per student FTE (\$11.47 per membership hour). As measured on a membership hour basis, the USHE cost of CTE instruction is favorable and competitive when compared to instruction provided by other post-secondary CTE providers.

**\$11.47**  
Total cost per CTE membership hour.

## Program Duplication

A recent analysis of USHE and UTech programs indicates there is little, if any, duplication of programs. Using data available from the Integrated Postsecondary Education Data System (IPEDS) for the academic years 2014-15, 2015-16, and 2016-17, only seventeen out of 536 areas of study (based on CIP codes) identified at the same level were within the same service region. Some programs within these sixteen areas of study are part of broader degree programs at USHE institutions and are offered for students who may have longer-term educational objectives than preparation for immediate employment as is most typical in CTE programs.

**16,000+**  
Over 16,000 CTE certificates and associate degrees have been earned by USHE students over the last three years.

### Enrollments and Completions

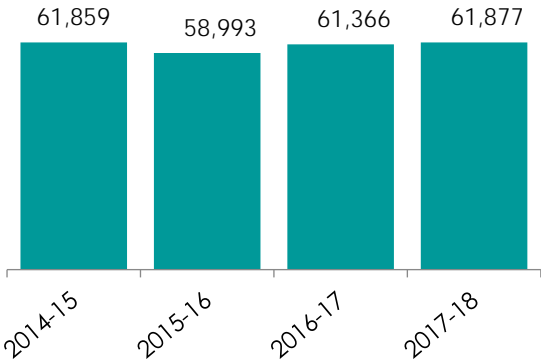
The enrollment and completion information presented below shows credit hours, headcounts, and membership hours in order to create a common comparison of CTE among Utah's public post-secondary institutions. The data show that USHE institutions have seen a consistent number of students taking CTE courses with a small increase in student headcount over 2016-17 (61,877 in 2017-18 vs. 61,366 in 2016-17). Similarly, student FTE in CTE courses increased from 12,490 in 2016-17 to 13,598 in 2017-18).

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

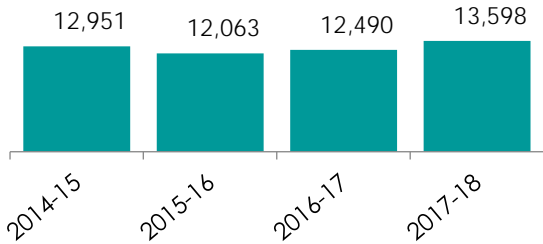
Completions of CTE credentials increased each year for the last two years with 5,812 CTE certificates and associate degrees awarded in 2017-18 compared to 5,503 in 2016-17, 5,046 in 2015-16, and 4,536 in 2014-15. Overall, graduates from USHE CTE programs earned 20,897 CTE credentials over the last four years.

#### USHE CTE Enrollment (2017-18)

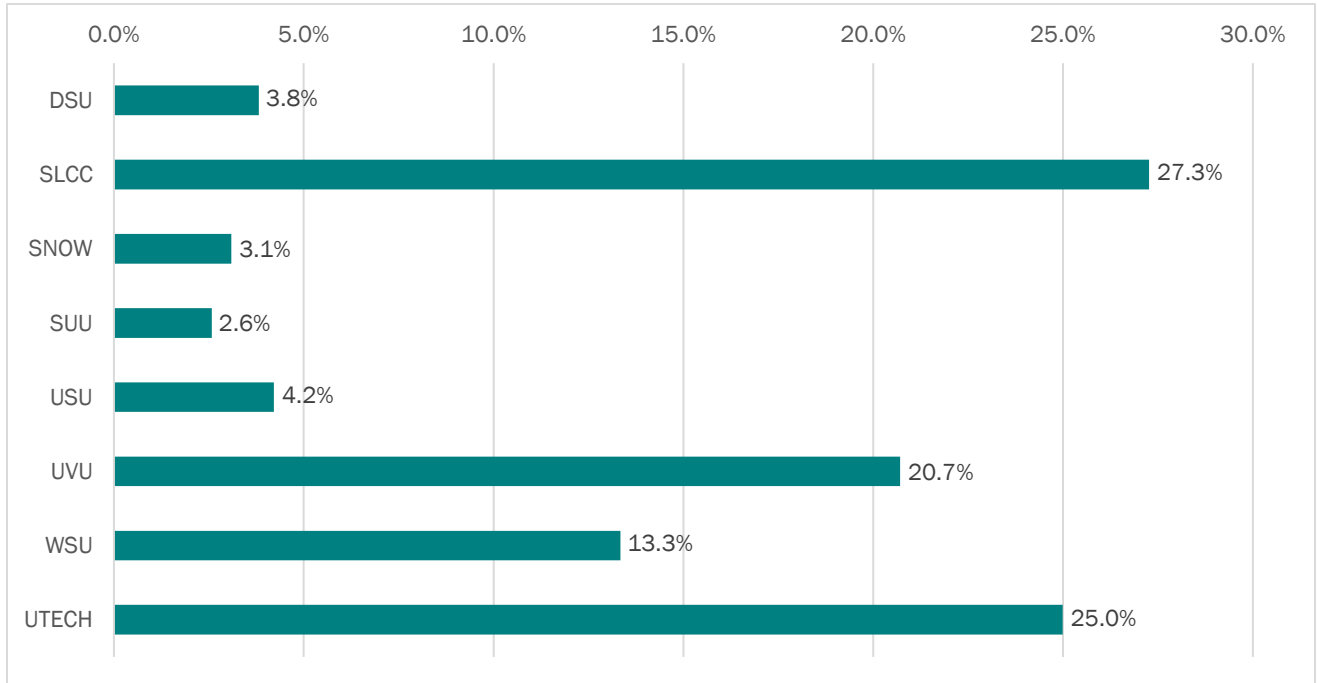
Headcount



Full Time Equivalent (FTE)



### Career and Technical Education (FTE) by Institution (2017-18)

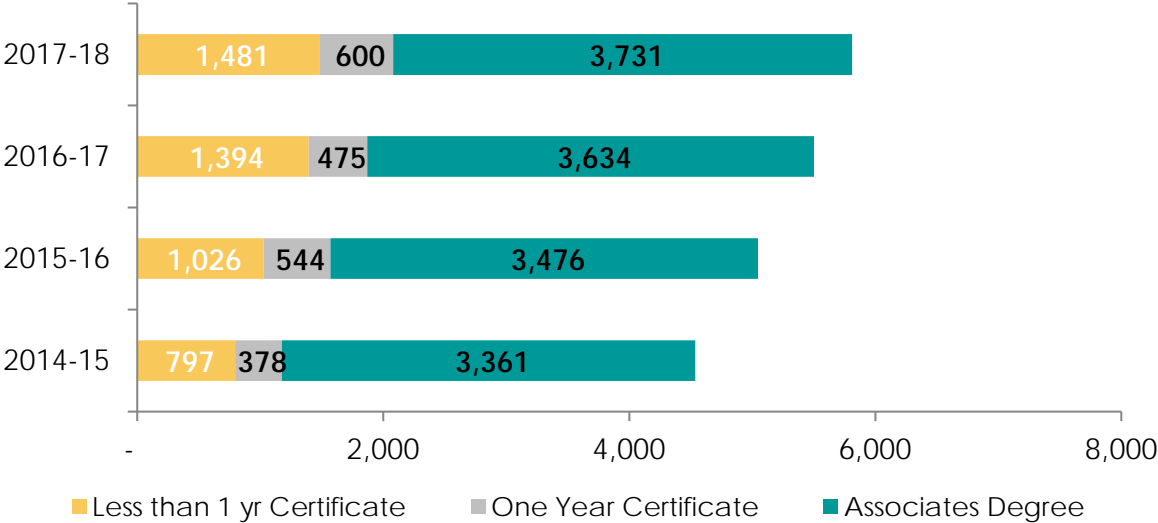


### Total USHE CTE Membership Hours and FTE Equivalent by Year

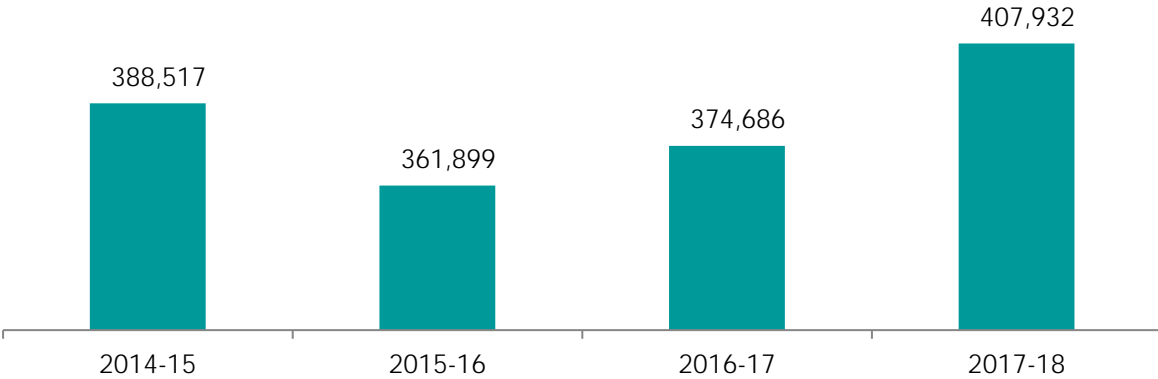
	2015-16	2016-17	2017-18
<b>Non-Credit Membership Hours</b>	260,272	262,772	316,605
<b>Short-Term Intensive Training/Custom Fit Hours</b>	59,453	65,664	55,410
<b>Equivalent Credit Hours (1 credit=30 hrs.)</b>	10,537,230	10,912,140	11,865,930
<b>Total Membership Hours</b>	10,856,955	11,240,576	12,237,945
<b>Full-time Equivalent-FTE (Total Membership Hours/900)</b>	12,063	12,490	13,598



Total Certificates and Degrees Awarded



2017-18 USHE CTE Credit Hour Equivalent



### Top 5 Areas of Study, based on 2017-18 certificates/degrees awarded

Program Categories	Less than 1 yr Certificates	1-2 yr Certificates	Associates & 2+ yr Certificates	Total	Percentage Share
Health Professions and Related Programs	408	142	1394	1944	33%
Computer and Information Sciences and Support Services	582	92	335	1009	17%
Business, Management, Marketing, And Related Support Services	119	60	624	803	14%
Engineering Technologies and Engineering-Related Fields	205	33	139	377	6%
Homeland Security, Law Enforcement, Firefighting, Related Protective Services	53	40	245	338	6%

Source: IPEDS Completions Survey

### Utah CTE Output Summary

		USHE	UTech*	Total	USHE % Total
<b>Adults</b>	Membership Hours	12,237,945	4,256,810	16,494,755	74.2%
	Student FTE	13,598	4,730	18,328	74.2%
	Student Headcount	61,877	25,799	87,676	70.6%
<b>High School</b>	Membership Hours	2,376,660	2,120,844	4,497,504	52.8%
	Student FTE	2,641	2,356	4,997	52.9%
	Student Headcount	18,276	9,385	27,661	66.1%
<b>Credentials Awarded</b>	Certificate of less than 1 year	1,481	2,755	4,236	35.0%
	Certificates of at least 1 but less than 2 years	600	1,926	2,526	23.8%
	Associate Degrees	3,731	0	3,731	100.0%

\*Sources: Utah System of Technical Colleges 2018 Annual Report and IPEDS.

## Definitions and Formulas

**CTE (Career and Technical Education [Vocational])**—CTE programs involve training for what are generally considered technical, high skill jobs such as automotive maintenance, welding, construction, and entry-level healthcare positions.

**Credit Hours**—A unit used to measure the amount of schoolwork a student has enrolled in or completed as defined by regional accrediting bodies and the U.S. Department of Education.

**Membership Hours**—The number of assumed student participation hours in a CTE or vocational program. May correlate with “Clock Hours.”

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

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

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

**Secondary/Postsecondary**—Secondary Education refers to high school (grades 9-12) education. Postsecondary education is any coursework beyond high school.

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Operating Expenditures and Revenues Report

Issue

The Board of Regents has asked the Commissioner's Office to present actual and budgeted financial information by institution to the Board in an effort to gain a greater understanding of how the financial resources within the system are being used and to help build the foundation for the broader conversation regarding the cost of higher education.

Background

The information presented in the following report provides a comparative analysis of actual and budgeted expenditures and revenues for USHE state appropriations, and is one of many data sets developed to provide comparative analysis for the Regents, Commissioners Staff, Institutions, Legislative Fiscal Analyst, and the Governor's Office of Management and Budget.

The report contains four years of actual expenditures and revenue appropriations, and the most current budget year by accounting category and source. In 2017-18, expenditures for personal services (salaries, wages, and benefits) accounted for 76% of all expenses, while non-personal services (current expense, fuel & power, equipment, and travel) was 19%, and transfers 5%. Revenue consists of state tax funds from the Education Fund (Income tax) and General Fund (Sales tax) totaling 50%, dedicated credits (tuition) of 44%, prior year carry forward of 5%, and transfers of 1%.

A historical comparison demonstrates a three-year percentage change in both revenues and expenditures of 18%, which indicates institutions consistently spend what they receive. Larger than normal expenses appear in equipment 68% and travel 36%, with decreases in teaching assistants -17% and fuel & power -10%. Revenues has seen a shift between the general and education funds.

Regarding fund balances, Utah Code 63J-1-601, Budgetary Procedures Act *Unexpended Balances* authorizes USHE, including the SBR, to keep unspent fund balances and carry them forward into the next fiscal year without specifying any limit on the balance that can be carried forward or limiting the use of those funds.

Furthermore, Regent Policy R562, *Non-Lapsing Balances* requires institutions to report fund balances and justifiable reasons for an exception over the recommended maximum, and requires institutions to report to the Office of the Commissioner of Higher Education (OCHE) their fund balance prior to September 1. The OCHE will collect and submit this information to the Utah Division of Finance no later than September 1 following the close of the fiscal year. Institutions shall demonstrate prudent financial management by carrying forward an appropriate positive balance, from one year to the next, sufficient to handle emergencies and large one-time expenditures.

Regents' policy R562 section 3.2 also encourages carry forward balances of between 4% and 7%, with the 2017-18 USHE average of 3.7% being slightly below the minimum. Institutions are to report justifiable reasons for an exception over the maximum of 7%. Snow College is at 8.4% due to DFCM and the Building Boards recommendation to create a maintenance reserve account, and SBR is at 10.5% due to the implementation of new programs in College Readiness and Math Competency.

Additional financial information can be found in the annual USHE Data Book sections on Budget History (Tab H), Financial Information (Tab G), Cost Study (Tab I), and Tuition & Fees (Tab E).

#### Commissioner's Recommendation

This is an information item only; no action is needed.

DLB/KLH/BLS  
Attachment

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David L. Buhler  
Commissioner of Higher Education

**OPERATING EXPENDITURES AND REVENUES BY OBJECT  
UTAH SYSTEM OF HIGHER EDUCATION**

**Total All Line Items**

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$333,907,985	\$352,603,121	\$378,613,436	\$396,834,822	\$421,674,993	\$62,926,838	19%
2. Adjunct / Wage Rated Faculty	60,393,230	60,881,876	63,135,129	64,667,021	87,347,926	4,273,791	7%
3. Teaching Assistants	16,466,383	16,634,095	16,018,070	13,728,897	16,130,526	(2,737,486)	-17%
4. Executives	35,704,633	38,449,555	40,852,694	39,553,429	49,521,606	3,848,796	11%
5. Staff	315,708,025	328,187,017	351,795,771	379,452,472	406,098,060	63,744,447	20%
6. Wage Payroll	76,822,149	91,643,936	87,737,531	89,951,771	83,387,050	13,129,622	17%
7. Total Salaries and Wages	839,002,405	888,399,600	938,152,631	984,188,412	1,064,160,162	145,186,007	17%
8. Employee Benefits	311,863,026	338,439,366	358,222,410	373,711,486	404,753,632	61,848,460	20%
9. Total Personal Services	1,150,865,431	1,226,838,966	1,296,375,041	1,357,899,898	1,468,913,794	207,034,467	18%
10. Travel	14,708,301	16,865,303	18,568,622	20,007,578	9,923,304	5,299,277	36%
11. Current Expense	219,202,012	220,835,322	245,537,620	264,209,166	289,178,261	45,007,154	21%
12. Fuel and Power	46,491,050	49,140,531	42,571,274	42,004,640	54,284,334	(4,486,410)	-10%
13. Equipment	10,558,237	14,501,886	15,048,519	17,735,439	12,507,750	7,177,201	68%
14. Total Non-Personal Services	290,959,601	301,343,042	321,726,035	343,956,823	365,893,649	52,997,222	18%
15. Total Expenditures	1,441,825,031	1,528,182,008	1,618,101,077	1,699,253,569	1,834,807,443	257,428,538	18%
16. Transfers to Other Funds	80,517,102	93,926,337	86,328,874	93,935,256	48,389,247	13,418,154	17%
17. Total Expenditures + Transfers	\$1,522,342,133	\$1,622,108,346	\$1,704,429,951	\$1,793,188,825	\$1,883,196,690	\$270,846,692	18%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$701,139,694	\$746,475,296	\$787,760,725	\$830,324,507	\$848,240,990	\$129,184,813	18%
19. Sales and Services of Educational Activities	48,343	55,352	59,609	87,806	64,200	39,464	82%
20. Other Sources	4,764,352	1,857,088	4,262,007	1,581,486	1,457,900	(3,182,866)	-67%
21. Total General Dedicated Credits	705,952,389	748,387,736	792,082,341	831,993,799	849,763,090	126,041,410	18%
22. Federal Appropriations	5,700,209	5,426,117	4,972,740	5,240,412	4,205,400	(459,797)	-8%
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	2,993,254	1,488,376	1,601,199	1,486,639	1,745,800	(1,506,615)	-50%
25. Other	188,088	131,742	118,960	0	0	(188,088)	
26. Total Other Revenues	8,881,551	7,046,235	6,692,899	6,727,052	5,951,200	(2,154,499)	-24%
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	395,846,900	636,568,400	557,945,800	676,930,800	575,734,000	281,083,900	71%
29. Education Fund Restricted	0	0	0	0	132,047,200	0	
30. State General Fund	413,132,700	214,179,000	334,025,800	261,343,300	314,230,900	(151,789,400)	-37%
31. State General Fund Restricted	6,034,499	8,977,626	4,918,934	5,234,116	5,285,800	(800,383)	-13%
32. Total State Tax Funds	815,014,099	859,725,026	896,890,534	943,508,216	1,027,297,900	128,494,117	16%
33. Total Revenues	1,529,848,039	1,615,158,997	1,695,665,774	1,782,229,067	1,883,012,190	252,381,028	16%
34. Balance Carried Forward	72,155,056	88,713,499	111,907,677	118,871,622	0	46,716,566	65%
35. Transfers From Other Funds	9,259,229	11,087,905	15,728,122	20,411,140	184,500	11,151,911	120%
36. Total Available	\$1,611,262,324	\$1,714,960,401	\$1,823,301,573	\$1,921,511,829	\$1,883,196,690	\$310,249,505	19%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## UNIVERSITY OF UTAH

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>						
1. Regular Faculty	\$138,600,694	\$143,639,264	\$155,932,808	\$165,041,159	\$161,893,978	\$26,440,465
2. Adjunct / Wage Rated Faculty	12,707,555	12,465,225	13,264,806	12,927,684	24,393,754	220,129
3. Teaching Assistants	15,734,596	15,752,729	15,022,761	12,638,653	15,624,726	(3,095,943)
4. Executives	12,792,758	12,598,108	14,403,861	12,977,001	22,288,930	184,244
5. Staff	107,080,472	106,958,633	118,796,856	131,125,557	139,655,757	24,045,085
6. Wage Payroll	39,872,882	53,430,679	46,488,508	46,276,397	46,850,361	6,403,516
7. Total Salaries and Wages	326,788,957	344,844,638	363,909,600	380,986,453	410,707,505	54,197,496
8. Employee Benefits	112,073,922	125,908,783	128,597,522	129,678,322	130,975,355	17,604,400
9. Total Personal Services	438,862,879	470,753,421	492,507,122	510,664,775	541,682,860	71,801,896
10. Travel	4,906,291	6,489,542	6,743,741	7,250,501	4,879,244	2,344,210
11. Current Expense	63,825,422	65,469,098	80,444,271	95,796,235	87,268,388	31,970,813
12. Fuel and Power	23,160,018	26,511,056	18,439,198	18,716,967	25,006,314	(4,443,051)
13. Equipment	2,148,548	2,435,392	2,952,372	2,801,270	2,611,195	652,722
14. Total Non-Personal Services	94,040,279	100,905,089	108,579,582	124,564,973	119,765,140	30,524,694
15. Total Expenditures	532,903,158	571,658,510	601,086,705	635,229,748	661,448,000	102,326,590
16. Transfers to Other Funds	1,822,977	133,574	0	0		(1,822,977)
17. Total Expenditures + Transfers	\$534,726,135	\$571,792,084	\$601,086,705	\$635,229,748	\$661,448,000	\$100,503,613
<b>B. REVENUES AND TRANSFERS IN</b>						
18. Tuition and Fees	\$275,179,698	\$291,359,269	\$308,675,048	\$323,101,205	\$329,000,000	\$47,921,507
19. Sales and Services of Educational Activities	0	0	0	0	0	0
20. Other Sources	3,912,700	957,900	3,757,900	957,900	957,900	(2,954,800)
21. Total General Dedicated Credits	279,092,398	292,317,169	312,432,948	324,059,105	329,957,900	44,966,707
22. Federal Appropriations	0	0	0	0	0	0
23. Trust Funds	0	0	0	0	0	0
24. Mineral Lease Funds	0	0	0	0	0	0
25. Other	34,500	0	0	0	0	(34,500)
26. Total Other Revenues	34,500	0	0	0	0	(34,500)
27. Uniform School Fund	0	0	0	0	0	0
28. Education Fund	121,840,000	251,944,800	229,414,000	249,572,800	278,978,300	127,732,800
29. Education Fund Restricted	0	0	0	0	1,872,900	0
30. State General Fund	136,138,900	16,799,900	56,630,200	52,325,200	45,635,000	(83,813,700)
31. State General Fund Restricted	6,000,000	8,958,100	4,660,800	4,965,000	4,969,400	(1,035,000)
32. Total State Tax Funds	263,978,900	277,702,800	290,705,000	306,863,000	331,455,600	42,884,100
33. Total Revenues	543,105,798	570,019,969	603,137,948	630,922,105	661,413,500	87,816,307
34. Balance Carried Forward	17,936,525	26,316,187	30,495,393	36,568,618	0	18,632,093
35. Transfers From Other Funds	0	34,500	4,021,984	5,312,461	34,500	5,312,461
36. Total Available	\$561,042,323	\$596,370,656	\$637,655,325	\$672,803,184	\$661,448,000	\$111,760,861

3 Year % Change
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19%

2%

-20%

1%

22%

16%

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17%

16%

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16%

48%

50%

-19%

30%

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17%

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-76%

16%

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105%

-62%

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-17%

16%

16%

104%

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20%



# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## UTAH STATE UNIVERSITY

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$72,291,148	\$76,360,952	\$80,769,202	\$86,733,818	\$94,955,900	\$14,442,670	20%
2. Adjunct / Wage Rated Faculty	5,617,137	5,376,908	5,354,885	5,106,247	9,415,200	(510,890)	-9%
3. Teaching Assistants	731,787	881,366	995,309	1,090,243	505,800	358,456	49%
4. Executives	6,816,006	8,611,873	7,787,214	7,931,196	7,472,200	1,115,190	16%
5. Staff	70,460,133	74,587,621	77,818,516	83,845,769	88,238,300	13,385,636	19%
6. Wage Payroll	10,178,727	9,623,637	10,270,490	9,773,602	5,206,400	(405,125)	-4%
7. Total Salaries and Wages	166,094,938	175,442,357	182,995,616	194,480,875	205,793,800	28,385,937	17%
8. Employee Benefits	66,750,803	67,456,152	71,966,189	81,135,690	86,889,700	14,384,887	22%
9. Total Personal Services	232,845,741	242,898,509	254,961,805	275,616,565	292,683,500	42,770,824	18%
10. Travel	3,769,932	3,893,198	4,734,257	4,379,781	0	609,849	16%
11. Current Expense	49,222,381	55,067,737	49,608,908	49,087,928	75,462,000	(134,453)	0%
12. Fuel and Power	9,636,184	10,193,924	10,478,555	11,184,886	10,910,400	1,548,702	16%
13. Equipment	1,142,034	2,120,247	3,824,544	6,578,936	0	5,436,902	476%
14. Total Non-Personal Services	63,770,531	71,275,106	68,646,264	71,231,531	86,372,400	7,461,000	12%
15. Total Expenditures	296,616,272	314,173,615	323,608,069	346,848,096	379,055,900	50,231,824	17%
16. Transfers to Other Funds	20,038,804	22,594,750	24,530,375	20,886,205	0	847,401	4%
17. Total Expenditures + Transfers	\$316,655,076	\$336,768,365	\$348,138,444	\$367,734,302	\$379,055,900	\$51,079,226	16%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$125,642,031	\$137,004,222	\$143,201,742	\$150,705,724	\$154,226,000	\$25,063,693	20%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	420,650	483,909	137,453	252,325	150,600	(168,325)	-40%
21. Total General Dedicated Credits	126,062,681	137,488,131	143,339,195	150,958,048	154,376,600	24,895,367	20%
22. Federal Appropriations	5,132,187	5,010,323	4,563,242	5,000,800	3,902,300	(131,387)	-3%
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	2,993,254	1,488,376	1,601,199	1,486,639	1,745,800	(1,506,615)	-50%
25. Other	153,588	131,742	118,960	0	0	(153,588)	
26. Total Other Revenues	8,279,029	6,630,441	6,283,401	6,487,440	5,648,100	(1,791,589)	-22%
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	70,122,000	157,406,700	86,425,200	162,352,900	1,343,400	92,230,900	132%
29. Education Fund Restricted	0	0	0	0	123,040,600	0	
30. State General Fund	109,044,000	29,149,000	109,153,000	39,149,000	94,330,800	(69,895,000)	-64%
31. State General Fund Restricted	34,499	19,526	258,134	269,116	316,400	234,617	680%
32. Total State Tax Funds	179,200,499	186,575,226	195,836,334	201,771,016	219,031,200	22,570,517	13%
33. Total Revenues	313,542,209	330,693,798	345,458,930	359,216,504	379,055,900	45,674,295	15%
34. Balance Carried Forward	23,069,009	26,274,982	34,440,192	37,681,903	0	14,612,894	63%
35. Transfers From Other Funds	6,318,841	9,858,014	5,921,226	7,247,625	0	928,784	15%
36. Total Available	\$342,930,059	\$366,826,794	\$385,820,347	\$404,146,033	\$379,055,900	\$61,215,974	18%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## WEBER STATE UNIVERSITY

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$31,290,914	\$32,611,813	\$34,710,535	\$36,044,124	\$37,717,899	\$4,753,210	15%
2. Adjunct / Wage Rated Faculty	8,531,581	8,373,668	8,584,735	8,812,029	11,352,899	280,448	3%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	2,991,940	3,090,790	3,211,921	3,314,241	3,671,578	322,301	11%
5. Staff	28,881,903	30,207,211	31,222,337	32,625,633	40,031,968	3,743,730	13%
6. Wage Payroll	4,640,013	4,861,124	4,821,661	4,957,468	4,576,573	317,455	7%
7. Total Salaries and Wages	76,336,352	79,144,606	82,551,189	85,753,496	97,350,916	9,417,144	12%
8. Employee Benefits	29,529,417	30,825,301	32,770,585	34,682,712	38,755,466	5,153,296	17%
9. Total Personal Services	105,865,768	109,969,906	115,321,774	120,436,208	136,106,382	14,570,439	14%
10. Travel	1,114,473	1,205,748	1,255,574	1,351,053	1,118,058	236,580	21%
11. Current Expense	14,934,755	15,494,935	17,689,292	17,898,103	21,087,751	2,963,349	20%
12. Fuel and Power	2,427,947	2,287,469	2,362,857	2,234,911	5,117,000	(193,036)	-8%
13. Equipment	945,615	1,338,516	1,616,216	777,622	2,877,209	(167,992)	-18%
14. Total Non-Personal Services	19,422,789	20,326,668	22,923,939	22,261,689	30,200,018	2,838,900	15%
15. Total Expenditures	125,288,557	130,296,575	138,245,713	142,697,897	166,306,400	17,409,340	14%
16. Transfers to Other Funds	16,621,154	16,680,187	14,466,843	17,413,510	0	792,356	5%
17. Total Expenditures + Transfers	\$141,909,711	\$146,976,761	\$152,712,556	\$160,111,407	\$166,306,400	\$18,201,696	13%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$67,685,261	\$69,753,675	\$71,894,791	\$75,016,488	\$75,459,100	\$7,331,227	11%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	0	0	0	0	0	0	
21. Total General Dedicated Credits	67,685,261	69,753,675	71,894,791	75,016,488	75,459,100	7,331,227	11%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	10,602,600	12,607,200	18,044,700	20,602,100	26,348,000	9,999,500	94%
29. Education Fund Restricted	0	0	0	0	713,400	0	
30. State General Fund	62,769,700	62,815,400	62,815,400	62,815,400	63,785,900	45,700	0%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	73,372,300	75,422,600	80,860,100	83,417,500	90,847,300	10,045,200	14%
33. Total Revenues	141,057,561	145,176,275	152,754,891	158,433,988	166,306,400	17,376,427	12%
34. Balance Carried Forward	4,023,641	3,969,169	4,484,051	5,722,905	0	1,699,264	42%
35. Transfers From Other Funds	797,678	266,330	1,196,518	1,960,806	0	1,163,128	146%
36. Total Available	\$145,878,880	\$149,411,774	\$158,435,461	\$166,117,699	\$166,306,400	\$20,238,819	14%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## SOUTHERN UTAH UNIVERSITY

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$15,101,702	\$16,016,305	\$16,719,945	\$17,393,893	\$20,195,358	\$2,292,191	15%
2. Adjunct / Wage Rated Faculty	1,886,573	2,212,981	2,205,557	2,460,603	2,188,780	574,030	30%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	3,063,412	3,235,328	3,371,056	3,873,422	4,126,092	810,010	26%
5. Staff	14,898,357	15,917,177	17,263,991	17,796,359	19,431,217	2,898,002	19%
6. Wage Payroll	3,523,173	3,760,784	3,991,755	3,941,760	3,728,698	418,587	12%
7. Total Salaries and Wages	38,473,217	41,142,575	43,552,304	45,466,037	49,670,145	6,992,819	18%
8. Employee Benefits	15,439,528	16,377,068	17,389,986	17,719,938	19,798,686	2,280,410	15%
9. Total Personal Services	53,912,745	57,519,644	60,942,290	63,185,974	69,468,831	9,273,229	17%
10. Travel	705,484	785,277	927,413	893,544	752,604	188,060	27%
11. Current Expense	10,687,375	10,051,295	9,743,599	12,491,297	16,698,532	1,803,921	17%
12. Fuel and Power	1,633,507	1,695,203	1,756,874	1,820,973	1,993,419	187,465	11%
13. Equipment	430,321	290,092	289,106	443,353	176,475	13,031	3%
14. Total Non-Personal Services	13,456,687	12,821,866	12,716,992	15,649,165	19,621,030	2,192,478	16%
15. Total Expenditures	67,369,433	70,341,510	73,659,282	78,835,140	89,089,861	11,465,707	17%
16. Transfers to Other Funds	0	2,567,356	4,060,764	5,435,555	1,815,739	5,435,555	
17. Total Expenditures + Transfers	\$67,369,433	\$72,908,866	\$77,720,045	\$84,270,695	\$90,905,600	\$16,901,262	25%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$36,167,268	\$37,875,298	\$41,466,446	\$44,976,160	\$48,208,000	\$8,808,892	24%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	0	0	0	0	0	0	
21. Total General Dedicated Credits	36,167,268	37,875,298	41,466,446	44,976,160	48,208,000	8,808,892	24%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	21,337,700	22,524,200	23,832,900	26,801,300	29,998,800	5,463,600	26%
29. Education Fund Restricted	0	0	0	0	319,800	0	
30. State General Fund	11,483,500	11,526,200	11,526,200	11,526,200	12,379,000	42,700	0%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	32,821,200	34,050,400	35,359,100	38,327,500	42,697,600	5,506,300	17%
33. Total Revenues	68,988,468	71,925,698	76,825,546	83,303,660	90,905,600	14,315,192	21%
34. Balance Carried Forward	3,955,460	5,838,541	5,760,664	5,439,978	0	1,484,518	38%
35. Transfers From Other Funds	264,046	905,290	573,813	747,882	0	483,836	183%
36. Total Available	\$73,207,974	\$78,669,529	\$83,160,023	\$89,491,520	\$90,905,600	\$16,283,546	22%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## SNOW COLLEGE

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$6,474,227	\$7,587,824	\$7,993,205	\$7,221,078	\$8,535,630	\$746,851	12%
2. Adjunct / Wage Rated Faculty	884,916	1,454,917	1,604,986	1,882,082	1,235,659	997,166	113%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	504,292	517,254	791,071	898,923	867,808	394,631	78%
5. Staff	6,410,509	7,096,230	7,131,610	7,251,430	8,047,693	840,921	13%
6. Wage Payroll	1,758,806	1,206,601	1,310,198	2,155,035	1,973,639	396,229	23%
7. Total Salaries and Wages	16,032,750	17,862,826	18,831,070	19,408,548	20,660,429	3,375,798	21%
8. Employee Benefits	6,461,355	7,480,290	8,233,644	8,073,507	9,331,880	1,612,152	25%
9. Total Personal Services	22,494,105	25,343,116	27,064,714	27,482,055	29,992,309	4,987,950	22%
10. Travel	289,083	311,398	299,401	571,866	0	282,783	98%
11. Current Expense	6,457,856	5,407,345	4,760,065	4,365,741	13,225,533	(2,092,115)	-32%
12. Fuel and Power	1,637,808	1,429,755	1,432,303	1,415,182	1,599,048	(222,626)	-14%
13. Equipment	217,552	90,040	390,342	427,500	0	209,948	97%
14. Total Non-Personal Services	8,602,298	7,238,538	6,882,111	6,780,289	14,824,581	(1,822,009)	-21%
15. Total Expenditures	31,096,403	32,581,654	33,946,825	34,262,344	44,816,890	3,165,941	10%
16. Transfers to Other Funds	0	0	206,053	32,000	0	32,000	
17. Total Expenditures + Transfers	\$31,096,403	\$32,581,654	\$34,152,878	\$34,294,344	\$44,816,890	\$3,197,941	10%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$10,009,795	\$10,257,340	\$11,252,551	\$11,518,971	\$11,856,090	\$1,509,176	15%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	0	0	0	0	0	0	
21. Total General Dedicated Credits	10,009,795	10,257,340	11,252,551	11,518,971	11,856,090	1,509,176	15%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	18,524,000	18,967,800	20,074,300	20,968,800	29,720,700	2,444,800	13%
29. Education Fund Restricted	0	0	0	0	180,900	0	
30. State General Fund	2,820,500	2,899,600	2,899,600	2,899,600	3,059,200	79,100	3%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	21,344,500	21,867,400	22,973,900	23,868,400	32,960,800	2,523,900	12%
33. Total Revenues	31,354,295	32,124,740	34,226,451	35,387,371	44,816,890	4,033,076	13%
34. Balance Carried Forward	858,370	1,125,724	1,393,788	1,806,416	0	948,046	110%
35. Transfers From Other Funds	130,310	0	339,055	454,138	0	323,829	249%
36. Total Available	\$32,342,975	\$33,250,464	\$35,959,294	\$37,647,925	\$44,816,890	\$5,304,951	16%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## DIXIE STATE UNIVERSITY

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$11,715,259	\$12,542,283	\$13,056,056	\$13,496,725	\$14,602,406	\$1,781,466	15%
2. Adjunct / Wage Rated Faculty	3,839,851	4,026,819	4,362,332	4,598,374	4,429,164	758,524	20%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	2,692,602	2,880,052	3,316,175	2,744,329	2,791,797	51,728	2%
5. Staff	9,319,084	10,225,894	10,998,620	12,540,705	14,227,044	3,221,621	35%
6. Wage Payroll	2,506,500	2,777,534	2,872,226	2,889,158	2,890,500	382,658	15%
7. Total Salaries and Wages	30,073,295	32,452,582	34,605,409	36,269,291	38,940,911	6,195,996	21%
8. Employee Benefits	11,696,956	13,503,410	13,833,230	15,065,615	16,815,627	3,368,659	29%
9. Total Personal Services	41,770,251	45,955,992	48,438,639	51,334,907	55,756,538	9,564,655	23%
10. Travel	673,320	685,392	728,566	814,681	845,500	141,362	21%
11. Current Expense	5,871,380	5,304,680	5,414,377	6,166,107	11,380,132	294,726	5%
12. Fuel and Power	1,613,712	1,746,284	1,827,457	1,800,173	2,046,742	186,461	12%
13. Equipment	230,878	301,730	576,832	466,437	345,000	235,559	102%
14. Total Non-Personal Services	8,389,290	8,038,085	8,547,232	9,247,399	14,617,374	858,108	10%
15. Total Expenditures	50,159,542	53,994,077	56,985,871	60,582,305	70,373,912	10,422,763	21%
16. Transfers to Other Funds	6,000,914	5,237,366	5,522,415	7,040,430	2,387,888	1,039,516	17%
17. Total Expenditures + Transfers	\$56,160,456	\$59,231,443	\$62,508,286	\$67,622,735	\$72,761,800	\$11,462,279	20%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$25,392,299	\$26,979,732	\$28,673,914	\$31,663,684	\$32,765,000	\$6,271,385	25%
19. Sales and Services of Educational Activities	22,108	30,181	31,904	58,841	34,200	36,734	166%
20. Other Sources	0	0	0	0	0	0	
21. Total General Dedicated Credits	25,414,407	27,009,913	28,705,818	31,722,525	32,799,200	6,308,118	25%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	28,668,300	29,716,500	31,019,900	32,725,400	36,590,000	4,057,100	14%
29. Education Fund Restricted	0	0	0	0	289,800	0	
30. State General Fund	2,355,900	2,395,600	2,395,600	2,395,600	2,932,800	39,700	2%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	31,024,200	32,112,100	33,415,500	35,121,000	39,812,600	4,096,800	13%
33. Total Revenues	56,438,607	59,122,013	62,121,318	66,843,525	72,611,800	10,404,918	18%
34. Balance Carried Forward	1,088,676	1,673,491	2,688,267	3,015,151	0	1,926,474	177%
35. Transfers From Other Funds	306,664	23,771	713,853	683,990	150,000	377,326	123%
36. Total Available	\$57,833,947	\$60,819,275	\$65,523,437	\$70,542,666	\$72,761,800	\$12,708,719	22%

# OPERATING EXPENDITURES AND REVENUES BY OBJECT

## UTAH VALLEY UNIVERSITY

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$39,000,363	\$42,924,985	\$45,981,042	\$48,787,664	\$59,155,714	\$9,787,301	25%
2. Adjunct / Wage Rated Faculty	12,511,576	12,325,751	12,845,998	13,126,836	17,252,784	615,259	5%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	3,921,346	4,264,398	4,490,380	4,511,622	4,726,510	590,276	15%
5. Staff	42,973,445	46,335,931	50,489,005	53,609,015	55,797,990	10,635,571	25%
6. Wage Payroll	7,848,746	8,803,990	9,975,859	11,215,240	10,343,306	3,366,494	43%
7. Total Salaries and Wages	106,255,476	114,655,055	123,782,284	131,250,377	147,276,304	24,994,902	24%
8. Employee Benefits	38,115,668	44,006,932	48,381,044	51,885,963	64,091,390	13,770,295	36%
9. Total Personal Services	144,371,144	158,661,987	172,163,328	183,136,340	211,367,694	38,765,197	27%
10. Travel	2,368,206	2,480,634	2,815,894	3,586,666	1,362,524	1,218,459	51%
11. Current Expense	42,890,174	33,239,182	48,938,953	47,378,203	36,757,425	4,488,028	10%
12. Fuel and Power	3,692,270	2,936,127	3,565,947	2,476,492	3,763,922	(1,215,778)	-33%
13. Equipment	3,183,492	5,308,851	3,641,821	4,207,546	546,135	1,024,054	32%
14. Total Non-Personal Services	52,134,142	43,964,794	58,962,615	57,648,907	42,430,006	5,514,764	11%
15. Total Expenditures	196,505,286	202,626,781	231,125,943	240,785,247	253,797,700	44,279,961	23%
16. Transfers to Other Funds	584,600	584,600	584,600	584,600	0	0	0%
17. Total Expenditures + Transfers	\$197,089,886	\$203,211,381	\$231,710,542	\$241,369,847	\$253,797,700	\$44,279,961	22%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$101,911,387	\$115,003,395	\$124,375,105	\$134,545,162	\$136,396,300	\$32,633,775	32%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	178,154	214,092	174,540	145,937	149,400	(32,217)	-18%
21. Total General Dedicated Credits	102,089,541	115,217,487	124,549,645	134,691,099	136,545,700	32,601,558	32%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	35,086,900	38,535,500	43,028,900	49,006,200	56,810,600	13,919,300	40%
29. Education Fund Restricted	0	0	0	0	1,000,900	0	
30. State General Fund	57,983,900	58,032,700	58,032,700	58,032,700	59,440,500	48,800	0%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	93,070,800	96,568,200	101,061,600	107,038,900	117,252,000	13,968,100	15%
33. Total Revenues	195,160,341	211,785,687	225,611,245	241,729,999	253,797,700	46,569,658	24%
34. Balance Carried Forward	13,589,448	12,512,609	23,999,405	19,585,845	0	5,996,397	44%
35. Transfers From Other Funds	916,140	0	1,685,737	2,406,242	0	1,490,103	163%
36. Total Available	\$209,665,929	\$224,298,296	\$251,296,387	\$263,722,086	\$253,797,700	\$54,056,158	26%

**OPERATING EXPENDITURES AND REVENUES BY OBJECT**  
**SALT LAKE COMMUNITY COLLEGE**

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$19,433,677	\$20,919,696	\$23,450,643	\$22,116,360	\$24,618,108	\$2,682,683	14%
2. Adjunct / Wage Rated Faculty	14,414,041	14,645,608	14,911,830	15,753,166	17,079,686	1,339,125	9%
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	2,922,278	3,251,752	3,481,016	3,302,695	3,576,692	380,417	13%
5. Staff	32,674,434	33,633,450	34,717,773	37,076,080	37,012,516	4,401,646	13%
6. Wage Payroll	6,443,627	7,130,483	8,006,834	8,743,110	7,817,574	2,299,483	36%
7. Total Salaries and Wages	75,888,057	79,580,989	84,568,096	86,991,411	90,104,575	11,103,354	15%
8. Employee Benefits	30,675,085	31,708,577	35,802,957	34,131,411	36,636,793	3,456,326	11%
9. Total Personal Services	106,563,142	111,289,566	120,371,053	121,122,823	126,741,368	14,559,681	14%
10. Travel	744,209	861,620	927,002	984,830	776,774	240,621	32%
11. Current Expense	22,478,279	23,130,850	21,248,990	23,120,082	25,799,633	641,803	3%
12. Fuel and Power	2,689,604	2,340,712	2,708,083	2,355,057	3,847,489	(334,547)	-12%
13. Equipment	2,259,798	2,617,019	1,757,286	2,032,774	5,951,736	(227,024)	-10%
14. Total Non-Personal Services	28,171,890	28,950,201	26,641,361	28,492,743	36,375,632	320,853	1%
15. Total Expenditures	134,735,032	140,239,767	147,012,414	147,012,414	163,117,000	12,277,382	9%
16. Transfers to Other Funds	10,771,471	10,086,757	5,152,365	5,232,253	0	(5,539,218)	-51%
17. Total Expenditures + Transfers	\$145,506,503	\$150,326,524	\$152,164,779	\$152,244,667	\$163,117,000	\$6,738,164	5%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$58,654,455	\$57,742,365	\$57,724,904	\$58,300,363	\$59,830,500	(\$354,092)	-1%
19. Sales and Services of Educational Activities	26,235	25,171	27,705	28,965	30,000	2,730	10%
20. Other Sources	250,808	200,467	192,114	224,994	200,000	(25,814)	-10%
21. Total General Dedicated Credits	58,931,498	57,968,003	57,944,723	58,554,322	60,060,500	(377,176)	-1%
22. Federal Appropriations	0	0	0	0	0	0	
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	0	0	0	0	0	0	
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	73,130,600	74,971,600	78,274,300	81,365,300	87,221,700	8,234,700	11%
29. Education Fund Restricted	0	0	0	0	778,900	0	
30. State General Fund	14,319,200	14,368,000	14,368,000	14,681,400	15,055,900	362,200	3%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	87,449,800	89,339,600	92,642,300	96,046,700	103,056,500	8,596,900	10%
33. Total Revenues	146,381,298	147,307,603	150,587,023	154,601,022	163,117,000	8,219,724	6%
34. Balance Carried Forward	4,291,429	5,662,702	4,613,876	4,312,057	0	20,628	0%
35. Transfers From Other Funds	496,479	0	1,275,936	1,597,469	0	1,100,990	222%
36. Total Available	\$151,169,206	\$152,970,305	\$156,476,835	\$160,510,549	\$163,117,000	\$9,341,343	6%

**OPERATING EXPENDITURES AND REVENUES BY OBJECT**  
**STATE BOARD OF REGENTS/STATEWIDE PROGRAMS**

Total All Line Items

	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Budget	3 Year \$ Change	3 Year % Change
<b>A. EXPENDITURES AND TRANSFERS OUT</b>							
1. Regular Faculty	\$0	\$0	\$0	\$0	\$0	\$0	
2. Adjunct / Wage Rated Faculty	0	0	0	0	0	0	
3. Teaching Assistants	0	0	0	0	0	0	
4. Executives	0	0	0	0	0	0	
5. Staff	3,009,688	3,224,868	3,357,063	3,581,924	3,655,576	572,236	19%
6. Wage Payroll	49,675	49,104	0	0	0	(49,675)	
7. Total Salaries and Wages	3,059,363	3,273,972	3,357,063	3,581,924	3,655,576	522,561	17%
8. Employee Benefits	1,120,292	1,172,853	1,247,253	1,338,327	1,458,736	218,035	19%
9. Total Personal Services	4,179,655	4,446,825	4,604,316	4,920,251	5,114,312	740,596	18%
10. Travel	137,303	152,494	136,774	174,656	188,600	37,353	27%
11. Current Expense	2,834,390	7,670,200	7,689,165	7,905,470	1,498,868	5,071,080	179%
12. Fuel and Power	0	0	0	0	0	0	
13. Equipment	0	0	0	0	0	0	
14. Total Non-Personal Services	2,971,693	7,822,694	7,825,939	8,080,127	1,687,468	5,108,433	172%
15. Total Expenditures	7,151,348	12,269,519	12,430,255	13,000,377	6,801,780	5,849,029	82%
16. Transfers to Other Funds	24,677,182	36,041,748	31,805,459	37,310,703	44,185,620	12,633,520	51%
17. Total Expenditures + Transfers	\$31,828,531	\$48,311,267	\$44,235,714	\$50,311,080	\$50,987,400	\$18,482,549	58%
<b>B. REVENUES AND TRANSFERS IN</b>							
18. Tuition and Fees	\$497,500	\$500,000	\$496,224	\$496,750	\$500,000	(\$750)	0%
19. Sales and Services of Educational Activities	0	0	0	0	0	0	
20. Other Sources	2,040	720	0	330	0	(1,710)	-84%
21. Total General Dedicated Credits	499,540	500,720	496,224	497,080	500,000	(2,460)	0%
22. Federal Appropriations	568,022	415,794	409,498	239,612	303,100	(328,410)	-58%
23. Trust Funds	0	0	0	0	0	0	
24. Mineral Lease Funds	0	0	0	0	0	0	
25. Other	0	0	0	0	0	0	
26. Total Other Revenues	568,022	415,794	409,498	239,612	303,100	(328,410)	-58%
27. Uniform School Fund	0	0	0	0	0	0	
28. Education Fund	16,534,800	29,894,100	27,831,600	33,536,000	28,722,500	17,001,200	103%
29. Education Fund Restricted	0	0	0	0	3,850,000	0	
30. State General Fund	16,217,100	16,192,600	16,205,100	17,518,200	17,611,800	1,301,100	8%
31. State General Fund Restricted	0	0	0	0	0	0	
32. Total State Tax Funds	32,751,900	46,086,700	44,036,700	51,054,200	50,184,300	18,302,300	56%
33. Total Revenues	33,819,462	47,003,214	44,942,422	51,790,892	50,987,400	17,971,430	53%
34. Balance Carried Forward	3,342,497	5,340,094	4,032,041	4,738,749	0	1,396,252	42%
35. Transfers From Other Funds	29,071	0	0	527	0	(28,544)	-98%
36. Total Available	\$37,191,031	\$52,343,308	\$48,974,463	\$56,530,168	\$50,987,400	\$19,339,137	52%

Note:

Budget includes both one-time and ongoing tax funds



January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: Utah Valley University – Campus Master Plan Amendment

Issue

Regent policy R706, *Capital Facilities Master Planning* requires the Board of Regents to review and approve institutional campus master plans every two years. Utah Valley University seeks approval of a revision to the institutional campus master plan, which was last approved on November 18, 2016.

Background

Utah Valley University requests the review and approval of a revision to the institutional campus master plan which was last approved in 2016. A letter from the University describing the updates to the master plan is attached along with a map of the master plan for the University. University officials will be present at the meeting and be available to respond to Board questions.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Utah Valley University Master Plan.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



UTAH VALLEY UNIVERSITY

VICE PRESIDENT FOR FINANCE & ADMINISTRATION

January 4, 2019

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

Dear Commissioner,

Utah Valley University is requesting approval of the campus master plan. There are two revisions to the plan since the major update two years ago.

The gift to the University from the Bastian family, of Lakemount Manor, and expansion opportunities to the north of campus in the Sunset Heights neighborhood, require minor modifications to the Master Plan. The Board of Regents approves Campus Master Plans every two years

Lakemount Manor, the Melanie Bastian home, in south Orem was gifted to the University to house the UVU Art Museum. The large home and seven acre grounds will be used for the museum as well as other art learning and demonstration programs. The house is located to the south of the University at 420 West 1800 South.

Homes for sale along the south side of 925 South present an opportunity to expand the campus footprint to the north in a logical manner. Identifying this area on the master plan will allow purchases to take place as homes become available.

If you have any questions please feel free to contact me.

Sincerely,

Val L. Peterson  
Vice President  
Finance and Administration

# MAIN CAMPUS PHASE 1: 0-5 YEARS

Strategic growth initiatives by the Woodbury School of Business, School of Education, Computer Science program, and a need for structured parking will lead the efforts under the 0-5 year phasing plan. This phase focuses on developing facilities on the eastern edge of campus, where many of UVU's founding facilities are located. This effort allows the campus to reimagine its southern gateway, to increase campus density, expand facilities for high demand programs, and increase parking around high draw venues. Work will include a new pedestrian bridge linking West/Health Campus with the Main Campus over I-15.

## EXISTING CAMPUS FACILITIES

- NB NELLESEN CENTER FOR AUTISM
- BC NUVI BASKETBALL CENTER
- BP BASTIAN PROPERTY
- BA BROWNING ADMINISTRATION
- BR BUSINESS RESOURCE CENTER
- CP CENTRAL PLANT
- CB CLASSROOM BUILDING
- CS COMPUTER SCIENCE
- ET ENVIRONMENTAL TECHNOLOGY
- EE EXTENDED EDUCATION
- FC FACILITIES COMPLEX
- FA FACILITY ANNEX
- FL FULTON LIBRARY
- GT GUNTHER TECHNOLOGY
- HP HEALTH PROFESSIONS
- LA LIBERAL ARTS
- LC LOSEE CENTER
- ME MCKAY EDUCATION
- NG NATIONAL GUARD
- NC NOORDA CENTER FOR PERFORMING ARTS
- PS POPE SCIENCE
- RL REBECCA D LOCKHART ARENA
- SB SCIENCE BUILDING
- SC SORENSEN CENTER
- SA SPARKS AUTOMOTIVE
- SL STUDENT LIFE & WELLNESS CENTER
- EC UCCU CENTER
- WE WEE CARE CENTER
- WS WOLVERINE SERVICE
- WH WAREHOUSE
- WB WOODBURY BUSINESS

## PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)



ILLUSTRATIVE PLAN  
 MAIN CAMPUS  
 PHASE 1: 0-5 YEARS

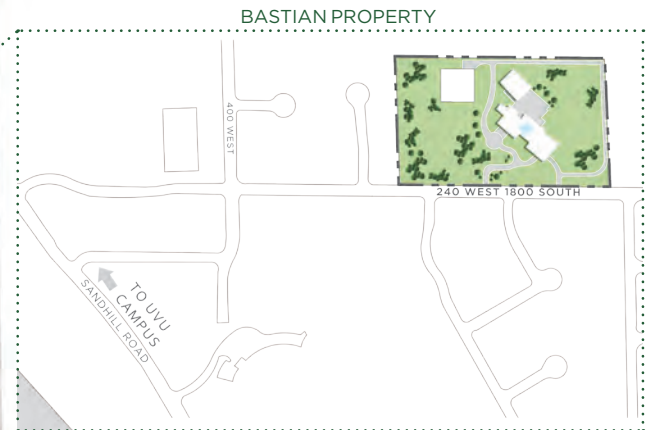
EXISTING CAMPUS FACILITIES

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- BROWNING ADMINISTRATION
- BUSINESS RESOURCE CENTER
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- UCCU CENTER
- WEE CARE CENTER
- WOLVERINE SERVICE
- WAREHOUSE
- WOODBURY BUSINESS

PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW McKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)

- P PARKING
- PG PARKING GARAGE



# MAIN CAMPUS PHASE 2: 5-10 YEARS

Four additional buildings are proposed during the 5-10 year phase, supporting a radial growth pattern and extension of the concourse system to new facilities. These include the development of an academic building at the northwestern precinct of the Main Campus, the expansion to the Visual Arts Building, a new academic building at the southeast corner of the campus and a new academic building on the West/Heath Campus. A major road project will occur at the north end of Main Campus extends 800 South through a roundabout then north and west to connect to College Drive.

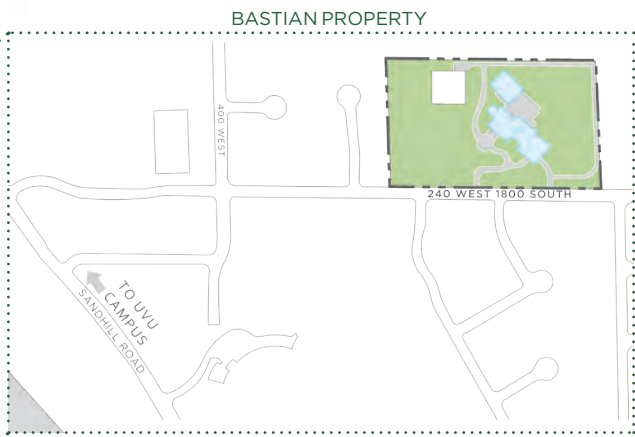
## EXISTING CAMPUS FACILITIES

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- SA SPARKS AUTOMOTIVE
- SL STUDENT LIFE & WELLNESS CENTER
- EC UCCU CENTER
- WE WEE CARE CENTER
- WS WOLVERINE SERVICE
- WH WAREHOUSE
- WB WOODBURY BUSINESS



## PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7-8 ACADEMIC BUILDINGS



ILLUSTRATIVE PLAN  
 MAIN CAMPUS  
 PHASE 2: 5-10 YEARS

**EXISTING CAMPUS FACILITIES**

- AUTISM CENTER
- BASKETBALL CENTER
- BASTIAN PROPERTY
- BROWNING ADMINISTRATION
- BUSINESS RESOURCE CENTER
- CENTRAL PLANT
- CLASSROOM BUILDING
- COMPUTER SCIENCE
- ENVIRONMENTAL TECHNOLOGY
- EXTENDED EDUCATION
- FACILITIES COMPLEX
- FACILITY ANNEX
- GUNTHER TECHNOLOGY
- HEALTH PROFESSIONS
- LIBERAL ARTS
- LIBRARY
- LOSEE CENTER
- McKay EDUCATION
- NATIONAL GUARD
- PERFORMING ARTS
- PHYSICAL EDUCATION
- POPE SCIENCE
- SORENSEN CENTER
- SPARKS AUTOMOTIVE
- STUDENT LIFE AND WELLNESS CENTER
- UCCU CENTER
- WEE CARE CENTER
- WOLVERINE SERVICE
- WAREHOUSE
- WOODBURY BUSINESS

**PLANNED CAMPUS FACILITIES**

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW McKay EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7 ACADEMIC BUILDINGS
- 8 ACADEMIC BUILDINGS
- P PARKING
- PG PARKING GARAGE



# MAIN CAMPUS PHASE 3: 10-20 YEARS

Within the 10-20 year phasing plan, new transportation systems easing access to, thru and around the UVU Campus are planned. New facilities including a new academic building and new administrative building flanking a new entry to the Main Campus from College Drive and a new academic Building on the West/Health Campus. A new campus quad on the west edge of Main Campus orients high profile facilities along an outdoor mall.

## EXISTING CAMPUS FACILITIES

- NB NELLESEN CENTER FOR AUTISM
- BC NUVI BASKETBALL CENTER
- BP BASTIAN PROPERTY
- BA BROWNING ADMINISTRATION
- BR BUSINESS RESOURCE CENTER
- CP CENTRAL PLANT
- CB CLASSROOM BUILDING
- CS COMPUTER SCIENCE
- ET ENVIRONMENTAL TECHNOLOGY
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- FC FACILITIES COMPLEX
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- EC UCCU CENTER
- WE WEE CARE CENTER
- WS WOLVERINE SERVICE
- WH WAREHOUSE
- WB WOODBURY BUSINESS



## PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7-8 ACADEMIC BUILDINGS
- 9 ACADEMIC BUILDINGS
- 10 ADMINISTRATIVE BUILDING
- 11 ACADEMIC BUILDING

- PHASE 3
- PHASE 2
- PHASE 1
- EXISTING
- GROWTH
- P PARKING
- PG PARKING GARAGE



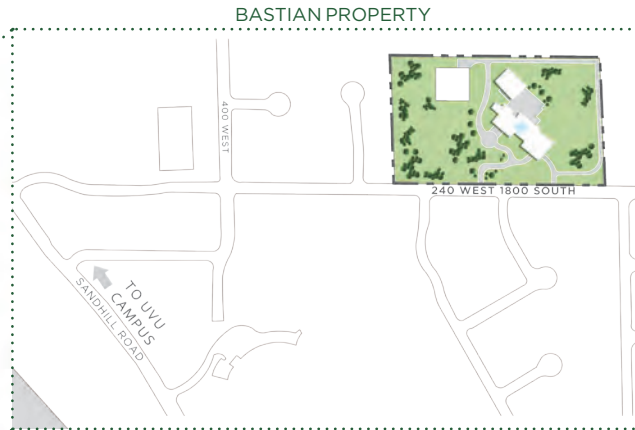
ILLUSTRATIVE PLAN  
 MAIN CAMPUS  
 PHASE 3: 10-20 YEARS

EXISTING CAMPUS FACILITIES

- AUTISM CENTER
- BASKETBALL CENTER
- BASTIAN PROPERTY
- BROWNING ADMINISTRATION
- BUSINESS RESOURCE CENTER
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- WOLVERINE SERVICE
- WAREHOUSE
- WOODBURY BUSINESS

PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7 ACADEMIC BUILDINGS
- 8 ACADEMIC BUILDINGS
- 9 ACADEMIC BUILDINGS
- 10 ADMINISTRATIVE BUILDING
- 11 ACADEMIC BUILDING





# MAIN CAMPUS PHASE 4: 20-40+ YEARS

The 20-40+ year phase responds to new athletics facilities being constructed on the Vineyard Campus and allowing for radial expansion of academic and new structured parking facilities on the western edge of Main Campus. In this phase up to a dozen new buildings will be built on Main Campus and a single building constructed on West/Health Campus. A TRAX line is anticipated to serve a stop near West/Health Campus and multiple stops along the west and south edges of campus. A new exit from I-15 NB will allow for direct access to College Drive, a High-Occupancy Traffic access from SB I-15 at 820 South and a new I-15 overpass will be added to 820 South.

## EXISTING CAMPUS FACILITIES

- NB NELLESEN CENTER FOR AUTISM
- BC NUVI BASKETBALL CENTER
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- BR BUSINESS RESOURCE CENTER
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- EC UCCU CENTER
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- WS WOLVERINE SERVICE
- WH WAREHOUSE
- WB WOODBURY BUSINESS



- PHASE 4
- PHASE 3
- PHASE 2
- PHASE 1
- EXISTING
- GROWTH
- P PARKING
- PG PARKING GARAGE

## PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7-8 ACADEMIC BUILDINGS
- 9 ACADEMIC BUILDINGS
- 10 ADMINISTRATIVE BUILDING
- 11 ACADEMIC BUILDING
- 12-21 ACADEMIC BUILDINGS
- 22-25 NEW PARKING GARAGE



ILLUSTRATIVE PLAN  
 MAIN CAMPUS  
 PHASE 4: 20-40+ YEARS

EXISTING CAMPUS FACILITIES

- AUTISM CENTER
- BASKETBALL CENTER
- BASTIAN PROPERTY
- BROWNING ADMINISTRATION
- BUSINESS RESOURCE CENTER
- CENTRAL PLANT
- CLASSROOM BUILDING
- COMPUTER SCIENCE
- ENVIRONMENTAL TECHNOLOGY
- EXTENDED EDUCATION
- FACILITIES COMPLEX
- FACILITY ANNEX
- GUNTHER TECHNOLOGY
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- WOLVERINE SERVICE
- WAREHOUSE
- WOODBURY BUSINESS



PLANNED CAMPUS FACILITIES

- 1 WOODBURY BUSINESS EXPANSION
- 2 NEW COMPUTER SCIENCE
- 3 NEW MCKAY EDUCATION
- 4 PARKING GARAGE (PRIVATE PARTNERSHIP)
- 5 ACADEMIC BUILDINGS
- 6 VISUAL ARTS EXPANSION
- 7 ACADEMIC BUILDINGS
- 8 ACADEMIC BUILDINGS
- 9 ACADEMIC BUILDINGS
- 10 ADMINISTRATIVE BUILDING
- 11 ACADEMIC BUILDING
- 12 ACADEMIC BUILDINGS
- 13 NEW PARKING GARAGE

- P PARKING
- PG PARKING GARAGE



January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Golf Training Facility Non-State Funded Project

Issue

As required by Regent Policy R702, *Non-State Funded Projects* the University of Utah requests Board authorization to proceed with a non-state funded project to construct a new golf training facility south of campus on Guardsman Way for \$2,497,923.

Background

Regent policy R702 requires the Board to review capital projects requiring State Building Board or Legislative approval. State statute (63A-5-104) defines capital projects with more than \$500,000 of new space as “capital developments” and allows the State Building Board to approve those projects without legislative approval if the project does not use state funding sources for the design, construction, operation, or maintenance of the facility.

The University of Utah requests Regent approval to construct a 6,000 square foot indoor golf training facility for the Men’s Golf program. The project will centralize golf program operations and be located in the vicinity of other University athletic training facilities on Guardsman Way. The facility will include indoor putting and chipping areas, a golf simulator, other programmatic space, and a student athlete locker and lounge area. The project is estimated to cost \$2,497,923 funded from donations and institutional funds. No state funds will be used in the design, construction, operation, maintenance or improvement of the project. The University’s Board of Trustees approved this project in their December 11, 2018 meeting. Additional information about the project is provided in the attached letter from the University and presentation materials. Representatives from the University of Utah will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University of Utah to present the Golf Training Facility project to the Utah State Building Board for final approval.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment

**MEMORANDUM**

**Date:** January 7, 2019  
**To:** Utah State Board of Regents  
**From:** Cathy Anderson, CFO   
**Re:** Golf Training Facility

The University of Utah requests approval to construct a new Golf Training Facility located on Guardsman Way north of other training facilities for Athletics for football and tennis. The new stadium and field will be located west of the existing Dumke Family Softball Stadium.

The requested project will construct a 6,000 sq. ft. centralized team space for year-round golf training, similar to other golf programs throughout the PAC 12 conference. Additional information is contained in the attached.

The proposed total project budget is \$2,497,923 and will be funded by donations and other University funds. No state funds will be used for this project, future O&M or future improvements. These are funded entirely through donations and other operational revenues of the University other than state funds. This addition is consistent with the University's approved master plan.

The project was approved by the University's Board of Trustees in their meeting on December 11, 2018. We request that this be presented to the Board of Regents for approval during the January 25, 2019 meeting.

Thanks, as always, for your consideration and support.



# New Golf Team Building

## University of Utah Athletics

Board of Regents

January 25, 2019

## Purpose

- Provide a new, indoor golf training facility that can be used year-round
- Centralize Golf Program Operations
- Create Team Space including lockers and meeting rooms
- Improve recruitment

## Program

- 6,000gsf including:
  - Putting/chipping area
  - Trackman Simulator area
  - Player locker/lounge area
  - Program Operations work area
  - Hall of Honor

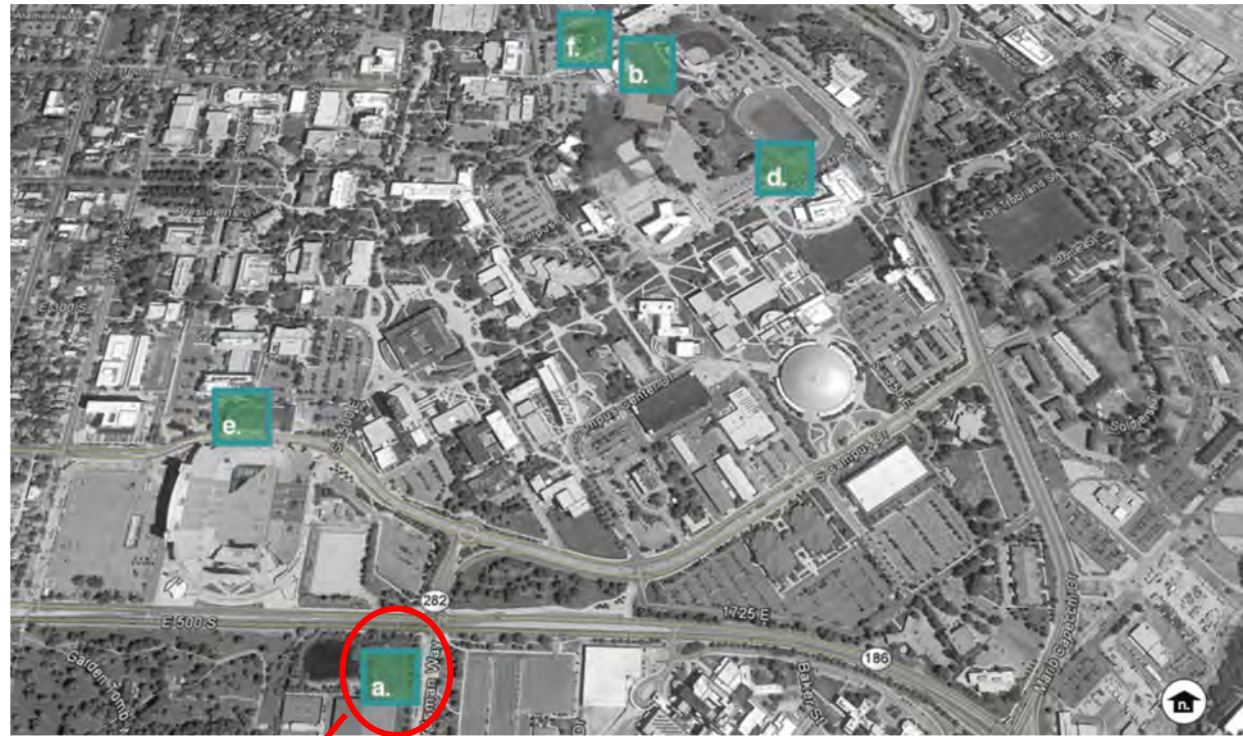


# Site Selection

Five sites were evaluated based on:

- Campus Master Plan
- Land availability
- Athletics facilities proximity & compatibility
- Ability to share adjacent facility resources
- Site/vehicular access
- Public Visibility
- Potential for future expansion

*The Guardsman Way site was highest ranked as most able to meet evaluation criteria*

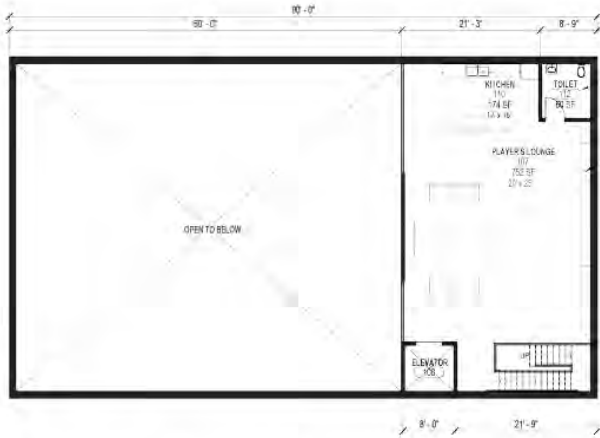


**FIVE SITES FOR MATRIX CONSIDERATION**

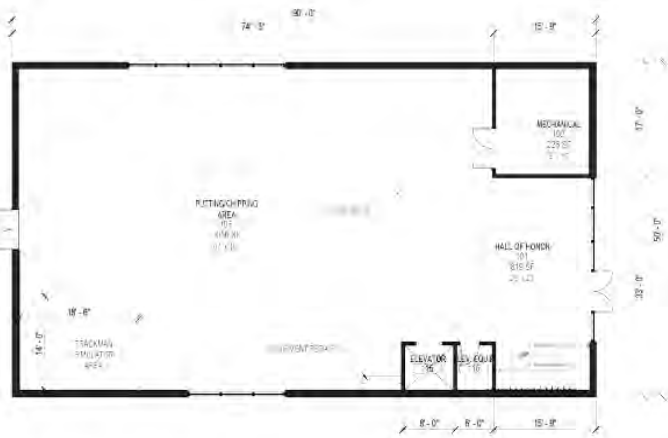
- A** Site A. Guardsman Way North of George S. Eccles Tennis Center
- B** Site B. West on the Dumke Family Softball Stadium
- D** Site D. Infrastructure Manhole Building Site (South-west corner of the McCarthy Family Track & Field Complex)
- E** Site E. Build-out space in the Einar Nielsen Fieldhouse
- F** Site F. The exist clubhouse that remained from the University's old golf course



# Proposed Building



**INDOOR GOLF TRAINING FACILITY - UPPER LEVEL / LOFT PLAN CONCEPT**



**INDOOR GOLF TRAINING FACILITY - LOWER LEVEL PLAN CONCEPT**



IMAGE 3-21, Guardman Way - Site Plan

# Budget & Schedule

## Budget

Construction:	\$1,880,330 (\$313.39 /sf)
<u>Soft Costs</u>	<u>\$ 617,593 (\$102.93 /sf)</u>
Total Project	\$2,497,923 (\$416.32 /sf)

## Schedule

CMP	October 4, 2018
Board of Trustees:	December 11, 2018
Board of Regents:	January 25, 2019
Building Board:	February 6, 2019
Bridging Documents:	February 2019– April 2019
Procure D/B Team:	May 2019 – June 2019
Design & Construction:	June 2019 – April 2020

January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: University of Utah – Trustee Property Disposal

Issue

As required by Regent policy the University of Utah is notifying the Board that its Board of Trustees approved the disposal of a condominium gifted to the University in the November 2018 meeting.

Background

Regent Policy R704, *Disposal of Real Property* delegates authority to institutional Board of Trustees to dispose of institutional property valued at less than \$500,000. The policy requires institutions to notify the Board regarding any approved Trustee property transactions in the next regularly scheduled State Board of Regents meeting.

During the November 13, 2018 meeting, the University of Utah Board of Trustees approved the disposal of a condominium gifted to the University located at 939 Donner Way in Salt Lake City, Utah. The University sold the property for the appraised value of \$185,000 and the transaction closed on November 29, 2018. The attached letter from the University and property appraisal provide additional details on the Board of Trustee action and fulfills the requirement of the Regent policy.

Commissioner's Recommendation

This is an information item; no action is required.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments

January 10, 2019

Mr. David Buhler  
Commissioner  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

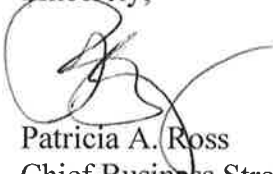
Dear Commissioner Buhler:

The University of Utah hereby notifies the Board of Regents' of the following sale of donated or gifted property:

1. Condominium unit # 202 located at 939 South Donner Way in Salt Lake City, Utah:
  - a. Gifted to the University by Antonio G. and Maria C. Cutillo.
  - b. Sold for \$185,000.
  - c. Donor appraised for \$165,000 and University appraised for \$185,000.
    - i. Executive summary page of the University's appraisal is attached for reference.
  - d. Transaction closed on November 29, 2018.

Thank you, as always, for your consideration and support.

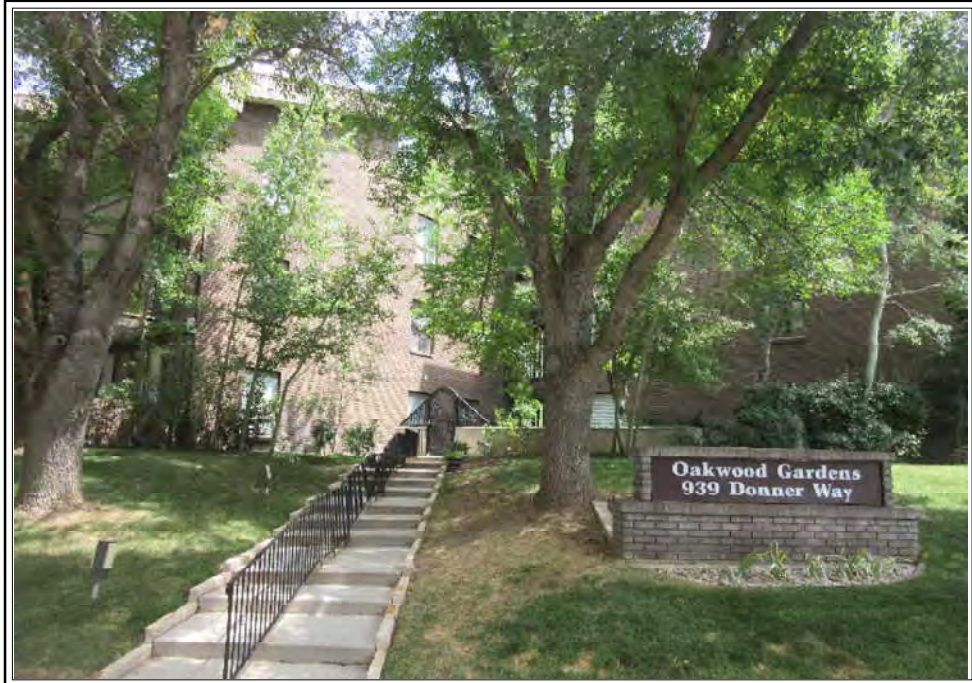
Sincerely,



Patricia A. Ross  
Chief Business Strategy Officer

- c: Ruth V. Watkins  
Kimberly Henrie  
Jonathon Bates

**APPRAISAL OF**



**LOCATED AT:**

939 So. Donner Way #202  
Salt Lake City, UT 84108

**CLIENT:**

Jonathon Bates  
505 Wakera Way, Suite 210  
Murray, Utah, 84107

**AS OF:**

August 13, 2018

**BY:**

Thomas E. Mulcock  
Certified Appraiser # 5451758-CR00

August 14, 2018

Jonathon Bates  
505 Wakera Way, Suite 210  
Murray, Utah, 84107

File Number: 241au18

Dear Mr. Bates,

In accordance with your request, I have appraised the real property at:

939 So. Donner Way #202  
Salt Lake City, UT 84108

The purpose of this appraisal is to develop an opinion of the defined value of the subject property, as improved. The property rights appraised are the fee simple interest in the site and improvements.

In my opinion, the defined value of the property as of August 13, 2018 is:

\$185,000  
One Hundred Eighty-Five Thousand Dollars

The attached report contains the description, analysis and supportive data for the conclusions, final opinion of value, descriptive photographs, assignment conditions and appropriate certifications.

Sincerely,



Thomas E. Mulcock  
Certified Appraiser # 5451758-CR00  
07/31/2019

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Space Utilization Report 2017-18

Issue

Regent policy R751, *Institutional Facilities Space Utilization* requires USHE institutions to submit annual classroom and laboratory utilization information as well as to report goals and accomplishments in meeting Regent-adopted utilization standards. The attached report for the academic year 2017-2018 fulfills this requirement.

Background

USHE institutions submitted utilization information for the 2017-2018 academic year according to prescribed procedures developed by the Commissioner's Office. Institutions also submitted answers to questions asked by the Commissioner's Office describing utilization goals and accomplishments for 2017-2018. The attached report contains both a system-wide overview of USHE classroom and teaching laboratory utilization and institutional-specific sections providing utilization information and reporting. This report is intended to be a starting point for continued discussion relating to USHE space utilization.

Commissioner's Recommendation

This is an information item; no action is required.



David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment

## USHE Space Utilization Report 2017-18



January 25, 2019

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## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>System Overview .....</b>	<b>3</b>
Board of Regents Utilization Standards .....	3
USHE Classroom Utilization 2017-18 .....	4
USHE Teaching Laboratory Utilization 2017-18.....	5
Institutional Challenges .....	6
Central Scheduling.....	6
Institutional Utilization Policies.....	7
Summer Term.....	7
Changes to the Capital Development Prioritization Process .....	7
<b>Institution Utilization Information .....</b>	<b>9</b>
<b>University of Utah Utilization 2017-18 .....</b>	<b>11</b>
Overview of U Utilization .....	11
U Classroom (110) Utilization.....	12
U Teaching Lab (210) Utilization.....	13
University of Utah 2017-18 Utilization Report .....	14
<b>Utah State University Utilization 2017-18 .....</b>	<b>17</b>
Overview of USU Utilization .....	17
USU Classroom (110) Utilization .....	18
USU Teaching Lab (210) Utilization .....	19
Utah State University 2017-18 Utilization Report .....	20
<b>Weber State University Utilization 2017-18 .....</b>	<b>23</b>
Overview of WSU Utilization.....	23
WSU Classroom (110) Utilization.....	24
WSU Teaching Lab (210) Utilization.....	24
Weber State University 2017-18 Utilization Report .....	25
<b>Southern Utah University Utilization 2017-18.....</b>	<b>29</b>
Overview of SUU Utilization .....	29
SUU Classroom (110) Utilization .....	30
SUU Teaching Lab (210) Utilization .....	30
Southern Utah University 2017-18 Utilization Report.....	31
<b>Snow College Utilization 2017-18.....</b>	<b>33</b>
Overview of Snow Utilization .....	33
Snow Classroom (110) Utilization.....	34
Snow Teaching Lab (210) Utilization.....	34
Snow College 2017-18 Utilization Report .....	35
<b>Dixie State University Utilization 2017-18.....</b>	<b>41</b>
Overview of DSU Utilization .....	41
DSU Classroom (110) Utilization.....	42
DSU Teaching Lab (210) Utilization.....	42
Dixie State University 2017-18 Utilization Report .....	43

<b>Utah Valley University Utilization 2017-18</b> .....	<b>47</b>
Overview of UVU Utilization .....	47
UVU Classroom (110) Utilization .....	48
UVU Teaching Lab (210) Utilization .....	48
Utah Valley University 2017-18 Utilization Report.....	49
<b>Salt Lake Community College Utilization 2017-18</b> .....	<b>53</b>
Overview of SLCC Utilization.....	53
SLCC Classroom (110) Utilization.....	54
SLCC Teaching Lab (210) Utilization.....	54
SLCC College 2017-18 Utilization Report .....	55

Prepared by  
 The Office of the Commissioner of Higher Education  
 60 South 400 West  
 Salt Lake City, UT 84101

## Introduction

In March 2018 the Utah State Board of Regents adopted policy R751, *Institutional Facilities Space Utilization* to provide system-wide standards for the utilization of classrooms and teaching laboratories as well as an annual reporting requirement. The policy encourages the optimization of institutional space and the more efficient allocation of institutional resources in the assignment and utilization of available space.

As required by the policy, USHE institutions submitted utilization information for the 2017-2018 academic year according to prescribed procedures developed by the Commissioner's Office. Institutions also submitted institutional reports describing utilization goals and accomplishments for 2017-2018. This report captures these submissions and organizes the information into two sections: a System overview and individual institutional information.

The System-wide overview provides institutional main campus utilization for both classrooms and teaching laboratories. The overview includes a summary of institutional challenges relating to utilization, institutional progress in centralizing scheduling and creating policy, and actions taken to improve summer utilization.

Individual institutional utilization information comprises the majority of this report and includes four major subsections. The first subsection charts total institution, main campus, and branch campus utilization in classrooms and teaching labs compared to USHE standards. The charts include a comparison with last year's (2016-2017) utilization reporting where available to show year-over-year trends, though the 2016-2017 data was collected under different reporting requirements. The second subsection lists classroom utilization by building and campus as well as term (spring, fall, summer) including the number of rooms and seats available for scheduling in a building. The third subsection shows a similar table for teaching laboratories. The final section records institutional answers to the questions asked by the Commissioner's Office for the 2017-2018 utilization report.

This report is intended to be a starting point for continued dialogue and information gathering related to USHE space utilization. Space utilization reported herein refers to credit-bearing courses taught in classrooms and laboratories—the quantifiable portion of the total actual utilization occurring on USHE institutional campuses. Instruction occurs in locations outside of classrooms and laboratories and many other activities besides instruction occur in classroom and laboratory space. While utilization information beyond credit-bearing courses is currently difficult to quantify, improvements in data collection systems and methodologies may expand the ability to capture such usage in the future.

## System Overview

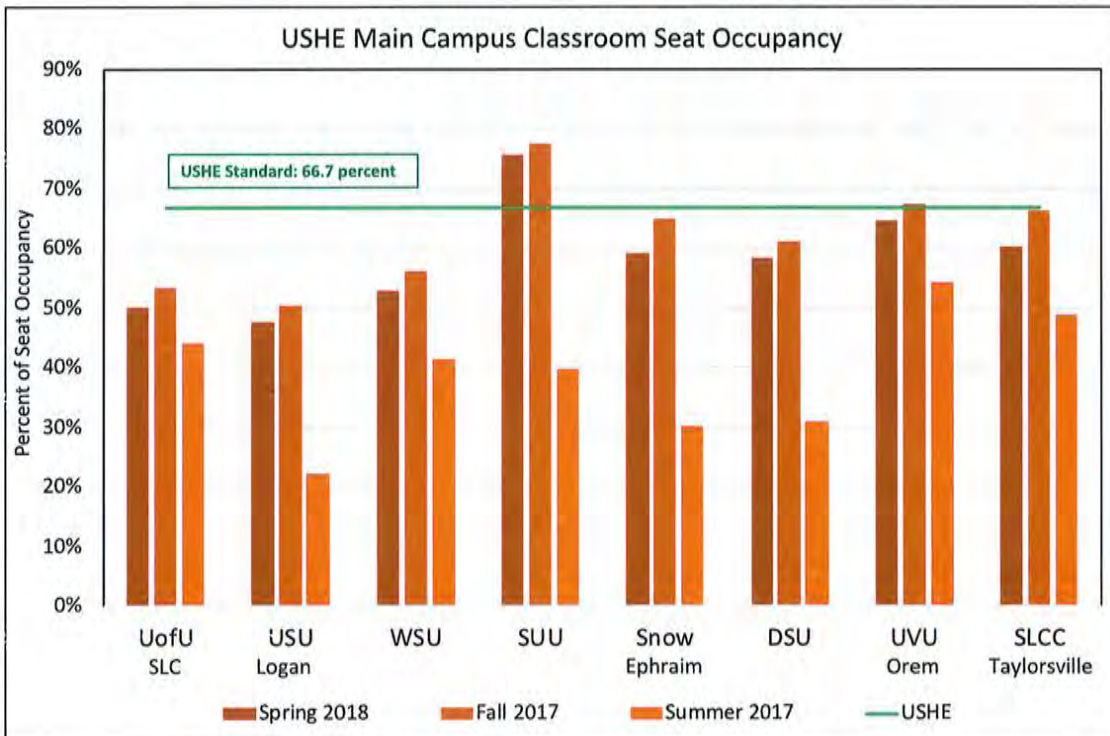
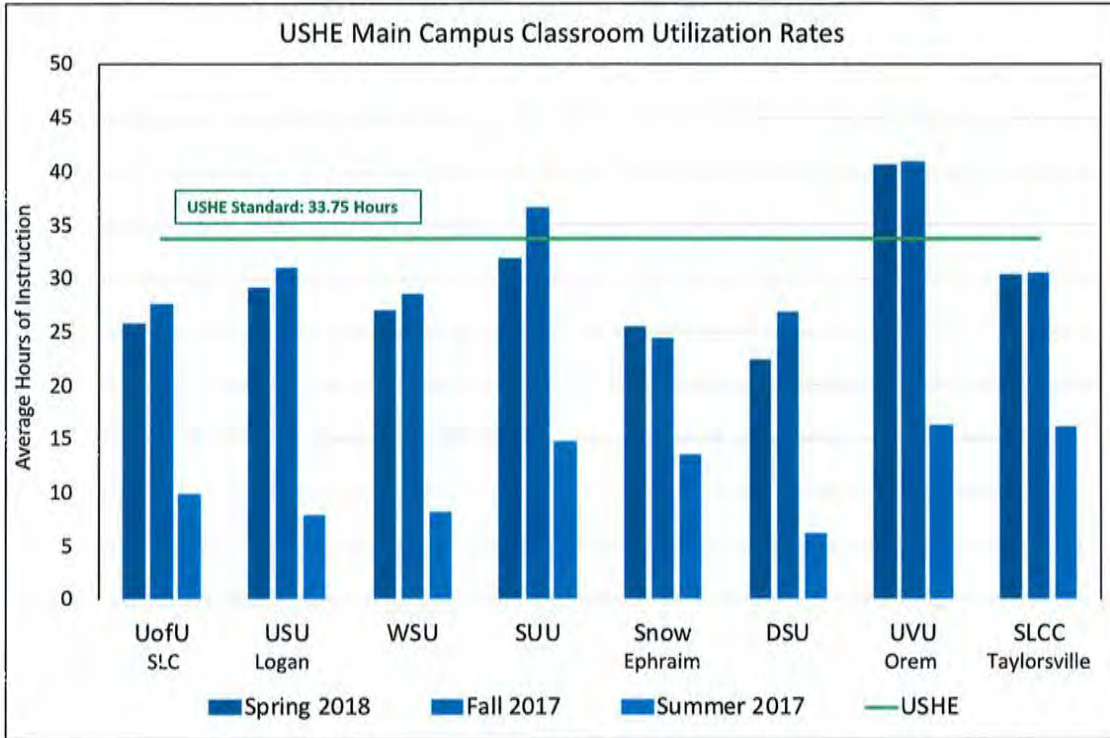
### *Board of Regents Utilization Standards*

Higher education institutions traditionally monitor room utilization using two metrics: Room Utilization Rates (RUR) and Station Occupancy Rates (SOR). RUR measures how many hours a room is scheduled for use in given time period and SOR measures the number of seats or stations occupied as a percent of total capacity. Regent Policy R751 adopts the following standards for classroom and teaching laboratory utilization for Fall and Spring semesters on main campuses, which are used throughout this report:

- Classroom RUR: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week
- Classroom SOR: 66.7% seat occupancy
- Teaching Lab RUR: 50% scheduling of all labs during a 45-hour week—24.75 hours per week
- Teaching Lab SOR: 80% station occupancy

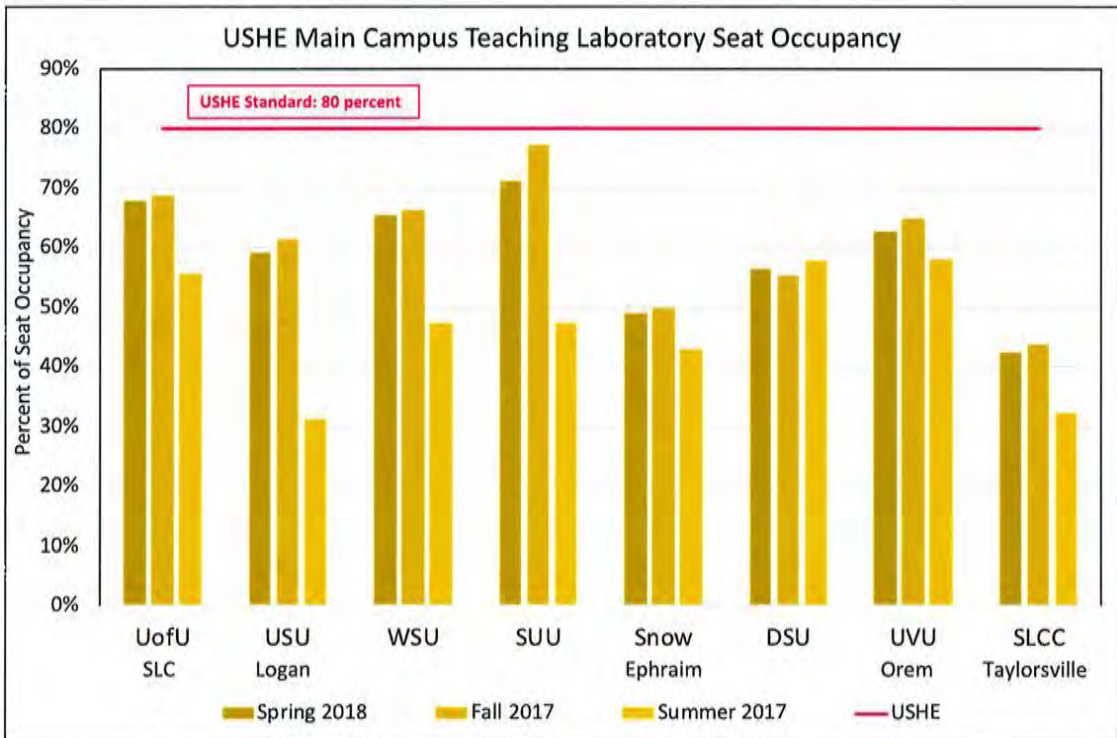
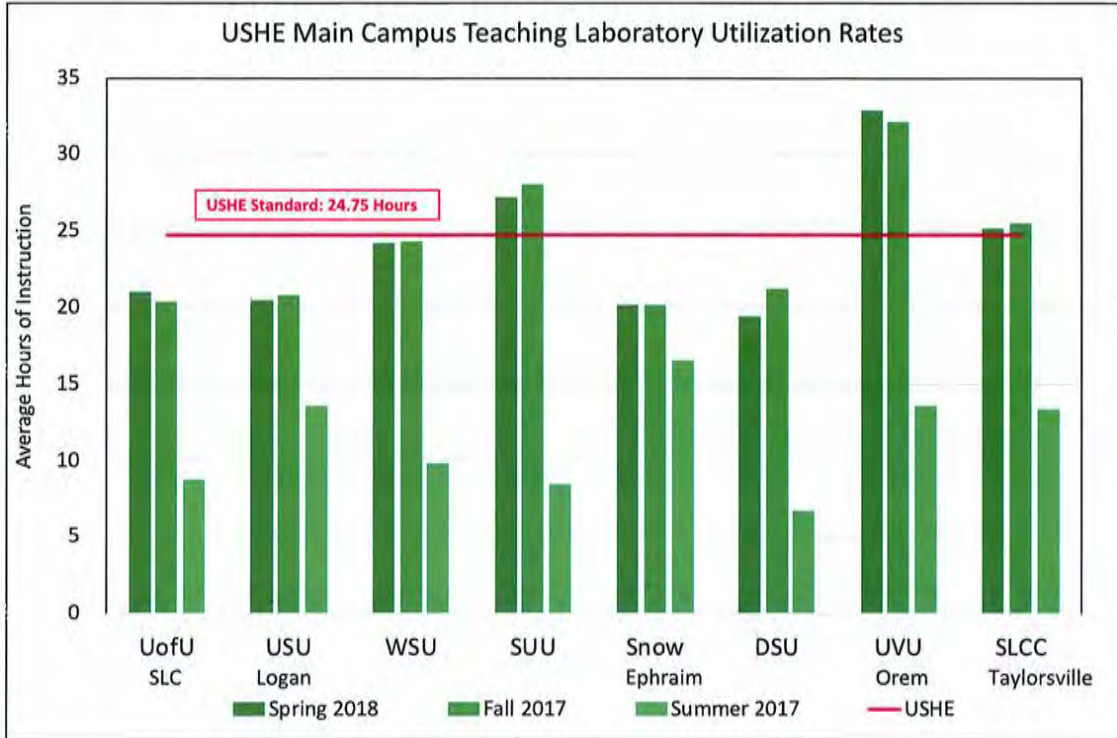
*USHE Classroom Utilization 2017-18*

The following charts show institutional classroom utilization compared to the USHE standards for main campuses. The Weber State University (WSU) numbers include both the Ogden and the Davis campuses. More detailed information is provided in subsequent sections for each institution.



### USHE Teaching Laboratory Utilization 2017-18

The following charts show institutional teaching laboratory utilization compared to the System standards for main campuses. The Weber State University (WSU) numbers include both the Ogden and the Davis campuses. More detailed information is provided in subsequent sections for each institution.



### *Institutional Challenges*

Factors affecting institutional space utilization include size, quality, and age of facilities. Many institutions have larger inventories of classrooms and laboratories that exceed their useful life or are functionally obsolete. While legislative funding allows the renovation or replacement of some space, the amount of needed renovations historically exceeds funding. Technologically, pedagogically, or structurally deficient classrooms and laboratories do not receive the level of demand from students or faculty needed to meet utilization standards. Additionally, older facilities that do not meet Americans with Disability Act (ADA) requirements make central scheduling difficult when student need for accommodations are unknown. The size of some USHE campuses likewise affects the ability of central scheduling to effectively schedule space in certain buildings located on the periphery of campus or away from central cores. Finally, the specialization of some space, especially laboratories, prevents open scheduling of the rooms despite the criticality of the space needed for specialized instruction (i.e. chemistry labs, anatomy labs, high-bay automotive, etc.).

Student demand strongly affects room utilization. USHE institutions with open-enrollment missions and non-traditional students face the challenge of meeting student demand for classes throughout the day. These institutions find high demand for classes in the morning before work begins and in the evening hours after work. Mid-day scheduling often conflicts with student work schedules. Even the more traditional, on-campus students also work during the school year and have conflicting schedules and preferences. While institutions continue to experiment with additional course offerings to improve utilization, low demand prevents significant improvement.

Likewise, summer term historically fails to attract students for various reasons. Some students need to work to save for the coming academic year. Others find jobs and internships to improve career opportunities after graduation. Summer months also show decreased instructional utilization as institutions use many classrooms and some laboratories for summer youth programs not captured in the current utilization numbers. As institutional ability to capture those programs in scheduling systems improves, summer utilization will markedly improve.

Prior to March 2018 no statewide policy mandated central scheduling. While every USHE institution is committed to central scheduling, those institutions with historically decentralized scheduling require time to fully implement the new policy. Utilization numbers for those institutions will lag.

### *Central Scheduling*

Regent Policy R751 requires all USHE institutions to centrally schedule classrooms and teaching laboratories. The policy allows for departmental preferences in scheduling, but requires institutions to centrally manage the space. The following USHE institutions schedule 100 percent of their instructional spaces centrally: the University of Utah, Southern Utah University, Dixie State University, Utah Valley University, and Salt Lake Community College.

Utah State University currently schedules approximately 95 percent of classrooms and is in the process of transitioning laboratories from departmental control to central control by fiscal year 2020. Snow College currently schedules approximately 60 percent of classrooms and labs centrally. Weber State University has historically decentralized scheduling to academic departments who largely maintain and operate the rooms at their expense. Beginning in the summer of 2019 WSU will implement a new software solution allowing central control of facilities, while still allowing departmental preferences.

### *Institutional Utilization Policies*

Recognizing that USHE institutions vary by size and mission, Regent Policy R751 allows institutions to develop their own space use policies and requires institutions to finalize those policies by March 2019. The University of Utah implemented a space use policy in 2015 that conforms to the R751 requirement and Dixie State University recently adopted such a policy. Southern Utah University and Utah Valley University also currently have space utilization policies, but are both in the process of updating their policies to better align with the R751. Utah State University, Weber State University, Snow College, and Salt Lake Community College are in the process of creating a space use policy and are on track for implementation in 2019.

### *Summer Term*

Students traditionally enroll far less in summer term than spring and fall terms. As noted previously, one of the largest obstacles to overcome in increasing summer enrollment is student choice with summers often used for work and internships that increase student success in the fall and spring terms. Students also often return home in the summer to be with family. While noting the challenges in attracting students to summer term, institutions are working on a variety of strategies to improve summer enrollment and therefore utilization of facilities.

Weber State University operates on a tri-term schedule offering a full schedule during the summer months. WSU and most of the other USHE institutions encourage departments and faculty to offer more courses during the summer months. Course offerings in summer for high-demand degrees and waitlisted classes are especially encouraged. In addition, Southern Utah University is currently developing plans to offer a three-year Bachelor's degree requiring year-round enrollment.

All institutions engage with their communities during the summer to offer summer camps for senior and junior high school students. These programs utilize classroom and laboratory space on campus and serve multiple missions including future recruitment, community good-will, outreach, and development. While these programs utilize classroom and laboratory facilities, the utilization is not currently tracked.

Not all strategies attracting students to summer enrollment improve physical classroom and lab utilization. Institutions increasingly turn to online content delivery to provide students with flexible options. Online content especially helps attract students in the summer term.

### *Changes to the Capital Development Prioritization Process*

The Commissioner's Office will be proposing revisions to the current Regent Prioritization process for capital development projects (known as the CDP) to incorporate institutional utilization. Details of the proposed process are currently under development and will receive institutional review and formal Regent approval before adoption.



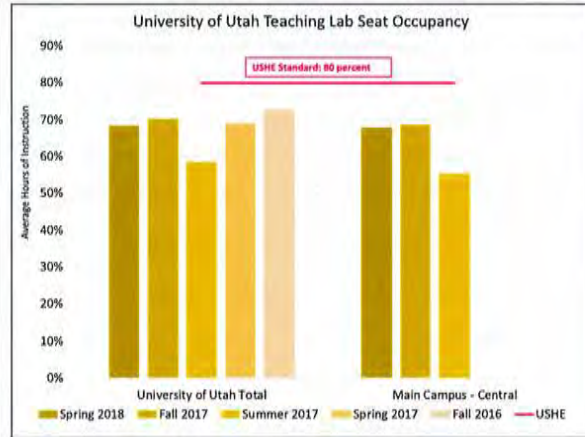
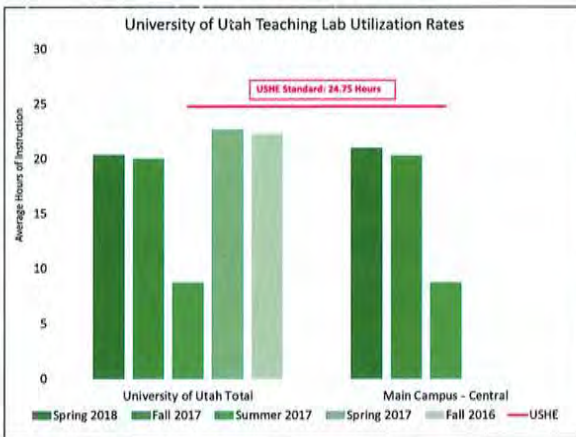
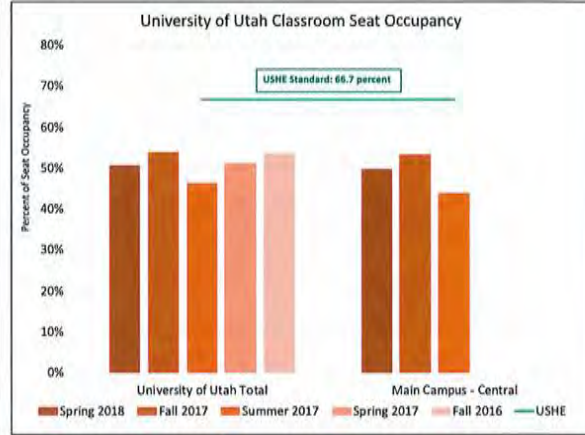
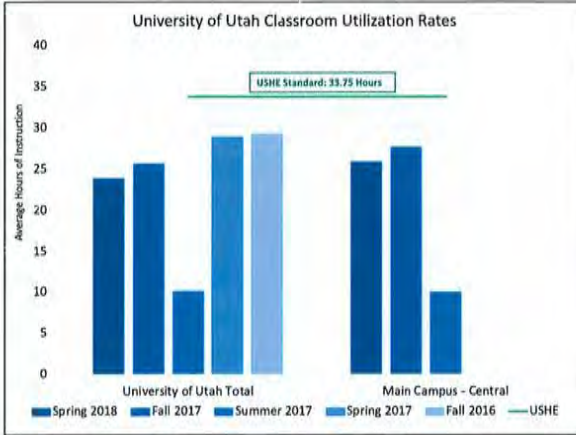
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## Institution Utilization Information

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# University of Utah Utilization 2017-18

## Overview of U Utilization



## U Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>University of Utah Total</b>	<b>23.8</b>	<b>265</b>	<b>50.8%</b>	<b>16,659</b>	<b>25.7</b>	<b>254</b>	<b>53.9%</b>	<b>16,529</b>	<b>10.1</b>	<b>162</b>	<b>46.4%</b>	<b>11,902</b>
<i>Main Campus - Central</i>	25.8	229	49.9%	15,105	27.6	220	53.4%	14,762	10.0	145	43.9%	10,953
Olpin Union	18.7	2	46.1%	150	17.4	2	51.8%	150				
Emery Building	28.0	6	56.4%	293	26.4	6	57.6%	293	7.5	6	42.1%	293
Sheets Marriott Cntr. Dance	19.3	2	52.7%	60	22.1	2	47.1%	60	2.2	1	76.7%	30
Skaggs Biology Building	19.8	2	57.7%	471	21.9	2	55.1%	471	7.5	2	22.3%	471
Annex General Office	12.6	10	49.5%	267	12.0	9	54.7%	237	13.3	4	50.0%	118
Architecture Building	30.4	3	43.9%	174	40.0	3	52.1%	174	4.7	3	26.9%	174
Art Building	27.2	1	51.3%	83	25.5	1	43.5%	83	3.0	1	27.7%	83
Sorenson Arts & Ed. Complex	27.3	6	43.4%	250	34.0	6	41.7%	250	16.5	6	40.8%	250
Building 72	36.7	3	62.5%	94	32.3	3	64.8%	94	11.6	2	100.7%	54
Building 73	28.7	7	47.7%	526	28.6	7	49.9%	526	9.7	6	38.9%	512
Business Classroom Building	31.7	17	45.0%	784	30.8	17	45.6%	784	11.8	8	33.2%	382
Roland Christensen Center	44.6	4	49.5%	374	37.2	4	47.6%	374	11.9	3	50.4%	272
Irish Humanities Building	27.1	2	50.6%	245	21.4	2	53.4%	245	4.2	2	37.6%	245
College of Social Work	27.4	11	60.5%	618	29.4	11	55.5%	618	9.9	9	49.5%	570
Garff Marriott Resident. Scholar	28.1	3	62.8%	100	28.6	3	67.3%	100	16.5	2	61.9%	70
Film and Media Arts Building	31.4	2	36.2%	476	43.0	2	45.3%	476	9.6	2	45.9%	476
Meldrum Civil Engineering Bldg.	15.2	1	53.6%	42	26.7	1	49.0%	42	16.9	1	28.6%	42
Sutton Building	27.0	3	50.6%	142	30.0	3	53.8%	142	9.3	3	58.5%	142
Eyring Chemistry Building	24.5	5	43.5%	678	27.4	5	55.4%	678	9.4	3	25.7%	626
HPER East	26.8	1	39.3%	186	32.3	1	46.6%	186	2.7	1	29.0%	186
HPER North	29.4	6	44.9%	319	31.8	6	60.0%	319	11.7	6	43.7%	319
HPER West	23.7	1	50.9%	78	19.4	1	46.2%	78	9.2	1	36.3%	78
Marriott Library	25.7	7	56.6%	371	28.9	7	61.2%	371	6.6	6	48.2%	243
Fletcher Building	25.6	5	45.1%	563	38.8	4	52.7%	548	10.9	4	44.1%	548
Talmage Building	28.1	6	47.8%	588	27.8	6	58.5%	588	9.8	6	40.8%	588
Widtsoe Building	21.5	4	50.9%	227	22.6	4	58.6%	227	18.8	1	20.7%	141
Wamock Engineering Building	32.4	9	49.5%	446	26.9	9	51.1%	446	5.5	6	36.2%	314
Wamock Eng. Building (L)	27.7	11	51.0%	1,164	31.7	11	58.7%	1,164	5.7	9	44.8%	842
Memill Engineering Building	14.4	2	37.5%	75	15.6	2	36.2%	75				
Language & Comm. Bldg.	21.6	4	65.7%	232	26.5	4	67.4%	257	17.3	2	49.3%	97
Cowles Building	29.8	6	56.5%	273	30.8	6	64.6%	273	13.4	5	50.7%	241
Life Science Building	21.0	4	55.5%	122	18.2	4	62.9%	122				
Naval Science Building	11.3	6	36.3%	232	8.1	6	45.3%	232				
Performing Arts Building	19.0	1	34.2%	99	25.5	1	27.3%	99				
Kennecott Mechanical Eng.	37.3	1	47.4%	183	39.2	1	44.0%	183	10.6	1	17.5%	183
Quinney College of Law	17.0	12	45.7%	398	13.0	14	49.0%	460	3.8	5	39.5%	203
Social & Behavioral Sciences	26.5	14	48.4%	777	31.5	14	50.1%	777	5.0	5	49.3%	275
Social Beh. Science Lecture Hall	24.2	1	26.0%	399	26.0	1	49.1%	399				
Eccles Business Building	39.1	17	50.2%	1,590	40.3	17	52.2%	1,590	15.3	17	40.7%	1,590
Thatcher Bldg. Bio.Chemistry	5.0	1	7.1%	98	6.0	1	11.2%	98				
Browning Building	15.9	5	44.6%	175	24.8	5	54.0%	175	4.9	2	61.1%	75
Stewart Building	20.7	6	54.4%	305	26.7	6	53.2%	305	6.8	4	99.2%	220
Crocker Science Building	12.8	9	62.7%	378								
<i>Main Campus - Ft Douglas</i>												
Fort Douglas PX	8.5	3	23.5%	114	9.5	3	27.0%	114				
<i>Main Campus - Health Science</i>	9.3	28	55.2%	1,208	9.7	25	52.3%	1,312	7.8	12	47.2%	717
Cumming College of Nursing	16.6	5	68.3%	324	15.3	5	61.9%	349	5.8	4	56.4%	249
Eccles Health Sciences Ed.	7.7	23	53.0%	884	8.3	20	49.9%	963	8.8	8	44.9%	468
<i>Main Campus - Research Park</i>	23.3	5	101.9%	232	28.2	6	90.4%	334	20.5	5	93.1%	232
375 Chipeta Way	35.7	1	110.0%	40	33.5	1	110.0%	40	43.0	1	112.5%	40
Dumke Health Professions	16.0	1	73.6%	50	31.3	1	91.7%	50	18.1	1	64.0%	50
Noorda Oral Health Sciences	21.6	3	106.7%	142	26.0	4	86.3%	244	13.8	3	89.6%	142

## U Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>University of Utah Total</b>	<b>20.4</b>	<b>102</b>	<b>68.5%</b>	<b>3,112</b>	<b>20.0</b>	<b>99</b>	<b>70.4%</b>	<b>2,961</b>	<b>8.7</b>	<b>41</b>	<b>58.4%</b>	<b>1,399</b>
<i>Main Campus - Central</i>	<i>21.0</i>	<i>97</i>	<i>67.8%</i>	<i>2,970</i>	<i>20.3</i>	<i>95</i>	<i>68.6%</i>	<i>2,839</i>	<i>8.7</i>	<i>39</i>	<i>55.5%</i>	<i>1,324</i>
Sheets Marriott Cntr. Dance	40.1	6	57.4%	240	35.9	6	60.2%	240	1.5	2	41.3%	80
Art Building	28.0	10	68.5%	223	25.6	10	71.7%	223	8.1	5	87.3%	112
Biology Building	4.8	2	85.4%	64	10.3	5	70.3%	141				
Business Classroom Building	15.2	3	63.6%	103	9.5	2	67.0%	73				
Gardner Hall	19.4	8	39.8%	479	21.7	8	43.5%	479	5.0	3	29.4%	234
Film and Media Arts Building	13.6	2	120.3%	50	9.7	2	57.8%	50	6.3	1	20.0%	40
Fine Arts West	16.3	6	69.1%	112	12.9	7	62.4%	132	3.0	1	60.0%	20
Sutton Building	11.1	5	66.8%	88	12.6	5	83.3%	88	3.3	1	90.0%	20
Hedco Building	3.2	1	62.5%	24	6.3	1	83.3%	24				
Eyring Chemistry Building	30.7	9	86.2%	216	31.9	10	91.0%	231	13.2	9	66.0%	207
HPER East	13.6	2	77.5%	52	16.3	2	60.8%	52	13.0	1	13.3%	30
HPER West	40.4	1	80.8%	25	40.6	1	99.2%	25	13.8	1	47.3%	25
Marriott Library	18.2	6	61.3%	207	22.6	6	54.1%	207	3.7	4	41.5%	156
Talmage Building	7.3	2	93.8%	60	9.4	3	61.1%	84	7.3	2	66.2%	60
Merrill Engineering Building	22.4	9	71.6%	324	14.0	4	87.7%	134				
Language & Comm. Bldg.	21.7	4	78.9%	88	19.6	5	72.8%	93	9.3	2	88.7%	52
Cowles Building	11.0	1	44.3%	35	8.2	1	52.9%	35	1.8	1	68.6%	35
Performing Arts Building	23.9	4	44.3%	215	25.1	4	47.6%	215	13.1	2	10.6%	155
Physics Building	16.4	6	75.0%	116	19.9	6	78.6%	116	6.3	2	60.6%	44
Pioneer Memorial Theatre	16.5	1	56.1%	30	18.0	1	54.4%	30				
Sculpture Building	14.8	2	50.5%	54	14.5	3	39.8%	78	7.8	1	50.0%	30
Social & Behavioral Sciences	18.8	1	41.0%	40	10.2	1	37.1%	40				
Thatcher Bldg. Bio.Chemistry	22.7	2	59.5%	36	25.2	1	45.8%	24	25.0	1	47.2%	24
Browning Building	9.1	1	56.0%	25	1.5	1	60.0%	25				
Crocker Science Center	13.2	2	93.3%	44								
Nielsen Fieldhouse	10.8	1	110.0%	20								
<i>Main Campus - Research Park</i>	<i>9.3</i>	<i>5</i>	<i>96.8%</i>	<i>142</i>	<i>12.8</i>	<i>4</i>	<i>124.1%</i>	<i>122</i>	<i>9.0</i>	<i>2</i>	<i>127.5%</i>	<i>75</i>
Dumke Health Professions	9.3	5	96.8%	142	12.8	4	124.1%	122	9.0	2	127.5%	75

## *University of Utah 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

The University of Utah is committed to using both classroom and laboratory space as effectively as possible. This means that we engage college deans, department chairs and faculty in discussions about how to schedule and use space more wisely. The recent building projects of Gardner Commons and Garff Executive Business Education buildings meant that we needed to take two of our most heavily used classroom buildings (Orson Spencer Hall and Milton Bennion Hall) off line at the same time. We were able to do this because of strategic decisions made in consultation with academic deans to broaden the times that classes were offered, develop major maps to help coordinate courses and to use conference rooms for smaller graduate seminars. We will continue this discipline as we bring these new buildings on line. There is a balance between appropriate class sizes for certain courses and what appropriate classroom space is available. There are also quality issues that may preclude certain spaces being available for classes. We continue to invest funding each year to improve older classroom and lab space. We will also continue to expand when online courses are appropriate.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

For instruction and training, not all facilities are created equal, both in terms of facility performance (age and condition) and requisite functionality of a given discipline.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

100% of instructional spaces are centrally scheduled. Approximately 20% of the classrooms within the University of Utah are held as priority spaces where individual programs are allowed right of first refusal before being opened to other credit bearing activities.

### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

Scheduling practices implemented in 2015 were founded on R751 and instituted within our scheduling office can be referenced here: <https://registrar.utah.edu/scheduling/classes/OSH.php>

### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Hours of operation vary greatly by facility type. Classrooms are available for scheduling from starting at 7am and concluding by 10 pm.

*Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

Growing year-round enrollment.

*Optional Question 1: Monitoring Methods*

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

We combine enrollment data files over space data per term to trend utilization and physical fill rates. Reporting is available to individual units from the section to location level as well as through a college.

*Optional Question 2: Off-Peak Student Enrollment*

*What strategies do your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

We intentionally place historically low enrollment/ cap courses off peak to allow greater access for students who may be in a high demand course.

*Optional Question 3: Non-Instructional Room Utilization*

*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

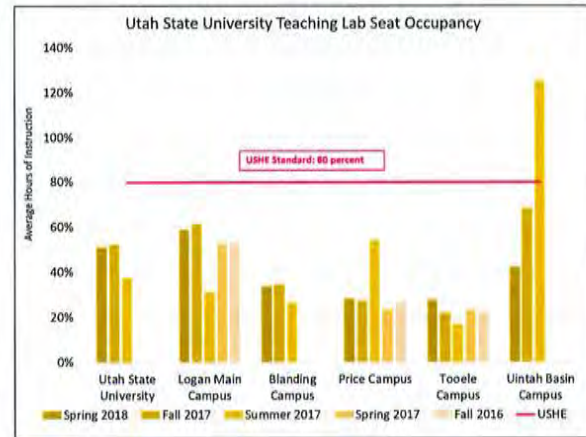
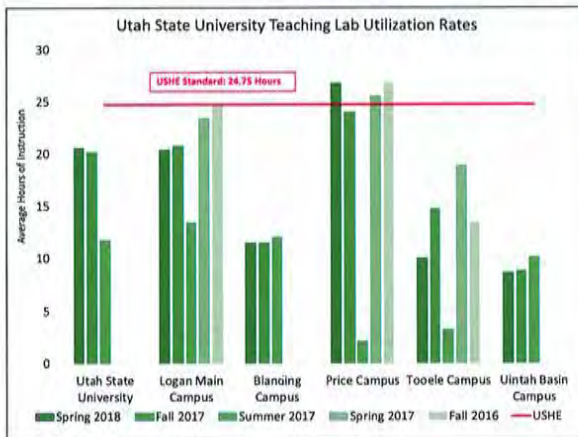
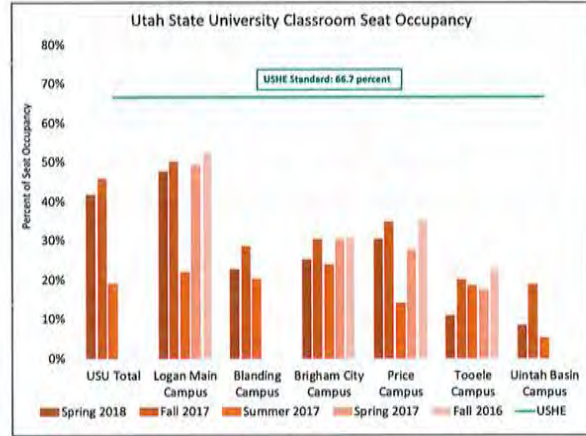
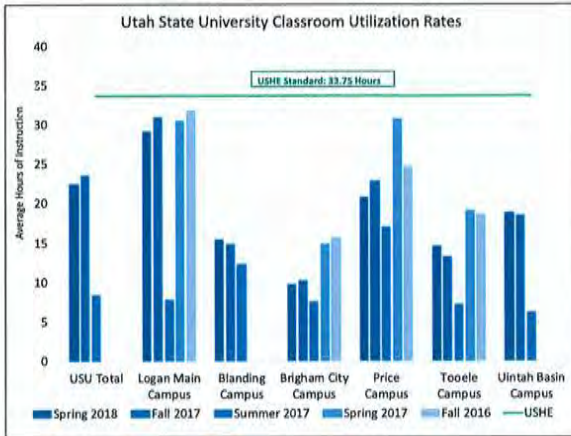
All dedicated classroom space are prioritized for instruction without exception. Similar to class labs, non-class lab use is calculated by affiliated total project expense per sq. ft. Often, personnel expenses are for students in an affiliated discipline.



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# Utah State University Utilization 2017-18

## Overview of USU Utilization



## USU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
Utah State University	22.6	316	41.8%	13,110	23.6	327	46.0%	13,219	8.4	164	19.2%	6,484
<b>Logan Main Campus</b>	<b>29.2</b>	<b>163</b>	<b>47.7%</b>	<b>9,401</b>	<b>31.0</b>	<b>165</b>	<b>50.3%</b>	<b>9,441</b>	<b>7.9</b>	<b>78</b>	<b>22.1%</b>	<b>4,515</b>
Agriculture Sys Tech & Ed	9.1	4	113.0%	115	12.4	4	92.0%	115				
Agricultural Sciences Bldg.	30.9	3	41.8%	197	45.7	3	44.5%	197	8.2	2	11.4%	159
Animal Science Bldg.	31.4	3	55.5%	172	31.4	3	53.0%	172				
Athletics Academics Complex					1.9	1	37.5%	16	3.3	1	93.8%	16
Biological-Nat Resources	32.6	6	51.8%	506	32.6	6	53.8%	506	6.6	2	20.6%	352
Peterson Engineering Lab	28.6	7	43.1%	282	28.6	7	42.4%	282	4.3	1	83.7%	49
Distance Education Building	33.5	12	34.3%	322	29.9	12	36.9%	322	10.2	11	25.1%	292
Early Childhood Building	26.7	2	44.6%	41	27.3	2	90.7%	41	5.2	1	9.5%	21
Eccles Business Building	31.5	6	51.8%	468	32.9	6	51.5%	468	4.4	2	28.2%	70
Eccles Science Learning Center	33.5	3	54.3%	699	34.8	3	52.2%	699	7.5	2	17.8%	210
Bowen Building	19.2	1	36.8%	32	23.2	1	38.3%	32	3.9	1	14.1%	32
Education Building	26.4	8	43.1%	343	27.4	8	45.2%	343	3.4	6	18.2%	276
Engineering Building	33.5	15	47.1%	1,171	36.3	15	54.7%	1,171	3.3	7	37.3%	421
Family Life Building	21.3	1	48.3%	20	14.3	1	48.0%	20	3.0	1	20.0%	20
Family Life Center	31.4	6	47.0%	292	26.8	6	58.5%	292	3.3	1	10.6%	113
Fine Arts Center	20.1	3	29.0%	112	19.7	3	25.3%	112				
Fine Arts-Visual Building	30.4	4	50.8%	378	40.9	4	43.8%	378	3.3	1	22.5%	80
Geology Building	20.9	5	44.7%	254	26.8	5	45.5%	254	7.6	2	22.1%	149
Gun Shed	18.0	1	26.3%	25	7.2	1	45.0%	25				
HPER Building	35.5	6	33.8%	325	35.7	6	44.5%	325	6.7	4	20.3%	267
Huntsman Hall	31.4	21	56.9%	1,139	34.1	21	52.5%	1,139	8.2	12	26.3%	755
Industrial Science Building	15.1	2	70.2%	52	18.1	2	71.2%	52	11.0	2	37.9%	52
Lawson Building	1.7	2	25.0%	44	5.9	2	31.9%	44				
Lillywhite Building	29.1	2	30.7%	79	33.4	2	47.4%	79	45.8	1	10.0%	30
Merrill-Cazier Library	32.8	4	47.2%	177	45.4	4	41.7%	177	11.0	3	24.4%	138
Military Science Building	13.0	3	25.3%	120	11.8	3	24.2%	120				
Natural Resources Building	36.1	2	27.5%	148	31.1	2	41.4%	148				
Nutrition & Food Sciences	25.3	3	40.1%	159	26.3	3	41.7%	159				
Old Main	41.4	14	45.8%	1,012	41.2	14	50.8%	1,012	11.5	10	12.8%	673
Ray B. West Building	41.4	5	59.6%	183	45.5	5	56.2%	183	3.6	4	47.7%	160
Science Engineering Research	16.2	2	32.4%	66	15.2	2	38.8%	66				
Teaching Greenhouse					6.6	1	85.4%	24				
Technology Building	27.1	3	49.2%	104	28.6	3	59.8%	104				
University Reserve Building	7.3	1	41.7%	18	18.2	1	59.3%	18				
Veterinary Science & Biology	32.8	2	52.1%	166	38.7	2	51.8%	166				
Widtsoe Hall	39.8	1	62.0%	180	38.2	1	68.7%	180	4.3	1	7.8%	180
<b>Blanding Campus</b>	<b>15.5</b>	<b>18</b>	<b>22.9%</b>	<b>534</b>	<b>14.9</b>	<b>25</b>	<b>28.6%</b>	<b>555</b>	<b>12.3</b>	<b>13</b>	<b>20.4%</b>	<b>414</b>
Bradford Lee Tech. Building	22.2	10	24.5%	264	20.5	10	34.6%	264	9.6	6	33.6%	174
Health Science Library	29.8	6	21.6%	215	29.8	6	23.1%	215	12.3	6	13.9%	215
Heavy Equipment & Trucking	28.7	1	36.0%	25	20.7	1	24.0%	25	28.7	1	32.0%	25
Native Americans Studies	6.3	1	13.3%	30								
Se Learning Cntr., Montezuma					1.4	8	26.9%	51				
<b>Brigham City Campus</b>	<b>9.8</b>	<b>41</b>	<b>25.1%</b>	<b>847</b>	<b>10.3</b>	<b>41</b>	<b>30.4%</b>	<b>847</b>	<b>7.5</b>	<b>16</b>	<b>24.0%</b>	<b>221</b>
Academic Building	11.9	28	30.9%	443	13.5	28	30.9%	443	8.1	14	30.9%	193
Miller Building	5.1	13	27.0%	404	3.5	13	31.9%	404	3.8	2	36.8%	28
<b>Price Campus</b>	<b>20.8</b>	<b>31</b>	<b>30.4%</b>	<b>1,020</b>	<b>22.9</b>	<b>32</b>	<b>34.7%</b>	<b>1,044</b>	<b>17.0</b>	<b>11</b>	<b>14.1%</b>	<b>343</b>
Central Instructional Building	22.8	6	25.9%	176	18.7	6	30.6%	176	5.8	3	27.3%	64
Industrial Park Building					65.3	1	22.2%	24	65.3	1	25.0%	24
Mcdonald Career Center	28.4	3	29.7%	88	27.8	3	26.4%	88				
Reeves Building	26.5	11	28.9%	418	24.8	11	35.0%	418	15.0	7	10.9%	255
West Instructional Building	13.9	11	37.7%	338	18.1	11	40.4%	338				
<b>Tooele Campus</b>	<b>14.6</b>	<b>21</b>	<b>11.0%</b>	<b>454</b>	<b>13.3</b>	<b>21</b>	<b>20.0%</b>	<b>454</b>	<b>7.2</b>	<b>14</b>	<b>18.6%</b>	<b>316</b>
Academic Building	15.4	19	10.8%	422	13.4	19	17.6%	422	7.6	13	18.9%	296
Science & Technology Building	6.7	2	21.3%	32	12.7	2	37.3%	32	2.9	1	10.0%	20
<b>Utah Basin Campus</b>	<b>18.9</b>	<b>42</b>	<b>8.5%</b>	<b>854</b>	<b>18.5</b>	<b>43</b>	<b>18.8%</b>	<b>878</b>	<b>6.3</b>	<b>32</b>	<b>5.2%</b>	<b>675</b>
BEERC	18.3	21	6.3%	464	18.1	21	20.2%	464	7.3	15	5.4%	327
Distance Education Building					3.5	1	4.2%	24				
Roosevelt-Classroom	14.8	13	10.7%	138	12.0	13	35.9%	138	4.5	10	8.9%	126
Roosevelt-Education	29.6	8	10.8%	252	32.1	8	15.2%	252	6.8	7	3.5%	222

## USU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Utah State University</b>	<b>20.6</b>	<b>118</b>	<b>51.2%</b>	<b>2,949</b>	<b>20.2</b>	<b>111</b>	<b>52.4%</b>	<b>2,837</b>	<b>11.8</b>	<b>18</b>	<b>37.8%</b>	<b>544</b>
<b>Logan Main Campus</b>	<b>20.5</b>	<b>68</b>	<b>59.0%</b>	<b>1,747</b>	<b>20.8</b>	<b>64</b>	<b>61.3%</b>	<b>1,645</b>	<b>13.5</b>	<b>11</b>	<b>31.0%</b>	<b>360</b>
Agriculture Sys Tech & Ed	9.0	1	54.5%	28	18.6	1	46.4%	28				
Agricultural Sciences Bldg.	8.6	2	44.3%	48	19.9	2	58.6%	48				
Art Sculpture Lab	23.3	1	46.7%	15	40.8	1	28.3%	15				
Biological-Nat Resources	19.6	7	81.4%	176	20.4	7	84.6%	176	6.2	1	95.8%	18
Biotech Lab	12.0	1	55.6%	12								
Peterson Engineering Lab	7.5	2	54.2%	60								
Eccles Business Building	23.9	2	79.2%	74	23.8	2	60.4%	74				
Education Building	21.5	2	45.6%	58	23.2	2	46.1%	58	12.0	1	33.3%	30
Engineering Building	25.1	2	63.7%	30	11.4	2	83.6%	30				
Family Life Building	10.6	3	47.4%	76	18.0	3	69.4%	76				
Fine Arts Center	23.4	9	38.5%	305	23.6	9	42.8%	305	10.4	1	7.3%	118
Fine Arts Center Visual	33.8	4	53.1%	100	56.6	4	49.2%	100				
Geology Building	16.2	3	40.8%	88	11.2	3	62.5%	88				
HPER Building	12.8	1	71.4%	24	19.9	1	81.5%	24				
Industrial Science Building	25.2	2	31.8%	90	23.8	2	36.0%	90	5.7	1	12.0%	50
Maeser Lab	11.6	7	89.9%	104	1.7	7	107.4%	104	2.9	1	31.3%	16
Nutrition & Food Sciences	16.0	1	21.4%	21	10.9	1	25.4%	21				
Quinney Library	13.3	2	38.4%	54	11.3	2	35.3%	54				
Ray B. West Building	31.7	1	70.5%	20	32.8	1	80.4%	20				
Science Engineering Research	27.5	4	92.6%	64	29.5	4	92.7%	64	3.1	2	79.7%	32
Sorenson Cntr. for Clinical Excl.	27.8	1	51.1%	30								
Technology Building	28.7	1	38.7%	25	32.0	1	50.9%	25				
Veterinary Science & Biology	17.6	4	79.6%	125	19.1	4	71.6%	125				
Widtsoe Hall	31.0	5	89.9%	120	31.2	5	96.2%	120	3.7	4	41.7%	96
<b>Blanding Campus</b>	<b>11.6</b>	<b>8</b>	<b>33.7%</b>	<b>212</b>	<b>11.5</b>	<b>8</b>	<b>34.5%</b>	<b>212</b>	<b>12.2</b>	<b>4</b>	<b>26.5%</b>	<b>120</b>
Bradford Lee Tech. Building	7.0	1	54.2%	12	6.3	1	8.3%	12				
Health Science Library	9.5	6	33.2%	165	9.5	6	36.0%	165	6.6	3	25.5%	85
Heavy Equipment & Trucking	28.7	1	34.3%	35	28.7	1	20.0%	35	28.7	1	31.4%	35
<b>Price Campus</b>	<b>26.8</b>	<b>32</b>	<b>28.3%</b>	<b>801</b>	<b>24.0</b>	<b>30</b>	<b>27.3%</b>	<b>801</b>	<b>2.1</b>	<b>1</b>	<b>54.2%</b>	<b>24</b>
BDAC Athletic Building	9.2	1	33.6%	35	23.2	1	28.6%	35				
Central Instructional Building	12.2	7	24.2%	275	14.9	7	22.9%	275				
Industrial Park Building	147.0	2	46.5%	32								
Mcdonald Career Center	32.3	11	30.2%	227	50.2	11	29.5%	227				
Reeves Building	9.6	7	27.7%	158	7.7	7	35.0%	158	2.1	1	54.2%	24
West Instructional Building	11.8	4	25.9%	74	9.0	4	33.7%	74				
<b>Tooele Campus</b>	<b>10.1</b>	<b>5</b>	<b>27.9%</b>	<b>90</b>	<b>14.8</b>	<b>5</b>	<b>21.9%</b>	<b>90</b>	<b>3.3</b>	<b>1</b>	<b>16.7%</b>	<b>18</b>
Academic Building	10.1	5	27.9%	90	14.8	5	21.9%	90	3.3	1	16.7%	18
<b>Uintah Basin Campus</b>	<b>8.7</b>	<b>4</b>	<b>42.2%</b>	<b>89</b>	<b>8.8</b>	<b>4</b>	<b>68.2%</b>	<b>89</b>	<b>10.1</b>	<b>1</b>	<b>125.0%</b>	<b>22</b>
BEERC	8.7	4	42.2%	89	8.8	4	68.2%	89	10.1	1	125.0%	22

## *Utah State University 2017-18 Utilization Report*

Answers are for Logan campus unless otherwise noted

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Approximately 60% of our 165 classrooms are within 90% or greater of this standard. Location and quality of space have the largest impacts on room usage but each of the remaining classrooms below 90% of standard will be specifically reviewed again to identify the driving factors of lower usage so that plans can be made to increase the desirability of those classrooms where possible.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Seat occupancy rates have greater room for improvement when compared to usage rates as only 25% of classrooms met this standard in Fall 2017. Since USU does not have buildings that are dedicated to classrooms only, we try to accommodate faculty as much as possible by letting them teach classes in or near the buildings where they office. This can create some inefficiencies when seat capacity and enrolled students don't match as well as they might if faculty proximity concerns were not considered. However, additional reviews will be performed, starting with the buildings that have the lowest occupancy rates, and discussed with academic departments to identify opportunities for improvement.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: The primary change that we believe can improve usage rates for class laboratories will be the shift from departmental to central scheduling.

Laboratory Seat Occupancy Rate: 80% station occupancy: The primary change that we believe can improve occupancy rates for class laboratories will be the shift from departmental to central scheduling.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

The large number of classrooms, the large physical size of the campus, and the nature of some programs create unique circumstances where classrooms are needed or exist in certain locations but cannot be utilized at the same standards as other, higher-utilized classrooms. For example:

- Several classrooms are located in buildings around the perimeter of the campus where the functions need to exist, but the distance is too far away from the central core of campus to be effectively included in general scheduling because students can't make it to those buildings and back within class breaks.
- Some classrooms exist in buildings where elementary or pre-school-aged children are present, and the University has made a conscious decision to limit students in those buildings to only those students whose programs require them to work with the young children.

- Some classrooms are in old buildings and are not ADA compliant but the departments that are housed in those buildings still use the classrooms because of the convenience. However, the rooms are not considered for general scheduling because it is never known which students may have accommodation needs.
- Some classrooms have not yet been upgraded to the highest university standards which make them undesirable for most faculty and students, leaving only the departments housed in those buildings to use the classrooms because the convenience can sometimes be seen as outweighing the classroom conditions.

Classrooms are also used often for non-credit classes. Data for the prior academic year show that classrooms on the Logan campus were used for over 40,000 hours of scheduled events, meetings, etc. that were not related to for-credit classes. This equates to 19% of the total available usage hours for these classrooms over the course of the year that was “used” but not for credit-bearing classes.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Academic departments have been informed that all classrooms and class laboratories will be centrally scheduled beginning with fiscal year 2020. Since 95% of classrooms are centrally scheduled, this should be an easy transition. Class laboratories on the other hand have all been scheduled departmentally so the change to central scheduling will require much more cooperation. Although this will create some challenges and concerns for departments that have paid for the specialized equipment that is usually found in class laboratories, the Academic and Instructional Services division, where central classroom scheduling resides, is working through each situation to establish acceptable agreements going forward to preserve the interests and investments of departments while increasing the utilization of the class laboratories

### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

In progress.

### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

The Logan, Price, and Blanding campuses are residential campuses that serve primarily traditional students during weekday, daytime hours. Evening and weekend classes are still delivered on these campuses, but the bulk of credits are taught during the day.

The regional campuses are just the opposite. While some classes are delivered during daytime hours based on student demand, most classes are taught during evenings and weekends as the majority of students are non-traditional students that work during the day and are pursuing degrees at a slower pace over time.

*Required Question 6: Optimizing Summer Term*

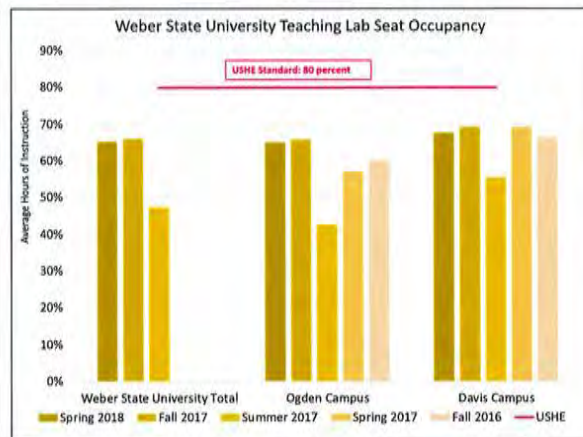
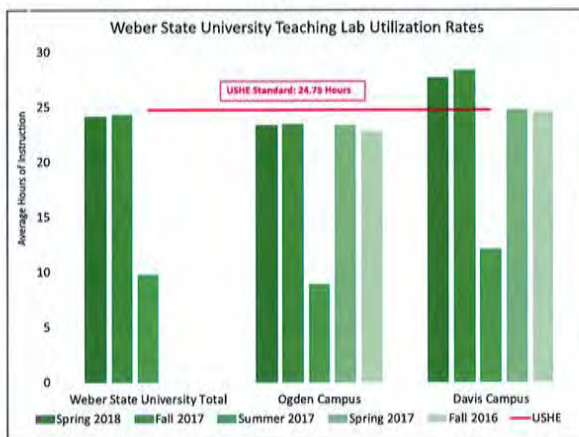
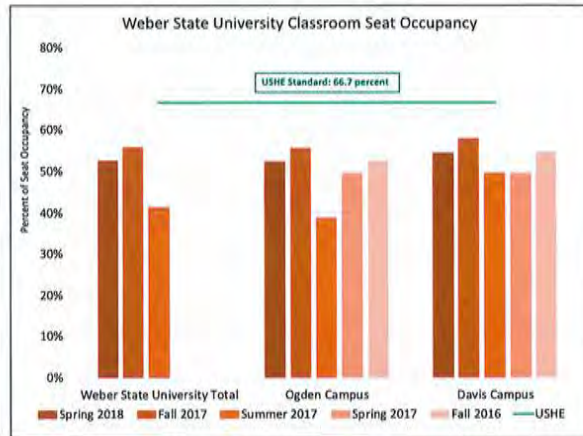
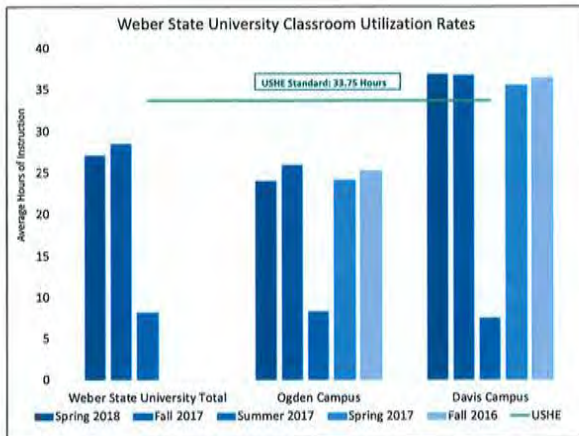
*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

USU has tried a variety of strategies over the past several years to encourage more students to take summer classes. Each strategy attracts different students but has not made a significant change in summer enrollment. As a residential campus, it is very common for students to return home for the summer to work or spend time with family. Also, many students take internships away from the campus or are employed in the field, especially students in the Colleges of Natural Resources and Agriculture and Applied Sciences.

In addition, USU is scheduling more online courses because data and student behavior indicate an increasing need/desire for the flexibility of online courses in the summer rather than face-to-face courses – this also impacts our Summer classroom usage, but we are continuing to meet the evolving needs of our students.

# Weber State University Utilization 2017-18

## Overview of WSU Utilization





### WSU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	27.1	182	52.7%	7,277	28.5	183	56.0%	7,317	8.2	100	41.4%	3,855
<b>Ogden Campus</b>	24.0	139	52.4%	5,744	25.9	139	55.6%	5,744	8.4	76	38.9%	2,905
Browning Center	19.2	3	48.2%	109	13.9	3	45.4%	109	1.4	2	19.7%	71
Elizabeth Hall	27.4	28	59.5%	806	28.8	28	63.6%	806	9.1	24	42.4%	725
Engineering Technology	23.2	9	46.0%	304	23.2	9	55.4%	304	3.3	4	50.0%	110
Kimbal Visual Art	29.2	1	30.8%	20	33.0	1	54.2%	20	12.0	1	50.0%	20
Lampros Hall	22.0	2	154.9%	24	36.4	2	181.0%	24	16.3	2	105.8%	24
Lind Lecture Hall	20.0	14	56.3%	846	20.7	14	60.6%	846	5.1	4	33.7%	350
Marriott Allied Health	36.0	11	38.0%	504	41.6	11	38.2%	504	15.3	5	22.7%	198
McKay Education	20.4	13	52.2%	518	23.1	13	59.6%	518	8.1	7	23.7%	296
Science Lab	27.3	17	58.1%	746	31.7	17	64.4%	746				
Stewart Library	23.0	1	50.0%	30	28.5	1	40.9%	30				
Swenson Building	19.8	6	47.1%	290	19.9	6	47.9%	290	3.5	5	43.6%	191
Technical Education	10.5	4	51.2%	170	17.4	4	48.4%	170	2.8	3	34.3%	108
Tracy Hall	23.5	15	69.4%	526	22.5	15	73.2%	526	9.0	14	62.6%	502
Wattis Business	19.3	15	48.4%	851	19.9	15	49.0%	851	9.9	5	42.8%	310
<b>Davis Campus</b>	37.0	43	54.6%	1,533	36.8	44	58.2%	1,573	7.5	24	49.5%	950
Davis Campus Building 13	40.9	10	68.8%	320	40.9	10	68.8%	320				
Davis Campus Building 2	33.2	16	48.2%	692	32.7	17	51.9%	732	9.7	15	48.5%	660
Davis Campus Building 3	38.2	17	64.7%	521	38.4	17	68.7%	521	3.9	9	53.7%	290

### WSU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Weber State University Total</b>	24.2	87	65.4%	2,162	24.3	88	66.1%	2,168	9.8	32	47.4%	935
<b>Ogden Campus</b>	23.4	71	65.1%	1,771	23.4	72	65.7%	1,773	8.9	23	42.7%	660
Browning Center	31.3	2	49.7%	80	33.2	2	62.8%	80				
Elizabeth Hall	21.6	5	64.2%	139	24.3	5	67.0%	139	9.9	3	42.9%	93
Engineering Technology	18.4	6	55.0%	152	20.4	6	66.1%	152				
Kimbal Visual Art	23.9	9	68.4%	210	24.4	9	70.3%	210	10.0	3	32.1%	70
Marriott Allied Health	34.0	6	61.1%	107	28.7	6	66.4%	107	15.3	1	25.9%	16
McKay Education	38.3	5	46.0%	38	41.4	6	57.2%	40	2.8	1	40.0%	30
Science Lab	23.8	5	63.8%	147	23.2	5	54.7%	147				
Stewart Library	6.8	1	73.3%	20	3.0	1	30.0%	20				
Swenson Building	23.5	3	37.2%	126	34.3	3	37.5%	126	9.1	3	33.3%	126
Technical Education	16.1	7	90.0%	178	17.6	7	84.0%	178	2.7	1	116.7%	24
Tracy Hall	21.2	20	77.0%	508	17.8	20	76.6%	508	10.0	9	60.4%	235
Wattis Business	20.4	1	57.9%	36	14.4	1	45.0%	36	2.8	1	41.7%	36
Wildcat Center	16.7	1	67.9%	30	20.7	1	65.7%	30	3.0	1	56.7%	30
<b>Davis Campus</b>	27.7	16	67.8%	391	28.3	16	69.2%	395	12.1	9	55.4%	275
Davis Campus Building 13	40.9	1	78.6%	28	40.9	1	78.6%	28				
Davis Campus Building 2	28.6	6	62.6%	192	30.9	6	64.3%	192	12.9	7	48.4%	216
Davis Campus Building 3	25.6	9	74.8%	171	25.2	9	77.0%	175	9.0	2	78.4%	59

## *Weber State University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Weber State University plans to improve our space utilization through several avenues. Below is an overview of each strategy being implemented in to order increase both the space utilization and seat occupancy:

Centralized Scheduling – Weber State University has historically been a decentralized scheduling institution. Scheduling was primarily done by a building’s occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling. To that end, Weber State has purchased and is in the process of implementing a centralized scheduling software, EMS. This software and associated process will allow us to optimize the use of all classroom, lab, and event space on campus. It will allow the university to find rooms that fit the size and space requirements for each class.

Room-by-Room Use Evaluation – A facilities space use code is assigned to every space in a building at the time of construction. In the past, the room use codes were infrequently re-evaluated to ensure that the predominant use of the space fit the prescribed definition as per the USHE Standards. Weber State has put together a committee that is meeting with all colleges, departments, and key faculty in order to better understand how each space is used to meet the mission of the university. The committee then makes the determination if the use of the room matches the space use code or if there is a more accurate code to classify the use of the space. This reevaluation and possible reclassification will allow us to capture a more accurate reflection of how spaces are used.

Off-Peak Class Scheduling – Weber State University has traditionally been a commuter campus with the large proportion of students being non-traditional working student. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 am to 12:00 pm is very high and drops dramatically until the evening when it climbs again. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours. This will help to free up space during our peak demand times and allow for better overall daily utilization of the spaces.

Right Sizing Spaces – In a decentralized scheduling format, classes with fewer students were forced to schedule their class from the inventory predetermined by their department or college. This meant that it was common to have small upper division or graduate level classes of 18 in a room built to hold 40. Central scheduling will help us put the right class in the right space and even allow us to reassign a room to a class that has fewer or more than the predicted. We have also made “right sizing” a priority for all new construction and renovations. For the past few years, we have worked to match the inventory of teaching spaces to the class sizes being taught.

Annual Evaluation – The Space Planning Committee will meet with each college annually to review the least utilized spaces on campus. In the past meetings, we have discovered that some under-utilized spaces were not being schedule because of poor lighting or non-functional AV equipment. These roadblocks can easily be corrected and the space brought back to higher utilization. The committee will also monitor space use changes or renovations that would affect the predominant use and use code assignment.

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Weber is in the process of implementing centralized scheduling, room-by- room use evaluation, and off-peak class scheduling to raise the classroom utilization rates.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Weber is in the process of implementing centralized scheduling and right sizing spaces in order to get the seat occupancy above the target rate.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: Weber is in the process of implementing centralized scheduling, room-by- room use evaluation, and off-peak class scheduling to raise the laboratory utilization rates.

Laboratory Seat Occupancy Rate: 80% station occupancy: Weber is in the process of implementing centralized scheduling and right sizing spaces in order to get the seat occupancy above the target rate.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution?*

Weber State University has historically been a de-centralized scheduling institution. Scheduling was primarily done by a building's occupants and then made available to other campus entities. We are working to shift that mentality towards centralized scheduling.

Weber State University has also traditionally been a commuter campus with the large majority of students being non-traditional working student. This demographic has driven the course times and offerings to an early morning or late evening offerings. Our space utilization on campus from 8:00 am to 12:00 pm is very high and drops of dramatically until the evening when it climbs again.

The university has found that scheduling classes outside of those peak demand times receives very poor enrollment. There are some exceptions. Weber State is working with students, faculty, and the Office of the Registrar to determine which classes can be taught during the low demand afternoon times and begin to schedule classes outside of our traditional hours.

Weber State has also made strategic efforts to make education more accessible and put more offerings online or in a hybrid format. While this does not help our space utilization, it has been very well received by our students and remains in high demand.

*What would you like policy-makers to understand about the utilization data submitted by your institution?*

Weber State takes space utilization very seriously and is working hard to make the best use of every square foot of campus we have. As we design and build new buildings on campus however, we do want to plan for the future growth of departments and the university. We have to anticipate the future space demands and build with those projections in mind. If we build new facilities with only current space needs and current space utilization in mind, we will always have debilitating space limitations.

Weber State has also accommodated NUAMES charter high school into our facilities on the Ogden Campus. The current numbers do not reflect that added utilization as they just began in the fall of 2018. The utilization rates in several buildings will jump once those numbers are incorporated.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751?*

WSU has recently purchased the Event Management System (EMS) software. EMS gives us a technological solution that allows centrally optimization of campus spaces while allowing departments and faculty to set preferences for room features and locations. The implementation of the software is scheduled to be completed for the summer 2019 registration cycle. As a result of the implementation of the software WSU will be able to begin the process of centralizing scheduling in the Office of the Registrar.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

Currently we are in the process of implementing centralized scheduling. Three colleges are centralized within the college but not with the institution. The other four colleges are decentralized and individual departments schedule assigned rooms. Overall, WSU currently does not have centralized scheduling.

### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

WSU has begun to implement several business process that adhere to the Regents Policy R751. WSU policy language and charges for are currently being developed to be review by the faculty and administration.

### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Normal hours of operations for Weber State University is Monday through Friday from 7:00 a.m. to 10:00 p.m.; although these hours do not restrict faculty from scheduling classes or events on weekends or outside normal business hours. Saturday and Sunday facility use is growing as the demand increases for these facilities to be open and available.

### *Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

WSU functions on a tri-term schedule, meaning that we offer a full schedule during the summer months. What's more, we are encouraging departments to offer more courses during the summer months. In addition to our course offerings WSU has a number of non-course programming events that happen during the summer to encourage participation in higher education such as Boys and Girls State and STEM related workshops. These events will often utilize a significant portion of our campus spaces during the summer months.

### *Optional Question 1: Monitoring Methods*

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

All room data is monitored and tracked in the AIM facilities database and utilizes the Postsecondary Education Facilities Inventory and Classification Manual (FICM) for classifying each space. This system is managed by Facilities Management and verified annually. All class scheduling is done in Banner and is managed by the Office of the Registrar. The new EMS system will capture both scheduled classes from Banner and unique events that happen in all gathering spaces across campus.

In addition, Institutional Research and the Office of the Registrar pro-actively review ongoing course set ups, working to ensure courses requiring face-to-face instruction are accurately set up in Banner. After the start of the term, Institutional Research, again, reviews the course setups and troubleshoots any incomplete course set ups with the Office of the Registrar prior to the institutions finalizing the census extracts.

### *Optional Question 2: Off-Peak Student Enrollment*

*What strategies do your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

WSU has implemented Visual Schedule Builder as a registration tool to help students identify optimal schedules based on the students' preferences. Visual Schedule Builder provides data analytics that will show when students prefer to schedule class and when they prefer not to schedule courses. These data in addition to a course offering task force will be used to identify scheduling alternatives during the off-peak hours. Furthermore, encouraging departments to offer high demand courses during the off-peak hours may also increase enrollment.

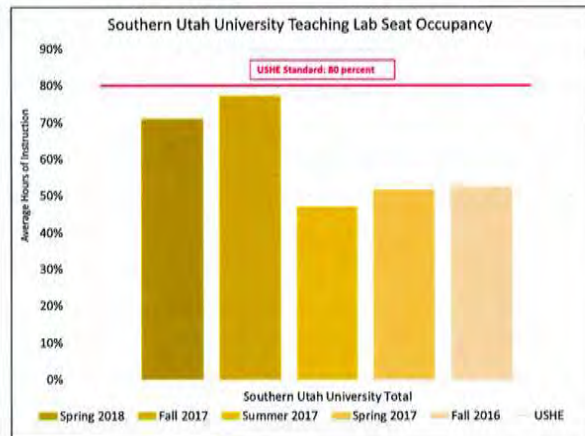
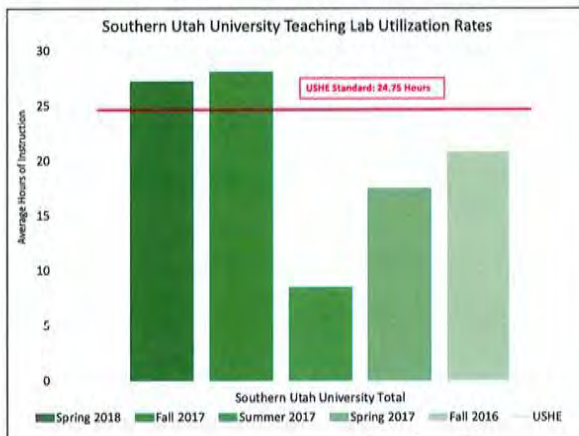
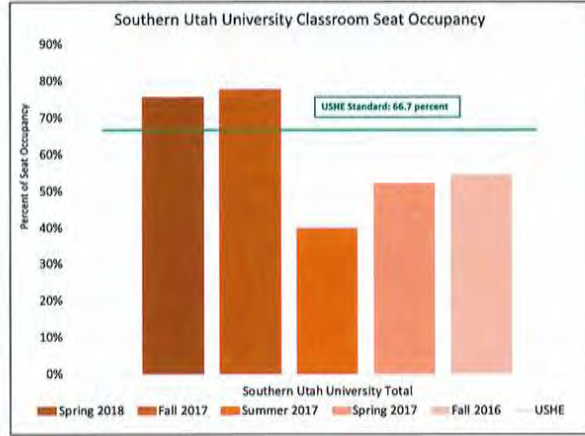
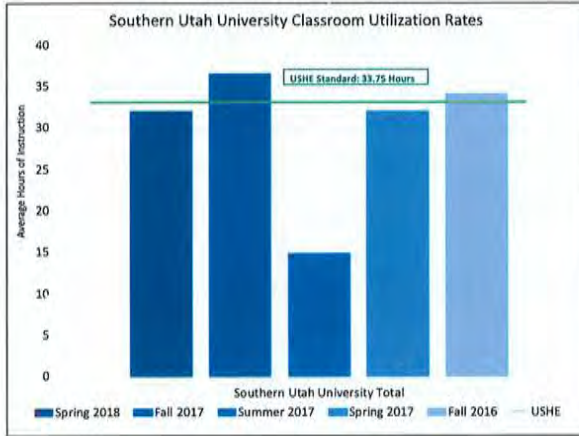
### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

The EMS software is an academic and event scheduling software. For the last several years, WSU has used EMS as an event scheduling software. In the most recent year, WSU purchased the academic scheduling component of the software suite. Therefore, WSU has software that can capture non-instructional classroom and laboratory utilization. However, the event scheduling has not been ubiquitous across campus. With academic software coming online, WSU will use the event software suite to schedule non-instructional events in the academic buildings to further increase our ability to capture non-instructional use of our spaces.

# Southern Utah University Utilization 2017-18

## Overview of SUU Utilization



### SUU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>32.0</b>	<b>69</b>	<b>75.5%</b>	<b>2,452</b>	<b>36.6</b>	<b>72</b>	<b>77.6%</b>	<b>2,563</b>	<b>14.8</b>	<b>39</b>	<b>39.6%</b>	<b>1,115</b>
America First Event Center	45.2	3	67.1%	156	47.7	3	77.1%	155	11.9	1	38.2%	28
Braithwaite Center	39.1	2	83.8%	43	48.4	2	84.9%	44	13.8	1	61.2%	21
Business	40.5	8	66.1%	296	41.9	8	67.1%	277	15.1	6	33.5%	162
Electronic Learning Center	30.3	1	80.3%	32	43.5	1	84.8%	34	12.8	1	17.1%	35
General Classroom Building	27.1	15	82.8%	472	33.9	18	80.7%	539	14.8	4	45.3%	109
Library	16.3	1	48.0%	19	25.0	1	75.1%	18				
Multipurpose Center	18.3	2	68.7%	52	27.3	2	79.1%	59	7.8	2	22.7%	50
Music Hall	26.0	1	57.0%	26	21.0	1	64.1%	26	30.1	1	40.0%	21
Physical Education Building	36.4	5	74.8%	196	37.7	5	75.1%	221	15.4	4	39.9%	106
Science Center	34.1	12	79.0%	507	35.2	12	83.7%	511	15.6	12	42.7%	382
Science Center Addition	36.6	3	90.7%	76	40.1	3	89.2%	81	14.3	1	51.7%	20
Teacher Education Building	31.4	11	77.6%	412	40.2	11	76.1%	423	15.2	5	40.4%	156
Technology Building	22.3	5	65.8%	165	26.2	5	71.2%	175	4.0	1	12.0%	25

### SUU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Southern Utah University Total</b>	<b>27.2</b>	<b>43</b>	<b>71.2%</b>	<b>1,128</b>	<b>28.1</b>	<b>43</b>	<b>77.2%</b>	<b>1,102</b>	<b>8.4</b>	<b>19</b>	<b>47.2%</b>	<b>457</b>
America First Event Center	34.4	5	88.6%	104	29.0	5	69.0%	104	10.7	3	36.4%	67
Auditorium	48.8	1	50.0%	30	51.7	1	70.5%	22				
Business	34.7	1	83.0%	27	36.5	1	87.2%	31	16.3	1	40.0%	30
Electronic Learning Center	30.3	4	79.7%	108	35.4	4	80.1%	111	0.9	1	76.7%	30
General Classroom Building	17.7	3	78.7%	54	16.8	3	83.8%	52				
Leadership Engagement Center	18.0	2	92.9%	33	18.0	2	47.5%	40				
Multipurpose Center	35.6	2	47.1%	56	27.7	2	64.6%	50				
Music Hall	23.2	4	40.9%	194	26.2	4	65.9%	173	3.9	2	16.0%	50
Physical Education Building	18.3	2	86.5%	40	14.6	2	86.3%	39	0.8	2	42.9%	35
Science Center	30.7	9	81.0%	230	35.8	9	84.6%	229	11.2	8	53.7%	197
Science Center Addition	35.2	2	92.8%	48	36.7	2	90.1%	48	4.2	1	41.7%	24
South Hall	24.0	2	56.6%	47	36.7	2	56.6%	46				
Teacher Education Building	28.7	1	69.3%	30	16.0	1	73.1%	30				
Technology Building	16.0	5	76.8%	127	14.7	5	77.5%	127	7.4	1	54.2%	24

## *Southern Utah University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: We are using optimization software that allows us to set a target occupancy rate before scheduling courses.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: We are using optimization software that allows us to set a target occupancy rate before scheduling courses.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: We exceed the standard.

Laboratory Seat Occupancy Rate: 80% station occupancy: We are growing enrollment which will increase the number of students enrolled in our labs.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

SUU has, in our strategic plan, committed to a student to faculty ratio of 18:1, but many of our classrooms have capacity beyond 18 students. We have also committed classrooms for ESL, Concurrent Enrollment and Honors classes, all of which negatively affect our utilization rates.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

All classrooms and teaching laboratories at SUU are scheduled by the Registrar's office.

### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

SUU has an existing utilization policy that conforms to the new Regent Policy R751. However, we are undergoing a review of that policy.

### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*



Our peak hours are from 8:00 am – 4:00 pm. Although, we have courses begin as early as 6:00 am and courses, such as Astronomy, that end at midnight.

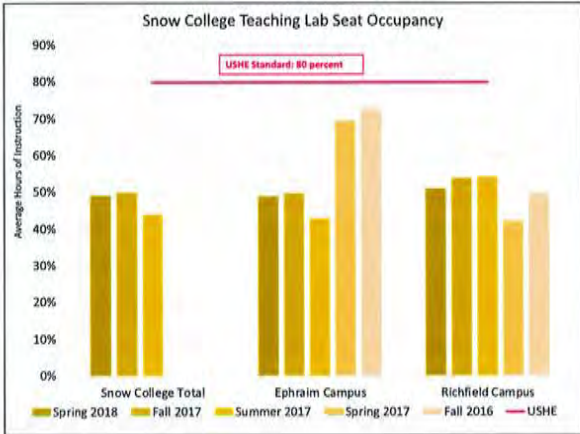
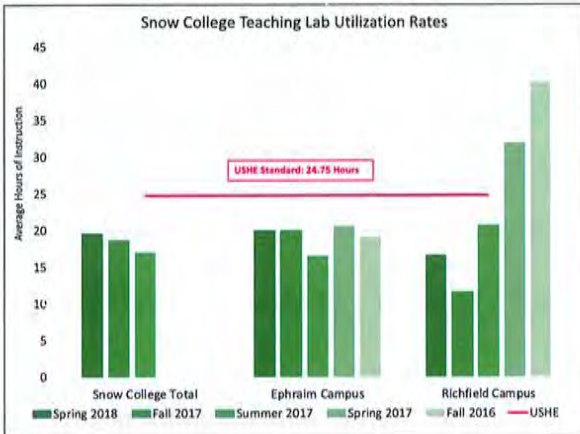
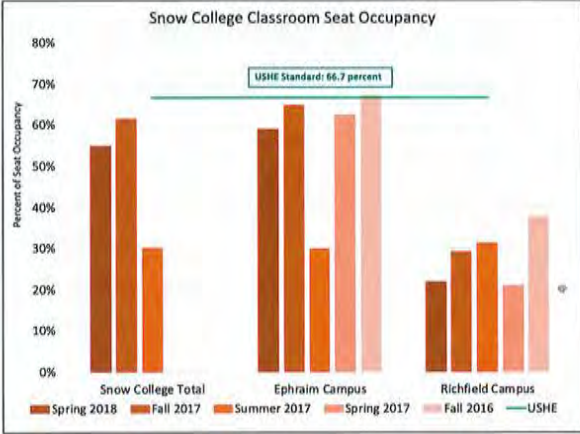
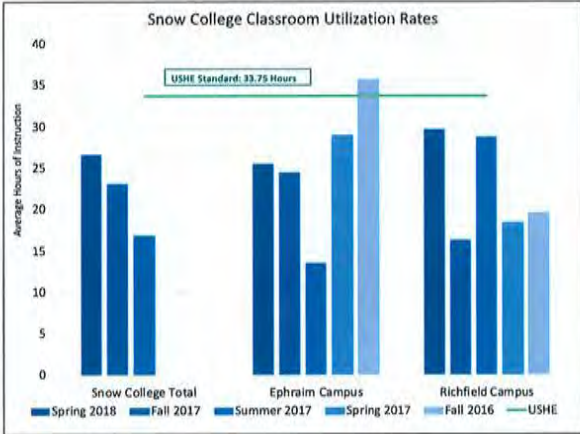
*Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

SUU is rapidly pursuing a path to a 3-year Bachelor's degree. As part of that objective, we will be significantly increasing our summer course offerings.

# Snow College Utilization 2017-18

## Overview of Snow Utilization



### Snow Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>28.6</b>	<b>84</b>	<b>55.0%</b>	<b>6,844</b>	<b>23.1</b>	<b>87</b>	<b>61.6%</b>	<b>7,346</b>	<b>16.8</b>	<b>23</b>	<b>30.1%</b>	<b>761</b>
<b>Ephraim Campus</b>	<b>25.5</b>	<b>70</b>	<b>59.0%</b>	<b>5,944</b>	<b>24.5</b>	<b>71</b>	<b>64.9%</b>	<b>6,340</b>	<b>13.5</b>	<b>18</b>	<b>30.0%</b>	<b>636</b>
Home Activity Center	22.9	3	56.9%	120	23.4	3	67.0%	120	7.3	3	38.3%	120
Business Building	16.3	8	58.0%	240	16.6	8	58.9%	240				
Eccles Performing Arts Bldg.	11.0	9	43.0%	3,600	12.1	9	46.3%	3,618	13.3	1	10.0%	50
Graham Science Center	26.8	5	68.7%	240	22.7	6	68.2%	288				
Home and Family Studies	30.4	2	76.8%	80	23.1	2	87.6%	80				
Huntsman Library	21.2	3	40.7%	300	15.8	3	69.0%	300				
Health Science Center	5.7	2	61.2%	50	21.2	1	75.0%	24				
Humanities Building	27.4	13	62.4%	390	21.2	13	67.0%	390	15.1	7	32.4%	210
Lucy Philips Building	20.6	15	68.2%	540	23.1	15	66.4%	540	15.4	3	31.1%	108
Noyes Building	33.6	4	60.7%	144	27.5	5	75.7%	500	17.0	3	15.9%	108
Social Science Building	28.2	5	65.2%	200	30.1	5	71.4%	200	5.2	1	47.5%	40
Trades Building	20.0	1	30.0%	40	18.8	1	34.2%	40				
<b>Richfield Campus</b>	<b>29.7</b>	<b>14</b>	<b>21.9%</b>	<b>600</b>	<b>16.3</b>	<b>16</b>	<b>29.3%</b>	<b>1,006</b>	<b>28.7</b>	<b>5</b>	<b>31.2%</b>	<b>125</b>
Sorensen Administration Bldg.	7.7	4	14.6%	140	2.7	5	37.2%	500				
Washburn Building	38.5	10	23.5%	460	22.5	11	28.1%	506	28.7	5	31.2%	125

### Snow Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Snow College Total</b>	<b>19.6</b>	<b>76</b>	<b>49.1%</b>	<b>4,288</b>	<b>18.7</b>	<b>76</b>	<b>50.0%</b>	<b>4,245</b>	<b>17.1</b>	<b>8</b>	<b>43.9%</b>	<b>184</b>
<b>Ephraim Campus</b>	<b>20.1</b>	<b>65</b>	<b>49.0%</b>	<b>3,947</b>	<b>20.1</b>	<b>64</b>	<b>49.7%</b>	<b>3,873</b>	<b>16.5</b>	<b>7</b>	<b>42.9%</b>	<b>162</b>
Home Activity Center	20.2	10	30.1%	1,300	19.4	10	32.2%	1,300				
Business Building	44.0	1	71.7%	20	37.3	1	88.3%	20	6.7	1	95.0%	20
Eccles Performing Arts Bldg.	21.0	20	32.0%	1,500	23.9	18	34.7%	1,350	28.4	2	39.8%	50
Graham Science Center	21.2	14	71.4%	672	18.6	16	69.1%	768				
Home and Family Studies	10.3	3	81.3%	36	12.3	3	66.4%	36				
Huntsman Library	20.0	1	96.0%	15	24.0	1	83.3%	15				
Health Science Center	11.7	2	43.5%	64	15.2	2	37.9%	64	31.3	1	46.9%	32
Humanities Building	17.9	8	63.9%	200	15.8	8	71.5%	200	9.3	2	19.4%	40
Noyes Building	5.0	1	100.0%	40	5.0	1	100.0%	40				
Trades Building	12.0	5	79.2%	100	10.4	4	63.8%	80	2.3	1	35.0%	20
<b>Richfield Campus</b>	<b>16.7</b>	<b>11</b>	<b>50.9%</b>	<b>341</b>	<b>11.7</b>	<b>12</b>	<b>53.8%</b>	<b>372</b>	<b>20.7</b>	<b>1</b>	<b>54.2%</b>	<b>24</b>
Washburn Building	16.7	11	50.9%	341	11.7	12	53.8%	372	20.7	1	54.2%	24

## *Snow College 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week:

The current Room Utilization Rate (RUR) for all three academic periods is below the Regent standard. Summer term is 16.8 hours per week for summer term, 23.1 hours per week for fall semester, and 26.6 hours per week for spring semester. However, when combined—all three academic periods aggregated—the annual hours per week is 51.7, which more than exceeds the 33.75 hours per week standard. In order to increase each academic period's RUR, Snow College intends to do the following:

- Assess and reassign rooms scheduled for instruction that are really open lab space. For example, Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction.
- Convert additional rooms to IVC instruction such as Humanities 166. This is a 58 auditorium-style seat room. The College intends to maximize its use by adding IVC instruction to the regular face-to-face schedule.
- Implement institutional and distinct curricular changes to better use available space. The College intends to change the nature of activity-based instruction (physical education courses) to include dedicated lecture time to the field-based activity time. This will potentially increase use of the classrooms associated with physical education instruction. Additionally, Snow College is in the implementation stage of a comprehensive general education re-design. The Foundation courses associated with this re-design will require additional and/or better use of existing classroom space.

Classroom Seat Occupancy Rate: 66.7% seat occupancy:

Snow College's Seat Occupancy Rate (SOR) is below the Regent rate for each academic period—summer term is 30.1%, fall semester is 61.6%, spring semester is 55.0%. Collectively, this rate is 57.5% for the academic year. In order to increase the academic period's SOR, Snow College intends to do the following:

- Re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation's recommendations for high-impact teaching and learning environments, Snow College's Graham Science Center has dual purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the College more strategically schedule the embedded lab science classes in the appropriate space.
- Re-define Snow College's summer term schedule and academic offerings. As a part of the College's strategic enrollment management plan, Snow College intends to "develop and market" a more viable summer on-line curriculum. With the lack of student summer jobs and the fact that the majority of our students return home to work for the summer, Snow College aims to re-purpose summer term as a robust on-line presence. Academic space during the summer will be

re-dedicated to (1) planned classroom and laboratory renovations and (2) state-wide, six-county service area and community-based conferencing, workshops, and secondary student camp instruction

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week:

Snow College's laboratory Room Utilization Rate (RUR) is below the Regent rate of 24.75. Summer term's RUR is 17.1; Fall semester's RUR is at 18.7; and spring semester's RUR is at 19.6. This is attributed to some natural and physical science programs that schedule lab courses in the morning hours and then leave the lab space available for open lab throughout the day. Collectively, this rate is 38.1 for the academic year, which is well above the Regent standard. In order to address each academic period's RUR, Snow College intends to do the following:

- Re-assess the instructional designation of dual-purpose rooms. Consistent with the National Science Foundation's recommendations for high-impact teaching and learning environments, Snow College's Graham Science Center has dual purpose lecture and lab rooms. This is where the lab activities are embedded into the lecture. Snow College intends to clarify the space dedicated to this instruction (as either lecture or lab) which will help the College more strategically schedule the embedded lab science classes in the appropriate space. For example, some of the institution's science pre-requisite classes with the embedded lab instruction offered during fall semester should be re-classified as lab instruction and assigned the more appropriate laboratory space.
- Obtain funding for a new Social Science academic building. Snow College will continue to pursue legislative funding for a new social science building that will replace the dismal lab space provided by the aging Home and Family Science Building. Currently, the lab space offered by this structure (which includes a child care lab) plagued with structural design and maintenance problems and cannot accommodate the student demand for social science-based lab instruction.

Laboratory Seat Occupancy Rate: 80% station occupancy:

Snow College's laboratory Seat Occupancy Rate (SOR) collectively is at 49.5% which is a little over half the Regent standard of 80% occupancy. For summer term, the SOR is 43.9%. The fall semester rate is 50.0% and the spring semester rate is 49.1%. In order to address each academic period's SOR, Snow College intends to do the following:

- Re-determine lab space given student lecture/lab class drop behavior and DFWI rates. Recently, Snow College looked science class and lab enrollments for general education science classes. Students receive two distinct grades for these classes: once for the lecture class and another for the lab class (two separate enrollments). It was discovered that students are dropping or failing the lecture class while passing the lab class. As a result, students are repeating only the lecture class which increases the classroom SOR but diminished the associated lab SOR. Snow College is considering proposals to assuage first-time DFWI rates for the lecture part of these classes and/or implement "remediated" lecture only course offerings to those students who passed the lab. These efforts are directed to consolidate lab sections and maximize each lab's SOR.
- Eliminate open-access labs for classroom scheduling. Humanities 116 is a classroom that is currently being used as an open language tutoring space. Noyes 101 is the open math tutoring lab that is being used for iLearn, self-directed, class instruction. Snow College intends to better

define academically usable space on campus. Space predominately used for open lab instruction should not be considered as academically available and should not have assigned courses or labs. This is an active consideration for Snow College's Space Utilization policy.

#### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

Snow College submits the following for space utilization consideration:

- Room utilization rate (RUR) and seat occupancy rate (SOR) reporting should consider annual aggregates. The discrete academic period reporting of these rates is very helpful to the institution. However, since the data analyzes annual space utilization and curricular offerings vary from one academic period to another (some terms offering more than other terms), Snow College petitions the Commission to explore RUR and SOR rates for the academic year. This data can be delineated by campus, building and room (see Appendix).
- Snow College suggests that the summer academic period be eliminated or have less consideration in overall space utilization considerations. Snow College does not have a robust summer academic program. We have summer course offerings that appear to be a mismatch with current market demands. The majority of our students will leave for the summer to go work and save money living at home. Sanpete and the surrounding counties do not offer a lot of temporary employment during the summer months for these students to stay and take traditionally-delivered coursework. Snow College intends to make summer a strong, distance-delivered (or online) academic period and re-purpose academic space for non-curricular conferences, camps, and workshops. This direction is a part of the institution's strategic enrollment management plan.

#### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751?*

Snow College has completed the following steps toward a centralized scheduling:

- Created balance between AM and PM course offerings. Over the past two years Snow College administration has worked collaboratively with faculty to offer the same course and lab sections during the morning hours (preferred by faculty) and the afternoon hours. This has greatly increased our RUR and SOR since the 2012 Space Utilization report.
- Used data to inform better classroom assignment decision-making. Using this report (published and an open access dashboard) and an internal Argos report developed by Snow College's Registrar, faculty can see available classroom space. This has influenced the practice of under-utilized program-specific classrooms being open for general class and or lab (as appropriate) scheduling. This practice has positively influenced our SOR efficiencies and has improved faculty accountability over their "proprietary" space.
- Implemented a comprehensive general education re-design that (1) requires the use of additional classroom space for incoming students required to enroll in the institution's Foundations course and (2) eliminates the additional lab requirement that is not consistent with state-wide general education curriculums. Both the Foundations course and the lab

requirement reduction will positively influence Snow College's RUR and SOR rates for fall and spring semesters. These curricular changes are scheduled for fall semester 2019.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

Centralized scheduling controls approximately 60% of Snow College's classroom and laboratory space. This percent is attributed to curriculum associated with Snow College's general education mission and traditional student instruction base. The remaining 40% represents collaborative scheduling between faculty, staff and academic administration that is consistent with Snow College's student-centered pedagogical focus.

#### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

Snow College has (1) developed 50/50 morning and afternoon classroom and lab scheduling practices; (2) provided assessment and analysis of existing scheduling and capacity rates for more informed decision-making and (3) re-designed the general education program to increase the use of existing classroom and eliminate unnecessary lab requirements to maximize the scheduling and capacity of lab space. These activities are part of the College's on-going efforts toward a campus-wide scheduling policy. As Snow College advances its strategic enrollment management plan and completes the hiring of a full-time Associate Vice President for Student Success—Enrollment Management Director (December 2018), the formalization of a campus-wide scheduling policy will balance the College's space efficiency needs with its recruitment, retention, and student-centered philosophies.

#### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Snow College recognizes 7:30 a.m. to 5:30 p.m. as our generally accepted hours of operation. However, operational hours vary by building depending program-specific activities. For example, Snow College's art program provides 24-hour lab access throughout the semester. The theatre and music programs have extended hours due to private instruction, rehearsals, and live performances.

#### *Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

Foremost, Snow College has gained a better understanding of its summer market in terms of student matriculation, course offerings, type of delivery and their impact on summer space utilization. Snow College intends to offer more on-line/distance delivery or hybrid instructional options. This will help the college more strategically assign academic space for traditional instruction and accommodate more systematic classroom and/or laboratory space improvements and renovations. Additionally, Snow College is actively working with Central Utah Educational Services (CUES) directors and other service-area and state-wide agencies to use viable space for professional conferences and workshops and public education student learning camps.

### *Optional Question 1: Monitoring Methods*

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

Snow College has two reports that monitor the use of classroom and laboratory utilization. These two reports also assist with the effective reporting of said spaces. This USHE Space Utilization report, published as a publicly-available dynamic Tableau dashboard allows faculty, staff, and administrators access to annual and academic term space utilization data driven by USHE reporting guidelines and R751 policy. This dashboard reports verified data-driven and user-determined information by campus, building, and classroom and accommodates additional analysis by hours of operation, general education assignment, and faculty designation (full-time/part-time). Given that new metrics for space utilization have been determine using existing USHE end-of-term reports, similar space utilization reports can be developed and used to evaluate RUR and SOR trends.

The second report is an Argos report used internally (password protected) to alert faculty and staff to existing useable space prior to each academic period. This unassigned space is then offered to other programs in order to maximize RUR and SOR in a spirit of academic collaboration.

### *Optional Question 2: Off-Peak Student Enrollment*

*What strategies do your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

Snow College's 50/50-AM/PM schedule has influenced students to consider taking more classes in the afternoon. Snow College also encourages staff who provide part-time instruction to teach either in the early morning or in the afternoon/late evening hours (outside the full-time work day).

### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

Snow College recognizes that some non-instructional space such as music faculty offices are used for instruction (private music lessons). Snow College intends to address these issues along with open labs with course assignments and activity-based classes with not assigned academic-designated space (previously discussed) by assigning determined classroom space to said instruction.

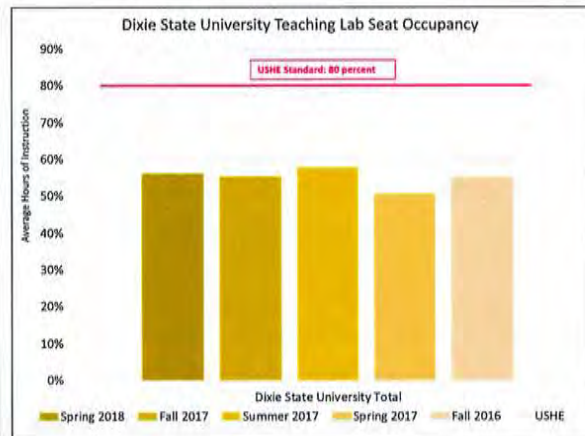
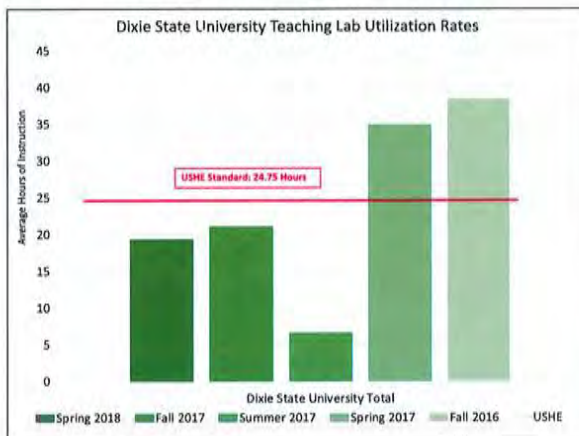
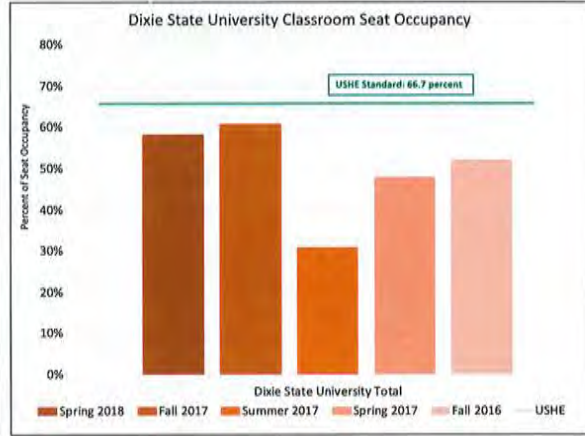
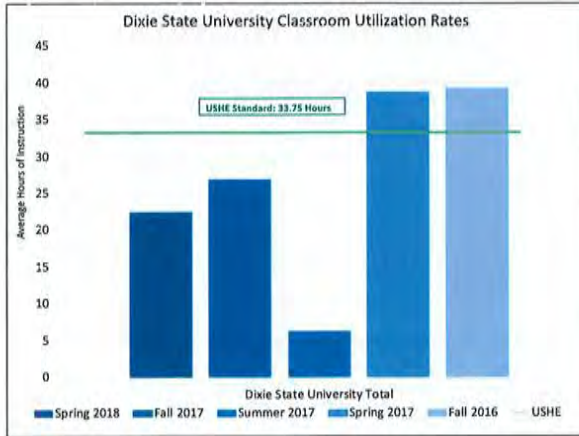
In the preparation of this report, Snow College identified several courses with active student enrollments but no determined start/stop times or locations (all were null values). It has been recommended that Snow College's space utilization policy consider practice and/or procedure that disallows null values in these fields by the end of the academic period—start/stop times and building/room assignments must be made by the end of the semester preparatory to the collection and reporting of the academic period's end-of-term report.



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# Dixie State University Utilization 2017-18

## Overview of DSU Utilization



*DSU Classroom (110) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Dixie State University Total</b>	<b>22.5</b>	<b>93</b>	<b>58.4%</b>	<b>3,511</b>	<b>26.9</b>	<b>93</b>	<b>60.9%</b>	<b>3,511</b>	<b>6.2</b>	<b>41</b>	<b>30.9%</b>	<b>1,692</b>
Eccles Fine Arts Building	20.2	2	30.9%	72	17.3	2	40.6%	72	2.6	1	20.0%	35
Hazy School of Business	26.8	17	58.7%	586	27.8	17	59.8%	586	6.3	11	32.5%	407
Holland Centennial Commons	20.2	8	49.0%	285	24.5	8	51.3%	285	7.9	5	26.1%	196
Jennings Communications	25.5	4	60.5%	112	28.1	4	61.9%	112	4.4	4	28.4%	112
McDonald Center	26.5	11	61.9%	436	29.4	11	66.3%	436				
North Plaza	14.2	5	70.8%	151	27.4	5	68.2%	151	2.6	1	62.9%	35
Performing Arts Building	23.2	4	44.4%	129	28.6	4	56.6%	129				
Science Building	26.8	4	50.2%	342	32.2	4	51.7%	342	5.9	4	29.9%	342
Smith Computer Center	18.3	9	65.4%	254	21.4	9	70.1%	254	5.1	1	35.4%	24
Snow Math & Sciences Center	25.6	12	74.4%	467	32.5	12	78.5%	467	8.2	8	37.5%	315
Taylor Health Science Center	15.8	7	40.2%	295	21.8	7	41.3%	295	5.6	2	25.8%	80
Whitehead Education Building	18.6	10	57.7%	382	24.4	10	59.6%	382	4.0	4	18.0%	146

*DSU Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	Station				Station				Station			
	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats	Room Utilization	# Rooms	Occupancy Rate	# Seats
<b>Dixie State University Total</b>	<b>19.4</b>	<b>31</b>	<b>56.3%</b>	<b>898</b>	<b>21.2</b>	<b>32</b>	<b>55.4%</b>	<b>928</b>	<b>6.7</b>	<b>13</b>	<b>57.8%</b>	<b>308</b>
Eccles Fine Arts Building	20.0	2	22.9%	124	23.3	2	20.8%	124				
Graff Fine Arts Building	28.1	2	31.2%	83	27.7	2	34.2%	83				
Jennings Communications					13.7	1	25.3%	30				
North Plaza	28.2	3	83.0%	64	27.6	3	79.9%	64	8.9	3	42.6%	64
Performing Arts Building	10.8	2	48.5%	46	10.0	2	51.8%	46				
Science Building	22.7	9	75.1%	222	25.6	9	80.0%	222	4.9	6	62.9%	144
Snow Math & Sciences Center	21.8	5	73.2%	106	23.2	5	76.8%	106	7.3	2	61.4%	44
Taylor Health Science Center	10.7	8	41.5%	253	14.2	8	42.8%	253	8.1	2	54.6%	56

## *Dixie State University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: To meet or exceed the standard classroom room utilization rate of 75% and/or the total use per room of 33.75 hours per week, Dixie State University intends to implement the following strategies:

- Increase enrollment to 15,000 students
- Continue to work collaboratively across campus divisions to increase student retention rates
- Offer more early morning, late afternoon, and evening courses
- Expand graduate level course offerings and programs
- Designate specific classrooms for use by Community Education

Classroom Seat Occupancy Rate: 66.7% seat occupancy: To meet or exceed classroom occupancy rates of 66.7%, Dixie State University intends to implement the following strategies:

- Align classroom occupancy rates with past enrollment rates to ensure smaller courses are not being taught in larger capacity classrooms
- Analyze data produced by EAB's software to forecast enrollment rates for specific courses
- Ensure collaboration between Central Scheduling and Academic Colleges in scheduling courses in rooms with seat capacities that match established enrollment rates for those specific courses

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: To meet or exceed the standardized laboratory room utilization rate of 55% and 24.75 hours per week, Dixie State University intends to implement the following strategies:

- Increase enrollment to 15,000 students
- Continue to work collaboratively across campus divisions to increase student retention rates
- Increase afternoon and evening lab courses to effectively utilize laboratory facilities
- Expand graduate-level programs across campus

Laboratory Seat Occupancy Rate: 80% station occupancy: To meet or exceed an 80% laboratory seat occupancy rate, Dixie State University intends to implement the following strategies:

- Work with departments and programs to ensure they are scheduling homework and individual lab time through DSU's Central Scheduling EMS software
- Reclassify, when appropriate, laboratory facility classifications to OLB or open lab hours for assigned independent and homework use of labs.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

Local institutional conditions and mission-related issues that affect space utilization and scheduling include:

- Central Scheduling uses a holistic approach to scheduling for summer, fall, and spring semesters, but toward the end of the scheduling process special circumstances related to scheduling sometimes occur:
  - New classes open due to the institution's open student enrollment dual mission
  - Americans with Disabilities (ADA) faculty and/or staffing requests may require changing classrooms and or building locations for specific courses.
  - New or newly-opened courses taught by adjunct faculty may require adjustment of room schedules to accommodate adjunct faculty schedules
- With limited lab facilities on campus, Central Scheduling struggles to place labs limited-in-class-size per instruction specifications into labs with similar capacity levels. When instruction specification limits enrollment to 20 students, but the only available lab holds up to 45 students, Central Scheduling will schedule the 20-person lab course into the 45-student lab facility
- With an open enrollment mission, many of DSU's students work full and or part time jobs, including during evening and weekend hours, making those class times less accessible for students
- Demand for summer courses is typically low
- With the addition of online-only courses and new online degrees, DSU's classroom utilization may be negatively impacted

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

Scheduling of University venues, buildings, classrooms, and grounds is governed by Regent Policy R751 and DSU Policy 441 Central Scheduling of Campus Facilities and Events.

100% of DSU's classroom and laboratory inventory is scheduled through the Central Scheduling Office. The Central Scheduling Office utilizes EMS scheduling software to schedule all venues, buildings, classrooms, and grounds owned by the University for both academic and non-academic functions. DSU Policy 441 states, "Campus Scheduling must be done through the Central Scheduling Office" (Section 6.1.1).

Central Scheduling follows Policy 441 in prioritizing scheduling requests:

1. "Advancement of educational mission, specifically academic classes and curricular program requirements" (Section 4.1.1)
2. "Official DSU student organizations, followed by college and department mission compliant events" (Section 4.1.2)
3. "DSU colleges, departments, or committees approved (Co) Sponsored faculty and staff events" (Section 4.1.3)
4. "Community events, followed by public and commercial events" (Section 4.1.4)

#### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

Dixie State University stakeholders, including University Council, Academic Council, and the Board of Trustees adopted the following policies related to scheduling and institutional utilization of space:

- 441 Central Scheduling of Campus Facilities and Events: Revised on 04/28/2017
- 442 Campus Facilities Space Committee, Facilities Renovations, and Space Allocations: New on 11/30/2018

#### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Dixie State University matches its hours of operation to academic needs and community requests by offering services and or facilities seven-days-per-week, as necessary to accommodate needs.

#### *Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

To optimize use of classrooms and teaching laboratories during the summer term, Academic departments are working to build additional summer offerings, incentivizing faculty to teach summer courses, and designing new programs with summer components that speed up completion and graduation rate times.

As part of DSU's Strategic Plan 2020 and the community engagement initiative, DSU sponsors and/or partners with community leaders and organizations to host various summer camps, such as Dixie Prep for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders interested in STEM fields; POP Rocks for high school students interested in exploring physical and organic properties of rocks and water; Mechanical Engineering Summer Camp for high school students; Gene Girls for girls focused on genetics and biotechnology; EMSART Camp for girls entering 9<sup>th</sup> grade who are interested in STEM related fields; Code Changers for ages 8-18 who are interested in web technology; Design School for students interested in (UI/UX) design careers; Code School for students interested in web programming careers; and various Athletic camps, including football, basketball, soccer, sports performance, baseball, and volleyball.

#### *Optional Question 1: Monitoring Methods*

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

DSU monitors and collects data with EAB's Academic Performance Solutions software. EAB is accessible to department chairs, deans, and other key decision makers on campus, providing key performance indicators, such as:

- median section size
- percent of classes with less than ten students enrolled
- median section fill rate and number of collapsible sections

EAB software also provides data on the following:

- course offerings
- course bottlenecks
- section consolidation opportunities, and
- aligning course offerings with enrollments

The Internal Audit Office completes an annual audit of the EMS (Central Scheduling) system.

Central Scheduling conducts an annual space/seat count audit that ensures seat count and facilities usage is up-to-date and mirrors the institution's registration software program. The audit assists central schedulers in placing academic classes efficiently, with the highest classroom seat occupancy rate as possible. Furthermore, the audit ensures campus space is categorized correctly. Audit data is forwarded to Institutional Research for consistency in reporting.

#### *Optional Question 2: Off-Peak Student Enrollment*

*What strategies do your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

To encourage student enrollment in off-peak hours courses, University colleges partner with academic advisors in offering course times that accommodate the most students. In addition, academic advisors work closely with students to announce new course offerings opening during off-peak hours, encourage students to enroll in off-peak hour courses, and provide feedback to colleges on student preferences.

DSU's Institutional Research utilizes EAB's software to align student enrollments with available space by generating reports, such as section consolidation opportunities and aligning course offerings with enrollments. These reports look at total capacity, compared to total enrollment and number of times offered per year, and utilize analytics to determine if there are possible collapsible sections. Institutional Research shares these reports with departments and colleges to increase utilization efficiencies.

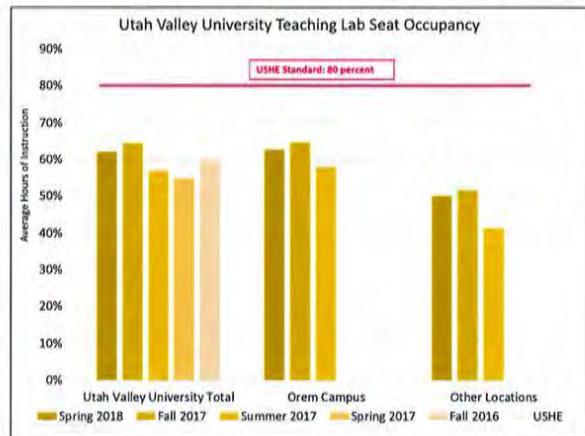
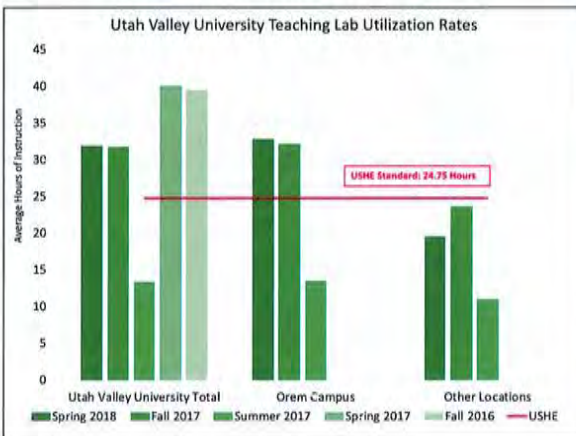
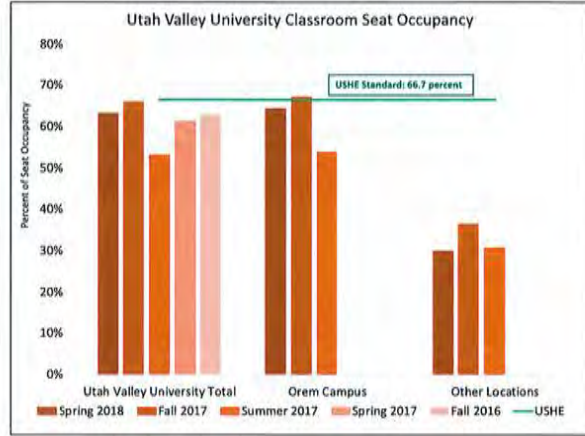
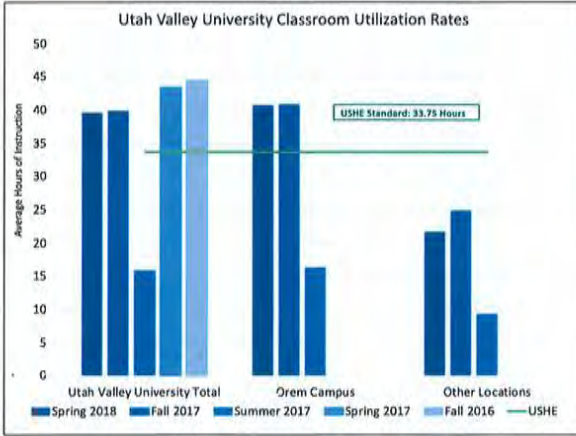
#### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

To capture non-instructional classroom and laboratory utilization, DSU utilizes its central scheduling software, EMS, to run reports and analyze data.

# Utah Valley University Utilization 2017-18

## Overview of UVU Utilization





### UVU Classroom (110) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Station		Occupancy		Station		Occupancy		Station		Occupancy	
	Room Utilization	# Rooms	Rate	# Seats	Room Utilization	# Rooms	Rate	# Seats	Room Utilization	# Rooms	Rate	# Seats
Utah Valley University Total	39.6	220	63.4%	10,158	40.0	225	66.3%	10,322	15.9	160	53.2%	6,204
Orem Campus	40.7	207	64.6%	9,757	40.9	212	67.4%	9,921	16.4	150	54.1%	5,897
Browning Administration	38.8	2	70.6%	118	34.5	2	84.2%	118				
Clarke Building	40.2	37	64.5%	2,623	42.2	37	63.9%	2,623	19.9	29	48.0%	1,292
Computer Science	45.7	16	63.2%	785	44.6	16	66.1%	785	11.7	8	63.2%	322
Environmental Technology	27.6	2	51.1%	51	45.4	2	62.5%	51	6.0	2	62.3%	51
Fulton Library	28.7	3	62.1%	90	29.8	3	66.1%	90	4.0	1	16.7%	24
Gunther Trades	40.6	10	59.3%	329	35.4	15	66.5%	491	8.3	5	61.1%	140
Health Professions	25.4	10	67.8%	323	26.3	11	72.8%	347	11.5	7	53.8%	247
Liberal Arts	48.1	53	64.4%	1,860	49.0	53	68.6%	1,860	17.4	48	51.7%	1,506
Losee Center	38.5	2	71.5%	70	39.5	2	68.4%	70	4.4	2	67.1%	70
McKay Education	36.7	13	58.0%	479	32.6	13	56.4%	479	17.2	8	39.9%	280
National Guard	6.5	9	69.5%	385	4.8	8	59.7%	363	6.3	4	67.8%	231
Pope Science	48.0	9	67.6%	548	47.0	9	71.6%	548	11.7	8	48.2%	483
Sparks Automotive	29.9	9	53.4%	301	32.9	9	61.3%	301				
Science Building	40.0	17	70.8%	1,215	35.5	17	71.6%	1,215	15.1	14	64.4%	695
Woodbury Business	53.0	15	66.7%	580	57.5	15	70.6%	580	23.8	14	64.1%	556
Other Locations	21.8	13	30.2%	401	25.0	13	36.7%	401	9.3	10	30.7%	307
Thanksgiving Point	21.2	5	37.9%	184	23.1	5	41.8%	184	7.9	3	48.3%	120
Wasatch Campus	22.1	8	25.9%	217	26.1	8	33.9%	217	9.9	7	24.1%	187

### UVU Teaching Lab (210) Utilization

	Spring 2018				Fall 2017				Summer 2017			
	Station		Occupancy		Station		Occupancy		Station		Occupancy	
	Room Utilization	# Rooms	Rate	# Seats	Room Utilization	# Rooms	Rate	# Seats	Room Utilization	# Rooms	Rate	# Seats
Utah Valley University Total	31.8	133	62.2%	4,492	31.7	133	64.5%	4,039	13.3	66	57.0%	2,168
Orem Campus	32.8	123	62.6%	4,134	32.2	126	64.9%	3,749	13.5	60	58.0%	1,935
Clarke Building	19.1	5	47.8%	238	16.1	5	46.4%	238	7.0	3	31.3%	144
Computer Science	34.5	25	67.8%	716	36.0	25	70.7%	716	13.3	14	58.9%	422
Events Center	3.2	1	42.5%	40	3.7	1	51.3%	40				
Extended Education	34.5	2	58.1%	84	31.7	2	67.2%	84	29.7	1	25.7%	60
Environmental Technology	28.7	1	66.7%	24	25.3	1	73.3%	24	2.7	1	75.0%	24
Fulton Library	8.3	1	58.3%	18	8.8	1	52.8%	18				
Gunther Trades	33.3	40	63.9%	1,013	34.8	39	64.3%	1,032	13.5	13	58.9%	346
Health Professions	13.1	3	64.0%	72	6.8	5	62.6%	112				
Liberal Arts	34.2	8	74.2%	211	36.9	8	73.5%	211	16.0	8	62.8%	211
Losee Center	28.5	3	69.5%	80	26.3	3	65.7%	80				
McKay Education	22.1	4	78.0%	131	17.0	5	76.4%	143	5.6	4	53.8%	131
Nielsen Building	28.3	2	73.6%	53	20.3	3	58.9%	77	5.6	1	108.0%	25
National Guard	17.3	1	4.2%	500								
Pope Science	36.0	10	61.6%	344	33.4	11	65.6%	364	17.1	6	57.5%	198
Rebecca Lockhart Arena	56.9	6	38.2%	276	53.7	6	38.9%	276	8.6	4	27.0%	178
Sparks Automotive	19.3	4	53.8%	90	16.5	4	48.4%	90				
Science Building	34.0	4	47.5%	120	29.6	4	61.9%	120	19.2	2	59.4%	72
Woodbury Business	55.2	3	63.6%	124	61.9	3	62.0%	124	21.1	3	68.6%	124
Other Locations	19.6	10	50.3%	358	23.5	7	51.8%	290	10.9	6	41.2%	233
Emergency Services	25.8	4	38.6%	184	30.7	3	44.2%	154	11.5	2	40.5%	105
Hangar A - Provo Airport	7.5	1	65.0%	20					1.1	1	85.0%	20
Hangar B - Provo Airport	23.2	2	57.1%	78	21.7	2	56.1%	78	16.4	2	33.6%	78
Thanksgiving Point	6.7	2	71.8%	46	9.8	1	83.9%	28				
Wasatch Campus	25.5	1	46.1%	30	19.3	1	45.8%	30	8.5	1	46.7%	30

## *Utah Valley University 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Room Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: Fall and Spring Room Utilization Rates (RUR) exceed the USHE standard for this reporting period. We are performing further analysis to identify pressure points or high-demand areas and their characteristics. This information will be used by the Faculty Senate class scheduling committee as they finalize scheduling guidelines.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: Fall and Spring Seat Occupancy Rates (SOR) are just below the USHE standard for this reporting period. The strategies included in the scheduling guidelines that are being drafted by the Faculty Senate committee on Class Scheduling include course section fill rate standards.

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: Fall and Spring Room Utilization Rates exceed the USHE standard for this reporting period. We are performing further analysis to identify pressure points or high-demand areas and their characteristics. This information will be used by the Faculty Senate class scheduling committee as they finalize scheduling guidelines.

Laboratory Seat Occupancy Rate: 80% station occupancy: Fall and Spring Seat Occupancy Rates are well below the USHE standard for this reporting period. UVU will review laboratory usage and inventory information to ensure that all teaching labs are appropriately identified. The Faculty Senate guidelines for course section fill rate standards will include the identification of standards for teaching labs.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

This data relates to that portion of UVU's mission to deliver credit-bearing programming. Our stewardship of physical resources has focused on priority scheduling for these programs above all other types of events, as it should. However, most institutions seek to maximize the use of their facilities resources by making them available for programming that supports the economic and cultural needs of their service area. UVU has done this, and we are focusing on processes that will help us to better measure the space utilization of these additional events.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751?*

UVU has used a campus system for batch room assignments and the storage of all space scheduling data for many years. UVU has also centrally managed the class schedule and room assignments for many years, with the exception of priority room scheduling. Monitoring of the correct application of priority room assignments has also been done in the Academic Scheduling office (now the registrar's

office). The registrar's office works closely with Academic Affairs and the newly formed Faculty Senate committee on Class Scheduling to ensure guidelines and processes meet Regent's Policy R752 requirements.

*What percent of your classroom and laboratory inventory are centrally scheduled?*

Classrooms: 100% Teaching Labs: 96.6% Total: 98.6%.

#### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

UVU policy 425 established central control for Academic Scheduling, with priority scheduling in May of 2014. We are revising this institutional scheduling policy, including the addition of reference to Regent's policy R751 for goals and targets. This revision is on track to move to stage 2 (Institutional Entity Review) in late January 2019. Click here for information on UVU's Institutional Policies & Procedures Approval Process: <https://www.uvu.edu/policies/docs/flowchart.pdf>

A new department, Event Services, was established in August 2017 which serves as centralized scheduling for all non-academic (non-credit bearing) room requests. Academic scheduling and Event Services uses the same platform, 25 Live, to schedule.

#### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

UVU's campus is open Monday through Saturday, generally from 6 AM until 12 midnight. Credit courses for UVU's Summer semester began at 7:00 AM and concluded at 9:30 pm. Fall and Spring semesters expand the start and end times of credit courses, with the earliest start time being 6 AM. The last class concluded at 10:15 PM. This is typical of the scheduling range of credit courses Monday through Friday. Saturday courses usually begin at 8 AM and conclude by 5 PM.

#### *Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

In addition to a robust and growing Summer semester for credit-bearing courses, UVU utilizes classroom and laboratory space for outreach programs (such as Trio, Upward Bound, UVU Prep) and for professional workshops, camps, and conferences. These events are not measured in the USHE report standard, and therefore are not included in this report.

#### *Optional Question 1: Monitoring Methods*

*What monitoring methods or data collection guidelines does your institution use to ensure effective reporting of classroom and teaching laboratory utilization?*

All credit courses must be scheduled through Banner (SIS). Banner is integrated with 25Live, and the centralized academic scheduling office have stewardship for the accuracy of the data within the Banner class scheduling tables. All other events are scheduled through requests in the 25Live system, and those are monitored by the Student Affairs scheduling office staff.

### *Optional Question 2: Off-Peak Student Enrollment*

*What strategies do your institution employ for encouraging student enrollment during off-peak hours and better aligning student enrollments with available space?*

After limited priority room scheduling is entered, UVU's space scheduling system (25Live), is used to process academic credit course space scheduling requests to find the best match in our space inventory and make room assignments. This includes filling the additional time available in priority rooms. The match process takes class size and room size (fit), as well as department preference for various buildings into account.

UVU's Faculty Senate formed a committee for Academic Scheduling last year. This committee was charged with developing formal scheduling guidelines beyond the policy, that will reduce the course schedule conflicts for students and to maximize academic classroom and teaching lab utilization. The committee has met regularly and has completed the first draft of the guidelines. They include:

- Support for a simplified day/time meeting pattern for GE and Core courses
- Common course schedule blocks or clusters
- Priority scheduling for high-demand areas and high-impact courses
- Course section fill-rate standards.

Academic Affairs has developed additional analytics/dashboards that show fill rates for courses, including the identification of low enrolled courses. This helps to drive conversations related to the cancellation or addition of class sections.

Several colleges/schools have been working to finalize either two- or four-year course schedule offerings. These will be posted and students can then plan accordingly as they look to the future. This will also help to enable better coordination between departments who are dependent on others for pre-requisite and other offerings for their programs.

### *Optional Question 3: Non-Instructional Room Utilization*

*What strategies do your institution employ to capture non-instructional classroom and laboratory utilization?*

UVU uses a central scheduling system for all events (e.g., credit, non-credit, community events). We have invested in an analytics add-on for this system, which has provided insights into credit course scheduling for several years.

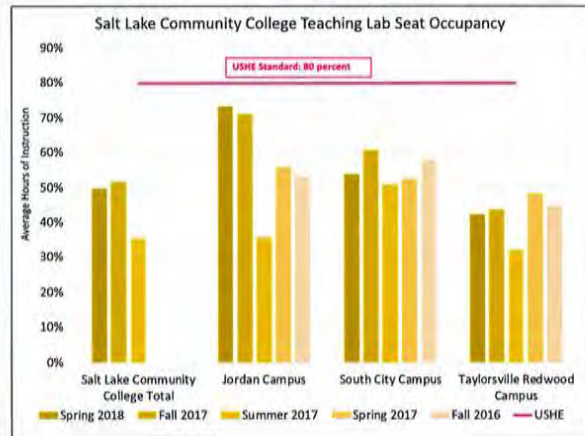
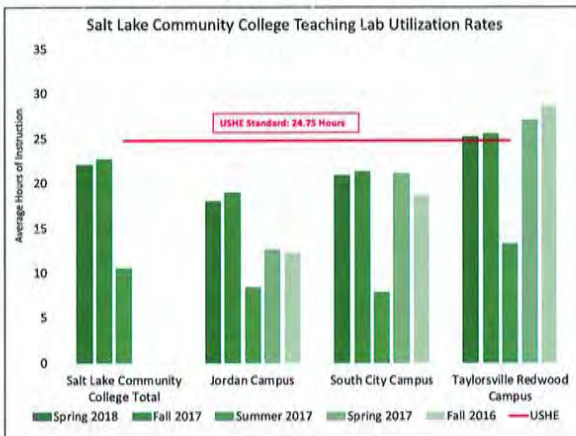
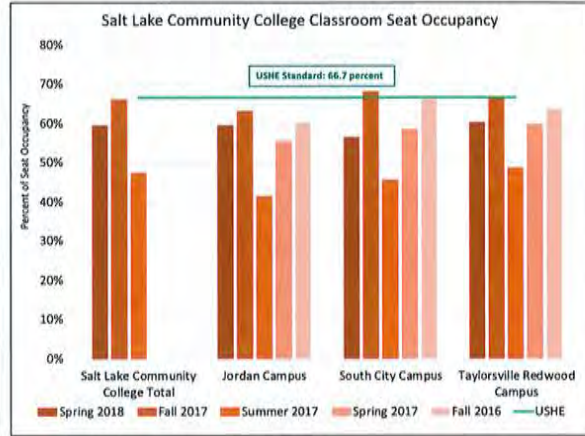
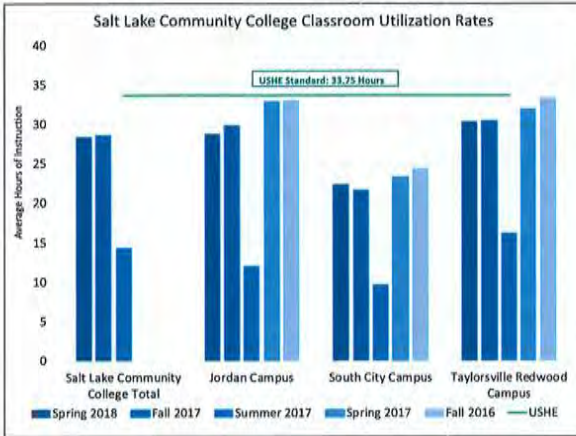
A cross-functional team is in the process of reviewing the comprehensive institutional business process for the space inventory accounting, academic scheduling, and event scheduling. This team includes representatives from Academic Affairs, Academic IT, Facilities, and Student Affairs. This team is:

- Reviewing the institutional policy related to scheduling to ensure business processes support it.
- Working with consultants from CollegeNet to review our implementation of 25Live and X25 analytics, and make changes where necessary to allow for the capture of additional data related to non-credit activities.
- Documenting the business process.
- Recommending quality assurance steps in the process, and implementing those that are approved.

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# Salt Lake Community College Utilization 2017-18

## Overview of SLCC Utilization



*SLCC Classroom (110) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>28.5</b>	<b>180</b>	<b>59.6%</b>	<b>6,088</b>	<b>28.7</b>	<b>182</b>	<b>66.1%</b>	<b>6,105</b>	<b>14.4</b>	<b>155</b>	<b>47.4%</b>	<b>5,359</b>
<b>Jordan Campus</b>	<b>28.9</b>	<b>29</b>	<b>59.5%</b>	<b>1,052</b>	<b>30.0</b>	<b>28</b>	<b>63.2%</b>	<b>1,022</b>	<b>12.1</b>	<b>27</b>	<b>41.5%</b>	<b>998</b>
Jordan High Tech Center	33.0	15	58.4%	548	31.2	15	65.1%	548	11.6	15	43.2%	548
Jordan Hlth Science Bldg	24.5	14	61.9%	504	28.6	13	59.7%	474	12.7	12	38.7%	450
<b>South City Campus</b>	<b>22.4</b>	<b>36</b>	<b>56.6%</b>	<b>1,187</b>	<b>21.7</b>	<b>36</b>	<b>68.1%</b>	<b>1,187</b>	<b>9.6</b>	<b>27</b>	<b>45.8%</b>	<b>886</b>
South City Main Building	22.4	36	56.6%	1,187	21.7	36	68.1%	1,187	9.6	27	45.8%	886
<b>Taylorsville Redwood Campus</b>	<b>30.4</b>	<b>115</b>	<b>60.3%</b>	<b>3,849</b>	<b>30.6</b>	<b>118</b>	<b>66.4%</b>	<b>3,896</b>	<b>16.2</b>	<b>101</b>	<b>48.7%</b>	<b>3,475</b>
Acad & Admin Bldg	35.8	38	63.0%	1,305	35.8	38	69.9%	1,305	17.6	36	53.7%	1,235
Applied Tech Ctr	22.7	2	93.1%	38	21.7	3	91.6%	50	15.8	1	63.8%	20
Business Building	23.1	17	63.9%	489	23.1	18	67.2%	508	12.3	16	45.1%	464
Const. Trades Bldg	21.6	8	60.9%	271	26.1	8	68.3%	271	12.9	6	46.5%	218
Lifetime Actv. Ctr	22.1	8	60.2%	212	24.4	8	77.8%	212	13.7	7	42.4%	185
Markosian Library	10.0	1	74.7%	40	39.0	1	66.9%	40	2.7	1	2.5%	40
Science & Ind. Bldg	32.0	12	50.4%	436	29.8	13	58.6%	452	20.4	12	41.4%	436
Technology Building	33.0	29	58.2%	1,058	32.2	29	62.1%	1,058	16.8	22	48.9%	877

*SLCC Teaching Lab (210) Utilization*

	Spring 2018				Fall 2017				Summer 2017			
	Room		Station		Room		Station		Room		Station	
	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats	Utilization	# Rooms	Occupancy Rate	# Seats
<b>Salt Lake Community College Total</b>	<b>22.1</b>	<b>94</b>	<b>49.8%</b>	<b>2,723</b>	<b>22.8</b>	<b>94</b>	<b>51.6%</b>	<b>2,874</b>	<b>10.6</b>	<b>59</b>	<b>35.5%</b>	<b>1,794</b>
<b>Jordan Campus</b>	<b>18.0</b>	<b>22</b>	<b>73.4%</b>	<b>585</b>	<b>19.0</b>	<b>19</b>	<b>71.2%</b>	<b>530</b>	<b>8.4</b>	<b>12</b>	<b>35.8%</b>	<b>287</b>
Jordan High Tech Center	10.4	7	65.3%	160	13.5	4	71.1%	114	2.3	5	50.3%	119
Jordan Hlth Science Bldg	21.6	15	75.3%	425	20.3	15	71.2%	416	12.3	7	32.5%	168
<b>South City Campus</b>	<b>20.9</b>	<b>31</b>	<b>54.0%</b>	<b>780</b>	<b>21.3</b>	<b>31</b>	<b>60.8%</b>	<b>790</b>	<b>7.9</b>	<b>16</b>	<b>50.9%</b>	<b>388</b>
South City Main Building	21.2	30	54.1%	750	22.4	29	61.3%	735	7.9	16	50.9%	388
Facilities Annex Bldg	10.0	1	42.2%	30	5.0	2	37.5%	55				
<b>Taylorsville Redwood Campus</b>	<b>25.2</b>	<b>41</b>	<b>42.3%</b>	<b>1,358</b>	<b>25.5</b>	<b>44</b>	<b>43.7%</b>	<b>1,554</b>	<b>13.3</b>	<b>31</b>	<b>32.2%</b>	<b>1,119</b>
Acad & Admin Bldg	14.5	1	54.8%	14	11.8	2	60.4%	38	2.8	1	60.7%	14
Applied Tech Ctr	31.5	8	20.4%	315	31.7	8	21.2%	315	17.3	4	15.2%	190
Business Building	15.6	4	76.7%	95	21.3	4	73.2%	95	14.0	4	45.7%	95
Const. Trades Bldg	23.8	5	29.2%	305	25.5	7	29.1%	477	12.1	5	30.0%	343
Lifetime Actv. Ctr	22.0	4	42.4%	159	20.9	4	43.5%	159	8.9	4	25.2%	159
Science & Ind. Bldg	29.5	12	67.3%	321	28.3	12	66.0%	321	17.1	8	39.9%	207
Technology Building	20.5	7	61.4%	149	22.8	7	66.9%	149	10.6	5	45.3%	111

## *SLCC College 2017-18 Utilization Report*

### *Required Question 1: Meeting Regent Standards*

*Using the utilization data submitted with this report, for each of the four utilization standards adopted by the Board of Regents, explain how your institution intends to meet or exceed the standard:*

Classroom Utilization Rate: 75% scheduling of all classrooms during a 45-hour week—33.75 hours per week: SLCC continues to work to increase total FTE, which will naturally increase room utilization and seat occupancy. This increase in total FTE is being approached through efforts to both increase new enrollments as well as increase persistence/retention rates of current students. Some of the initiatives underway include:

- Transition to a Pathways/Case Management Advising Model. The student advising experience is being redesigned to accommodate and support students in selecting a program and creating a degree plan within one semester of initial registration.
- Creation of SLCC Promise. SLCC Promise helps eligible, full-time students pay for their education by covering the cost of tuition and fees when federal grants fall short. The SLCC Promise is intended to remove economic barriers and to provide a pathway for SLCC students to persist and complete their degrees.
- Implementation of CampusLogic, a system that allows all financial aid forms to be submitted electronically, including via smart phone. This allows new and continuing students to complete federal financial aid quickly, efficiently, and accurately, thus removing potential financial barriers for students.
- Creation of the Enrollment Tracker, a one-stop spot on the MySLCC portal where students can obtain all necessary information regarding their current enrollment status and next steps to prepare for upcoming semesters.
- Adoption of a Customer Relationship Management (CRM) system for SLCC Admissions. SLCC is implementing Enrollment Rx as its dedicated admissions CRM to improve tracking and nurturing of potential students through the enrollment process, ultimately improving the enrollment experience and increasing yield rate of prospective student inquiries.
- Launch of a new online New Student Orientation aimed at better preparing incoming SLCC students and improving the first-year experience.
- Creation of the P-20 Pipeline Collaborate Work Team. This team is tasked with assessing the impact of current K-12 practices and developing strategies to increase admission and enrollment of individuals from middle schools and high schools with low rates of college participation.
- Expansion of virtual and remote student services to improve accessibility and availability for SLCC students, regardless of time or location.
- Dedicated Online Success Coaches, who are working to improve academic performance, retention, and graduation rates of SLCC online students.
- Introduction of the Concurrent Enrollment Transition Scholarship (\$1,000 over two semesters) to encourage Concurrent Enrollments students to matriculate to SLCC upon high school graduation.



- An additional \$500,000 in funding to support need-based grants, scholarships, and waivers.

Classroom Seat Occupancy Rate: 66.7% seat occupancy: In July 2016, SLCC was awarded a USHE Affordable Participation & Timely Completion grant to conduct a comprehensive review of its scheduling practices and better align class offerings with student needs. A side benefit of the scheduling recommendations will be better utilization of its academic space and improving the classroom seat occupancy rate. The following recommendations have been implemented to improve these rates:

- Move to MW/TTh/FS or M-Th default meeting patterns instead of MWF/TTh (Phase I beginning Fall 2018, with additional phased implementation of scheduling recommendations, including Friday/Saturday offerings to build a weekend college model that meets the needs of working adults.)
- Increase the number of sections of overloaded courses and decrease the number of sections of underutilized courses (beginning Fall 2018).
- Spread out schedule offerings (fully implemented by Fall 2018).
- Intentionally schedule programs at particular campuses and times of day to ensure that students can get all the classes they need without traveling far or being forced to attend both day and night classes in order to complete requirements (fully implemented by Fall 2018).
- Roll-out semester schedule midway through each term and immediately hold schedule debriefings with each academic school and other stakeholders to incorporate lessons learned into schedule edits (beginning immediately).
- Ensure that schedule construction is a collaborative activity between academic administrators, faculty, program advisors, and site coordinators by establishing and disseminating clear schedule building procedures (fully implemented by Fall 2018).
- Release entire year schedule for students to view when Fall semester registration begins (beginning Fall 2019).
- Establish an Academic Scheduling Committee (one year in duration) composed of representatives from the various internal stakeholders to further define and integrate scheduling policies and procedures, monitor the effectiveness of the academic schedule and recommend adjustments, and provide general oversight of academic scheduling (committee meets beginning Fall 2018).
- Provide dynamic scheduling reports (Class Status App, Enrollment Dashboard, Pre-Enrollment Dashboard, etc.) so, faculty and academic administrators are better be able to segment and filter their unique schedule data and view it in a graphical format (available Fall 2018).

Laboratory Room Utilization Rate: 55% scheduling of all laboratories during a 45-hour week—24.75 hours per week: The above-outlined initiatives and efforts are also aimed at improving laboratory room utilization rates at Salt Lake Community College.

Laboratory Seat Occupancy Rate: 80% station occupancy: The above-outlined initiatives and efforts are also aimed at improving laboratory seat occupancy rates at Salt Lake Community College.

### *Required Question 2: Local Conditions Affecting Utilization*

*What are local institutional conditions and other mission-related issues that affect space utilization and scheduling at your institution? What would you like policy-makers to understand about the utilization data submitted by your institution?*

SLCC has many academic spaces that are configured for specialty courses and programs, such as welding, auto, diesel mechanics, HVAC, etc. As such, a typical lab utilization policy of 50 sq. ft. or less per person does not accurately reflect true capacity or space utilization. Similarly, a smaller percentage of SLCC's classrooms currently consist of tablet arm chair furniture, where previously 15 sq. ft. per person was adequate. Needs for flex-space, mobile furnishings and group-work settings impede the ability to meet space utilization goals as currently defined.

Additionally, many lab and classroom spaces within the School of Applied Technology and Technical Specialties (SATTS) are intentionally scheduled and dedicated to competency-based education (CBE). By nature, these CBE classrooms and labs are utilized only when students choose to come to campus for instruction or demonstration of mastery of competencies. This leads to lower room utilization and seat occupancy for these academic spaces.

SLCC continues to have a growing, thriving Online campus - second in student count only to the Taylorsville Redwood campus. In previous years, the vast majority of these online students would likely have been solely campus-based. Now, they take a blend of campus-based and online-based courses, leading to less physical room usage and seat occupancy.

### *Required Question 3: Central Scheduling*

*What steps has your institution taken to implement centralized scheduling as required by Regent Policy R751? What percent of your classroom and laboratory inventory are centrally scheduled?*

SLCC has a dedicated academic scheduling office which handles all scheduling and rooming of academic spaces. 100% - all classrooms and labs are scheduled through the academic scheduling department.

### *Required Question 4: Institutional Utilization Policy*

*What steps has your institution taken to adopt an institutional utilization policy as required by Regent Policy R751 before March 1, 2019?*

The Academic Scheduling Committee is working on the development of the institutional utilization policy as part of their charge, which will be reviewed by the faculty and administration throughout the upcoming year.

### *Required Question 5: Hours of Operation*

*What are the hours of operation for your institutional facilities and what expectations does your institution have for facility use throughout the day?*

Taylorsville Campus: Monday – Thursday 6:00 a.m. – 10:00 p.m. Friday 8:00 a.m. – 4:30 p.m.  
Saturday 9:00 a.m. – 1 p.m.

Jordan Campus: Monday – Thursday 7:00 a.m. – 10:00 p.m. Friday 8:00 a.m. – 4:30 p.m.  
Saturday 9:00 a.m. – 1 p.m.

South City Campus: Monday – Thursday 7:00 a.m. – 10:00 p.m. Friday 8:00 a.m. – 4:30 p.m.  
Saturday – Closed

### *Required Question 6: Optimizing Summer Term*

*What is your institution doing to optimize the use of available classrooms and teaching laboratories during the summer term?*

SLCC continues to encourage summer-term attendance in a variety of ways, including:

- Increasing the number and variety of summer term course offerings.
- Expansion of SLCC Promise to Pell grant-eligible students taking at least 6 credits.
- Promotion of year-round federal Pell grant and proactive outreach to eligible students.
- Creation of a Summer Completion Grant, which offers a potential tuition waiver for any student within 6 credits of graduation at the end of Spring term.
- Internal training of all staff to encourage students to take at least one course during the summer.
- Continued promotion of SLCC guest student admission, which accounted for 698 students during Summer 2018.
- Scheduling of two separate eight-week summer terms. This allows a student to take a summer break but still take courses during the summer term.

November 16, 2018

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report of Auxiliary Enterprise Operations

Issue

Regents Policy R550, *Auxiliary Enterprises Operation and Accountability* requires the Commissioner's Office to prepare an analysis of the financial condition of auxiliary enterprises at each USHE institution. The following information has been reviewed by independent auditors as part of the institutional financial statement audits, and has been consolidated by OCHE staff for the purpose of Regent review and monitoring.

Background

Auxiliary enterprises are business activities or other essential self-supporting activities (as distinguished from primary programs of instruction, research, and public service), the principal purpose of which is to provide specific services to students, faculty, staff, or guests of the institution.

Auxiliary enterprise operational revenue is important to an institution, where net income from operations is often used for various campus projects: such as, meeting revenue bond obligations, funding facilities repair and replacement needs, building reserves, and meeting other campus needs.

All institutional housing, food service, campus store, and student centers are classified and managed as auxiliary enterprises. These four auxiliaries are common amongst most of the campuses. The revenues and expenses for each of these auxiliaries are reported in the attachments. For the purpose of this report, it should be noted that institutions have other auxiliary services that are reported in the aggregate.

At the aggregate level, ending FY 2018 auxiliary fund balances appear healthy, with only Utah State University reporting a negative ending fund balance of \$318,000 due to challenges with Campus Stores in Price and Blanding. Snow College has recovered from the previous year's deficit with a \$398,000 ending fund balance. Aggregate budgeted FY 2019 fund balances are all projected to be positive.

*Housing* – all institutions have positive net incomes, with four of six reporting FY2018 revenue increases above FY2017. Utah Valley University and Salt Lake Community College do not own campus housing which is reflected in the related attachments.

*Campus Stores* – net income declined at five of eight institutions due to the competitive textbook market. Institutions continue to explore other revenue sources and new methods of competitively offering textbooks to students. USU-Eastern (Price) will be closing their campus store due to continued operational losses.

*Food Service* - net income at six of eight institutions is positive, with Snow College and Salt Lake Community College experiencing small negative net income amounts. The University of Utah's significant increase is due to the addition of retail services in their reporting starting FY2018.

*Student Center* – net income at six of seven institutions was positive, with only the University of Utah showing a negative income for FY2018.

- Attachment 1 - Report of Total Auxiliary Enterprise Operation Actual Revenues (FY 2018)
- Attachment 2 - Report of Total Auxiliary Enterprise Operations Budgeted Revenues (FY 2019)
- Attachment 3 - Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)
- Attachment 4 - Campus Store Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)
- Attachment 5 - Housing Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)
- Attachment 6 - Food Services Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)
- Attachment 7 – Student Center Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)

Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/BLS  
Attachments

## UTAH SYSTEM OF HIGHER EDUCATION

### Report of Total Auxiliary Enterprise Operations (2017-18 Actuals)

	<u>UU</u>	<u>USU</u>	<u>WSU</u>	<u>SUU</u>	<u>SNOW</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>
Beg Fund Balance*	\$ 4,705,000	\$ 210,719	\$ 4,390,667	\$ 1,881,926	\$ (18,375)	\$ 2,283,101	\$ 3,055,596	\$ 1,293,172
Revenues	146,191,431	44,111,681	18,434,221	8,738,816	4,379,185	8,935,078	18,051,870	7,811,052
Expenditures	<u>(139,684,962)</u>	<u>(35,691,396)</u>	<u>(16,447,938)</u>	<u>(5,818,224)</u>	<u>(2,803,150)</u>	<u>(7,395,648)</u>	<u>(17,537,974)</u>	<u>(8,026,098)</u>
Net Income	6,506,469	8,420,285	1,986,283	2,920,592	1,576,035	1,539,430	513,896	(215,046)
Transfers	<u>(7,977,361)</u>	<u>(8,949,017)</u>	<u>(1,748,604)</u>	<u>(2,920,592)</u>	<u>(1,159,214)</u>	<u>(1,673,870)</u>	<u>(513,896)</u>	<u>-</u>
Change in Fund Balance	<u>(1,470,892)</u>	<u>(528,732)</u>	<u>237,679</u>	<u>-</u>	<u>416,821</u>	<u>(134,440)</u>	<u>-</u>	<u>(215,046)</u>
End Fund Balance	<u><u>\$ 3,234,108</u></u>	<u><u>\$ (318,013)</u></u>	<u><u>\$ 4,628,346</u></u>	<u><u>\$ 1,881,926</u></u>	<u><u>\$ 398,446</u></u>	<u><u>\$ 2,148,661</u></u>	<u><u>\$ 3,055,596</u></u>	<u><u>\$ 1,078,126</u></u>

\* It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

## UTAH SYSTEM OF HIGHER EDUCATION

### Report of Total Auxiliary Enterprise Operations (2018-19 Budgets)

	<u>UU</u>	<u>USU</u>	<u>WSU</u>	<u>SUU</u>	<u>SNOW</u>	<u>DSU</u>	<u>UVU</u>	<u>SLCC</u>
Beg Fund Balance <sup>1</sup>	\$ 3,234,108	\$ (318,013)	\$ 4,628,346	\$ 1,881,926	\$ 398,447	\$ 2,148,661	\$ 3,055,596	\$ 1,078,126
Revenues	152,002,278	45,481,887	17,661,074	8,056,037	4,487,000	9,020,000	18,335,001	3,225,000
Expenditures	<u>(148,031,697)</u>	<u>(36,627,460)</u>	<u>(17,640,344)</u>	<u>(5,576,237)</u>	<u>(3,020,250)</u>	<u>(7,450,000)</u>	<u>(17,719,525)</u>	<u>(3,817,357)</u>
Net Income	3,970,581	8,854,427	20,730	2,479,800	1,466,750	1,570,000	615,476	(592,357)
Transfers	<u>(4,080,524)</u>	<u>(7,883,188)</u>	<u>-</u>	<u>(2,662,886)</u>	<u>(1,115,000)</u>	<u>(1,325,000)</u>	<u>(615,476)</u>	<u>(445,769)</u>
Change in Fund Balance	<u>(109,943)</u>	<u>971,239</u>	<u>20,730</u>	<u>(183,086)</u>	<u>351,750</u>	<u>245,000</u>	<u>-</u>	<u>(1,038,126)</u>
End Fund Balance	<u><u>\$ 3,124,165</u></u>	<u><u>\$ 653,226</u></u>	<u><u>\$ 4,649,076</u></u>	<u><u>\$ 1,698,840</u></u>	<u><u>\$ 750,197</u></u>	<u><u>\$ 2,393,661</u></u>	<u><u>\$ 3,055,596</u></u>	<u><u>\$ 40,000</u></u>

<sup>1</sup> It should be noted that the Fund Balance includes cash, inventories, etc. related to running/maintaining Auxiliary Enterprise Operations.

# UTAH SYSTEM OF HIGHER EDUCATION

## Auxiliary Enterprise Operations Comparisons of Totals (FY 2017 to FY 2018)

	UU				USU				WSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 141,969,000	\$ 146,191,431	\$ 4,222,431	3%	\$ 42,001,269	\$ 44,111,681	\$ 2,110,412	5%	\$ 18,197,284	\$ 18,434,221	\$ 236,937	1%
Expenditures	(132,522,583)	(139,684,962)	(7,162,379)	5%	(34,287,557)	(35,691,396)	(1,403,839)	4%	(17,649,289)	(16,447,938)	1,201,351	-7%
Net Income	9,446,417	6,506,469	(2,939,948)	-31%	7,713,712	8,420,285	706,573	9%	547,995	1,986,283	1,438,288	262%
End Fund Bal	\$ 6,022,000	\$ 5,085,108	\$ (936,892)		\$ 210,719	\$ (318,013)	\$ (528,732)		\$ 4,390,667	\$ 4,628,346	\$ 237,679	

	SUU				SNOW				DSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 8,272,132	\$ 8,738,816	\$ 466,684	6%	\$ 4,692,361	\$ 4,379,185	\$ (313,176)	-7%	\$ 8,221,272	\$ 8,935,078	\$ 713,806	9%
Expenditures	(5,414,600)	(5,818,224)	(403,624)	7%	(3,734,343)	(2,803,150)	931,193	-25%	(7,098,996)	(7,395,648)	(296,652)	4%
Net Income	2,857,532	2,920,592	63,060	2%	958,018	1,576,035	618,017	-65%	1,122,276	1,539,430	417,154	37%
End Fund Bal	\$ 1,881,926	\$ 1,881,926	\$ -		\$ (18,375)	\$ 398,446	\$ 416,821		\$ 2,283,101	\$ 2,148,661	\$ (134,440)	

	UVU				SLCC			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 17,613,477	\$ 18,051,870	\$ 438,393	2%	\$ 9,728,066	\$ 7,811,052	\$ (1,917,014)	-20%
Expenditures	(17,433,616)	(17,537,974)	(104,358)	1%	(10,218,807)	(8,026,098)	2,192,709	-21%
Net Income	179,861	513,896	334,035	186%	(490,741)	(215,046)	275,695	-56%
End Fund Bal	\$ 3,055,596	\$ 3,055,596	\$ 0		\$ 1,293,172	\$ 1,078,126	\$ (215,046)	



**UTAH SYSTEM OF HIGHER EDUCATION**  
**Campus Store Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)**

UU					USU					WSU				
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change		
Revenues	\$ 25,083,000	\$ 24,128,805	\$ (954,195)	-4%	\$ 9,048,448	\$ 8,873,483	\$ (174,965)	-2%	\$ 8,892,825	\$ 8,995,264	\$ 102,439	1%		
Expenditures	(24,955,000)	(24,345,048)	609,952	-2%	(8,790,401)	(8,959,036)	(168,635)	2%	(10,624,078)	(9,361,871)	1,262,207	-12%		
Net Income	\$ 128,000	\$ (216,243)	(344,243)		\$ 258,047	\$ (85,553)	(343,600)		\$ (1,731,253)	\$ (366,607)	1,364,646			

SUU					SNOW					DSU				
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change		
Revenues	\$ 2,941,440	\$ 3,255,536	\$ 314,096	11%	\$ 229,070	\$ 198,357	\$ (30,713)	-13%	\$ 3,650,966	\$ 3,710,582	\$ 59,616	2%		
Expenditures	(2,917,826)	(3,230,985)	(313,159)	11%	(243,709)	(190,481)	53,228	-22%	(3,729,723)	(3,625,831)	103,892	-3%		
Net Income	\$ 23,614	\$ 24,551	937		\$ (14,639)	\$ 7,876	22,515		\$ (78,757)	\$ 84,751	163,508			

UVU					SLCC				
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	
Revenues	\$ 9,003,195	\$ 9,137,930	\$ 134,735	1%	\$ 5,580,133	\$ 5,036,892	\$ (543,241)	-10%	
Expenditures	(8,987,169)	(9,236,833)	(249,665)	3%	(5,693,849)	(5,447,993)	245,856	-4%	
Net Income	\$ 16,027	\$ (98,903)	(114,930)		\$ (113,716)	\$ (411,101)	(297,385)		

# UTAH SYSTEM OF HIGHER EDUCATION

## Housing Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)

	UU				USU				WSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 43,603,000	\$ 46,227,444	\$ 2,624,444	6%	\$ 15,232,151	\$ 15,962,310	\$ 730,159	5%	\$ 5,148,749	\$ 5,418,756	\$ 270,007	5%
Expenditures	(38,892,540)	(44,691,986)	(5,799,446)	15%	(9,672,608)	(9,946,702)	(274,094)	3%	(3,276,351)	(3,140,017)	136,334	-4%
Net Income	\$ 4,710,460	\$ 1,535,458	(3,175,002)		\$ 5,559,543	\$ 6,015,608	456,065		\$ 1,872,398	\$ 2,278,739	406,341	

	SUU				SNOW				DSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 2,461,104	\$ 2,453,861	\$ (7,243)	0%	\$ 2,702,813	\$ 2,702,069	\$ (744)	0%	\$ 2,091,778	\$ 2,229,578	\$ 137,801	7%
Expenditures	(925,270)	(1,000,963)	(75,693)	8%	(1,610,154)	(1,130,591)	479,563	-30%	(780,971)	(798,358)	(17,387)	2%
Net Income	\$ 1,535,834	\$ 1,452,898	(82,936)		\$ 1,092,659	\$ 1,571,478	478,819		\$ 1,310,806	\$ 1,431,220	120,414	

	UVU				SLCC			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	No Housing							
Expenditures	No Housing							
Net Income	No Housing							

# UTAH SYSTEM OF HIGHER EDUCATION

## Food Services Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)

	UU				USU				WSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 10,051,000	\$ 16,529,000	\$ 6,478,000	64%	\$ 9,947,622	\$ 11,342,735	\$ 1,395,113	14%	\$ 220,761	\$ 173,066	\$ (47,695)	-22%
Expenditures	(8,734,000)	(14,678,000)	(5,944,000)	68%	(9,623,627)	(10,757,274)	(1,133,647)	12%	(168,643)	(95,224)	73,419	-44%
Net Income	\$ 1,317,000	\$ 1,851,000	534,000		\$ 323,995	\$ 585,461	261,466		\$ 52,118	\$ 77,842	25,724	

	SUU				SNOW				DSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 323,560	\$ 328,795	\$ 5,235	2%	\$ 1,230,025	\$ 1,220,861	\$ (9,164)	-1%	\$ 2,148,581	\$ 2,566,006	\$ 417,425	19%
Expenditures	(282,583)	(295,355)	(12,772)	5%	(1,277,230)	(1,240,580)	36,650	-3%	(2,164,518)	(2,543,635)	(379,117)	18%
Net Income	\$ 40,977	\$ 33,440	(7,537)		\$ (47,205)	\$ (19,719)	27,486		\$ (15,937)	\$ 22,371	38,308	

	UVU				SLCC			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 3,638,075	\$ 3,570,416	\$ (67,659)	-2%	\$ 2,440,061	\$ 1,165,055	\$ (1,275,006)	-52%
Expenditures	(4,224,097)	(3,380,587)	843,510	-20%	(2,814,599)	(1,187,268)	1,627,331	-58%
Net Income	\$ (586,022)	\$ 189,829	775,851		\$ (374,538)	\$ (22,214)	352,324	

# UTAH SYSTEM OF HIGHER EDUCATION

## Student Center Auxiliary Enterprise Operations Comparisons (FY 2017 to FY 2018)

	UU				USU				WSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 3,612,000	\$ 3,685,307	\$ 73,307	2%	\$ 2,415,987	\$ 2,304,110	\$ (111,877)	-5%	\$ 2,992,098	\$ 2,896,531	\$ (95,567)	-3%
Expenditures	(3,760,000)	(3,901,342)	(141,342)	4%	(2,069,187)	(2,127,338)	(58,151)	3%	(2,719,162)	(2,871,347)	(152,185)	6%
Net Income	\$ (148,000)	\$ (216,035)	(68,035)		\$ 346,800	\$ 176,772	(170,028)		\$ 272,936	\$ 25,184	(247,752)	

	SUU				SNOW				DSU			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 2,546,028	\$ 2,700,624	\$ 154,596	6%	No Student Center				\$ 329,947	\$ 428,912	\$ 98,965	30%
Expenditures	(1,288,921)	(1,290,921)	(2,000)	0%					(423,784)	(427,824)	(4,040)	1%
Net Income	\$ 1,257,107	\$ 1,409,703	152,596						\$ (93,837)	\$ 1,088	94,925	

	UVU				SLCC			
	2016-17	2017-18	\$ Change	% Change	2016-17	2017-18	\$ Change	% Change
Revenues	\$ 1,997,146	\$ 2,208,254	\$ 211,108	11%	\$ 1,707,872	\$ 1,609,106	\$ (98,766)	-6%
Expenditures	(1,973,084)	(2,204,599)	(231,515)	12%	(1,710,359)	(1,390,837)	319,522	-19%
Net Income	\$ 24,062	\$ 3,655	(20,407)		\$ (2,487)	\$ 218,269	220,756	

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Annual Report on Institutional Revenue Bond Indebtedness

Issue

Regent Policy R590, *Issuance of Bonds for Colleges and Universities* requires the Office of the Commissioner to prepare and submit an annual report on institutional indebtedness for the USHE system to the Board. The attached report for 2018 fulfills this requirement. All bonds are being retired on schedule and all institutions with outstanding debt have sufficient revenues to pay principal and interest payments for calendar year 2019.

Background

State statute allows the State Board of Regents to issue revenue bonds on behalf of USHE institutions after the bonds are approved by the State Legislature. All eight USHE institutions had outstanding debt as of June 30, 2018. The following table summarizes the outstanding indebtedness of each institution:

Institution	Original Amount	Outstanding Balance as of June 30, 2018	% Outstanding
University of Utah	\$ 1,437,310,000	\$ 905,785,000	63%
Utah State University	300,811,000	231,451,000	77%
Weber State University	56,745,000	47,470,000	84%
Southern Utah University	16,705,000	13,135,000	79%
Snow College	16,810,000	13,835,000	82%
Dixie State University	47,280,000	43,045,000	91%
Utah Valley University	64,170,000	41,880,000	65%
Salt Lake Community College	11,735,000	11,735,000	100%
<b>USHE Total</b>	<b>\$ 1,951,566,000</b>	<b>\$ 1,308,336,000</b>	<b>67%</b>

The attached Annual Report on Institutional and Revenue Bonded Indebtedness provides additional information on each of the USHE revenue bonds that were outstanding as of June 30, 2018. All bonds are being retired on schedule with debt service requirements being met or exceeded in every case.

Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



## USHE Annual Report on Institutional and Revenue Bonded Indebtedness

Fiscal Year 2018 - July 1, 2017 to June 30, 2018

Institutional Bond System	Original Amount	Series	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2018	Maturity Date	Continuing Disclosure Submittal	Recent Material Event	Outstanding Balance as of June 30, 2018	
<b>University of Utah</b>									
Auxiliary & Campus Facilities	\$ 120,240,000	1998A	1.00	*	4.00	2029	15-Dec-2017	No	\$ 30,365,000
Auxiliary & Campus Facilities	23,515,000	2010A	1.00	*	4.00	2020	15-Dec-2017	No	320,000
Auxiliary & Campus Facilities	42,525,000	2010C	1.00	*	4.00	2036	15-Dec-2017	No	37,085,000
Auxiliary & Campus Facilities	46,235,000	2012A	1.00	*	4.00	2022	15-Dec-2017	No	7,910,000
<i>Subtotal Auxiliary &amp; Campus</i>	<i>232,515,000</i>								<i>75,680,000</i>
Hospital Revenue	77,145,000	2006A	1.10	*		2021	15-Dec-2017	No	10,375,000
Hospital Revenue	41,785,000	2009B	1.10	*		2030	15-Dec-2017	No	39,450,000
Hospital Revenue	36,120,000	2010	1.10	*		2020	15-Dec-2017	No	7,795,000
Hospital Revenue	20,145,000	2011A	1.10	*		2026	15-Dec-2017	No	3,865,000
Hospital Revenue	66,480,000	2011B	1.10	*		2020	15-Dec-2017	No	9,440,000
<i>Subtotal Hospital Revenue</i>	<i>241,675,000</i>								<i>70,925,000</i>
Research Facilities	19,080,000	2009A	2.50	*	21.10	2019	15-Dec-2017	No	2,220,000
Research Facilities	27,730,000	2009B	2.50	*	21.10	2029	15-Dec-2017	No	27,730,000
<i>Subtotal Research Facilities</i>	<i>46,810,000</i>								<i>29,950,000</i>
General Revenue	127,925,000	2013A	N/A	*	10.61	2043	15-Dec-2017	No	21,950,000
General Revenue	32,785,000	2014A	N/A	*	10.61	2027	15-Dec-2017	No	29,530,000
General Revenue	76,200,000	2014B	N/A	*	10.61	2038	15-Dec-2017	No	33,200,000
General Revenue	45,330,000	2015A	N/A	*	10.61	2034	15-Dec-2017	No	21,030,000
General Revenue	91,570,000	2015B	N/A	*	10.61	2035	15-Dec-2017	No	83,105,000
General Revenue	68,210,000	2016A	N/A	*	10.61	2036	15-Dec-2017	No	67,950,000
General Revenue	131,720,000	2016B	N/A	*	10.61	2036	15-Dec-2017	No	131,220,000
General Revenue	155,930,000	2017A	N/A	*	10.61	2039	15-Dec-2017	No	155,930,000
General Revenue	96,550,000	2017B	N/A	*	10.61	2038	15-Dec-2017	No	96,550,000
General Revenue	80,040,000	2018A	N/A	*	10.61	2044	15-Dec-2017	No	80,040,000
<i>Subtotal General Revenue</i>	<i>906,260,000</i>								<i>720,505,000</i>
Certificates of Participation	10,050,000	2015	N/A		N/A	2022	15-Dec-2017	No	8,725,000
<i>Subtotal Cert. of Participation</i>	<i>10,050,000</i>								<i>8,725,000</i>
<b>UU Total</b>	<b>\$ 1,437,310,000</b>								<b>\$ 905,785,000</b>

\* U coverage ratios are preliminary and subject to change

<b>Utah State University</b>									
Student Fee & Housing	\$ 39,155,000	2007	1.10		1.88	2035	23-Feb-2018	Yes**	\$ 35,410,000
Student Fee & Housing	24,455,000	2015	1.10		1.88	2038	23-Feb-2018	Yes**	23,665,000
Student Fee & Housing	19,540,000	2016	1.10		1.88	2046	23-Feb-2018	Yes**	18,660,000
<i>Subtotal Student Fee &amp; Housing</i>	<i>83,150,000</i>								<i>77,735,000</i>
Research Revenue Bonds	22,000,000	2009	2.50		6.72	2019	14-Dec-2017	Yes**	950,000
Research Revenue Bonds	19,500,000	2015A	2.50		6.72	2047	14-Dec-2017	Yes**	19,135,000
Research Revenue Bonds	13,145,000	2015B	2.50		6.72	2031	14-Dec-2017	Yes**	13,145,000
Research Revenue Bonds	10,135,000	2016	2.50		6.72	2047	14-Dec-2017	Yes**	9,920,000
Research Revenue Bonds	6,231,000	2018A	2.50		6.72	2028	14-Dec-2017	Yes**	6,231,000
Research Revenue Bonds	32,210,000	2018B	2.50		6.72	2050	14-Dec-2017	Yes**	32,210,000
<i>Subtotal Research Revenue</i>	<i>103,221,000</i>								<i>81,591,000</i>
Student Building Fee Revenue	8,405,000	2013	1.10		1.43	2026	23-Feb-2018	Yes**	5,930,000
Student Building Fee Revenue	43,310,000	2013B	1.10		1.43	2045	23-Feb-2018	Yes**	4,340,000
Student Building Fee Revenue	23,900,000	2015	1.10		1.43	2046	23-Feb-2018	Yes**	23,030,000
Student Building Fee Revenue	38,825,000	2017	1.10		1.43	2045	23-Feb-2018	Yes**	38,825,000
<i>Subtotal Student Building</i>	<i>114,440,000</i>								<i>72,125,000</i>
<b>USU Total</b>	<b>\$ 300,811,000</b>								<b>\$ 231,451,000</b>

\*\* Successor trustee (U.S. Bank National Association) appointed by USU

Institutional Bond System	Original Amount	Series	Debt Service Coverage Requirement	Debt Service Coverage as of June 30, 2018	Maturity Date	Continuing Disclosure Submittal	Recent Material Event	Outstanding Balance as of June 30, 2018
<b>Weber State University</b>								
Student Facilities	\$ 14,015,000	2010A	1.25	1.45	2040	29-Nov-2017	No	\$ 12,110,000
Student Facilities	17,380,000	2012	1.25	1.45	2032	29-Nov-2017	No	13,355,000
Student Facilities	18,135,000	2015	1.25	1.45	2030	29-Nov-2017	No	15,255,000
Student Facilities	7,215,000	2017	1.25	1.45	2030	29-Nov-2017	No	6,750,000
<b>WSU Total</b>	<b>\$ 56,745,000</b>							<b>\$ 47,470,000</b>

<b>Southern Utah University</b>								
Auxiliary & Student Building Fee	\$ 8,285,000	2011	1.15	1.69	2023	2-Mar-2018	No	\$ 4,715,000
Auxiliary & Student Building Fee	8,420,000	2016	1.15	1.69	2033	2-Mar-2018	No	8,420,000
<b>SUU Total</b>	<b>\$ 16,705,000</b>							<b>\$ 13,135,000</b>

<b>Snow College</b>								
Student Fee & Housing	\$ 16,810,000	2011	1.10	1.10	2036	31-Jan-2018	No	\$ 13,835,000
<b>Snow Total</b>	<b>\$ 16,810,000</b>							<b>\$ 13,835,000</b>

<b>Dixie State University</b>								
Lease Revenue	\$ 5,195,000	2006	N/A	N/A	2023	27-Dec-2017	No	\$ 1,800,000
General Revenue	21,315,000	2015	N/A	N/A	2046	27-Dec-2017	No	20,475,000
General Revenue	20,770,000	2017	N/A	N/A	2049	27-Dec-2017	No	20,770,000
<b>DSU Total</b>	<b>\$ 47,280,000</b>							<b>\$ 43,045,000</b>

<b>Utah Valley University</b>								
Municipal Bldg. Auth. Ut. County	\$ 3,900,000	2004A	1.10	1.41	2019	31-Jan-2018	No	\$ 730,000
Student Cntr. Bldg. Fee & Unifier	11,020,000	2004A	1.10	1.41	2020	31-Jan-2018	No	1,160,000
Student Cntr. Bldg. Fee & Unifier	49,250,000	2012A	1.10	1.41	2033	31-Jan-2018	No	39,990,000
<b>UVU Total</b>	<b>\$ 64,170,000</b>							<b>\$ 41,880,000</b>

<b>Salt Lake Community College</b>								
Student Building Fee	\$ 11,735,000	2018	1.25	***	2028	26-Jan-2019	No	\$ 11,735,000
<b>SLCC Total</b>	<b>\$ 11,735,000</b>							<b>\$ 11,735,000</b>

\*\*\* SLCC coverage ratios will be calculated as part of the continuing disclosure beginning January 2019

<b>USHE Total</b>	<b>\$ 1,951,566,000</b>							<b>\$1,308,336,000</b>
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January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: USHE – 2019 Data Book

Issue

Annually, the Commissioner's Office produces a Utah System of Higher Education Data Book, which contains a comprehensive set of data tables covering a wide range of USHE topics.

Background

The 2019 version of the USHE Data Book has now been completed and is available in pdf format on the USHE web page [www.Higheredutah.org](http://www.Higheredutah.org) under the Research and Data/ Data Books menu selection (<https://higheredutah.org/data/>).

Tabbed Sections in the USHE Data Book include the following topics:

Degrees & Awards (Tab B)	Budget History (Tab H)
Enrollments (Tab C)	Cost Study (Tab I)
Career and Technical Education (Tab D)	Staffing (Tab J)
Tuition and Fees (Tab E)	Salary Comparisons (Tab K)
Paying for College (Tab F)	Facilities (Tab L)
Financial Information (Tab G)	Comparable institutions (Tab M)

In most cases the data provided is summarized at both the institutional and system levels.

Commissioner's Recommendation

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

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/JAC  
Attachments

## **Tab A – Executive Summary**



UTAH SYSTEM OF  
HIGHER EDUCATION

*Building a Stronger State of Minds*

UTAH SYSTEM OF HIGHER EDUCATION  
2019 DATA BOOK

The USHE Data Book is a compilation of reports on the Utah System of Higher Education and its eight component institutions. Some form of this book has been published each year since the creation of the Utah State Board of Regents and the Utah System of Higher Education in 1969. The book is intended to allow the Governor's Office, Legislators and legislative staff, USHE institutions, and the general public to query particular aspects of the Utah System of Higher Education.

Information available in the USHE 2019 Data Book covers twelve different subject areas:

- |  |                                 |
|--|---------------------------------|
| Degrees & Awards (Tab B)               | Budget History (Tab H)          |
| Enrollments (Tab C)                    | Cost Study (Tab I)              |
| Career and Technical Education (Tab D) | Staffing (Tab J)                |
| Tuition and Fees (Tab E)               | Salary Comparisons (Tab K)      |
| Paying for College (Tab F)             | Facilities (Tab L)              |
| Financial Information (Tab G)          | Comparable institutions (Tab M) |

The USHE Data Book is designed to provide users the necessary information to perform data analyses on various data elements categorized in each of twelve tabs. If questions arise about any of the data included in this book, please contact the Office of the Commissioner of Higher Education, Department of Institutional Research and Analysis at (801) 321-7121.

Highlights include:

*Tab B – Degrees & Awards*

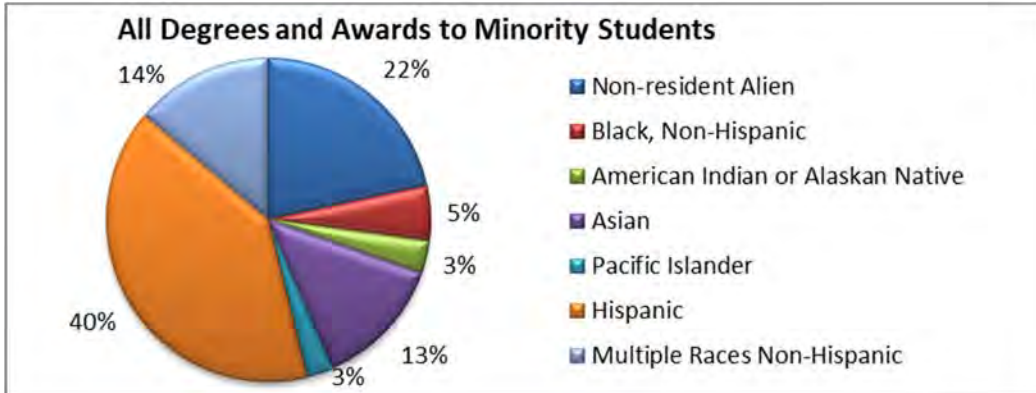
2017-18

	Cert.	Assoc.	Bacc.	Masters	Doct.	1st Prof	Total	1-yr % Change	5-yr % Change
UU	430	0	5,263	2,155	346	410	8,604	0.6%	7.2%
USU	258	1,346	3,952	979	99	8	6,642	3.0%	14.6%
WSU	144	2,473	2,414	349	0	0	5,380	3.6%	14.4%
SUU	163	821	961	412	0	0	2,357	8.3%	46.3%
Snow	125	910	20	0	0	0	1,055	3.4%	41.6%
DSU	390	894	750	0	0	0	2,034	5.1%	1.5%
UVU	331	2,336	3,224	193	0	0	6,084	21.1%	16.1%
SLCC	2433	3,251	0	0	0	0	5,684	-10.5%	28.4%
USHE	4,274	12,031	16,584	4,088	445	418	37,840	3.1%	16.3%

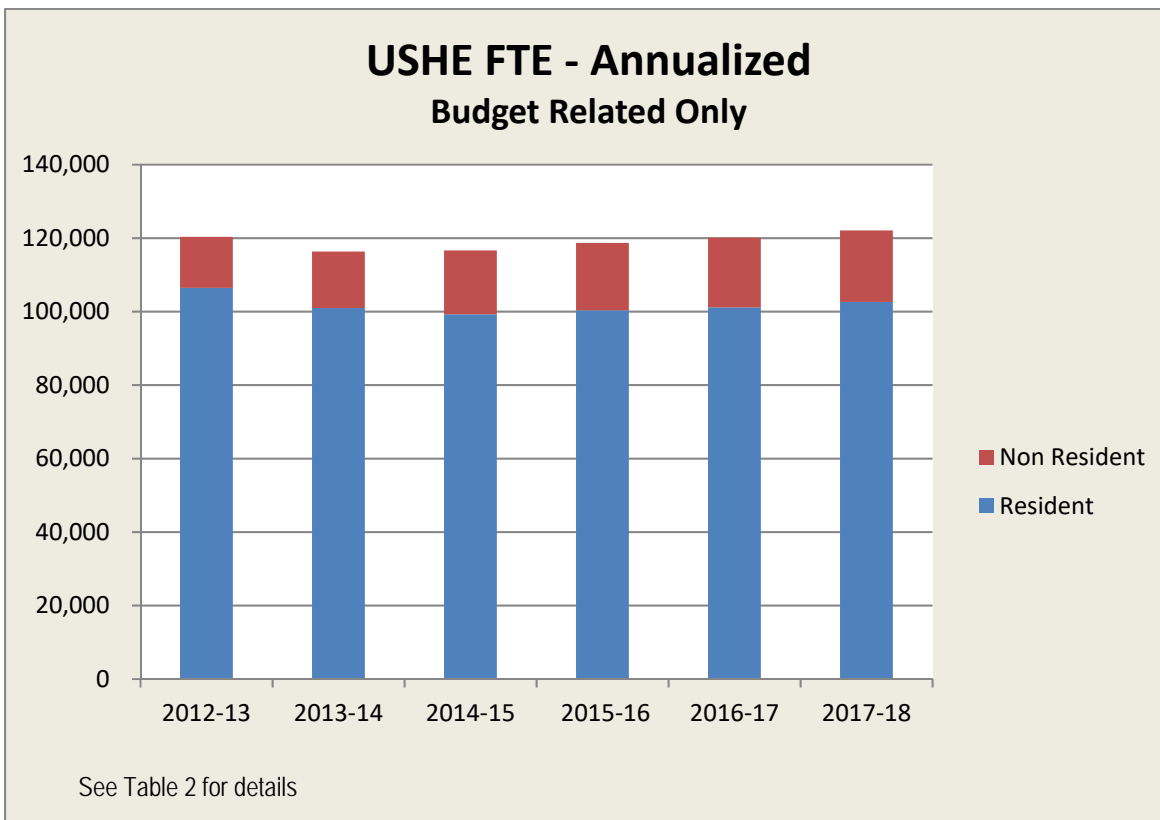
Cert.=Certificate, Short-term certificates, other awards; 1st Prof=first professional, e.g. MD, JD, etc.

Source: 2019 USHE Data Book Tab B Table 2 and Table 3

Source: Table 5 of Tab B – Degrees & Awards



Tab – C Enrollments

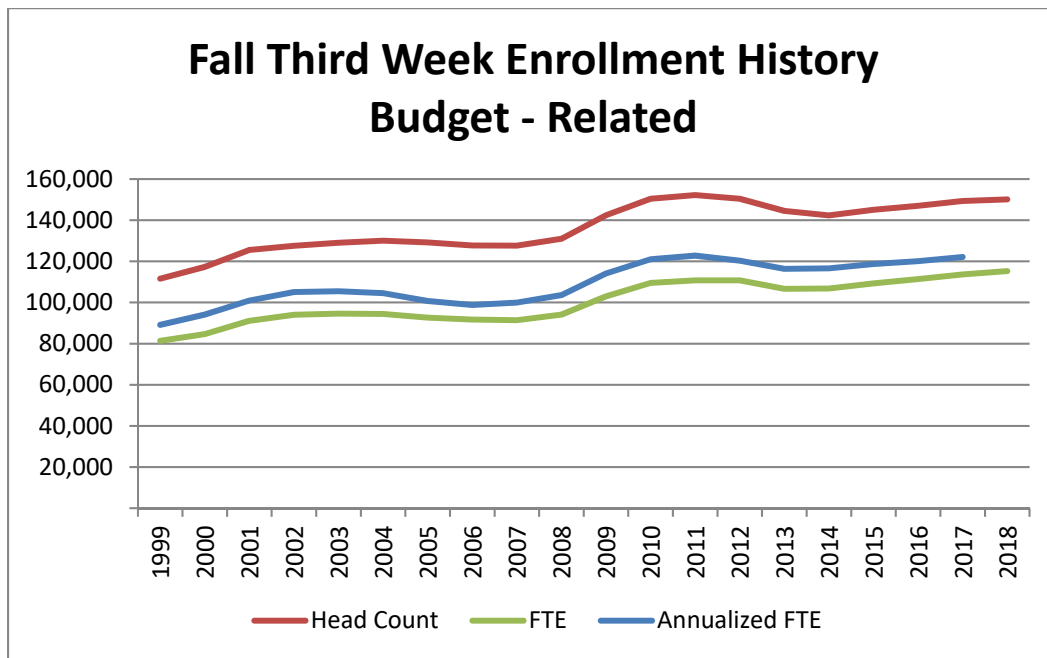


Source: Table 2 of Tab C – Enrollments

2018 Fall THIRD WEEK FTE (Budget-related and Self-Support)

	Resident	Nonresident	Total	1-yr change	5-yr change
UU	22,502	5,880	28,382	1.42%	6.13%
USU	17,988	4,363	22,351	1.49%	7.00%
WSU	15,919	1,503	17,422	1.39%	9.35%
SUU	6,160	1,916	8,076	7.08%	31.32%
Snow	3,589	401	3,989	-2.35%	6.50%
DSU	5,950	1,572	7,522	1.89%	17.44%
UVU	23,280	3,295	26,574	6.14%	24.56%
SLCC	14,135	1,068	15,203	-3.12%	-4.58%
Total	109,522	19,998	129,520	2.04%	10.58%

Source: Table 11 of Tab C – Enrollments



Source: Enrollment History – Fall Enrollment Third Week

Tab E – Tuition & Fees

18-19 Annual Undergraduate <sup>(1)</sup> Tuition and Fees

	Resident	Non-Resident	Resident 1-yr change	Resident 5-yr change
UU	\$9,222	\$29,215	4.5%	16.8%
USU	\$7,424	\$21,505	3.5%	16.3%
WSU	\$5,859	\$15,646	2.6%	13.0%
SUU	\$6,770	\$20,586	1.4%	10.3%
SC	\$3,742	\$12,562	1.4%	10.4%
DSU	\$5,253	\$15,051	3.4%	15.6%
UVU	\$5,726	\$16,296	1.3%	8.7%
SLCC	\$3,843	\$12,206	1.6%	10.8%
USHE Average Change			2.5%	12.7%

(1) Undergraduate Tuition and Centrally Administered Fees for 2 semesters at 15 credit hours.

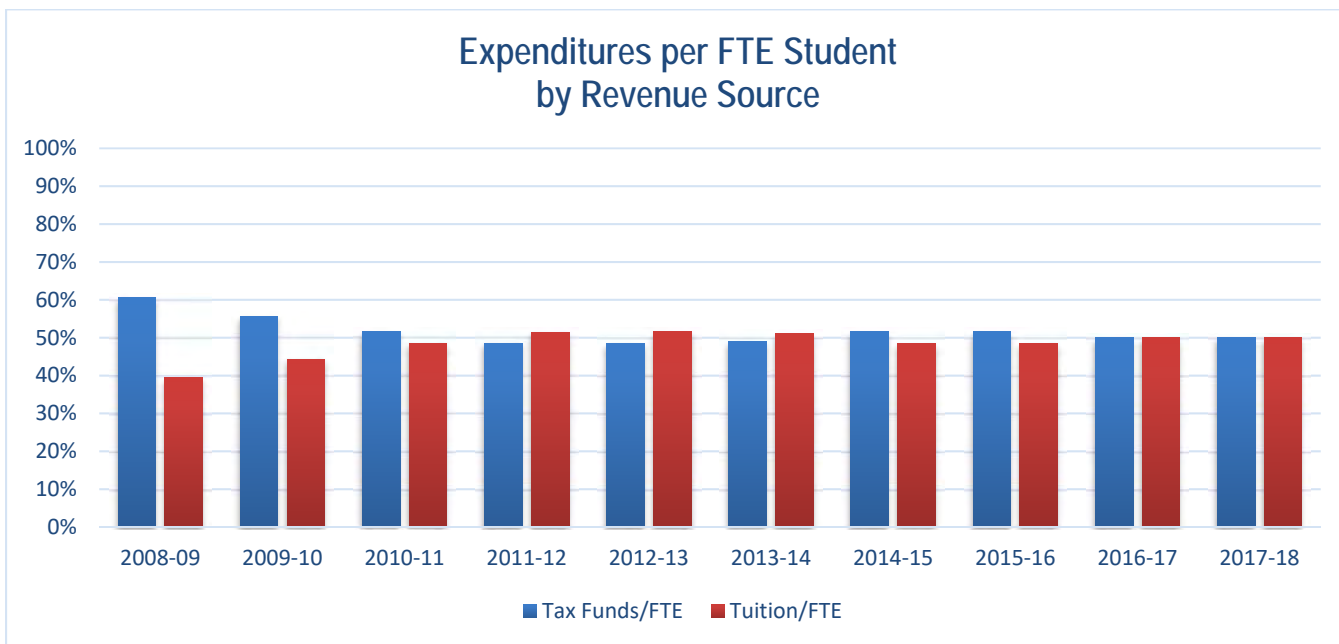
Tab F – Paying for College

Total Resident Waivers	2013-14	2014-15	2015-16	2016-17	2017-18
UU	11,663,049	12,212,856	11,321,676	12,332,461	15,068,680
USU	6,969,785	7,327,943	7,802,251	8,681,641	9,555,049
WSU	5,831,172	6,311,111	6,984,527	7,164,275	7,267,224
SUU	2,907,251	2,970,786	3,239,305	3,376,130	3,663,605
Snow	906,420	992,630	1,148,741	1,062,306	1,028,908
DSU	2,094,632	2,200,243	2,252,030	2,395,719	2,599,129
UVU	7,461,121	7,627,392	8,040,452	9,437,189	9,721,363
SLCC	2,305,713	2,366,441	2,533,446	2,589,548	2,192,161
Total Resident	\$40,139,142	\$42,009,402	\$43,322,428	\$47,039,269	\$51,096,119

Total Non-Resident Waivers	2013-14	2014-15	2015-16	2016-17	2017-18
UU	\$5,341,199	\$7,579,027	\$11,388,832	\$14,163,553	\$13,990,953
USU	23,239,304	27,416,713	33,773,083	35,453,716	32,769,883
WSU	5,284,318	5,543,999	6,179,691	6,454,261	6,202,317
SUU	4,093,132	5,808,640	10,035,106	12,409,537	15,261,883
Snow	736,613	1,143,863	1,129,915	1,265,141	1,304,726
DSU	3,566,299	4,473,437	5,090,197	6,517,048	5,710,574
UVU	5,393,222	8,581,779	12,397,305	12,562,075	9,003,204
SLCC	2,201,084	2,256,805	2,510,865	2,236,060	3,135,894
Total Non-Resident	\$49,855,170	\$62,804,263	\$82,504,994	\$91,061,391	\$87,379,434

Source: Table 9 of Tab F – Paying for College

Tab H – Budget History



Source: Table 9 of Tab H - Budget History

Tab J – Staffing

USHE EMPLOYEE FTE COUNT FOR FALL 2018  
TOTAL - UTAH SYSTEM OF HIGHER EDUCATION

	EDUCATION AND GENERAL CLASSIFICATION											
	Instruction	Research	Public Service	Academic Support		Student Services		Institutional Support	O&M Plant	Auxiliaries	Hospital	Total
				Libraries	Other	Athletics	Other					
<b>III. TOTAL</b>												
Regular Faculty	4,378.49	401.65	129.91	38.23	59.05	0.45	6.14	3.87	0.00	0.00	235.00	5,252.79
Adjunct / Wage Rated Faculty	2,442.51	247.46	656.89	5.00	323.47	0.00	1.36	0.00	0.10	0.00	346.00	4,022.79
Teaching Assistants	710.63	286.80	312.32	1.04	131.42	3.04	9.32	0.72	0.20	0.00	0.00	1,455.49
Executives	17.44	12.30	2.77	8.18	82.12	3.24	27.02	110.62	5.00	1.42	1.00	271.11
Staff	1,820.16	1,726.85	1,827.07	427.96	1,232.32	426.22	1,311.08	2,156.74	1,165.20	838.74	7,156.77	20,089.10
Wage Payroll	1,311.13	434.95	1,114.55	103.75	662.10	112.31	933.33	1,002.98	738.40	929.15	2,206.91	9,549.56
<b>TOTAL</b>	<b>10,680.36</b>	<b>3,110.01</b>	<b>4,043.51</b>	<b>584.16</b>	<b>2,490.48</b>	<b>545.25</b>	<b>2,288.24</b>	<b>3,274.93</b>	<b>1,908.90</b>	<b>1,769.32</b>	<b>9,945.68</b>	<b>40,640.84</b>

Source: Table 1 of Tab J - Staffing

January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting November 15 & 16, 2019, Dixie State University, St George, Utah (Attachment), December 6, 2018, Weber State University, Ogden, Utah (Attachment).

B. Grant Proposals

1. University of Utah – NIH Natl Inst Biomedical Imaging & Bioeng; “R01 IBD Mag Capsule Endoscopy”; \$2,565,797. Jake
2. University of Utah – DOE Advanced Rsrch Projects Agency-Ergy; “Cheetach Ceramic Heat Xchanger”; \$2,202,650. Sameer R Rao, Principal Investigator.
3. University of Utah – NIH National Eye Institute; “Modeling Visual Perception”; \$1,906,250. Neda Nategh, Principal Investigator.
4. University of Utah – NIH Natl Inst Neurolog Disorders Stroke; “Charge Transfer Neural Impact”; \$1,906,250. Thomas A Zangle, Principal Investigator.
5. University of Utah – Texas A&M University; “SPRACO”; \$1,795,347. Michael Adams, Principal Investigator.
6. University of Utah – DHHS National Institutes of Health; “Grainger/Sinclair Void Filler”; \$1,729,476. David W Grainger PhD, Principal Investigator.
7. University of Utah – National Science Foundation; “Rethinking Hardware Raytracing”; \$1,173,162. Cem Yuksel, Principal Investigator.
8. University of Utah – Boston University; “SN Rich Semiconductor”; \$1,000,000. Feng Liu, Principal Investigator.



9. University of Utah – NIH National Cancer Institute; “Radiographic Imaging Training”; \$1,906,250. Andrew Williams, Principal Investigator.
10. University of Utah – Northwestern University; “NWU U01 Clinical Trial”; \$1,020,884. Leland E Dibble, Principal Investigator.
11. University of Utah – DHHS Agncy for Healthcare Resh & Quality; “Wallace AHRQ R01 Resub Nov18”; \$1,199,949. Andres Schneider Wallace, Principal Investigator.
12. University of Utah – DHHS National Institutes of Health; “Advancing Gene-Editing”; \$3,046,830. Randall Theodore Peterson, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “Heparanome”; \$1,875,000. Kuberan Balagurunthan, Principal Investigator.
14. University of Utah – Cedars Sinai Medical Center; “Nano Immunoconjugates”; \$1,525,000. Jindrich Kopecek, Principal Investigator.
15. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Penny’s K99/R00”; \$1,324,997. Randall Theodore Peterson, Principal Investigator.
16. University of Utah – NIH National Institute Environl Hlth Sci; “K99R00 for YIJIE”; \$1,315,733. Randall Theodore, Principal Investigator.
17. University of Utah – Office of Naval Research; “Sea Ice Dynamics”; \$7,500,000. Kenneth M Golden, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Mech Insight Proton Pumping”; \$1,906,250. Matthew T Kieber-Emmons, Principal Investigator.
19. University of Utah – DHHS National Institutes of Health; “US Pacific Islanders”; \$3,803,671. Neng Wan, Principal Investigator.
20. University of Utah – DHHS National Institutes of Health; “Novel Epigenetic Methods”; \$2,287,500. Elisabeth Conradt, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; “Actual Daily Functional Lapses”; \$1,902,717. Yana Suchy, Principal Investigator.
22. University of Utah – NIH Natl Ctr Complementary & Altrn Medcn; “Analgesic Transcendence”; \$2,966,841. Adam Wesley Hanley, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; “Edgar – 2018 Pioneer Award”; \$3,500,000. Bruce A Edgar, Principal Investigator.
24. University of Utah – NIH National Cancer Institute; “Comparing Traceback Strategie”; \$3,088,081. Kimberly A Kaphingst, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “R01 Counterregulatory Failure”; \$2,293,332. Owen Chan, Principal Investigator.
26. University of Utah – NIH National Institute on Drug Abuse; “Nicotine and Methamphetamine”; \$1,906,250. Annette E Fleckenstein, Principal Investigator.
27. University of Utah – DHHS National Institutes of Health; “R01-dopamine Hypoglycemia”; \$1,906,250. Simon J Fisher, Principal Investigator.
28. University of Utah – NIH National Cancer Institute; “R01\_10.05.2018”; \$1,906,250. Raphael Franzini, Principal Investigator.
29. University of Utah – NIH Nat Inst Dental Craniofacial Rsrch; “Palate Grant”; \$1,906,250. Rena D’Souza, Principal Investigator.
30. University of Utah – DHHS National Institutes of Health; “Bhaskara\_R01\_11.05.2018”; \$1,906,250. Srividya Bhaskara, Principal Investigator.
31. University of Utah – DHHS National Institutes of Health; “Holmen\_R01\_Oct 2018”; \$1,906,250. Sheri L Holmen, Principal Investigator.
32. University of Utah – DHHS National Institutes of Health; “R01 Ovarian Etiology-Comorbid”; \$1,906,250. Corrine Kolka Welt, Principal Investigator.
33. University of Utah – NIH National Cancer Institute; “10.12.18\_Mona Foth\_K99”; \$1,382,075. Martin McMahon, Principal Investigator.
34. University of Utah – NIH National Cancer Institute; “10.12.18\_Sharanya\_K99”; \$1,331,301. Martin McMahon, Principal Investigator.
35. University of Utah – NIH National Cancer Institute; “Vaccine-Based Immunotherapy”; \$1,265,215. Alana Lee Welm, Principal Investigator.

36. University of Utah – NIH National Cancer Institute; “YES R25 – Pathmaker”; \$2,579,595. Kolawole S Okuyemi, Principal Investigator.
37. University of Utah – NIH National Inst of General Medical Sci; “Hedgehog and Beyond”; \$1,889,803. Benjamin R Myers, Principal Investigator.
38. University of Utah – DHHS National Institutes of Health; “Myers\_2018 New Innovator”; \$1,500,000. Benjamin R Myers, Principal Investigator.
39. University of Utah – NIH Natl Inst Neurolog Disorders Stroke; “R35 RFA-NS-18-032”; \$6,290,107. Andres Villu Maricq, Principal Investigator.
40. University of Utah – NIH Natl Inst Neurolog Disorders Stroke; “Welsh R01 10.5.18”; \$3,812,500. Robert Cary Welsh, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; “Rayn O’Connell R01 With Sub”; \$3,708,804. Ryan M O’Connell, Principal Investigator.
42. University of Utah – National Multiple Sclerosis Society; “Casper NMSS Renewal Cot 2018”; \$3,490,521. Theron Charles Casper, Principal Investigator.
43. University of Utah – NIH National Heart Lung & Blood Inst; “Casper U24 Oct 2018”; \$3,489,740. Theron Charles Casper, Principal Investigator.
44. University of Utah – NIH Natl Inst Allergy & Infectious Dis; “Patient Microbiome”; \$3,224,368. Windy Dawn Tanner, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; “NIH Trial Nov2018”; \$3,108,455. Jayant Agarwal, Principal Investigator.
46. University of Utah – US Department of Defense; “NSAIDS Metrc Pain II Study”; \$2,996,899. Thomas F Higgins, Principal Investigator.
47. University of Utah – DHHS National Institutes of Health; “Parker R01 Insightec”; \$2,790,195. Dennis L Parker, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “R01 Michael Deans”; \$2,496,601. Michael Robert Deans, Principal Investigator.
49. University of Utah – NIH National Institute on Drug Abuse; “Recreational Marijuana Laws O”; \$2,487,625. Sunday Thomas Azagba, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; “R01 Diane Ward”; \$2,241,450. Diane M Ward, Principal Investigator.
51. University of Utah – NIH Natl Inst Neurolog Disorders Stroke; “Circadian & Sleep Pathways”; \$2,197,311. Kelly Glazer Baron, Principal Investigator.
52. University of Utah – US Department of Defense; “Efficacy Antibiotic Eluting”; \$2,116,517. Justin M Haller, Principal Investigator.
53. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Mechanisms-Fistula Failure”; \$2,075,114. Yan-Ting Shiu, Principal Investigator.
54. University of Utah – NIH Natl inst Allergy & Infectious Dis; “Transfer – AI135045”; \$2,071,051. Keke Fairfax, Principal Investigator.
55. University of Utah – NIH National Institute Environl Hlth Sci; “Aneth Tribe”; \$2,032,406. Rodney Gene Handy, Principal Investigator.
56. University of Utah – Indiana University; “Johnson IU Beeper Sept 2018”; \$1,972,480. Michael David Johnson, Principal Investigator.
57. University of Utah – DHHS National Institutes of Health; “R01PA-18-484 Villu Maric1”; \$1,906,250. Andres Villu Maricq, Principal Investigator.
58. University of Utah – DHHS National Institutes of Health; “Mansour R01 10 2018”; \$1,906,250. Suzanne L Mansour, Principal Investigator.
59. University of Utah – NIH National Cancer Institute; “R01A1-GLIOMA Progression”; \$1,906,250. Lin Eric Huang, Principal Investigator.
60. University of Utah – DHHS National Institutes of Health; “Chris Gregg’s R01”; \$1,906,250. Christopher T Gregg, Principal Investigator.
61. University of Utah – NIH National Eye Institute; “Membrane Protein Transport”; \$1,906,250. Wolfgang Baehr, Principal Investigator.
62. University of Utah – DHHS National Institutes of Health; “R01 Midas\_Ben Haaland”; \$1,906,250. Benjamin Haaland, Principal Investigator.

63. University of Utah – DHHS National Institutes of Health; “R25 Par-17-190 Paul Sigala”; \$1,906,250. Paul Andrew Sigala, Principal Investigator.
64. University of Utah - US Department of Defense; “DOD Minute”; \$1,720,870. Mary Jo Pugh, Principal Investigator.
65. University of Utah – DHHS National Institutes of Health; “C-CSF Inhibition”; \$1,618,706. Ellen Beswick, Principal Investigator.
66. University of Utah – NIH National Heart Lung & Blood Inst; “McKnight R01 Oct 2018”; \$1,568,564. Robert McKnight, Principal Investigator.
67. University of Utah – University of Pennsylvania; “U Penn Synapto Sub”; \$1,507,195. Jason Dennis Shepherd, Principal Investigator.
68. University of Utah – Chan Zuckerberg Initiative; “CZI Bioimaging Initiative”; \$1,218,110. Donna Cross, Principal Investigator.
69. University of Utah – DHHS National Institutes of Health; “Screen and HIT Validation”; \$1,189,676. John Dearborn Phillips, Principal Investigator.
70. University of Utah – NIH National Inst Child Hlth & Human Dev; “Park PK R01 Oct2018”; \$1,124,387. Albert H Park, Principal Investigator.
71. University of Utah – NIH National Institute on Drug Abuse; “Opioids Crisis”; \$1,098,632. Sunday Thomas Azagba, Principal Investigator.
72. University of Utah – Utah Department of Health; “Suboxone UDOH-DSAMH 2018”; \$1,044,885. Peter P Taillac MD, Principal Investigator.
73. University of Utah – DHHS National Institutes of Health; “Anatomy Directly From Imagery”; \$2,931,271. Shireen Youssef Elhabian, Princpal Investigator.
74. University of Utah – US Department of Education; “CCAMPIS 18”; \$1,099,176. Shauna K Lower, Principal Investigator.
75. University of Utah – National Science Foundation; “SCC: AQ&U”; \$2,403,239. Kerry E Kelly, Principal Investigator.
76. University of Utah – US Department of Energy; “Ultra-Low Power Sensor Network”; \$2,197,563. Kim Hanseup, Principal Investigator.

77. University of Utah – National Science Foundation; “Model-Based Readout of Vision”; \$1,091,840. Neda Nategh, Principal Investigator.
78. University of Utah – DOD Defense Advanced Resrch Prjcts Agcy; “YFA”; \$1,000,000. Perre-Emmanuel Julian Marc Gaillardon, Principal Investigator.
79. University of Utah – Cornell University; “Subcornell R01 – FGF13”; \$1,525,000. Scott Summers, Principal Investigator.
80. University of Utah – DHHS National Institutes of Health; “Transitional Metal”; \$1,906,250. Janis Louie, Principal Investigator.
81. University of Utah – NIH National Inst for General Medical Sci; “SPI1 and SPI2”; \$1,906,250. Kelly T Hughes, Principal Investigator.
82. University of Utah – DHHS National Institutes of Health; “Inhib of Macular Degeneration”; \$1,391,377. Jon D Rainier, Principal Investigator.
83. University of Utah – National Science Foundation; “Crespir Cosmic Rays Refugees”; \$1,177,109. Tino Shawish Nyawelo, Principal Investigator.
84. University of Utah – NIH Natl Inst Dental Craniofacial Rsrch; “Pro-Resolving Mediators”; \$7,878,000. Olga Juliana Baker, Principal Investigator.
85. University of Utah – NIH National Cancer Institute; “Deininger\_U54\_10.09.18”; \$7,863,054. Michael W Deininger, Principal Investigator.
86. University of Utah – NIH National Heart Lung & Blood Inst; “M Warren R01 Resub Nov 2018”; \$1,906,250. Mark D Warren, Principal Investigator.
87. University of Utah – NIH National Cancer Institute; “11.12.18\_K00\_R00\_Resub\_AH”; \$1,400,967. Cornelia Ulrich, Principal Investigator.
88. University of Utah – NIH National Cancer Institute; “11.07.18\_Kirchhoff\_R01\_New”; \$1,195,527. Ann C Kirchhoff, Principal Investigator.
89. University of Utah – Fred Hutchinson Cancer Research Center; “Systems Polpharmacology”; \$1,195,210. Alana Lee Welm, Principal Investigator.

90. University of Utah – NIH Natl Inst Diabetes Digest Kidney Dis; “Guthery U01 Renew Nov 2018”; \$4,164,299. Stephen L Guthery, Principal Investigator.
91. University of Utah – NIH Natl Ctr For Advncing Translt Scnces; “NCATS U01 GABEE”; \$3,810,904. Kimberly A Kaphingst, Principal Investigator.
92. University of Utah – DHHS National Institutes of Health; “Quinlan R01 11/2018”; \$3,577,827. Aaron Quinlan, Principal Investigator.
93. University of Utah – DHHS National Institutes of Health; “Heparan Sulfate Metabolism”; \$2,994,149. Kubenan Balagurunathan, Principal Investigator.
94. University of Utah – Anonymous; “FP Elevated Anonymous”; \$2,500,000. David Turok, Principal Investigator.
95. University of Utah – NIH Natl Inst Arthrit Muscoskel Skin Dis; “HGF/MET in Regeneration”; \$2,329,105. Gabrielle Kardon, Principal Investigator.
96. University of Utah – NIH National Eye Institute; “R01 Retinal Microglia”; \$1,906,250. Monica L Vetter, Principal Investigator.
97. University of Utah – DHHS National Institutes of Health; “Minna Johnson’s R01 10-30-18”; \$1,906,250. Minna Roh, Principal Investigator.
98. University of Utah – NIH Natl Inst Arthrit Muscoskel Skin Dis; “OA and Inflammation”; \$1,906,250. David Grunwald, Principal Investigator.
99. University of Utah – DHHS National Institutes of Health; “R01 Resub REN-TLR”; \$1,906,250. Weiquan Zhu, Principal Investigator.
100. University of Utah – Johns Hopkins University; “PICARD”; \$1,143,720. Julio Cesar Facelli, Principal Investigator.
101. University of Utah – US Department of Veterans Affairs; “FK506 Nerve RR&D”; \$1,077,863. Jayant Agarwal, Principal Investigator.
102. University of Utah – NIH National Cancer Institute; “Exercise Intolerance”; \$1,071,774. Russell S Richardson, Principal Investigator.

103. Utah State University – US National Science Foundation; “SHF: Medium: Understanding Formalism in NoC Design: A Clean-Slate Approach”; \$1,183,671. Sanghamitra Roy, Principal Investigator, Koushik Chakraborty, Zhen Zhang, Co-Investigators.
104. Utah State University – National Institutes of Health; “Determining the Structure and Function of Dual-Nuclease Class 2 CRISPR Systems”; \$1,795,539. Ryan Neal Jackson, Principal Investigator.
105. Utah State University – National Institute of Food and Agriculture; “Development and Conversion of Sustainable Biomass Feedstocks into Advanced Hydrocarbon Fuels (SAS Bioenergy)”; \$9,7723,323. Foster Aryi Agblevor, Principal Investigator, Tiffany Drape, Ganti Murthy, Genhua Niu, Jactone Ogejo, Youping Sun, Co-Investigators.
106. Utah State University – UT Gov. Off. – Utah Public Service Commission; “Sign Language Interpreter Training”; \$1,492,943. John D Copenhaver, Principal Investigator.
107. Utah State University – US National Science Foundation; “Mentoring+ Pathways: A Mentoring Model for Informal Learning Environments”; \$1,686,751. Vicki H Allan, Principal Investigator, Jody Clarke Midura, Co-Investigator.
108. Utah State University – US National Science Foundation; “Expedition Science – Science as a Way of Knowing for Early Learners”; \$1,394,828. Nancy J Huntly, Principal Investigator, Breanne Krystine Litts, Tallian, Aimee, Co-Investigators.

C. Awards

1. University of Utah – US Ignite; “Powder”; \$3,380,764. Jacobus Erasmus Van Der Merwe, Principal Investigator.
2. University of Utah – Air Force office of Scientific Research; “GA203 Defects Funded Project”; \$1,522,674. Michael A Scarpulla, Principal Investigator.
3. University of Utah – US Department of energy; “MUSE”; \$2,162,500. Darryl P Butt, Principal Investigator.
4. University of Utah – National Science Foundation; “Wildland Fire Modeling”; \$1,012,227. Steven K Krueger, Principal Investigator.
5. University of Utah – NIH Natl Int Neurolog Disorders Stroke; “Add Contract Renewal”; \$3,863,975. Karen S Wilcox, Principal Investigator.



6. University of Utah – NIH Natl Inst neurology Disorders Stroke; “Add Contract Renewal”; \$2,604,221. Karen W Wilcox, Principal Investigator.
7. University of Utah – SCM Lifescience; “SCM CSTEK Collaboration”; \$1,000,000. Teruo Okano, Principal Investigator.
8. University of Utah – Army Medical Research Acquisition Actvty; “PSP Program”; \$2,560,668. Craig Bryan, Principal Investigator.
9. University of Utah – Army Medical Research Acquisition Actvty; “BCBT Replication Study- Lejeune”; \$2,217,963. Craig Bryan, Principal Investigator.
10. University of Utah – NIH National Cancer Institute; “Targeting SS18-SSX”; \$11,520,799. Kevin Bruce Jones, Principal Investigator.
11. University of Utah – US Department of Defense; “DOD Break – Ron Multi-faceted”; \$3,036,805. Alana Lee Welm, Principal Investigator.
12. University of Utah – NIH National Cancer Institute; “U01-CA206110”; \$1,745,632. Cornelia Ulrich, Principal Investigator.
13. University of Utah – DOT Natl Highway Traffic Safety Admn; “NEMESIS TAC”; \$1,798,862. Newell C Mann, Principal Investigator.
14. University of Utah – Boeing Company; “Strive”; \$1,000,000. Craig Bryan, Principal Investigator.
15. University of Utah – NIH Office of the Director; “Stanford Echol UG3/UH3 Apr 2016”; \$2,213,792. Joseph Stanford, Principal Investigator.
16. University of Utah – NIH National Cancer Institute; “Electronic Medical Record”; \$1,042,682. Sandra S Buys MD, Principal Investigator.
17. University of Utah – American Association for Cancer Research; “07.02.18\_McMahon\_AACR”; \$1,000,000. Martin McMahon, Principal Investigator.
18. University of Utah – NIH National Institute on Drug Abuse; “ABCD-PRISM”; \$2,090,000. Deborah Ann Yurgelun-Todd, Principal Investigator.

19. Utah State University – UT Department of Workforce Services; “Food \$ense (SNAP-Ed) Supplemental Nutrition Assistance Program – Education”; \$1,544,689. Heidi Reese LeBlanc, Principal Investigator.
20. Utah State University – US Department of Education; “Utah State University STARTS! GEAR UP Partnership”; \$2,441,600. James T Dorward, Principal Investigator.
21. Utah State University – Substance Abuse and Mental Health Services Admin; “Translating Effective Opioid Harm Reduction and Wellness Training to Tribal and Rural Utah”; \$1,094,336. Sandra H Sulzer, Principal Investigator, Suzanne M Prevedel, Co-Investigator.
22. Utah State University – UT Gov. Off. – Utah Public Service Commission; “Sign Language Interpreter Training”; \$1,500,000. John D Copenhaver, Principal Investigator.
23. Utah State University – US National Science Foundation; “Measuring IMPACT: Integrated Mathematics Programming & Computational Thinking in Early Childhood”; \$1,120,807. Jody Clarke Midura, Principal Investigator.
24. Utah State University – Howard Hughes Medical Institute; “Howard Hughes Medical Institute Inclusive Excellence Grants 2018”; \$1,000,000. Alan H Savitzky, Principal Investigator.

D. Academic and Student Affairs Items

Action Items:

Three Year Review:

- Dixie State University – AAS in Surgical Technology
- Dixie State University – BA/BS in History
- Dixie State University – BD in Communication Studies
- Dixie State University – BS in Exercise Science
- Dixie State University – BS in Individualized Studies
- Dixie State University – BS in Media Studies

Information Items:

- Utah Valley University – Bachelor of Architecture
- Utah Valley University – Bachelor of Arts/Science in National Security Studies
- Utah Valley University – Bachelor of Science in Aerospace Technology Management
- Utah Valley University – Master of Arts in Marriage and Family Therapy
- Utah Valley University – Master of Financial Planning and Analytics
- Utah Valley University – Master of Physician Assistant Studies
- Dixie State University – Bachelor of Science in Applied and Computational Mathematics

Notification Items:

New Program:

- Weber State University – Certificate of Completion in General Education

- Utah Valley University – Minor in Spanish for the Professions, Translation, and Interpreting
- Dixie State University – Emphasis in Long Term Care Administration within the BA/BS in Population Health
- Dixie State University – Emphasis in Health Care Administration within the BA/BS in Integrated Studies
- Dixie State University – Emphasis in Long Term Care Administration within the BS in Integrated Studies
- Dixie State University – Emphasis in Public Health within the BA/BS in Integrated Studies
- Dixie State University – Minor in Health Care Administration
- Dixie State University – Minor in Long Term Care Administration
- Dixie State University – Minor in Public Health

Name Change:

- Weber State University – Department of Geosciences to Department of Earth and Environmental Sciences
- Dixie State University – Emphasis in Painting/Drawing to Emphasis in Painting/Drawing/Illustration within the BA/BS in Art
- Dixie State University – Emphasis in Strategic Communication to Emphasis in Public Relation within the BS in Media Studies

Program Suspension:

- Dixie State University – Emphasis in Healthcare for AAS in General Technology

Administrative Unit Restructures and Name Changes

- Dixie State University College of Humanities and Social Sciences
  - Old departmental structure and names
    - English
    - History and Political Science
    - Humanities
    - Social and Behavioral Sciences
  - New departmental structure and names
    - Applied Sociology and Criminal Justice
    - English
    - History, Humanities, and Modern Languages
    - Psychology

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David L. Buhler  
Commissioner of Higher Education

STATE BOARD OF REGENTS  
DIXIE STATE UNIVERSITY, ST GEORGE, UTAH  
HOLLAND CENTENNIAL COMMONS  
NOVEMBER 15, 2018

Contents of Minutes

Attendance .....	1
Oath of Office .....	2
Discussion – Legislative Audits 2018-11 and ILF 2018-D .....	2
Amendment to 2018-19 Board of Regents Meeting Schedule.....	2
Adjournment .....	5

STATE BOARD OF REGENTS  
DIXIE STATE UNIVERSITY  
HOLLAND CENTENNIAL COMMONS & GARDNER CENTER  
THURSDAY, NOVEMBER 15, 2018

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Harris Simmons, Chair  
Nina R. Barnes, Vice Chair  
Jesselie B. Anderson  
Wilford W. Clyde  
Sanchaiti Datta  
Marlin K. Jensen  
Ron Jibson  
Patricia Jones  
JaKell Larson  
Steve Lund  
Robert S. Marquardt  
Robert W. Prince  
Mark Stoddard  
Teresa L. Theurer  
Thomas E. Wright

Regents Absent

Daniel W. Campbell  
Cristina Ortega

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education  
Blair Carruth for Elizabeth Hitch, Associate Commissioner of Academic Affairs  
Kimberly Henrie, Associate Commissioner for Planning, Finance and Facilities

Institutional Presidents Present

Ruth Watkins, University of Utah  
Noelle Cockett, Utah State University  
Scott L Wyatt, Southern Utah University  
Astrid S. Tuminez, Utah Valley University  
Richard B. Williams, Dixie State University  
Deneece G. Huftalin, Salt Lake Community College  
Norm Tarbox, 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 Simmons called the meeting to order at 4:35 p.m.**

### Oath of Office

Having been appointed to the Board of Regents, Sanchaita Datta took the Oath of Office, administered by Chair Simmons.

### Discussion – Legislative Audits 2018-11 and ILF 2018-D

Charis Simmons opened the discussion by saying we want to talk about the recent audits and what has been done since the release of the audit information.

Commissioner Buhler said he would be focusing on the audit titled Performance Audit of the Board of Regents. It included ten recommendations; we agree with all ten recommendations and are in the process of implementing them; three have already been implemented (recommendation 3, 8, and 9). Five recommendations will be addressed by the regents in tomorrow's meeting and three will be fully implemented by March 2019, one in January, and the final recommendation will be implemented in the near future.

Commissioner Buhler said he was present for a meeting with the Legislative Audit Committee and the Legislative Auditors. Questions to the auditors dealt with the system and institutional metrics, which we have been working on for months. Proposed metrics will be presented tomorrow. He said he was disappointed in the auditor's response to questions regarding the metrics; they stated nothing is happening in this area. Commissioner Buhler was able to respond and correct the auditors, stating the Regents have been working on this for months and will be adopting metrics in the November Board meeting. He also said he heard back from the Executive Appropriations Committee and they appreciated his clarification that regents are actively working on this issue.

Regent Wright began by saying what bothered him about the audit was when they addressed the public hearings regarding tuition. How do we improve the public part of the process? It seems students should have a bigger say than what they have. This is about students and their ability to obtain an education and pay for it. How can we improve on this process?

Commissioner Buhler responded this is part of the reason we are moving to the two-day Board meeting in March. He also stated the institutions go through a process before requesting tier-two tuition increases, and there has always been a truth in tuition hearing.

President Cockett noted USU has a two-step process. They meet first with student government and talk about what the tuition will be used for, what will happen with tier 1 and what do we want to do with tier 2. They ask for ideas and recommendations from student government, they vote on the recommendations and then it is brought to President Cockett. After the legislature ends they hold a public hearing and invite students; they provide a history of tuition increases to students as well as a comparison to other similar institutions. Students have already expressed their thoughts and concerns before it goes to the regents. She said students are engaged and she's not sure how to engage more students.

President Watkins said the same type of process happens at the U. In order to gain more student participation, they have gone to a two-hour open house. They talk about what has been done with tuition in the past, how are we investing the dollars, and how will we invest. Nothing in the audit is troubling; we are

already doing this. What is troubling is that the auditors didn't get this information. We cannot make students participate. The fact is student participation is light, but not for the lack of effort.

Regent Larson said she met with the Utah Student Association Presidency, as well as the committee as a whole. They like the communication they have with presidents and their institution. What scares them is what the system is doing as a whole and decisions are made on a state level without dialogue. There is a lack of trust; they would like to know what the regents are asking for and why.

Commissioner Buhler said we talked about having the Student Regent help make sure students are aware of the public hearing for tuition increases.

Regent Clyde asked about having a more formal hearing at each institution and have regents attend them; regents then report back at the formal hearing with the Board. Regent Marquardt said it seems better to not create more meetings, but have regents attend the existing hearings already held at the institutions.

Regent Wright added if we are making the final decisions on tuition as regents, then regents need to interact more with students.

Regent Jones said it would be helpful to educate students on how funding works.

President Carlston said Snow has been holding hearings each year. They have a student fee committee and they make a recommendation. It is an educational process and he would like to have more student participation. We also welcome regents to join the meetings and believe it would be very beneficial.

Regent Theurer said it is very important for students to be involved, but sometimes we get beat up by parents. We should also invite parents as they don't understand how tuition works and they need to be educated as well.

President Williams said often times students want the increases to provide the services they want. Having the Resource and Review team, along with trustees attend the truth in tuition meetings could be helpful.

Regent Prince thought utilizing the Resource and Review visit by visiting with students regarding tuition would be a could use of time. This would mean some advance preparation.

President Tuminez ask if there is a tuition crisis in Utah. UVU has a formal process as well and sometimes students are willing to pay fees for the services they want. If the audit says the process is not robust enough, then we should address that, but she does not want to create a crisis when there is not one.

Chair Simmons thinks we could do a better job as part of the onboarding to educate new regents so they understand what the sources and uses of funds are in the system. He doesn't believe we have a crisis with tuition, but a bit of one with legislators and how they perceive regents are doing their job. We shouldn't get complacent because we haven't had a real crisis with tuition, but we should not be focusing on tuition as much as we should cost and quality. We should give continued thought and work with presidents to have good data on the cost of degrees. If we focus on cost and quality, that gives us license to go to the legislature and say we are doing a good job and ask them to do a good job by keeping it affordable. He

believes the legislature is asking us to be responsible. If we focus on costs and quality the rest becomes easier. We focus too much on what tuition looks like.

President Watkins agreed and said we are here to raise educational attainment, not necessarily reduce tuition.

Regent Clyde said the legislators are frustrated because we ask for money, but they don't know how the money is being used. We need to figure out how to measure results; we need to get more involved with legislators; they don't know all the good things happening.

Regent Jones said we have a communication problem. Institutions do a good job of articulating what their value is; regents need to do a better job communicating what that value is.

Regent Lund said we are doing a better job managing tuition than we get credit for. We need to touch every student and provide them with an opportunity to act.

President Tarbox said he doesn't know of a more proactive group of regents. This disconnect is not because of lack of effort. The issues are primarily communication and messaging.

President Barnes said this is an opportunity to communicate and lead.

Regent Wright said it comes down to what are the students thinking. He feels the audit is calling into question the need for the Board to exist. We need the data to make informed decisions. What matters at the end of the day is how much the students value the degree. Utah has always lead the way in higher education and this is our opportunity to step up again by redefining what it means to get a college degree.

There was some discussion about online education: what is offered, the cost of online courses, the low rate of completion, and the value of face to face education.

There was some discussion on what are we really trying to accomplish in higher education. What are today's employer's looking for? What are we trying to teach students? President Tuminez said this is an opportunity for regents to say "These are not degrees to nowhere, they are degrees to anywhere."

Regent Marquardt said the audit frustrates him because, yes we can improve in a lot of areas, but in the 11 years he has been on the Board there has been a dramatic improvement. USHE is a phenomenal success story and one of the most sufficient systems in the country.

President Watkins said the real problem we have is not enough people are earning the degree they came for and in a timely manner. This should be the number one thing we are working on. The action of keeping tuition costs the lowest is bad, the core issue is getting students the credentials they came for.

Regent Marquardt said he is impressed on how far we've come and we are headed in the right direction.



Regent Barnes said it was interesting to hear at the audit hearing three questions: (1) Where is the money going, (2) What are we investing in, and (3) What is the Board of Regents doing? She wants to make sure we are leading out and tonight's conversation was a great start.

Commissioner Buhler added the office has been working for a while on a way to stream the committee meetings and starting with tomorrow's meetings, the committee meetings will be streamed and posted. This is a step forward in transparency.

The meeting adjourned at 6:00 p.m.

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Loreen Olney, Executive Secretary

Date Approved: January 25, 2019

STATE BOARD OF REGENTS  
DIXIE STATE UNIVERSITY, ST GEORGE, UTAH  
HOLLAND CENTENNIAL COMMONS & GARDNER CENTER  
NOVEMBER 16, 2018

Contents of Minutes

Attendance .....	1
Discussion – Review of Roles and Responsibilities of Regents and Commissioner .....	1
President’s Report .....	2
Consent Calendar .....	2
Amendment to 2018-19 Board of Regents Meeting Schedule.....	2
USHE – System Strategic Metrics .....	2
USHE –Institutional Metrics .....	3
Academic and Student Affairs .....	4
Transfer and Articulation	
Women in Leadership Mentoring Exchange Proposal	
Adoption of Policy R615, <i>Talent Development Incentive Loan Program</i>	
Revision and Policy Title Change R805, <i>Women and Minorities in Faculty and Administrative Positions</i>	
Revised Regents’ Mental Health Recommendations	
University of Utah – Dental School Progress and Partnerships	
Finance and Facilities .....	4
USHE – Revision of Policy R510 & Adoption of Policies R514, R515, R516	
USHE – Revision of Policies R565 & R567	
USHE – Adoption of Policy R571, Noncapital Asset Inventory and Tracking	
USHE – Revision to Policy R513, Tuition Waiver and Reductions	
USHE – Institutional Non-State Funded Projects for 2019-20	
University of Utah – Campus Master Plan Amendment	
University of Utah – Property Acquisition	
University of Utah – Authorization for Legislative Bond Authority	
University of Utah – Lease Renewal	
USHE – 2018-19 Information Technology Operating Plan	
USHE – Approval Board of Trustee Audit Committee Membership	
USHE – Tuition and Student Aid Scope Approval	
University of Utah – Trustee Property Action	
USHE – Certification for State’s Moral Obligation Pledge	
USHE – Annual Institutional Residences Expense Report	
USHE – Annual Report on Leased Space	
USHE – Annual Contracts and Grants Report	
USHE – Fall 2018 Third-week Enrollment Report	
USHE – 2017-18 End-of-year Enrollment Report	
Adjournment .....	6

STATE BOARD OF REGENTS  
DIXIE STATE UNIVERSITY  
HOLLAND CENTENNIAL COMMONS & GARDNER CENTER  
FRIDAY, NOVEMBER 16, 2018

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Harris Simmons, Chair  
Nina R. Barnes, Vice Chair  
Jesselie B. Anderson  
Wilford W. Clyde  
Marlin K. Jensen  
Ron Jibson  
Patricia Jones  
JaKell Larson  
Steve Lund  
Robert S. Marquardt  
Robert W. Prince  
Mark Stoddard  
Teresa L. Theurer  
Thomas E. Wright

Regents Absent

Daniel W. Campbell  
Sanchaiti Datta  
Cristina Ortega

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education  
Julie Hartley for Elizabeth Hitch, Associate Commissioner of Academic Affairs  
Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities

Institutional Presidents Present

Cathy Anderson for Ruth Watkins, University of Utah  
Noelle Cockett, Utah State University  
Scott L Wyatt, Southern Utah University  
Astrid S. Tuminez, Utah Valley University  
Richard B. Williams, Dixie State University  
Deneece G. Huftalin, Salt Lake Community College  
Norm Tarbox, Weber State University

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

Discussion – Review of Roles and Responsibilities of Regents and Commissioner

Geoff Landward, Commissioner's Office provided training on the roles and responsibilities of the Utah State Board of Regents and the Commissioner of Higher Education. There was a discussion on how to make materials available to Regents earlier than they currently receive to allow more review time.

**Chair Simmons called the meeting to order at 12:45 p.m.**

President's Report

President Williams said Dixie has a great strategic plan and the faculty and staff are anxiously engaged in it. We are here because of students and sometimes we don't focus enough on the students and the fact we are here to help make their dreams come true. He shared a video students and faculty created that demonstrates Dixie's active learning, active life motto. Dixie has six goals that are part of the strategic plan, which is called Status to Stature. This year they had their first external validation; Dixie was ranked 26<sup>th</sup> in the regional category in the west and 7<sup>th</sup> in public schools. He noted he would share some highlights of the first four goals, starting with student success. There is a new Student Success center and they have implemented the new Starfish program, which is an early alert system to identify students at risk; they have a rigorous onboarding process; and they have received a \$250,000 donation to help with retention programs. Lastly, in effort to help with student success is the need for student housing. They will be proposing additional campus housing with Campus View Suites 2. The second goal is broadening and enhancing academic programs. Dixie's approach has been to limit the diversity of their programs. The goal was to have 42 new programs by 2020 and they are currently at 43. They have increased their online programs; they have also increased their active learning on campus. The third goal is compensation for faculty and staff. The goal is to bring salaries to 100% of the 2015 baseline. The last goal is focusing on diversity, and this year hired the first chief diversity officer. They have done well in increasing diversity in faculty. The goal was 11.5% and they are at 12% for the year. The 2020 goal for women in leadership roles is 40% and they are currently at 38%; they started at 22%. The 2020 goal for minorities in administration is 12% and they are at 8% currently.

Consent Calendar (TAB Y)

**On a motion by Regent Prince and seconded by Regent Anderson the following items were approved on the Regents' General Consent Calendar**

- A. Minutes – Minutes of the Board meeting September 20 & 21, 2018, University of Utah, Salt Lake, Utah.
- B. Grant Proposals
- C. Awards
- D. Academic and Student Affairs Items

Amendment to 2018-19 Board of Regents Meeting Schedule (TAB Z)

**Regent Jensen made a motion to approve the schedule change as outlined in TAB Z; the motion was seconded by Regent Clyde and the motion passed.**

USHE – System Strategic Metrics (TAB AA)

Chair Simmons noted Regents have had discussions over the last couple of meetings and is hopeful to approve the metrics today. Commissioner Buhler has worked closely with presidents. Commissioner Buhler noted seven metrics have been identified as follows: General Attainment, Access, Affordability, Timely Completion, Workforce and Research, Effective Use of Resources, Instruction Related Classroom Space Utilization. Each metric is based on verifiable data and includes a goal. Chair Simmons said he hopes this is a starting point and not an end point. Regent Jensen asked if there is anything that will measure how we are doing with the underserved population. Commissioner said not specifically but

affordability correlates with first generation population and making sure we stay affordable does impact the underserved. Kimberly Henrie noted we will start aggregating the formula; it's on the radar and coming. Regent Marquardt said this is a great start. It seems in the future we could bring them under more of a general format to achieve more system goals. President Huftalin notes SLCC is very interested in participation of the underserved. President Cockett said she wanted to highlight the mission of Utah State in her goals and used more traditional graduate and retention and then added research and outreach to recognize the extension mission. She believes we can get to institutional metrics that will work across the system, but hopes it will continue to highlight the institutional needs. Regent Barnes asked if presidents still have concerns. President Williams said yes there are still concerns that need to be addressed. Commissioner Buhler said concerns of the presidents are being addressed. President Huftalin wants to make sure as we move forward these metrics are helping and advancing the institution and system. The goal is to help students and institutions to be more successful. Regent Clyde said it is important to identify the metric, set the goal, meet the goal, and then decide where to go from there. President Carlston said Snow has taken the system goals and personalized for Snow College. Commissioner Buhler went through each metric and goal in detail. There was a lot of discussion about the metrics and how the goals are being set and tracked, specifically dealing with Use of Resources. Chair Simmons reminded everyone that the Regents have a statutory requirement to not only establish metrics, but to delineate the expected contribution as an individual intuition towards the goals. Wright said the biggest mistake in metrics is not doing it and trying to create the perfect upfront and sacrificing the good. We can all agree these are good metrics, but we can improve them to great metrics down the road. The most important thing is to not continue to have the conversation, but start measuring, and if they don't work we can move forward. **Regent Clyde made a motion to approve as outlined in TAB AA and added the Commissioner should come back with institutional goals; the motion was seconded by Regent Wright and the motion passed.**

#### USHE – Institutional Metrics (TAB BB)

Commissioner Buhler asked for feedback from the Board on how to determine institutional metrics. One way is to have the similar or the same, or would you rather have them be individualized with an emphasis based on areas that are most important to student success at that institution with their benchmarks and goals? Chair Simmons said it really is a combination of both. **Regent Marquardt made a motion to approve as outlined in TAB BB, directing the Commissioner to work with presidents on institutional metrics; the motions was seconded by Regent Jibson and the motion passed.**

#### Update on the Statewide College Access Advising Initiative (TAB CC)

Commissioner Buhler noted he has identified 1 million from the Commissioner's office that can be redirected to support this initiative. The total cost is estimated to be 7 million, so the request to the legislature will be for 6 million. We want to begin now with the 1 million, identifying areas to start the outreach by putting college advisors in place. Regent Marquardt asked what will happen if the legislature does not approve the 6 million request. The answer is we will not be able to expand the program and will continue with the areas already in place. Commissioner Buhler noted the starting places have not yet been identified. Regent Clyde asked who the counselors will be employed by and noted there is some concern if the employees are employed by an institution. Commissioner Buhler noted this was a University of Utah initiative and they are currently employed by the U, but will be under the Commissioner's office. The counselors are not recruiting for any one institution but are working to find the best match for the student.

The intent is this will be a statewide initiative under the Commissioner's office. This is an information item only; no action was taken.

#### Academic and Student Affairs

##### Transfer and Articulation

Regent Theurer noted they heard about data being collected, will continue to work on a single identification number for students. This was a discussion item; no action was taken.

##### Women in Leadership Mentoring Exchange Proposal (TAB A)

Regent Theurer noted this was a discussion on how to better prepare women for leadership positions. This was a discussion item; no action was taken.

##### Adoption of Policy R615, Talent Development Incentive Loan Program (TAB B)

Regent Theurer noted this program was passed in the last legislative session and allows students to get loans for qualifying jobs, determined by GOED, those jobs that would be eligible. **Regent Theurer made a motion to approve as outlined in TAB B with small grammatical changes still to be made; the motion was seconded by Regent Jensen and the motion passed.**

##### Revision and Policy Title Change R805, Women and Minorities in Faculty and Administrative Positions (TAB C)

**Regent Theurer noted this item will be moved to another meeting; no action was taken.**

##### Revised Regents' Mental Health Recommendations (TAB D)

**Regent Theurer noted this item will be moved to another meeting; no action was taken.**

##### University of Utah – Dental School Progress and Partnerships

Regent Theurer noted they received information on progress of the dental school as it reaches its sixth year. This is an information item only; no action was taken.

#### Finance and Facilities

##### USHE – Revision of Policy R510 & Adoption of Policies R514, R515, R516 (TAB E)

Regent Stoddard noted this revision is to create a new tuition setting process that eliminated the requirement for a uniform first-tier tuition increase, and eliminated the two-tier tuition structure to an institution specific tuition adjustment proposal based on institution specific needs and priorities. The recommendation also includes dividing the current policy into four policies related to tuition, fees, refunds of tuition and excess credit hour surcharges. **Regent Stoddard made a motion to approve as outlined in TAB E; the motion was seconded by Regent Anderson and the motion passed.**

##### USHE – Revision of Policies R565 & R567 (TAB F)

Regent Stoddard noted these changes are in response to recommendations made in the Legislative Audit of the Board of Regents. **Regent Stoddard made a motion to approve as outlined in TAB F; the motion was seconded by Regent Jibson and the motion carried.**

USHE – Adoption of Policy R571, *Noncapital Asset Inventory and Tracking* (TAB G)

Regent Stoddard noted this policy is being adopted due to the findings and recommendations from the Legislature associated with A Legislative audit of institution inventory and security controls. **Regent Stoddard made a motion to approve as outlined in TAB G and authorized the Commissioner's Office to file an Administrative Rule adopting these changes into Administrative Code R765-571; the motion was seconded by Regent Wright and the motion passed.**

USHE – Revision to Policy R345, *Information Technology Resource Security* (TAB H)

Regent Stoddard noted the revisions to this policy is to update the policy as necessary to adapt to the evolving threats. **Regent Stoddard made a motion to approve as outlined in TAB H; the motion was seconded by Regent Barnes and the motion passed.**

USHE – Revision to Policy R513, *Tuition Waiver and Reductions* (TAB I)

Regent Stoddard noted these changes are to better align the policy with the State Statute language authorizing the tuition waiver. **Regent Stoddard made a motion to approve as outlined in TAB I; the motion was seconded by Regent Anderson and the motion passed.**

USHE – Institutional Non-State Funded Projects for 2019-20 (TAB J)

This item was included in the motion under TAB O.

University of Utah – Campus Master Plan Amendment (TAB K)

This item was included in the motion under TAB O.

University of Utah – Property Acquisition (TAB L)

This item was included in the motion under TAB O.

University of Utah – Authorization for Legislative Bond Authority (TAB M)

**Item pulled by institution; no action was taken.**

University of Utah – Lease Renewal (TAB N)

This item was included in the motion under TAB O

USHE – 2018-19 Information Technology Operating Plan (TAB O)

This motion was included in the motion under TAB O.

**Regent Stoddard said instead of going through TABS J, K, L, N, O, he would make a motion to approve as outlined; the motion was seconded by Regent Jibson and the motions passed.**

USHE – Approval Board of Trustee Audit Committee Membership (TAB P)

Regent Stoddard noted this item is to appoint audit committee members for all eight institutions of higher education. **Regent Stoddard made a motion to approve the list of Trustee Audit Committee members for each of the eight USHE institutions as outlined in TAB P; the motion was seconded by Regent Anderson and the motion passed.**

USHE – Tuition and Student Aid Scope Approval (TAB Q)

Regent Stoddard noted the Board is asked to review and take action of the final scope of work document associated with the Board's Tuition and Student Aid policy study. The proposed study will address the following three actions: Conduct a tuition and student aid policy baseline assessment; Identify the value of nonresident students to the USHE institutions and state of Utah; and Identify potential options for the Board to consider when defining affordability and appropriate system metrics. **Regent Stoddard moved to approve as outlined in TAB Q; the motion was seconded by Regent Wright and the motion passed.**

University of Utah – Trustee Property Action (TAB R)

This is an information item only; no action was taken.

USHE – Certification for State's Moral Obligation Pledge (TAB S)

Regent Stoddard noted Utah Code requires the Chair of the Regents to certify annually any amount required to restore debt service reserve funds or to meet projected shortfalls of principal or interest for the coming year. All USHE institutions confirm they have sufficient financial resources to make all debt service payments for calendar year 2019. This is an information item only; no action was taken.

USHE – Annual Institutional Residences Expense Report (TAB T)

This is an information item only; no action was taken.

USHE – Annual Report on Leased Space (TAB U)

This is an information item only; no action was taken.

USHE – Annual Contracts and Grants Report (TAB V)

This is an information item only; no action was taken.

USHE – Fall 2018 Third-week Enrollment Report (TAB W)

This is an information item only; no action was taken.

USHE – 2017-18 End-of-year Enrollment Report (TAB X)

This is an information item only; no action was taken.

Regent Jensen made a motion to move into executive session; the motion was seconded by Regent Barnes and the motion carried. Regent Theurer made a motion to close executive session and the motion carried.

The meeting adjourned at 5:00 p.m.

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Loreen Olney, Executive Secretary

Date Approved: January 25, 2019



STATE BOARD OF REGENTS  
WEBER STATE UNIVERSITY, OGDEN, UTAH  
STEWART LIBRARY & SHEPHERD UNION BUILDING  
DECEMBER 6, 2018

Contents of Minutes

Attendance .....	1
Acknowledgments .....	1
Weber State University Presidential Appointment .....	2
Adjournment .....	2

STATE BOARD OF REGENTS  
WEBER STATE UNIVERSITY, OGDEN, UTAH  
STEWART LIBRARY & SHEPHERD UNION BUILDING  
DECEMBER 6, 2018

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Harris H. Simmons, Chair  
Nina R. Barnes, Vice Chair  
Jessellie B. Anderson  
Marlin K. Jensen  
Patricia Jones  
Robert S. Marquardt  
JaKell Larson  
Steven Lund  
Mark R. Stoddard  
Teresa Theurer  
Joyce P. Valdez  
Thomas E. Wright

Regents Absent

Dan W. Campbell  
Wilford W. Clyde  
Sanchaita Datta  
Cristina Ortega  
Robert W. Prince

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education

Weber State University Trustees

Nolan Karras  
Kearston Cutrbus  
Scott Parsen

Chair Simmons called the meeting to order at 8:13 a.m.

It was moved by Regent Stoddard and seconded by Regent Barnes to meet in Executive Session for the sole purpose of discussing the character and professional competence of the applicants for the Weber State University Presidential Search. The motion carried. The Regents met in executive session from 8:13 a.m. to 4:26 p.m.

Chair Simmons called the Committee of the Whole to order again at 5:45 p.m.

Acknowledgements

Chair Simmons began by recognizing President Wight's service to Weber State University, noting he skillfully led the institution for over five years, expanding financial aid, increasing enrollment and diversity, and focusing on student success. On behalf of the Board Regents he thanked President Wight for his service to Weber.

Chair Simmons thanks Dr. Norm Tarbox for his service as interim president since May, noting he has done a magnificent job through this transition. He also recognized his outstanding contributions to Weber and the system throughout the years. He thanked all involved with the search which included Regents, Trustees, member of Weber State's faculty, staff, students, and representatives of the community and alumni.

He then turned the time over to Regent Anderson and Trustee Karras, who were co-chairs of the search committee. Regent Anderson began by saying what a privilege it was to be a part of this committee. She thanked the committee for their work. Trustee Karras thanked everyone who participated and acknowledged the amount of work involved, beginning with the creation of the job announcement.

Weber State University Presidential Appointment

**Regent Anderson moved to appoint Dr. Brad L. Mortensen as the 13th president of Weber State University; it was seconded by Regent Theurer and the motion carried unanimously** (Regent Marquardt and Wright left prior to the evening session of Committee of the Whole).

President and Mrs. Mortensen were introduced to the audience. Chair Simmons said President Mortensen was chosen from an impressive field of candidates. He has proven to be a thoughtful and effective leader, and has focused on student success, access, and inclusivity. His accomplishments throughout his career show President Mortensen has the strength and ability to continue the university on its upward trajectory.

Commissioner Buhler welcomed President Mortensen and said it his honor, on behalf of the Utah System of Higher Education, to welcome President Mortensen as a new member of the Council of Presidents.

President Mortensen said this is very humbling and thanked the regents for this opportunity. He thanked his friends, faculty, and students for their support and encouragement. Mrs. Camille Mortensen said it is an honor and privilege to stand next to Brad as the next President of Weber State University. She said President Mortensen is fiercely loyal to Weber and the future is bright.

On a motion from Regent Barnes and seconded by Regent Jones, the Committee of the Whole adjourned at 6:02 p.m..

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Loreen Olney, Executive Secretary

Date Approved: January 25, 2019

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Statewide College Access Advisors Update

For the 2019 legislative session, the Board of Regents identified as its top budget priority a statewide program that will establish a permanent, full-time college access advisor for every high school in Utah. This keystone initiative of the Board is the culmination of the efforts of the Board Working Groups and reflects the Board's prioritization of access and affordability issues over the past year.

The current projected cost for state tax funds to implement this program is \$5,995,000, which will be refined as the Board pursues additional funding options and internal reprioritizations. The current funding request will include a one-time funding reduction the first year as the program prepares to scale statewide.

This statewide college access advising program expands the Utah College Advising Corps at the University of Utah, which was initially established under a joint grant from the Board of Regents and the University of Utah from the Jack Kent Cook Foundation, with the original intent to take this program statewide. Under the current program, 12 schools in Utah have a full-time advisor (11 along the Wasatch Front and 1 in St. George, as a partnership between the University of Utah and Dixie State University).

The program will expand statewide, under the direction of the Board of Regents, to every high school in Utah by the school year 2021-2022. As it is implemented across the state, the program will be regionally integrated into local USHE institutions to tie in with their programming and access efforts.

**2019-20 expansion:**

By reprioritizing existing resources within the Commissioner's Office, the college access advising program will expand into 21 additional high schools, to be in a total of 33 high schools for the 2019-20 academic year. This first-year expansion will provide an opportunity to work through implementation details with partner USHE institutions and high schools, better laying the groundwork for the full expansion over the next two years. Staff are working with enrollment and student services leadership at Weber State University, Utah Valley University, and Dixie State University, as well as the districts and high schools within those service regions.

It is anticipated that the following high schools will have full-time college access advisors for 2019-20 school year:

High School	District	Regional Coordinator housed at:
Fremont High	Weber	Weber State University
Weber High	Weber	
Roy High	Weber	
Bonneville High	Weber	
Clearfield High	Davis	
Syracuse High	Davis	
Ben Lomand High	Ogden City	
Odgen High	Ogden City	Utah Valley University
Mountain View	Alpine	
Orem	Alpine	
West Lake	Alpine	
Timpview	Provo	
Provo	Provo	
Springville	Nebo	
Payson	Nebo	Dixie State University
Dixie High	Washington	
Desert Hills High	Washington	
Snow Canyon	Washington	
Crimson High	Washington	
Hurricane High	Washington	
Water Canyon	Washington	
Pine View	Washington	University of Utah
East	Salt Lake City	
West	Salt Lake City	
Highland	Salt Lake City	
Granger	Granite	
Cyprus	Granite	
Hunter	Granite	
Kearns	Granite	
Taylorsville	Granite	
Cottonwood	Granite	
West Jordan	Jordan	
Hillcrest	Canyons	

By June 2019, advisors will be hired to work in these high schools for the 2019-20 academic year along with regional coordinators who will oversee the new advisors and provide embedded service at partner USHE institutions.

**External support:**

The initiative has received formal endorsement from several outside entities including:

- The Governor’s Education Excellence Commission
- Utah State Board of Education
- Salt Lake Chamber of Commerce
- Utah Valley Chamber of Commerce Policy Committee
- Ogden-Weber Chamber of Commerce
- Utah State Superintendents Association
- Utah Secondary Counselors Association
- Women in the Economy Commission
- United Way Promise Partnership Regional Council

Commissioner’s Recommendation

This is an information item; no action required.

DLB/SJ

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David L. Buhler  
Commissioner of Higher Education

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY2020 Operating Budget Request Revisions

Issue

The Board is asked to review and approve the proposed revisions to the FY2020 operating budgeting in preparation for the 2019 Legislative Session. The proposed changes do not increase the amount of the budget, but rather a change in use for the proposed funds.

Background

During the September 2018 Board meeting, the Board adopted its FY2020 Operating Budget Request. Since that time, the Commissioner's Office has received requests from Weber State University and Snow College to update their proposed budget request needs to address critical emerging needs on campus since the September approval.

Weber State University is asking the Board to consider the following changes to its FY2020 budget request

- Decrease its Affordable Access request from \$1,000,000 to \$750,000 by reducing the proposed increase in student scholarships from \$700,000 to \$450,000
- Decrease its Timely Completion request from \$2,500,000 to \$2,155,000 by reducing its request for annual software maintenance from \$400,000 to \$300,000 and reducing targeted need-based scholarships focused on completion from \$450,000 to \$250,000.
- Increase its Workforce and Research request from \$600,000 to \$1,200,000 by categorizing its STEM request previously reported under the Student Growth and Capacity request of \$600,000.
- Decrease its Student Growth and Capacity request from \$1,400,000 to \$1,395,000 by making the following changes to its request in this category:
  - Increasing the ask for wireless infrastructure costs from \$75,000 to \$125,000
  - Increasing the ask for security infrastructure costs from \$75,000 to \$125,000
  - Adding a new request to address High Impact Faculty & Staff for \$450,000
  - Re-categorize the \$600,000 STEM request to Workforce and Research

Snow College is asking the Board to consider the following changes to its FY2020 budget request.

- Decrease its Timely Completion request from \$215,000 to \$170,000 by reducing the salary and benefits request associated with its predictive analytics software and student success expansion request.
- Increase its request in the student Growth and Capacity request by \$45,000 to add an additional patrol officer to the colleges department of public safety.

If the Board approves the request to modify the use of funds as proposed by these two institutions, the FY2020 USHE Operating Budget Request would be modified as follows and highlighted in the attachment.

FY20 USHE Operating Budget Request		
Budget Category	Original Request	Modified Request
Affordable Access	\$14,430,200	\$14,180,200
Timely Completion	\$15,711,287	\$15,411,287
Workforce & Research	\$9,419,800	\$10,019,800
Student Growth & Capacity	\$18,651,800	\$18,601,800
USHE Total	\$58,213,087	\$58,213,087

Commissioner's Recommendation

The Commissioner recommends that the Board approve the proposed FY2020 Operating Budget Request revisions for the 2019 Legislative Session.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/BLS  
Attachment



**Proposed**

Utah System of Higher Education

January 16, 2019

**Budget Request Summary**

ESTIMATED FY 2019-20 STATE TAX FUNDS BEGINNING BASE BUDGET \$1,019,164,000

	<b>Proposed</b>
<b>USHE OPERATING BUDGET PRIORITIES (Ongoing Increase)<sup>1</sup></b>	<b>\$58,213,087</b>

<b>Compensation</b> <sup>2,3</sup>	
Internal Service Rate Fund Increases <sup>4</sup>	
<b>Affordable Access</b>	<b>14,180,200</b>
Regents' & New Century Scholarships	
Statewide College Advising Corps	
Institution Based Student Aid, Student Employment & Internships	
First Gen and Underserved Student Access Programs	
<b>Timely Completion</b>	<b>15,411,287</b>
3-year Bachelor Degree Pilot Program (SUU)	
Advising, Retention, and Student Success Programs	
Online Programs	
<b>Workforce and Research</b>	<b>10,019,800</b>
Health Professions and Related Programs	
Engineering, IT, and Related Technologies	
Construction, Composites and Diesel Technologies/Technicians	
<b>Student Growth &amp; Capacity</b>	<b>18,601,800</b>
Cyber Security (HETI)	
Noncredit CTE Investment (Hinkins)	
New Faculty for High Demand, High Growth Programs	
Student Services and Operational Support	
Institution IT, Classroom Equipment & Data Technology	
Institution Salary Equity	
<b>Total - USHE Operating Budget Priorities</b>	<b>\$58,213,087</b>
	5.7%

**Notes:**

- <sup>1</sup> Based on form B-1 Institutional Budget Needs
- <sup>2</sup> Compensation estimate based on a 2.0% salary increase and 5% health (\$34,375,310) - a 25% match in Tuition would be \$8,213,200 or an average tuition increase of 1%
- <sup>3</sup> USHE would also request any state retirement increases approved by Legislature for employees on the URS plans
- <sup>4</sup> The estimated Internal State Rate Funds increase for FY20 would require approximately \$1,177,949 in additional tuition dollars.

## Budget Request Summary

ESTIMATED FY 2019-20 STATE TAX FUNDS BEGINNING BASE BUDGET \$1,019,164,000

	Proposed
<b>USHE OPERATING BUDGET PRIORITIES (Ongoing Increase)<sup>1</sup></b>	<b>\$58,213,087</b>
Compensation <sup>2,3</sup>	
Internal Service Rate Fund Increases <sup>4</sup>	
<b>Affordable Access</b>	<b>14,430,200</b>
Regents' & New Century Scholarships	
Statewide College Advising Corps	
Institution Based Student Aid, Student Employment & Internships	
First Gen and Underserved Student Access Programs	
<b>Timely Completion</b>	<b>15,711,287</b>
3-year Bachelor Degree Pilot Program (SUU)	
Advising, Retention, and Student Success Programs	
Online Programs	
<b>Workforce and Research</b>	<b>9,419,800</b>
Health Professions and Related Programs	
Engineering, IT, and Related Technologies	
Construction, Composites and Diesel Technologies/Technicians	
<b>Student Growth &amp; Capacity</b>	<b>18,651,800</b>
Cyber Security (HETI)	
Noncredit CTE Investment (Hinkins)	
New Faculty for High Demand, High Growth Programs	
Student Services and Operational Support	
Institution IT, Classroom Equipment & Data Technology	
Institution Salary Equity	
<b>Total - USHE Operating Budget Priorities</b>	<b>\$58,213,087</b>
	5.7%

**Notes:**

- <sup>1</sup> Based on form B-1 Institutional Budget Needs
- <sup>2</sup> Compensation estimate based on a 2.0% salary increase and 5% health (\$34,375,310) - a 25% match in Tuition would be \$8,213,200 or an average tuition increase of 1%
- <sup>3</sup> USHE would also request any state retirement increases approved by Legislature for employees on the URS plans
- <sup>4</sup> The estimated Internal State Rate Funds increase for FY20 would require approximately \$1,177,949 in additional tuition dollars.

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: 2019 Session of the Utah State Legislature

The 2019 Session of the Utah State Legislature commences on Monday, January 28, and continues through Thursday, March 14. The Board of Regents "shall, for the Utah System of Higher Education... establish unified budget, finance, and capital funding priorities" (Utah Code § 53B-1-103(3)(g)). The Commissioner's Office and Institutional leaders devote significant time and resources in advocating higher education interests to the Legislature throughout the 45-day session.

The major policy and budget issues the 2019 Legislative Session pertaining to public higher education at this juncture are:

- Statewide college advising
- Transfer and credit for prior learning
- State financial aid
- Capital facilities funding and planning

Of course, issues rapidly evolve and change during the session, further emphasizing the importance of the Board's engagement during the session.

According to the consensus revenue estimates prepared by the Governor's Office of Management and Budget and Office of Legislative Fiscal Analyst, the combined General Fund and Education Fund changes from last year show an increase of \$646 million in one-time funds and \$675 million in new ongoing funds.

Although there are significant new revenues, many competing priorities surface during the legislative session. The Commissioner's Office is working closely with the Regents' Strategic Communications Committee, Institution Presidents and their staffs, and student leaders to ensure consistent and concerted messaging and strategy during the 2019 legislative session.

### Legislative Communications

The Board adopted Policy R-250 to provide guidance on legislative communications and expenditures associated with those legislative communications. Only a president, senior vice-president (or equivalent), or legislative liaison may engage in legislative communications, with limits of two designated legislative liaisons during a legislative session. A president may authorize other employees to engage in legislative communications for limited, subject-specific purposes. Institutions may also represent the Board of Regents by taking official positions on legislative action, as long as it is not contrary to the Board's position.

## Regents' Strategic Communications Committee

The Regents' Strategic Communication Committee is responsible for developing the advocacy messaging and strategies of the Board's legislative priorities. The Committee will hold a weekly conference call with the Commissioner and staff to review emerging and evolving legislative issues, and strategize actions that most effectively represents the Board's positions to the Legislature. The Committee will advise the Executive Committee, as needed, of possible formal actions required of the Board during the Legislative Session.

### Commissioner's Recommendation

1. Reaffirm the Board's budget and capital facilities priorities of the Utah System of Higher Education for the 2019 Session of the Utah State Legislature, as adopted by the Board on September 20, 2018, along with any subsequent modifications to date.
2. Regents, Commissioner and staff, Presidents and institutional representatives work unitedly in support of the Board's unified budget and capital development priorities in their advocacy with the Legislature.
3. Authorize the Commissioner, in consultation with the Regents' Strategic Communications Committee and the Board Chair to act on behalf of the Board regarding legislation that may be introduced during the 2019 Legislative Session.
4. Request the Commissioner's Office provide the Board, via the Regents' Strategic Communications Committee, with regular reports during the legislative session regarding items of interest to the Utah System of Higher Education.

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David L. Buhler  
Commissioner of Higher Education

DLB/SJ

January 16, 2019

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – System and Institutional Metrics and Goals: Additions and Revisions

Issue

In November 2018, the Board approved seven performance metrics and directed the Commissioner’s Office to return in January with proposed institution goals that “delineate the expected contributions of individual institutions of higher education toward these goals,” (UCA 53B-1-102). This Board action followed Regent discussion and direction in 2017, and in July and September 2018.

Each of the approved system metrics measure the progress toward meeting the overarching Board’s 2025 Strategic Plan higher education objectives of (1) Affordable Access, (2) Timely Completion, (3) Workforce and Research, and (4) Capacity and Growth. These metrics and goals will assist the Board in its statutory responsibilities to measure progress of the system as a whole and individual institutions in advancing its strategic objectives.

Today’s recommendation builds upon the past work of the Board and system. Where applicable, institutional goals are proposed for the system metrics approved in November. In some instances, modifications are recommended to those metrics and some additional metrics are proposed. In the case of new metrics, once the Board has adopted them, the Commissioner’s Office will work with the institutions to provide related system and institutional goals for approval in March 2019.

Background

At the November 2018 Board meeting, the Board approved the following seven performance metrics, which tied to the key objectives of the Board’s 2025 strategic plan:

Board of Regents 2025 Objective	Performance Metric
General Student Attainment	Increase the total number of degrees and certificates awarded between 2011 and 2020 by 25%.
Affordable Access: Access	Five-year college participation rate of high school graduates
Affordable Access: Affordability	Average published tuition and fees of 4-year institutions as a share of the state’s median household income
Timely Completion	Percentage of students receiving an award within eight years as reported by IPEDS Outcome Survey
Workforce and Research	Annual number of degrees and certificates in DWS 5-star jobs and other high demand occupations

Effective Use of Resources	Change in the five-year average total cost per award compared to change in the five-year rolling average of the Higher Education Price Index (HEPI)
Effective Use of Resources	Instruction-related classroom space utilization

Over the last eight weeks, the Commissioner’s Office, Presidents, and institutional staff have worked to refine these seven performance metrics and identify and delineate institutional goals where applicable. They have also made recommendations regarding additional system metrics for the Board to consider and take action on. Summarized below (and included in the attachment in more detail) are the recommendations for Board consideration.

### Revisions to previously adopted metrics and goals

The Commissioner recommends that the Board consider and adopt the following revisions to previously adopted metrics.

- General Attainment Metric: No Changes
- Access Metric: No Changes
- Affordability Metric: This metric adopted by the Board in November 2018 only applied to the Research and Regional institutions in aggregate only. The proposed revised metric separates out each institution based on their mission, includes community colleges, and sets an affordability goal based on institutional type.

*Original Metric:* The average tuition and fee rate for public four-year universities in each state compared to the state’s median household income.

*New Metric:* Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a share of the state’s median household income.

*Original Goal:* The average tuition and fees for public four-year universities in Utah should not exceed 10% of the state’s median household income for the corresponding year.

*New Goal (including expected institution contributions):*

- **Research Institutions’ (UU, USU):** Published Tuition and Fee rates are no more than 15% of the state’s median household income
  - **Regional Institutions’ (WSU, SUU, DSU, UVU):** Published Tuition and Fee rates are no more than 10% of the state’s median household income.
    - **SUU:** Will recommend reducing its published tuition and fee rate to 10% of the state’s median household income
  - **Community Colleges’ (SLCC, SNOW, USU-Eastern):** Published Tuition and Fee rates are no more than 7% of the state’s median household income
- **Timely Completion Metric:** No change to metric definition or system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.

*Adopted System Goal:* Increase the percentage of students completing an award within eight years from 41% to 45% by 2025

*New Institution Goals (outlining expected institution contributions):*

<b>Type</b>	<b>Institution</b>	<b>Current Rate</b>	<b>2025 8 –Year Completion Rate Goal</b>
Research	University of Utah	68%	75%
Research	Utah State University	57%	63%
Regional	Weber State University	42%	50%
Regional	Southern Utah University	50%	55%
Regional	Dixie State University	41%	45%
Regional	Utah Valley University	37%	45%
Community College	Snow College	37%	45%
Community College	Salt Lake Community College	21%	23%
System	USHE Average	41%	45%

- Workforce and Research Metric: Adopted in November 2018, the metric was the same as that used for the USHE Performance Based Funding Model related to awards related to High Market Demand areas, including in programs that support DWS 5-star jobs, education, and health-related professions. In preparing the institution metrics, however, it was noted that the 5-star jobs are primarily related to bachelor’s degree programs or higher, and thus not very applicable to community colleges. As a result, the Commissioner is recommending a slight revision to the metric and the system goal.

*Original Metric:* Annual number and percentage of degrees and certificates in DWS 5-star occupation related programs

*New Metric:* Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research (UU, USU) and Regional Institutions (WSU, SUU, DSU, UVU).

- The Commissioner’s office will work with the community colleges to develop a separate workforce metric for future Board action.

*Original Goal:*

- The USHE system will work toward increasing the annual number of degrees and certificates granted in 5-Star Occupation programs by at least 3% each year.
- The USHE system will work toward increasing the percentage of degrees and certificates granted in 5-Star Occupation programs to 30 percent of all awards by 2025.

*New System Goal:*

- Increase the annual number of degrees and certificates awarded in DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS to 10,000 by 2025 for Research and Regional Universities.

- Institution goals and contributions: If the Board approves the proposed revisions, the expected institution contribution/goals will be presented at the March 2019 Board meeting.
- Effective use of Resources – Cost per Award Metric: No change to metric definition or the system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.

*Adopted System Goal:* USHE's five-year rolling average change in total cost per award granted is no more than 95% of the five-year rolling average change in the HEPI.

*New Institution Goals* (outlining expected institution contributions): Five of the eight USHE institutions chose to adopt the system metric.

The University of Utah, Utah Valley University, and Dixie State University are asking the Board to consider a specific institution goal to accommodate specific institution circumstances. For example, Dixie State University is still in transition to its roles as a regional university (and transitioning to an appropriate tuition rate for a regional university). As a result, DSU is building the infrastructure to support anticipated growth and the cost per award reflects this effort and exceeds the HEPI rate by approximately four times. The institution's goal is to reduce the cost per award through growth to three times the HEPI rate, until fully transitioned to a University. Similarly, UVU is further along in its transition as a regional university.

Presidents from these institutions are prepared to answer questions from the Board regarding their institutional goals. Expected institution goals and contributions are outlined in the table below.

<b>Type</b>	<b>Institution</b>	<b>Proposed Institution Goal-- Five-year rolling average change in total cost per award granted is no more than:</b>
Research	UU	100% of the five-year rolling average change in the HEPI
Research	USU	95% of the five-year rolling average change in the HEPI
Regional	WSU	95% of the five-year rolling average change in the HEPI
Regional	SUU	95% of the five-year rolling average change in the HEPI
Regional	UVU	100% of the five-year rolling average change in the HEPI
Regional	DSU	300% of the five-year rolling average change in the HEPI.
Community College	SLCC	95% of the five-year rolling average change in the HEPI
Community College	Snow	95% of the five-year rolling average change in the HEPI

- Effective Use of Resources – Instructional-related Space Utilization Metric: No change to metric definition or system goal. The Board is asked to review and approve the institution goals as outlined below for this metric.



*Adopted System Goal:* Average minimum instruction-related classroom utilization system score of 22.5 by 2025

*New Institution Goals* (outlining expected institution contributions): Outlined in the table on the following page.

<b>Type</b>	<b>Institution</b>	<b>Baseline (FY17) Classroom Utilization Score</b>	<b>Goal by 2025</b>
Research	UU-SLC	14.76	Meet or exceed the 22.5 classroom utilization score by 2025
Research	USU- Logan	15.59	Improve classroom utilization score by 2% annually
Regional	WSU-Ogden/Davis	15.97	Meet or exceed the 22.5 classroom utilization score by 2025
Regional	SUU-Cedar	28.40	Improve the classroom utilization score to 32 by 2025 by increasing Classroom Utilization Rate to 40 hours per week and Classroom Station Occupancy Rate to 80%
Regional	UVU-Orem	27.55	Meet or exceed the 22.5 classroom utilization score each year
Regional	DSU-St. George	16.35	Increase classroom utilization score by 1.25 per year through 2025
Community College	SLCC-Taylorville	20.28	Meet or exceed the 22.5 classroom utilization score by 2025
Community College	Snow-Ephraim	15.90	Meet or exceed the 22.5 classroom utilization score by 2025

### **Proposed new system metrics and goals**

Based on Board discussion and feedback at the November meeting, the Commissioner’s Office is recommending that the Board consider and adopt an additional three system metrics and, if approved, direct the Commissioner’s office to work with institutions to identify the expected institution goals and contributions for the metrics for the March 2019 Board Meeting.

#### **Access/Participation Metric:** College Participation Rates by Gender and Ethnicity

*New Metric:* Participation rates by gender and ethnicity of fall end-of-term, student headcount

*New System Goal:* Increase statewide participation of underrepresented students using IPEDS race and ethnicity categories from 19% to 23% of total student headcount by 2025

#### **Timely Completion Metric:** First-time, Full-time, Degree-seeking IPEDS Student Retention Rates

*New Metric:* The annual IPEDS first-year to second-year student retention rate for first-time, full-time, degree-seeking students.

*New System Goal:* The system will increase its first-time, full-time, degree-seeking five-year rolling average student retention rate from 65% to 68% by 2025.

**Workforce and Research Metric:** Annual Number of Degrees and Certificates in High Demand Areas (beyond 5-star): Elementary and Secondary Education and Mental Health Professionals (Research and Regional Institutions Only). If the Board approves this metric, the Commissioner's office will work with the community colleges to develop a separate workforce metric appropriate to their missions for future Board action.

*New Metric:* Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals as identified by the Board.

*New System Goal:* If approved by the Board, the Commissioner's Office will work to develop a system goal and the expected institutional goals and contributions to meet the system goal.

### **Institution mission-specific, focused metrics**

In addition to the broader system metrics and goals, there are four institution, mission-specific, focused metrics the Board is being asked to consider and determine if these are metrics it would like to further develop.

#### **Salt Lake Community College**

**Timely Completion Metric:** Transfer Conversion Rate (Pilot)

*New Metric:* The proposed pilot metric is being developed as a way to track the transfer conversion rate of SLCC graduates that move on to complete a bachelor's degree after receiving an associate's degree.

*Institution Goal:* Increase the SLCC conversion rate from approximately 42% to 60% by 2025.

If approved by the Board, the Commissioner will work with SLCC to further develop and refine this metric by:

- Developing a common definition on how to track and measure the relevant data points associated with this metric
- Developing the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Examining whether the metric can also be appropriately applied to include Snow College and possibly other institutions that award the associate's degree.

#### **Research Institutions: University of Utah and Utah State University**

**Workforce and Research Metric:** Total Research Funding Received

*New Metric:* The two research institutions have asked that the Board consider a metric that focuses specifically on the research component of their respective institutions and consider a metric that looks at total research funding received by each institution.

If approved by the Board, the Commissioner will work with the research institutions to further develop and refine this metric by:

- Developing common definition on how to track and measure the relevant data points associated with this metric
- Developing a consistent baseline data and three-to-five year historical trend data as appropriate.
- Establishing a system metric and aligning institution goals to the system metric

**University of Utah Hospital and Clinics Metric.** This metric is being proposed as a University of Utah-specific metric. The metric will measure performance as it relates to the institution's hospital and clinics mission.

*New Metric:* Quality Care/Patient Satisfaction in UU Academic Medical Center

*Institution Goal:* Consistently rank in the top 10 Vizient National Ranking

If approved by the Board, the Commissioner will work with the university to further develop and refine this metric by:

- Developing a consistent baseline data and three-to-five year historical trend data as appropriate.

**Utah State University Extension Statewide Engagement Metric.** This metric is being proposed as a Utah State University-specific metric. The metric will measure performance as it relates to the institution's land grant mission through the performance of the institution's extension system.

*New Metric:* Direct and indirect contacts recorded for USU Cooperative Extension's statewide engagement activities and programs as reported for federal purposes

*Institution Goal:* Meet or exceed three-year rolling average annually for the total number of direct and indirect contacts recorded.

#### Commissioner's Recommendation

The Commissioner recommends the Board review the attachment regarding proposed system metrics and goals, including institutional goals and contributions to meet system goals and

1. Approve the proposed revisions to the metrics adopted during the November 2018 meeting highlighted in the cover memo;
2. Approve the three new system metrics and direct the Commissioner to work with institutions to finalize the system and institutional goals for these metrics for the March 2019 Board meeting; and
3. Review and approve the institution mission-specific focused proposed metrics and goals.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH  
Attachment

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**1. General Attainment Metric**  
The Total Number of Certificates and Degrees Awarded by  
USHE Institutions between 2011 and 2020

Metric	Data Definition	USHE Benchmark	System Goal
The total number of degrees and certificates awarded between 2011-2020	All awards for a given Academic Year including < 1 yr. certificates to Doctoral degrees are counted. The cumulative number of awards are measured as progress towards the 2020 goal	2011 = 30,000 Awards	System Goal: 25% increase (cumulative total amount of 336,950) USHE certificates and degrees awarded from 2011 to 2020

**System metric only.** Adopted by the Board in 2012, this metric measures the cumulative number of USHE awards from 2011 through 2020 compared to the 2020 goal. This goal will sunset in 2020 and be replaced with a new attainment metric at that time.

**Goal Status Update 2018.** Progress towards the goal is monitored annually against a USHE annual progress benchmark.

- Between 2011 and 2018 267,457 awards have been awarded by USHE institutions.
- This represents 79.3% of the 2020 goal.
- A total of 69,493 additional awards are needed to meet the system goal of 336,950 awards.
- The system is on track to meet its general attainment metric by 2020.

**Institution contributions to meeting the system Goal.** Each USHE institution has contributed to the success of the system in being on track with meeting the system goal of 336,950 awards by 2020. Institutions will need to maintain their current efforts over the next two years to ensure success.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Cumulative Total
UU	7,483	7,825	8,155	8,023	8,183	8,169	8,554	8,604			64,996
USU	5,408	5,744	5,720	5,795	6,082	6,231	6,446	6,642			48,068
WSU	4,145	4,505	4,736	4,702	5,086	5,105	5,191	5,380			38,850
SUU	1,737	1,606	1,743	1,611	1,545	1,736	2,177	2,357			14,512
SNOW	1,041	1,088	936	745	856	968	1,020	1,055			7,709
DSU	2,019	2,051	2,028	2,003	1,941	1,919	1,935	2,034			15,930
UVU	4,188	4,559	4,611	5,242	5,082	5,107	5,024	6,084			39,897
SLCC	4,181	4,190	4,049	4,428	4,022	4,587	6,354	5,684			37,495
Total USHE	30,202	31,568	31,978	32,549	32,797	33,822	36,701	37,840			267,457
USHE Goal	30,000	30,800	31,600	32,400	33,200	34,010	34,900	35,790	36,680	37,570	336,950

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**2. Access / Participation Metric**  
The Five-year College Participation Rate of Utah High School Graduates

Metric	Data Definition	USHE Benchmark	System Goal
Five-year college participation rate of Utah high school graduates	Percentage of a Utah high school graduating cohort who enroll in college within five years of graduation from high school	69% (Average of the 2007-2012 cohorts)	75% of the Utah high school graduation class of 2020 will enroll within five years of graduation

**System metric only.** This metric was adopted by the Board in November 2018. This is an access metric that looks specifically at the college-going rates of Utah high school graduates aged 18-24. This population represents approximately 54% of the total USHE student headcount for Fall 2018.

**Goal Status Update 2018.**

- Starting baseline: 69% of Utah high school graduates enroll in college within five years of graduation
- The 2013 high school graduates five-year enrollment rate was 69.5%
- The 2014 high school graduates five-year enrollment rate was 68%
- The system and institutions will need to increase college recruitment, advising, and enrollment efforts in order to meet its goal of 75% of the 2020 graduating high school class enrolled by 2025.

**Institution contributions to meeting the system Goal**

Each of the USHE institutions continually assesses and improves recruitment and outreach efforts, (i.e., TRIO, Upward Bound, early/pre-college programs, camps, etc.) to encourage high school students to attend college. This metric is focused on the broad goal of increasing college participation of Utah high school graduates and thus is more appropriate as a statewide goal rather than institution-specific. In the future, goals for this metric will be tied more directly to performance and assessment of the Board’s College Advising Corps initiative.

Cohort Year	Graduating Cohort	Year Post- H.S. of first post-secondary enrollment											
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2007	29,110	50.1%	55.5%	61.1%	66.1%	68.2%	69.5%	70.3%	70.9%	71.3%	71.7%	71.9%	72.0%
2008	30,151	50.8%	56.7%	61.9%	66.4%	68.2%	69.4%	70.2%	70.7%	71.1%	71.4%	71.5%	
2009	30,560	52.5%	58.0%	63.1%	67.2%	69.0%	70.0%	70.8%	71.3%	71.7%	71.8%		
2010	32,114	53.6%	59.5%	64.4%	68.4%	70.3%	71.5%	72.2%	72.7%	72.8%			
2011	31,640	54.6%	59.7%	64.6%	69.0%	70.8%	71.7%	72.3%	72.5%				
2012	33,283	52.9%	58.4%	63.4%	67.7%	69.3%	70.3%	70.5%					
2013	34,753	45.7%	51.2%	64.2%	68.0%	69.5%	69.8%						
2014	35,661	45.6%	51.0%	63.8%	67.6%	68.0%							
2015	36,933	45.7%	51.5%	63.7%	64.6%								
2016	38,326	46.0%	51.6%	53.8%									
2017	40,099	45.4%	46.9%										

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**NEW METRIC & GOAL**  
**3. Access / Participation Metric**  
College Participation Rates by Gender and Ethnicity

Metric	Data Definition	USHE Benchmark	System Goal
Participation rates by gender and ethnicity of fall end-of-term, students (headcount)	Percentage of fall end-of-term enrolled students classified by IPEDS race, ethnicity and gender compared to total fall end-of-term headcount student enrollment	Fall 2017 End-of-term headcount enrollment reported by gender and ethnicity (Data Book Tab C Table 9)  USHE: 36,042 ethnically diverse students (19.3% of student population)	Increase statewide participation of underrepresented students using IPEDS race and ethnicity categories from 19% to 23% of total student headcount by 2025

**System & Institution Metric.** If the Board approves this metric, it will be both a system and institution metric and have associated goals for both the system and each of the institutions.

**Proposed Metric:** College participation rates by IPEDS gender, race, and ethnicity.

**Proposed System Goal:** Increase statewide participation of underrepresented students (race and ethnicity) from 19% to 23% of the total USHE Fall end-of-term student headcount by 2025.

- Fall 2017: 36,042 students reported as ethnically diverse out of 186,161 total students (19%)

**Institution Goals:** If the Board approves this metric, institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**Institution Baseline Race, Ethnicity and Gender Diversity Data.** The baseline data for institutions follows on the next page and shows by the IPEDS race and ethnicity categories the number of male and female students in each category enrolled at end-of-term Fall 2017.

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**TABLE 9**

**UTAH SYSTEM OF HIGHER EDUCATION**

Fall Semester (End of Term) Total Headcount Enrollment by Race/Ethnicity and Gender  
Fall 2017

	Asian	Pacific Islander	Black, Non-Hispanic	Hispanic	Am. Indian AK. Native	Non-Resident Alien	White, Non-Hispanic	Race/Ethnicity Not Reported	Multiple	Total Student Headcount
<b>University of Utah</b>										
Male	890	71	233	1,594	43	1,484	11,896	704	748	17,663
Female	927	59	201	2,048	73	927	9,952	533	770	15,490
<b>Total</b>	<b>1,817</b>	<b>130</b>	<b>434</b>	<b>3,642</b>	<b>116</b>	<b>2,411</b>	<b>21,848</b>	<b>1,237</b>	<b>1,518</b>	<b>33,153</b>
<b>Utah State University</b>										
Male	156	52	120	669	187	314	11,267	671	267	13,703
Female	198	48	129	999	330	174	12,360	779	306	15,323
<b>Total</b>	<b>354</b>	<b>100</b>	<b>249</b>	<b>1,668</b>	<b>517</b>	<b>488</b>	<b>23,627</b>	<b>1,450</b>	<b>573</b>	<b>29,026</b>
<b>Weber State University</b>										
Male	201	54	221	1,310	51	240	9,709	767	395	12,948
Female	273	77	192	1,835	74	146	11,451	878	505	15,431
<b>Total</b>	<b>474</b>	<b>131</b>	<b>413</b>	<b>3,145</b>	<b>125</b>	<b>386</b>	<b>21,160</b>	<b>1,645</b>	<b>900</b>	<b>28,379</b>
<b>Southern Utah University</b>										
Male	56	68	98	225	49	357	3,080	336		4,269
Female	73	43	79	335	70	208	4,760	408		5,976
<b>Total</b>	<b>129</b>	<b>111</b>	<b>177</b>	<b>560</b>	<b>119</b>	<b>565</b>	<b>7,840</b>	<b>744</b>	<b>0</b>	<b>10,245</b>
<b>Snow College</b>										
Male	20	64	62	135	33	100	2,092	18	5	2,529
Female	26	35	21	171	53	62	2,668	13	11	3,060
<b>Total</b>	<b>46</b>	<b>99</b>	<b>83</b>	<b>306</b>	<b>86</b>	<b>162</b>	<b>4,760</b>	<b>31</b>	<b>16</b>	<b>5,589</b>
<b>Dixie State University</b>										
Male	40	86	130	489	34	79	3,212	61	155	4,286
Female	49	64	92	643	77	92	4,168	58	178	5,421
<b>Total</b>	<b>89</b>	<b>150</b>	<b>222</b>	<b>1,132</b>	<b>111</b>	<b>171</b>	<b>7,380</b>	<b>119</b>	<b>333</b>	<b>9,707</b>
<b>Utah Valley University</b>										
Male	232	184	187	2,087	108	540	15,920	346	612	20,216
Female	235	135	118	2,089	110	250	13,840	186	606	17,569
<b>Total</b>	<b>467</b>	<b>319</b>	<b>305</b>	<b>4,176</b>	<b>218</b>	<b>790</b>	<b>29,760</b>	<b>532</b>	<b>1,218</b>	<b>37,785</b>
<b>Salt Lake Community College</b>										
Male	573	160	350	2,545	113	170	10,385	1,108	435	15,839
Female	629	205	339	3,323	127	135	10,546	669	465	16,438
<b>Total</b>	<b>1,202</b>	<b>365</b>	<b>689</b>	<b>5,868</b>	<b>240</b>	<b>305</b>	<b>20,931</b>	<b>1,777</b>	<b>900</b>	<b>32,277</b>
<b>USHE</b>										
Male	2,168	739	1,401	9,054	618	3,284	67,561	4,011	2,617	91,453
Female	2,410	666	1,171	11,443	914	1,994	69,745	3,524	2,841	94,708
<b>Grand Total</b>	<b>4,578</b>	<b>1,405</b>	<b>2,572</b>	<b>20,497</b>	<b>1,532</b>	<b>5,278</b>	<b>137,306</b>	<b>7,535</b>	<b>5,458</b>	<b>186,161</b>
<b>Minority Headcount</b>	<b>4,578</b>	<b>1,405</b>	<b>2,572</b>	<b>20,497</b>	<b>1,532</b>				<b>5,458</b>	<b>36,042</b>

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**REVISED METRIC & GOAL**

**4. Affordability Metric**

**Published Tuition and Fees as a Share of the State's Median Household Income**

Metric	Data Definition	USHE Benchmark	System Goal
Average published tuition and fees rates by institution type (Research, Regional, and Community College) as a share of the state's median household income.	USHE's published tuition and fee rates by institution compared to the state's median household income as reported by the American Community Survey	FY2018-19 Published Tuition and Fees and State Median Household Income	<p>Research Institutions' (UU, USU) Published Tuition and Fee rates are no more than 15% of the state's median household income</p> <p>Regional Institutions' (WSU, SUU, DSU, UVU) Published Tuition and Fee rates are no more than 10% of the state's median household income</p> <p>Community Colleges' (SLCC, USU-Eastern, SNOW) Published Tuition and Fee rates are no more than 7% of the state's median household income</p>

**Revised System & Institution Metric.** This metric was adopted by the Board in November 2018 and applied only to the Research and Regional institutions. This revised metric and system goal includes the community colleges.

**Proposed Revised System & Institution Goals:** The Commissioner's office recommends further revising the system goal from a one-size fits all goal to a tiered-goal structure based on institution type (Research, Regional, and Community College). This new approach provides the Board a more comprehensive view of affordability for students across the system while recognizing differentiation between institutional missions and tuition and fees environment.

- **Research Institutions' (UU, USU):** Published Tuition and Fee rates are no more than 15% of the state's median household income
- **Regional Institutions' (WSU, SUU, DSU, UVU):** Published Tuition and Fee rates are no more than 10% of the state's median household income.
- **Community Colleges' (SLCC, SNOW, USU-Eastern):** Published Tuition and Fee rates are no more than 7% of the state's median household income

**Goal Status Update:** With the exception of one institution, all USHE institutions' current published tuition and fee rates align with the goals listed above.

- SUU has set a goal to reduce its published tuition and fee rate to 10% of the state's median household income

Type	Institution	Published Tuition & Fees as % of State Median Household Income
Research	UU	14.8%
Research	USU – Main Campus	11.9%
Regional	WSU	9.4%
Regional	SUU	10.8%
Regional	DSU	8.4%
Regional	UVU	9.2%
Community College	USU – Eastern	6.2%
Community College	SNOW	6.0%
Community College	SLCC	6.1%



Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**NEW INSTITUTION-SPECIFIC GOALS**  
**5. Timely Completion Metric**  
Awards Granted within Eight Years of Enrollment

Metric	Data Definition	USHE Benchmark	System Goal
Awards granted within 8 years as reported by the Integrated Postsecondary Education Data System (IPEDS) Outcomes Measure Survey	IPEDS Outcome Measures Survey definitions will be used to report the percentage of USHE students who receive an award within eight years of enrolling.	2017: 41% of the cohort received an award within 8 years of enrolling	The system will increase the percentage of the USHE IPEDS cohort receiving an award within eight years to 45% by 2025.

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal to increase the percentage of students completing an award within eight years from 41% to 45% by 2025 was adopted at that time.

**System Goal Status Update:** The baseline data was established using the 2017 graduating class. Institution baseline performance details are shown below.

<i>Types</i>	<i>Institution Name</i>	<i>Adjusted Cohorts</i>	<i>Receiving Award- 8 years</i>	<i>Completion Rate</i>
Research	University of Utah	6,044	4,123	68%
Research	Utah State University	4,460	2,531	57%
Regional	Weber State University	4,812	2,023	42%
Regional	Southern Utah University	1,978	986	50%
Regional	Dixie State University	2,934	1,210	41%
Regional	Utah Valley University	8,380	3,061	37%
Community College	Snow College	1,547	566	37%
Community College	Salt Lake Community College	11,251	2,336	21%
System	USHE	41,406	16,836	41%

**Institution-Specific Goals:** Each institution has a goal to increase the percentage of students completing an award within eight years of enrollment by 2025 to reach the system goal of 45% by 2025.

Type	Institution	2025 8 –Year Completion Rate Goal
Research	University of Utah	75%
Research	Utah State University	63%
Regional	Weber State University	50%
Regional	Southern Utah University	55%
Regional	Dixie State University	45%
Regional	Utah Valley University	45%
Community College	Snow College	45%
Community College	Salt Lake Community College	23%
System	USHE	45%

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**NEW METRIC & GOAL**

**6. Timely Completion Metric**

First-time, Full-time, Degree-seeking IPEDS Student Retention Rates

Metric	Data Definition	USHE Benchmark	System Goal
Annual first-year to second-year student retention rate as reported by IPEDS	Percentage of first-time, full-time, degree-seeking students who return to the same institution for their second year as reported by the institution in the IPEDS Fall Enrollment Survey	Five Year Rolling Average (2017) 65%	The system will increase its first-time, full-time degree-seeking five year rolling average student retention rate to 68% by 2025.

**System & Institution Metric.** If the Board approves this metric, it will be both a system and institution metric and have associated goals for both the system and each of the institutions.

**Proposed Metric:** The annual IPEDS first-year to second-year student retention rate for first-time, full-time, degree-seeking students.

**Proposed System Goal:** The system will increase its first-time, full-time, degree-seeking five year rolling average student retention rate from 65% to 68% by 2025.

**Baseline performance data.** The following chart shows the annual IPEDS student retention rate by institution and averaged by the system for the last five years. This data will be used to set institution specific goals.

Type	Institution	2013	2014	2015	2016	2017	5-yr Avg.
Research	University of Utah	88%	89%	89%	90%	90%	89%
Research	Utah State University	66%	71%	71%	73%	69%	70%
Regional	Weber State University	68%	55%	60%	62%	65%	62%
Regional	Southern Utah University	65%	66%	64%	69%	71%	67%
Regional	Dixie State University	60%	54%	58%	54%	56%	56%
Regional	Utah Valley University	61%	59%	63%	63%	66%	62%
Community College	Snow College	44%	55%	61%	63%	64%	58%
Community College	Salt Lake Community College	52%	56%	52%	57%	59%	55%
<b>System</b>	<b>USHE</b>	<b>63%</b>	<b>63%</b>	<b>65%</b>	<b>66%</b>	<b>68%</b>	<b>65%</b>

**Institution Goals:** If the Board approves this metric and system goal, institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**REVISED METRIC**

**7. Workforce and Research Metric**

Annual Number of Degrees and Certificates in DWS 5-Star Occupation-Related Programs  
(Research and Regional Institutions Only)

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research and Regional Institutions only	USHE Performance Based Funding Formula Market Demand Metric.  High market demand fields include DWS 5-star jobs and other critical market demand programs identified in partnership with DWS and GOED.	2016-17 = 9,799	Increase the annual number of degrees and certificates awarded in DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS to 10,000 by 2025.

**System & Institution Metric.** This metric was adopted in November 2018, based on the metric used for the USHE Performance Based Funding Model related to Market Demand Programs, including education graduates. In preparing the institution metrics, it was noted that the 5-star jobs are primarily related to bachelor's degree programs or higher, leaving the community colleges at a disadvantage in this metric.

**Proposed Metric Revision:** Annual number of degrees and certificates awarded in DWS 5-star jobs and key programs as defined in the USHE Performance Funding model Market Demand Metric for Research (UU, USU) and Regional Institutions (WSU, SUU, DSU, UVU).

A separate community college metric related to workforce will be developed and brought to the Board at a future meeting.

**Proposed Revised System Goal:** By limiting this goal to the Research and Regional universities, the system goal and baseline data are revised as follows:

- **Proposed New Goal:** The system will award at least 10,000 degree in 5-star occupation-related programs by 2025.
- **Updated Baseline Data:** 2016-17 5-star related awards 9,799 system wide (excluding Snow and SLCC). The following chart shows by institution and year how many awards have been granted for DWS and 5-star jobs and other critical market demand programs identified by GOED and DWS since 2013.

Year	UU	USU	WSU	SUU	DSU	UVU	USHE
2013	3,003	1,730	1,349	613	423	1,493	8,611
2014	3,242	1,731	1,305	558	414	1,548	8,798
2015	3,437	1,724	1,435	555	533	1,612	9,296
2016	3,475	1,856	1,529	525	543	1,586	9,514
2017	3,663	1,871	1,534	583	542	1,606	9,799

**Institution-Specific Goals:** If the Board approves the revisions to this metric a system goal and related institution goals will be developed and presented to the Board for approval at the March 2019 Board meeting.

**NEW METRIC**

**8. Workforce and Research Metric**

Annual Number of Degrees and Certificates in High Demand Areas (beyond 5-star): Elementary and Secondary Education and Mental Health Professionals (Research and Regional Institutions Only)

Metric	Data Definition	USHE Benchmark	System Goal
Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals at this time	Annual count of awards (undergraduate and graduate) in high demand programs of critical importance that are not included in 5-star occupation-related programs due to lower compensation or for other reasons determined by the Board)	TBD	TBD

**System & Institution Metric.** If the Board approves, this metric will be both a system metric and institution metric with associated goals for both the system and each institution (except for community colleges). Similar to the 5-star jobs, most of these require at least a bachelor's degree. A separate community college metric related to workforce will be developed and brought to the Board at a future meeting.

**Proposed Metric:** Annual number of degrees and certificates in key high demand areas NOT included in 5-star occupation-related programs: Focus on elementary and secondary education and mental health professionals as identified by the Board.

**Next steps in goal development:**

- Develop system and institution baseline data for the number of bachelor's degrees and higher in specific CIP codes associated with elementary and secondary education and mental health professions.
- Identify a system goal to expand the number of awards granted by 2025 in these programs.
- Establish institution goals to delineate how they will contribute to meeting the system goal by 2025.
- Bring back to the Board for approval at the March 2019 Board meeting.

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**NEW INSTITUTION-SPECIFIC GOALS**  
**9. Effective Use of Resources Metric**  
Cost per Award

Metric	Data Definition	USHE Benchmark	System Goal
Change in total cost per award compared to change in the five-year rolling average of the Higher Education Price Index (HEPI)	The five-year rolling average change in the total cost per award (total awards by an institution divided by the corresponding year's operating expenses averaged over five years).	95% of the annual change in HEPI's five-year rolling average	USHE's five-year rolling average change in total cost per award granted is no more than 95% of the five-year rolling average change in the HEPI.

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal is that the five-year rolling average change in the total cost per award granted is no more than 95% of the five-year rolling average change in the Higher Education Price Index (HEPI).

**System Goal Status Update:** For 2017, USHE in total met the system goal. Over the past five years, USHE in total met the goal three of five years.

**Baseline performance data.** System baseline data was presented and adopted by the Board at the November 2018 meeting. The following chart shows five-year rolling average change in HEPI and five-year rolling average change in cost per award for USHE and for each institution. This data was used to develop the proposed goal for each institution.

Year	5-year Rolling Average Change in HEPI			5-year Rolling Average Change in Cost per Award (Baseline Data for Institutions)								
	300%	100%	95% Goal	USHE	UU	USU	WSU	SUU	SNOW	DSU	UVU	SLCC
2013	5.21%	1.74%	1.65%	-0.80%	1.12%	-1.05%	-1.80%	-1.66%	-6.23%	-0.97%	-2.29%	0.42%
2014	5.71%	1.90%	1.81%	-0.43%	2.44%	-2.73%	-0.48%	2.13%	-2.12%	3.18%	-4.05%	-0.59%
2015	6.44%	2.15%	2.04%	2.08%	1.41%	0.61%	0.43%	4.78%	-0.90%	9.61%	1.28%	5.39%
2016	6.12%	2.04%	1.94%	2.14%	1.81%	1.72%	-0.64%	3.97%	4.78%	8.85%	2.58%	2.05%
2017	7.35%	2.45%	2.33%	1.72%	1.71%	2.09%	1.61%	-1.83%	5.21%	9.24%	6.92%	-3.35%

**Institution-Specific Goals:** Shown below are the institution specific goals.

Type	Institution	Proposed Institution Goal-- Five-year rolling average change in total cost per award granted is no more than:
Research	UU	100% of the five-year rolling average change in the HEPI
Research	USU	95% of the five-year rolling average change in the HEPI
Regional	WSU	95% of the five-year rolling average change in the HEPI
Regional	SUU	95% of the five-year rolling average change in the HEPI
Regional	UVU	100% of the five-year rolling average change in the HEPI
Regional	DSU	300% of the five-year rolling average change in the HEPI.
Community College	SLCC	95% of the five-year rolling average change in the HEPI
Community College	Snow	95% of the five-year rolling average change in the HEPI

Board of Regents Strategic Plan 2025  
Metrics Update  
January 2019

**NEW INSTITUTION-SPECIFIC GOALS**  
**10. Effective Use of Resources**  
Instruction-related Classroom Space Utilization

Metric	Data Definition	USHE Benchmark	System Goal
Instruction-related classroom space utilization	Classroom utilization rates as measured by (1) room utilization, and (2) station occupancy. Average instruction-related classroom use is calculated by multiplying an institution's fall classroom utilization and station occupancy rate on its main campus as defined in Regent Policy R751, <i>Institutional Facilities Space Utilization</i>	USHE Classroom Utilization Rate Standard: 33.75 hours per week; USHE Classroom Station Occupancy Rate Standard: 66.7% full  2016-17 USHE Average Classroom Utilization Score: 19.4	Average minimum instruction-related classroom utilization system score of 22.5 by 2025

**System & Institution Metric.** This metric was adopted by the Board in November 2018. The system goal is to increase classroom utilization across the system to meet the Board's standard utilization rates of 22.5 by 2025.

**System Goal Status Update:**

- The baseline for the system metric for classroom utilization will be based on the FY 2017 utilization data.
- The 2016-17 average utilization score for the system was 19.4.
- The most recent space utilization report will be presented at the January 2019 Board meeting.

**Institution-Specific Goals:** Shown below are the institution specific goals.

Type	Institution	Baseline (FY17) Classroom Utilization Score	Goal by 2025
Research	U of U-SLC	14.76	Meet or exceed the 22.5 classroom utilization score by 2025
Research	USU- Logan	15.59	Improve classroom utilization score by 2% annually
Regional	WSU-Ogden/Davis	15.97	Meet or exceed the 22.5 classroom utilization score by 2025
Regional	SUU-Cedar	28.40	Improve the classroom utilization score to 32 by 2025 by increasing Classroom Utilization Rate to 40 hours per week and Classroom Station Occupancy Rate to 80%
Regional	UVU-Orem	27.55	Meet or exceed the 22.5 classroom utilization score each year
Regional	DSU-St. George	16.35	Increase classroom utilization score by 1.25 per year through 2025
Community College	SLCC-Taylorsville	20.28	Meet or exceed the 22.5 classroom utilization score by 2025
Community College	Snow-Ephraim	15.90	Meet or exceed the 22.5 classroom utilization score by 2025

*New Metrics under Development*

**11. Timely Completion – Transfer Conversion Rate (SLCC Pilot)**

Metric	Data Definition	Baseline	Institution Goal
Transfer conversion rate from Associate's degrees to Bachelor's degrees.	Number of students receiving an Associate's degree from SLCC who continue on to complete a Bachelor's degree	FY 2017 –18 baseline: 42%	Increase the percent of SLCC graduates who receive a bachelors from 42% to 60% by 2025.

**Institution Metric.** This metric is being proposed as a pilot metric as a way to track the transfer conversion rate of SLCC graduates that move on to complete a bachelor's degree after receiving an associate's degree.

**Next steps in goal development:**

- Work with SLCC to develop a common definition on how to track and measure the relevant data points associated with this metric
- Develop the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Refine and establish the institution goal
- Look at whether the metric can be scaled up to include Snow College and other institutions that award the associate's degree.

**12. Workforce and Research – Total Research Funding Received (UU and USU only)**

Metric	Data Definition	Baseline	Institution Goal
Total research funding received	TBD	TBD	TBD

**Research Institution Metric.** This metric is being proposed as a Research Institutions (UU and USU) specific metric. The metric will measure performance as it relates to the institutions' research mission.

**Next steps in goal development:**

- Work with UU and USU to develop a common definition on how to track and measure the relevant data points associated with this metric
- Develop the appropriate baseline data and three-to-five year historical trend data as appropriate.
- Refine and establish the system and institution goals

Sample data received by UU and USU

University of Utah Baseline	University of Utah Goal	Utah State University Baseline	Utah State University Goal
FY2014 = \$388M FY2015 = \$417M FY2016 = \$438M FY2017 = \$459M FY2018 = \$515M	Total annual research funding at or above \$575M by 2025	Three-year average FY2013 = \$163M FY2014 = \$161.8M FY2015 = \$167.8M FY2016 = \$175.2M FY2017 = \$181.1M	Exceed the rolling three-year average of annual funding of sponsored awards every year

**13. University of Utah Hospitals and Clinics: Quality Care / Patient Satisfaction**

Metric	Data Definition	Baseline	Institution Goal
Quality Care/Patient Satisfaction in UU Academic Medical Center	Defined by the Vizient National Ranking	Consistently in top 10 nationally	Consistently in top 10 nationally

**University of Utah Metric.** This metric is being proposed as a University of Utah specific metric. The metric will measure performance as it relates to the institution’s hospital and clinics mission.

**Next steps in goal development:**

- Work with UU to understand how the metric relates to the Board’s strategic plan and objectives and how the Board can help to influence or improve overall performance
- Work with the UU to develop the baseline data to include three-to-five year historical trend data

**14. Utah State University Extension Statewide Engagement**

Metric	Data Definition	Baseline	Institution Goal
Direct and indirect contacts recorded for USU Cooperative Extension’s statewide engagement activities and programs as reported for federal purposes	Three-year rolling average of NWCCU-reported direct and indirect cooperative extension contacts	3-year average: 2015 - 4,811,413 2016 - 4,246,187 2017 - 4,987,706 2018 - 4,853,336	Meet or exceed three-year rolling average annually

**Utah State University Metric.** This metric is being proposed as a Utah State University specific metric. The metric will measure performance as it relates to the institution’s land grant mission through the performance of the institutions extension system.

**Next steps in goal development:**

- Work with USU to understand how the metric relates to the Board’s strategic plan and objectives and how the Board can help to influence or improve overall performance

*Possible Future Metrics*

- IPEDS 6 year graduation rate for first-time, full-time, degree seeking students
- USHE Transfer and articulation metric
- Job attainment and salary at 10 years out (if Equifax data set becomes available)
- Quality measures such as High Impact Practices and others



January 16, 2019

MEMORANDUM

TO: State Board of Regents  
FROM: David L. Buhler  
SUBJECT: 2018 Annual Report

The 2018 Annual Report summarizes the efforts and accomplishments of the Board over the past year including four presidential searches, significant effort in establishing system wide metrics and the efforts of the Regents' Working Groups. The Report also identifies important themes that have emerged from the Working Groups, results of the stakeholder qualitative study, the public option poll, and the Board's priority initiatives. The Report briefly reviews the current initiatives moving into 2019: Tuition policy changes and study, Statewide College Advising Corp, and continued efforts in student safety and wellness.

Commissioner's Recommendation

1. Adopt the 2018 Annual Report, with any adjustments deemed necessary by the Board.
2. Direct the Commissioner and staff to suspend activities related to the Utah College Acceptance Letters until the Statewide College Advisors program is fully implemented with advisors to assist students directly in each high school.
3. Direct the Commissioner to develop a work plan for FY2020 that identifies deliverables (including necessary resources, milestones and timeline) for the fiscal year in support of the priority areas, to be considered by the Board in May 2019.
4. Begin development of an updated Strategic Plan based on the research efforts of the Gardner Policy Institute to identify a possible "stretch goal" related to postsecondary educational attainment in Utah.

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David L. Buhler  
Commissioner of Higher Education

DLB/SJ