SOUTHERN UTAH UNIVERSITY

LEARNING LIVES FOREVER™

BOARD OF TRUSTEES
AGENDA AND MINUTES

December 4, 2013

Board of Trustees

December 4, 2013

Schedule of Events	
Tuesday, December 3, 2013	
5:15 p.m.	Holiday Gala Reception (Smith Center Rotunda)
6:00 p.m.	Holiday Gala Dinner (Smith Center Ballroom)
8:00 p.m.	Oak Ridge Boys Concert (Centrum)
Wednesday, December 04, 2013	
10:00 a.m.	Trustees Executive Session (Charles Hunter)
11:30 a.m.	Trustees Luncheon (Shooting Star)
12:30 p.m.	Trustees Regular Meeting (Charles Hunter)

ACTION ITEMS:

1)	Welcome by Chair Leavitt	Verbal
2)	Minutes of October 11, 2013, Trustees Meeting	**Tab A**
3)	Policy #11.9 Accommodations for Students with Disabilities	**Tab B**
4)	Policy #11.11 Disability-Related Grievances	**Tab C**
5)	Utah Shakespeare Festival Amended Budget for 2014	**Tab D**
6)	Policy #6.41 Cyclical Academic Program	**Tab E**
7)	Masters of Science in Critical Infrastructure Protection (Cyber Security)	**Tab F**
8)	Masters of Science of Forensic Science Discontinuance	**Tab G**
9)	Academic Calendars 2014-2017	**Tab H**
10)	Policy #13 Risk Management Committee	**Tab I**
11)	Head Start Eligibility, Recruitment, Selection Criteria Summary	**Tab J**

INFORMATION & REPORTS:

12)	Report of the Chair of the Board	Verbal
13)	Report of the President (SMART Growth Plan)	Verbal
14)	Report of the Student Body President	Verbal
15)	Report of the Provost:	
	A. Bachelor of Science in Art Three Year Review	**Tab K**
	B. Outdoor Recreation, Parks and Tourism Three Year Review	**Tab L**
	C. College of Education & Human Development Seven Year Review	**Tab M**
	D. National Survey of Student Engagement Snapshot for 2013	**Tab N**
	E. Academic Roadmap and KPI Progress	**Tab O**
16)	Report of University Relations (Social Media Videos)	Verbal
17)	Report of Advancement & Regional Services	Verbal
18)	Report of Alumni	Verbal
19)	Report of Athletics	Verbal
20)	Report of Staff Association	Verbal
21)	Report of Faculty Senate	Verbal

Board of Trustees

December 4, 2013

CONSENT ITEMS:		
22)	Investment Report for September 30, 2013	**Tab P**
	Quarterly Endowment Report of September 30, 2013	
	Head Start Budget Reports for October 31, 2013	
	Head Start Summary Report	
	Motion for Executive Session	

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Board of Trustees

Minutes
October 11, 2013

Regular Business Meeting

The Regular Business meeting began at 1:45 p.m. in the Charles Hunter Conference Room of the Haze Hunter Conference Center.

Trustee Members Present: Chair Eric Leavitt; Vice Chair Jim Johnson; Trustees Ann Marie Allen, Matt Cannon, Marshall Erb, Nate Esplin, Sherrie Hansen, Jeffrey Hertig, Carolyn Higbee and Mark Russell.

Others Present: Interim President Rich Kendell; Provost Brad Cook; Vice Presidents Stephen Allen (Interim); Stuart Jones; Dialea S. Adams, Secretary; Michael Carter, Assistant Attorney General; Jacob Askeroth, President Council Fellow; Ken Beazer, Director of Athletics; Thomas McFarland, Chief Information Officer; Julie Larmore, Staff Association President; Jeff Orton, Internal Auditor; Emily Dean, Faculty Senate President-Elect; Wes Curtis, Executive Director of Regional Services; Tom Morgan, Director of Head Start; Bill Byrnes, Associate Provost; Michael Beach, Controller; James McDonald, Dean of Humanities and Social Sciences; Carl Templin, Dean of the School of Business; Greg Powell, Associate Professor of Management; Todd Petersen, Associate Professor of English; Amy McIff, Creative Media & Outreach Specialist; and Bailey Bowthorpe, SUUSA Academic Vice President. Students Dallan Wright, Jakob Weyland, Erik Carlson, Kaleigh Wayment, Lance Lawry, Emily Burt, Dallin Crane, Ryan Logan, and LaBrandon Fransen.

1. Welcome By Chair Leavitt

Eric Leavitt called the meeting to order and welcomed the board and other guests to the meeting.

2. Minutes of August 23, 2013, Trustees Meeting

The trustees reviewed the minutes of August 23, 2013. A motion was made by Mark Russell to approve the minutes as printed; second on motion was made by Jeff Hertig. Vote unanimous.

3. Revised Calendar Dates for Trustees Meetings for 2013 & 2014

The board reviewed the revised 2013 Trustees Meeting Dates and the Proposed 2014 Trustees Meeting Dates. It was noted that the January 3, 2014, meeting needs to start later in the morning; it was proposed that it start at 10:30 a.m.

4. Policy #11.1 SUUSA Constitution

Bailey Bowthorpe, SUUSA Academic Vice President, presented the proposed changes to the SUUSA Constitution. By policy, the constitution is required to be reviewed and updated, as needed. A committee made up of 15 students was created to review the

constitution in its entirety. The changes to the policy included language that increased the academic requirements to serve on SUUSA and also more clearly outlined the procedure as it related to the line of succession in the event that an SUUSA elected position is vacated. A motion was made by Jim Johnson to approve Policy #11.1 SUUSA Constitution as printed; second on the motion was made by Jeff Hertig. Vote unanimous.

5. Policy #5.46 Classification of Gift and Sponsored Projects

Stuart Jones reported that updates to this policy define how different types of gifts or grants will be handled and still meet the reporting and accounting requirements. A motion was made by Mark Russell to approve Policy #5.46 Classification of Gifts and Sponsored Projects as printed; second on motion was made by Carolyn Higbee. Vote unanimous.

6. R-401-5 Proposal to Establish Center for Executive Development

Dean Carl Templin and Greg Powell reported to the trustees the concept of establishing a center for executive development that would serve small to medium sized types of corporate training. The School of Business first provided training with Questar, a very successful event. It is proposed that a center be developed so that other opportunities may be provided for other companies. The goal is to build relationships with private companies which may allow our students to experience internships or other experiences through private industry. A motion was made by Ann Marie Allen to approve R-401-5 Proposal to Establish Center for Executive Development as printed; second on motion was made by Mark Russell. Vote unanimous.

7. Request for Film and Screen Studies Minor

Todd Petersen introduced that there has been several requests for a minor in film and screen studies. Since many of the courses are already taught, it would be simple to develop an 18 credit multi-disciplinary minor that would be based out of the English department. A lengthy discussion ensued on what and who would determine the appropriate content and required curriculum for certain classes. A motion was made by Jim Johnson to table the Request for Film and Screen Studies Minor for further discussion; second on motion was made by Marshall Erb.

8. Head Start Proposed 2014-2015 Grant Proposal (GABI Report)

Tom Morgan reported that the 2014-2015 grant proposal required board approval. Part of the budget within this proposal would allow for a 1% increase to staff of Head Start. A motion was made by Jeff Hertig to approve the Head Start Proposed 2014-2015 Grant (GABI Report) as printed; second on the motion was made by Sherrie Hansen. Vote unanimous.

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Board of Trustees

Minutes
October 11, 2013

9. Head Start Self-Assessment Report & Continuous Improvement Plan

Each year all Head Start programs are required to conduct a self-assessment and submit a continuous improvement plan to the regional office. The report and plan must be shared and approved by the board of trustees. A motion was made by Mark Russell to approve the Head Start Self-assessment Report & Continuous Improvement Plan as presented and printed; second on the motion was made by Jim Johnson. Vote unanimous.

10 Head Start Policy Council By-Laws 2013-2014

The by-laws for 2013-2014 Head Start council are determined by elected parents and community members for the program. The by-laws are modified by the council and this group has requested that they choose their own chair. A motion was made by Sherrie Hansen to approve Head Start Policy Council By-Laws 2013-2014 as printed; second on the motion was made by Ann Marie Allen. Vote unanimous.

11. Commencement 2014 Proposed Schedule

It is proposed for this year's commencement events that all convocations and commencement exercises be consolidated to one day. This is scheduled for Friday, May 2. A motion was made by Carolyn Higbee to approve the Commencement 2014 Proposed Scheduled as provided; second on the motion was made by Sherrie Hansen. Vote unanimous.

12. Report of the Chair of the Board

No report given.

13. Report of the President

President Kendell reported that the October enrollment report shows that we are down around 5%. We are working on a strategic plan to grow SUU. Our target for the year 2019 is 9,500 students (headcount).

14. Report of Athletics

Ken Beazer introduced Commissioner Doug Fullerton of the Big Sky. Mr. Fullerton talked to the board about the NCAA and self-governance. Athletics is one of the most regulated organizations in the nation. Safety of our athletes is critical as well as to provide them with the opportunity to obtain a degree.

15. Report of Advancement & Regional Services

No report given.

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Board of Trustees

Minutes
October 11, 2013

16. Report of University Relations

No report given.

17. Report of Student Body President

Jeff Hertig reported on homecoming activities thus far. Everyone is looking forward to tonight's celebration of Forever Red and tomorrow events including the football game.

Jeff handed out a report of "Why SUU Students Drop Out or Stop Out of School". Amongst the reason, is the cost of tuition and the need for student employment. SUU has the third highest tuition rate in the USHE system and the students are asking why we are so costly. The students value their education, but costs must be held down.

18. Report of Faculty Senate

Emily Dean reported that the senate is discussing the flexible work load policy for faculty, as well as the LRT policy and due process policy. The policy will be forwarded to the board in the next few months for approval.

19. Report of Staff Association

Julie Larmore reported that the opening social was a successful event and thanked President Kendell for allowing the staff a two hour lunch allotment that day. As part of the opening social, many staff members were awarded plaques for years of service. The staff association has focused on increasing donations from its members for the staff association scholarship fund.

OMITTED from original agenda

Report of Alumni

Mark Russell reported that homecoming is one of the busiest times of the year for the alumni department. The homecoming banquet that was held last evening was a wonderful event and they are looking forward to the festivities of Friday and Saturday.

Mark reported that the Thor Thunder Classic golf tournament raised over $80,000 for student scholarships.

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

Board of Trustees

Minutes
October 11, 2013

20. Approval of the Consent Calendar

Motion made by Marshall Erb to approve the consent calendar items:

A. July 2013 Investment Report
B. August 2013 Investment Report
C. Head Start Budget Reports for August 31, 2013
D. Personnel
E. Motion for Executive Session

Second on the motion made by Mark Russell, vote unanimous.

The meeting was adjourned at 4:49 p.m.

SUU SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

TO: SUU Board of Trustees

FROM: Stephen Allen
Interim Vice President for Student Services

RE: SUU Policy #11.9 and 11.11

DATE: November 21, 2013

After working closely with the State Division of Risk Management, Policies 11.9 and 11.11 have been updated. The most substantial change is the establishment of clear processes to evaluate accommodations. Both policies now have uniform and consistent procedures for accommodation requests that provide careful consideration for all involved.

Lynne Brown, Director of Student Support Services, Carmen Alldredge, Coordinator of Services for Students with Disabilities, and Jerry Roeder, Dean of Students have reviewed and endorsed the alterations.

SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 11.9
Date Approved: 11/09/06
Date Amended: 09/20/08
Reviewed w/no Changes:
Office of Responsibility: VP SS

SUBJECT: DISABILITY SUPPORT OFFICE

I. ~~GENERAL POLICY STATEMENT~~ PURPOSE: This policy establishes the process by which students with disabilities may request and receive reasonable accommodations to address the functional limitations created by their disabilities.

~~In accordance with *The Americans with Disabilities Act* and *Section 504 of the Vocational Rehabilitation Act of 1973*ADA)), Southern Utah University will implements procedures both in the spirit and letter of the law to ensure equal access to educational opportunities for individual students with disabilities.~~

II. REFERENCES~~:~~

~~Americans with Disabilities Act, 42 U.S.C., Sections 12131 and 12132 (ADA)~~
~~Section 504, 29 U.S.C. Section 794~~
~~FERPA, 20 U.S.C. Section 1232g~~

Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12131-12132

Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 794

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

Utah Board of Regents Policy and Procedures, R-470, General Education, Common Course Number, Lower-Division, Pre-Major Requirements, Transfer of Credits, and Credit by Examination

SUU Policies and Procedures, 5.59, Animals on Campus

SUU Policies and Procedures, 6.30, Excused Absences

SUU Policies and Procedures, 6.36, Course Syllabus

SUU Policies and Procedures, 11.2, Student Conduct Code

SUU Policies and Procedures, 11.11, Disability Grievance Procedures

III. ~~CONFIDENTIALITY –~~ DEFINITIONS

~~Disability and disability-related information will be kept in secure, confidential files. With a student's signed prior authorization, information may be shared with other campus professionals on a need-to-know basis.~~

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A. **Disability**: A physical or mental impairment that substantially limits one or more major life activities for a period of time exceeding six (6) months.

B. **Reasonable Accommodation**: The term "reasonable accommodation" may include (1) making existing facilities readily accessible to and usable by individuals with disabilities; and (2) acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, course materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. The term 'accommodation' is inclusive of academic adjustments and auxiliary aids.

C. **Qualified Health Care Professional**: A medical or mental health care practitioner with credentials appropriate to the area in question.

D. **ADA/Section 504 Coordinator**: These duties are divided among three officers at Southern Utah University: (1) Dean of Students, (2) Director of Human Resources, and (3) Director of Construction Services, Space Planning, and Maintenance.

E. **Essential Academic Requirements**: May include (1) learning outcomes or objectives, (2) professional competencies or standards, (3) performance expectations and (4) the assignments, activities or assessments that are developed to teach or evaluate students' attainment or mastery of the requirements as part of a degree, program or course.

F. **Fundamental Alteration**: Occurs when a proposed or recommended accommodation invalidates, negates or impedes an essential academic requirement of a degree, program or course.

~~IV. ESTABLISHMENT OF ELIGIBILITY~~

~~1. To receive services students must inform the Office for Students with Disabilities (OSD) of the need for academic adjustments, accommodations, or auxiliary aids. The OSD will represent the University in determining the nature and extent of authorized adjustments, accommodations, or aids.~~

~~2. Students are responsible for providing adequate documentation of medical, psychological, learning or other disabilities. The OSD is not responsible for delayed services because of documentation not provided in a timely manner.~~

~~3. Students must sign a *Release of Information* authorization so that the OSD can contact physicians or other professionals regarding information relating to a student's requests and needs. Failure to provide this *Release of Information* authorization may delay receiving accommodations.~~

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~~4. If the documentation is outdated or does not provide needed information, the student may be required to provide updated documentation (*psychiatric and psychological disabilities: six-month update; learning disabilities: five years; other disabilities: within the last three years).*~~

~~5. Individual "learning styles," "academic problems," and "test difficulty or anxiety" do not, by themselves, constitute a disability and as such do not require academic adjustments or accommodations.~~

IV. GENERAL POLICY STATEMENT

In accordance with the *Americans with Disabilities Act of 1990* and *Section 504 of the Vocational Rehabilitation Act of 1973*, Southern Utah University will implement procedures to provide equal access to educational opportunities for individual students with disabilities.

~~V. AUTHORIZED ACCOMMODATIONS~~

~~1. Based upon a review and assessment of a student's documentation, if the student is determined to be eligible under *The Americans with Disabilities Act*, appropriate academic adjustments, accommodations, or auxiliary aids for an educational setting will be authorized by the Office for Students with Disabilities (OSD). Due to administrative challenges associated with hiring interpreters and other trained personnel, students are expected to request such accommodations at least eight (8) weeks before each term/quarter/semester.~~

~~2. Since accommodation needs may change over time, a prior history of accommodation does not necessarily warrant the continued provision of a similar accommodation.~~

~~3. Accommodations or academic adjustments, where authorized by Federal law for eligible students, will be based on documentation of functional limitations and capabilities, as well as the learning, educational or other requirements of the University. Otherwise, a student may be classified as one who does not qualify for ADA accommodations.~~

~~4. The final determination for authorizing accommodations rests with the OSD.~~

~~5. The OSD may refuse to provide requested accommodations, academic adjustments, or auxiliary aids if it constitutes an undue burden on the University or if the documentation does not adequately prove need for requested accommodations under ADA.~~

V. REQUESTS FOR ACCOMMODATION

A. Eligibility for an Accommodation – A student must have a disability as defined by the ADA or Section 504, have a history of such impairment, or be perceived by others as having such impairment.

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B. Requesting an Accommodation

1. A student must voluntarily disclose his/her disability to the Coordinator of Services for Students with Disabilities (hereinafter 'the Coordinator') and provide adequate documentation as part of his/her request for accommodation. The adequacy of documentation is based on the following:

   a. Essential Elements

      i. Evaluator qualifications
      ii. Specific medical or psychological diagnosis(es) as defined by the most current editions of the International Classification of Diseases (ICD) or the Diagnostic and Statistical Manual of Mental Disorders (DSM)
      iii. History of symptoms
      iv. Evidence or rationale used to rule out or exclude other conditions
      v. Comprehensiveness of documentation to support the diagnosis including psycho-educational assessment if relevant
      vi. Limitations the diagnosis creates relevant to the educational setting
      vii. Current prescribed medications and the side effects or impact in the educational setting
      viii. Evidence to establish the functional limitation supporting the recommendation for accommodation

   b. Currency of Documentation - If the student submits documentation that is outdated, the student may be required to provide updated documentation. The following are standard expiration time frames for documentation:

      i. Psychiatric and psychological disabilities – 3 years
      ii. Learning disabilities – 5 years
      iii. All other disabilities – 3 years

2. Requests for accommodations should be submitted no later than eight (8) weeks prior to the beginning of the term for which an accommodation is being sought. Requests that are submitted within less than eight weeks will be evaluated as quickly as possible. The University is not responsible for delayed services when requests are not submitted within the expected time frame.

3. The student must sign a *Release of Information* authorizing the Coordinator to inquire about the diagnosed disability and any elements of the documentation that are unclear. Failing to provide a *Release of Information* may delay accommodations.

VI. REVIEW OF REQUESTS AND AUTHORIZATION

A. Initial Review of Request by the Coordinator

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4. All requests are considered on a case-by-case basis. Because accommodation needs may change over time or require adaptation due to new learning environments (e.g. course-specific expectations, new technology, regulatory change, etc.), prior history of accommodation does not warrant the continued provision of the same or similar accommodation.

5. The Coordinator considers the following elements of each request when determining whether the student needs accommodation and the reasonableness of accommodation:

   a. The recommendation for accommodation by a qualified health care provider is supported by evidence that clearly demonstrates a limitation of one or more major life activities that must be addressed for the student to succeed in an educational setting.

   b. The course requirements, minimum performance expectations, intended learning outcomes, pedagogical practices – as communicated by the instructor – to determine if the recommended accommodation would lead to a fundamental alteration of requirements.

   c. The capacity and resources of the University to provide the recommended accommodation.

6. The Coordinator may deny a request for accommodation if:

   a. The documentation does not prove the need for requested accommodations under ADA,

   b. Doing so would create an undue burden/hardship on the University, or

   c. Doing so would constitute a fundamental alteration of the University's required curriculum.

B. Further Review by the Accommodation Review Committee

If a student requests an accommodation that either the Coordinator or an instructor believes would be a fundamental alteration of an academic requirement, the Coordinator will refer the request to the Accommodation Review Committee (hereinafter referred to as "the Committee"). The chairperson of the Committee will implement the following process in a timely manner (approximately two (2) school weeks unless the complexity of the request necessitates additional time) to resolve any questions or disagreements about the requested accommodation.

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7. The chairperson will determine whether there is a reasonable (logical and credible) basis for the position that implementing the accommodation would result in a fundamental alteration of a requirement; the objection to the accommodation cannot be merely a pretext for discrimination. If there is no reasonable basis, the chairperson will require that the accommodation be implemented immediately. An objection on grounds of "academic freedom" may be an assertion that an accommodation is a fundamental alteration or it may be simply a pretext for what is inconvenient. Such statements must be considered carefully on a case-by-case basis.

8. If a reasonable basis exists, the chairperson will verify that the instructor, department, and/or program have articulated the essential requirements for the course and/or program and provided notice of them to students.

9. The chairperson will convene the Committee of objective persons who collectively are knowledgeable about the academic area, related licensing requirements if any, applicable accreditation for the course of study, the student's disability, and accommodation methods. Members of the committee will include:

   a. The chairperson – jointly appointed by the Provost and Vice President for Student Services.

   b. A representative from Counseling and Psychological Services (CAPS).

   c. The University Registrar.

   d. The Dean of the college or school offering the course subject to accommodation. If the respective Dean is the instructor for the course in question, another Dean will be asked to participate.

   e. The Department Chair of the department offering the course subject to accommodation. If the Department Chair is the instructor of the course in question, another department chair from the same school or college will be asked to participate.

   f. The Director of the Faculty Center of Excellence for Teaching and Learning.

   g. Two (2) *ad hoc* faculty members who are knowledgeable about the discipline or program in question. Neither of these faculty members can be the instructor of the course in question.

10. The Committee will identify the objective of the requirement, taking into consideration the information provided by the instructor, program or department concerning essential requirements, including curriculum approval or course

creation documents. The committee will ensure that the requirement is not simply based on tradition, convenience or routine practice.

11. The Committee will consider whether the requirement is consistent with similar programs at other educational institutions, relevant national and/or expert guidelines, and whether there is any unique justification for a requirement that is not generally adopted by other educational institutions. In the case of general education requirements, the Committee will consider the Utah State Board of Regents' Policy R470.

12. The Committee will consider the information provided by the student relevant to determining whether notice of the essential requirement in question has been provided to the student, and whether the accommodation requested by the student would invalidate the objective of the requirement.

13. Both the instructor and the student will be offered an opportunity to present directly to the Committee.

14. The duty to explore the issues relevant to the request for accommodation in a well-reasoned manner, without resort to a pretext for discrimination, rests with the college. The chairperson will facilitate any discussions between the student and the committee, department, program or instructor, and the Coordinator concerning accommodations for the student.

15. When possible, the chairperson will work with the Coordinator to provide the student with interim accommodations.

16. The Committee may decide the following:

    a. The requested accommodation would not invalidate the objective of the requirement and will be implemented immediately.

    b. The requested accommodation would invalidate the objective of the requirement. In such cases, the Committee will promptly and diligently search for alternate accommodations in consultation with the instructor, the Coordinator, and the student. In identifying alternate accommodations, the Committee will address the following:

        i. Are there alternate ways that the student can acquire or demonstrate mastery of the skill that would meet the same fundamental objectives of the course or program requirement?

        ii. Has the Committee diligently searched for potential alternatives?

        iii. Has the Committee included all the necessary people in this search?

iv. Has the Committee identified whether other postsecondary institutions have identified alternatives that achieve the objectives of the College without fundamentally altering requirements?

17. The chairperson will provide prompt written notice of the Committee's decision to the student. If the student believes the Committee erred in making its determination, the student may appeal the Committee's decision to the Disability Grievance Committee by providing a written appeal to the Coordinator. The Coordinator will forward the appeal to the Disability Grievance Committee chairperson (See SUU Policy # 11.11). Students desiring to appeal the Accommodation Review Committee's decision should describe, in sufficient detail, why the Committee's decision was in error, incomplete or ambiguous, was not supported by evidence, or was otherwise improper.

18. The chairperson and the Coordinator will take all steps necessary to ensure that the final approved accommodation is implemented fully and promptly by the college, including by any instructor who previously may have objected to the accommodation.

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VII. ~~FACULTY~~ RESPONSIBILITIES

~~1. Faculty will provide an updated class syllabus each term with the following language:~~

~~*Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Office for Students with Disabilities. The Office for Students with Disabilities determines eligibility for and authorizes the provision of these services and aids.*~~

~~2. Students requesting academic adjustments, accommodations, or auxiliary aids from faculty will be told to contact the Office for Students with Disabilities (OSD).~~

~~3. If needed, faculty will discuss essential educational elements, curriculum, or other educational issues with the OSD as they relate to student academic adjustments, accommodations, or auxiliary aids.~~

~~4. Faculty will provide academic adjustments, accommodations, or auxiliary aids as authorized by the OSD. In general, faculty will be informed only of limitations and the accommodations necessary for their class.~~

~~5. Faculty shall respect a student's legal right to confidentiality and shall not discuss any accommodation, medical, or disability-related information with anyone other than the OSD or Southern Utah University's ADA coordinator.~~

6. ~~Faculty may consult with the OSD when there is a need to understand the nature and extent of the authorized academic adjustments, accommodations, or auxiliary aids; or when accommodations do not appear to be adequate or restrict the nature of the class or the course curriculum.~~

7. ~~Faculty and staff may utilize Southern Utah University's Employment Grievances procedure (SUU Policy and Procedures, policy #8.4) for resolution of any problem with ADA accommodations or implementation. This policy provides an effective means of insuring fair treatment of faculty and staff members who seek to resolve an ADA related grievance.~~

~~VII. STUDENT RESPONSIBILITIES~~

1. ~~Students bear the responsibility to request academic adjustments from the Office for Students with Disabilities (OSD). Student requests should be made at least two weeks prior to the needed academic adjustments, accommodations, or auxiliary aids; and at least eight weeks for books on tape, interpreters, or more extensive accommodations.~~

2. ~~Students requesting academic adjustments, accommodations, or auxiliary aids must provide the OSD with appropriate documentation which verifies and supports their request for a specific accommodation.~~

3. ~~Students must sign a "*Release of Information*" form to be kept in their confidential file.~~

4. ~~Students are required to meet with the OSD each semester for a case review to determine academic adjustments, accommodations, or auxiliary aids for that semester. Accommodations or academic adjustments authorized for eligible students will be based on documentation of functional limitations and capabilities, and the learning or educational requirements of the University.~~

5. ~~The OSD will provide each student with "*accommodation letters*" to be given to assigned professors which authorize academic adjustments, accommodations, or auxiliary aids for that semester.~~

6. ~~Students are responsible for the delivery of the "*accommodation letters*" to the designated faculty members in a timely manner.~~

7. ~~All students, including students with disabilities, must meet the conduct and performance standards required of all students at Southern Utah University.~~

8. ~~If students feel they have experienced discrimination regarding ADA accommodations or implementation of accommodations, they may initiate Southern Utah University's grievance procedure for students by contacting the ADA Campus Coordinator.~~

A. Students – Once an accommodation has been approved, students are required to adhere to the following expectations:

19. The Coordinator will provide each student with accommodation letters. Students will be responsible for delivering the accommodation letters to their instructors in a timely manner.
20. Students must adhere to the conduct and performance standards of Southern Utah University (See SUU Policy # 11.2).
21. Students must meet with the Coordinator each semester for a case review to determine the effectiveness of academic adjustments, accommodations or auxiliary aids and the appropriateness of continuing their use in future courses.

B. Instructors

22. All instructors must provide a class syllabus for students with the following language included:

    "Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services."

23. If the Coordinator requests additional information or explanation of course requirements, instructors will promptly cooperate.

24. Instructors will implement accommodations approved and authorized by the Coordinator or Accommodation Review Committee.

25. Instructors will maintain confidentiality and will not discuss any accommodation or disability-related information with anyone other than the Coordinator and the student. Communicating with students regarding their disabilities should be handled discretely and privately.

26. Instructors should consult with the Coordinator when there is a need to understand the nature and extent of authorized academic adjustments, accommodations, or auxiliary aids or when accommodations do not appear to be adequate or restrict the course activities, exercise or assignments.

27. Instructors may submit grievances to the Disability Grievance Committee to resolve any concerns or problems with the implementation of accommodations.

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SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 11.11
Date Approved: 11/09/06
Date Amended: 09/20/08
Reviewed w/no Changes:
Office of Responsibility: VP SS

SUBJECT: DISABILITY-RELATED GRIEVANCES

I. PURPOSE: This policy provides a framework for promptly and equitably resolving concerns, complaints and grievances that are lodged by students with disabilities against the University and its employees. It also provides a forum for faculty to express their concerns about the application of accommodations within their courses.

II. REFERENCES

Americans with Disabilities Act of 1990 (ADA), 42 U.S.C. §§ 12131-12134; Title 34 CFR Part 104

Section 504 of the Rehabilitation Act of 1973 (Section 504), 29 U.S.C. § 704; Title 28 CFR Part 35, § 35.107

Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g

Utah Government Records Access and Management Act (GRAMA), UCA 63-2-101

SUU Policies and Procedures, 6.22, Faculty Due Process

SUU Policies and Procedures, 8.3.5, Termination of Non-Academic Staff Employees and Disciplinary Sanctions

SUU Policies and Procedures, 11.2, Student Conduct Code

SUU Policies and Procedures, 11.9, Accommodations for Students with Disabilities

III. DEFINITIONS

A. **Disability**: A physical or mental impairment that substantially limits one or more major life activities for a period of time exceeding six (6) months.

B. **Reasonable Accommodation**: The term "reasonable accommodation" may include (1) making existing facilities readily accessible to and usable by individuals with disabilities; and (2) acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, course materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities. The term ‘accommodation’ is inclusive of academic adjustments and auxiliary aids.

C. **ADA/Section 504 Coordinator**: These duties are divided among three officers at Southern Utah University: (1) Dean of Students, (2) Director of Human Resources, and (3) Director of Construction Services, Space Planning, and Maintenance.

D. **Essential Academic Requirements**: May include (1) learning outcomes or objectives, (2) professional competencies or standards, (3) performance expectations and (4) the assignments, activities or assessments that are developed to teach or evaluate students' attainment or mastery of the requirements as part of a degree, program or course.

E. **Fundamental Alteration**: Occurs when a proposed or recommended accommodation invalidates, negates or impedes an essential academic requirement of a degree, program or course.

F. **Discrimination**: Differential treatment that denies opportunities or privileges to others because of their actual or perceived disability which also interferes with their ability to participate in or derive the benefits from the experiences and activities of University life.

IV. GENERAL POLICY STATEMENT

The Americans with Disabilities Act of 1990 (ADA) mandates that no qualified individual with a disability, as defined by the ADA, by reason of such disability, shall be excluded from participation in or be denied the benefits of services, programs or activities of this institution, or be subjected to discrimination by this University including discrimination in employment matters.

V. SUBMITTING COMPLAINTS OR GRIEVANCES

A. The complaint shall be written and submitted to the Dean of Students, unless the complaint is about the Dean of Students. In such a case, the complaint should be submitted to the Director of Human Resources.

B. Complaints should include the following information:

1. Name, address, telephone number, and email address of the individual filing the complaint (complainant),
2. A detailed description of the alleged discrimination that explains what happened,

3. If available, the names and contact information for individuals who may have witnessed the discrimination,
4. An explanation of the desired outcome or resolution of the complaint.

C. To assure prompt and effective resolution, complaints or grievances should be submitted within twenty (20) school days after the alleged discrimination. Students may still submit complaints or grievances after twenty (20) days but it may limit or delay the University's efforts to resolve or rectify the alleged discrimination.

D. Instructors may also submit complaints to the Dean of Students if they have a reasonable belief that:

1. A student is abusing an approved accommodation,
2. The application of an accommodation has unduly burdened them.

Instructor-initiated complaints should include the same information contained in V-B of this policy.

VI. INVESTIGATION

A. The Dean of Students will investigate the claims included in the complaint or grievance. Investigations will be conducted to the extent necessary to assure all relevant facts are determined and documented. The submission of the complaint will be considered as authorization by the complainant to allow review of all information, including information that may be classified as private, confidential or controlled.

B. The Dean of Students will conduct his/her investigation in a prompt and timely manner. The investigation should not exceed twenty (20) school days, unless the complexity of the complaint requires additional time. If additional time is needed, the Dean of Students will notify the complainant in writing explaining the need for more time.

C. At the completion of the investigation, the Dean of Students will compile a written report that documents any relevant facts or observations and submit the report, along with the complaint, to the Chairperson of the Disability Grievance Committee.

VII. RESOLUTION BY DISABILITY GRIEVANCE COMMITTEE

SUBJECT: DISABILITY-RELATED GRIEVANCES

A. The Disability Grievance Committee (herein after referred to as "the Committee") will be comprised of the following:

   1. Chairperson jointly appointed by the Provost and Vice President for Student Services,
   2. A representative from Counseling and Psychological Services (CAPS),
   3. An *ad hoc* faculty or staff member knowledgeable about the nature of the complaint (e.g. if the complaint raises an issue of employment discrimination, a member of the Human Resources staff may be invited to serve)

B. The Committee will consider the complaint and investigative report and confer with the Dean of Students to ensure they have sufficient information and knowledge to evaluate the complaint. As the Committee contemplates possible actions to resolve the complaint, they may seek advice from University administrators and Legal Counsel.

C. The chairperson will provide a written recommendation for resolving the complaint and the basis for the recommendation to the Dean of Students for his or her action. A copy of the recommendation will be given to the complainant.

D. If the Committee recommends disciplinary proceedings, the Dean of Students will forward the recommendation, investigative report, and complaint to the appropriate administrators listed below:

   1. Student disciplinary matters will be referred to the Assistant Dean of Students for adjudication according to *SUU Policy # 11.2 – Student Conduct Code*
   2. Non-Academic Staff employee disciplinary matters will be forwarded to the Director of Human Resources for subsequent action consistent with *SUU Policy # 8.3.5 – Termination of Non-Academic Staff Employees and Disciplinary Sanctions*
   3. Faculty disciplinary matters will be forwarded to the Faculty Senate President for subsequent action consistent with *SUU Policy # 6.22 – Faculty Due Process*

E. If the Committee is unable to issue a recommendation, the chairperson will provide written notice to the Dean of Students and the complainant.

F. The Disability Grievance Committee also maintains appellate authority for decisions rendered by the Accommodation Review Committee. The chairperson for the Disability Grievance Committee may receive appeals from the Coordinator

of Services for Students with Disabilities in the event a student appeals the decision of the Accommodation Review Committee.

VIII. APPEALING RECOMMENDATIONS OF THE DISABILITY GRIEVANCE COMMITTEE

A. The complainant may appeal the recommendation of the Disability Grievance Committee with ten (10) school days after receiving the written recommendation from the chairperson or Dean of Students.

B. The appeal should be submitted, in writing, to the Vice President for Student Services.

C. The appeal should describe, in sufficient detail, why the Disability Grievance Committee's recommendation was in error, incomplete or ambiguous, was not supported by evidence, or was otherwise improper.

D. The Vice President for Student Services will review the complaint, investigative report, recommendation and appeal to arrive at decision regarding the appeal. Additional investigation may be conducted, if necessary, to clarify questions of fact.

E. The Vice President's decision should be issued within ten (10) school days of receiving the appeal unless the complexity of the appeal would require additional time. In such cases, the complainant will be notified in writing. Any delay in rendering a decision should not exceed twenty (20) school days.

F. The complainant will be notified in writing of the Vice President's decision which will be final.

IX. CLASSIFICATION OF RECORDS

The record of each complaint and appeal and all written records produced or received as part of such actions shall be classified as protected and defined under Section 63-2-304 of the Utah Code, until the Disability Grievance Committee or the Vice President for Student Services issues the decision at which time any portions of the record which may pertain to the individual's medical condition(s) shall remain classified as private as defined under Section 63-2-301 or controlled as defined in Section 63-2-303. All other information gathered as part of the complaint record shall be classified as private information. Only the Disability Grievance Committee's recommendation,

unless otherwise legally protected, will be public, with the identity of the Complainant to remain confidential.

X. RELATIONSHIP TO OTHER LAWS AND POLICIES

This policy does not prohibit nor limit the use of remedies available to individuals under the State Anti-Discrimination Complaint Procedures Section (67-19-32), the Federal ADA Complaint Procedures (28 CFR Part 35.170, 1992 edition), the Federal Rehabilitation Act Procedures (34 CFR Part 104.61) or any other Utah State or Federal law that provides equal or greater protection for the rights of individuals with disabilities.

This policy is intended to work in harmony with SUU Policies 6.22, 8.3.5 and 11.2. In the event that the aggrieved conduct has application to a grievance involving other issues, the findings and conclusions reached under this policy will be conclusive on the disability issue, and may advise and be relied upon in resolving other issues as they are addressed under these other grievance policies.

M E M O R A N D U M

TO: Eric Leavitt, Chair
Board of Trustees

FROM: R. Scott Phillips, Executive Director
Utah Shakespeare Festival

DATE: November 25, 2013

RE: **2014 USF AMENDED BUDGET**

Attached are documents that outline the amended 2014 operating budget for the Utah Shakespeare Festival.

Friday, November 15, 2013 the USF Board of Governors meet in Salt Lake City for its fall meeting and the 2014 amended budget was presented for their review. After discussion, the 2014 Amended Budget was recommended for approval by the SUU Board of Trustees.

Friday, November 22, 2013 Becky Stucker, USF Budget Director and I met with the Dorian Page, VP of Finance & Administration; Mitch Bealer, SUU Budget Director; and Mary Jo Anderson, Assistant Director in the Budget Office; to review the amended budget. We examined anticipated revenues and expenses and those are the documents we present to you for your approval.

As a result of lower than expected ticket admissions, a drop in retail, food and beverage sales, and a wetter than normal summer, the USF will not meet its projected revenue for 2013. Staff has taken steps in the amended budget to respond to the downturns of 2013. We have reduced expenses $326K below the 2013 budget. We did this by reducing seasonal personnel; major reductions in our administrative expenses, and production. We also lowered anticipated revenue. We project a $150K surplus in 2014.

We respectfully request your support of this amended budget. I am happy to respond to any questions. Thank you in advance for your consideration.

cc: Rich Kendell
Dorian Page
Mitch Bealer
Todd Ross
Becky Stucker
Mark Moench

2014 Proposed/Amended Summary Budget

	2013 Approved Budget	2014 Proposed Budget	Budget 14 vs. Budget 13	%change Budget 14 Budget 13
Admissions Total	4,437,353	4,365,969	(71,384)	-2%
Other Revenues Total	2,505,802	2,500,423	(5,379)	0%
Revenue Totals	**6,943,155**	**6,866,391**	**(76,764)**	**-1%**

	2013 Approved Budget	2014 Proposed Budget	Budget 14 vs. Budget 13	%change Budget 14 Budget 13
Personnel Total	4,766,606	4,588,093	(178,513)	-4%
Administration Total	2,016,779	1,891,498	(125,281)	-6%
Production Total	379,260	356,800	(22,460)	-6%
Expenditure Totals	**7,162,645**	**6,836,391**	**(326,254)**	**-5%**
Transfers In (Out)	**145,000**	**120,000**	**(25,000)**	**-17%**
Net	**(74,490)**	**150,000**	**224,490**	**-301%**

2014 Proposed/Amended Revenue Budget

	B	C	D	G	J	K
1			2013	2014	Budget 14	Budget 14
2			Approved	Proposed/Amended	vs.	vs.
3			Budget	Budget	Budget 13	Budget 13
4						
5						
6		**Admissions**				
7						
8		**Adams Admissions**				
9		Adams Admissions	1,614,923	1,459,732	(155,191)	-10%
10		Adams Matinee Admissions	250,423	219,082	(31,340)	-13%
11		Total Adams Admissions	1,865,345	1,678,814	(186,531)	-10%
12		**Randall Admissions**				
13		Randall Admissions (Summer)	1,858,265	1,958,899	100,634	5%
14		Randall Admissions (Fall)	700,653	728,256	27,603	4%
15						
16		Total Randall Ticket Sales	2,558,918	2,687,155	128,237	5%
17						
18		Student Access Card	13,090	-	(13,090)	-100%
19						
20		**Total Admissions**	**4,437,353**	**4,365,969**	**(71,384)**	**-2%**
21						
22		**Other Revenues**				
23		Appropriations	21,600	21,600	-	0%
24		Federal Grants (NEA)	10,000	10,000	-	0%
25		Federal Grants (Arts Midwest)	25,000	25,000	-	0%
26		State Grants (ARTS)	53,000	75,000	22,000	42%
27		State Grants (UOT)	33,111	94,558	61,447	186%
28		State Grants (POPS)	286,345	300,000	13,655	5%
29		State Grants - (UT Humanities Council)	5,000	5,000	-	0%
30		City Grants (CITY) (RAP)	67,000	60,144	(6,856)	-10%
31		City Grants (CITY) (TRT)	-	20,000	20,000	N/A
32		County Grants (CNTY)	70,000	54,000	(16,000)	-23%
33		Donations	1,016,000	1,016,000	-	0%
34		Donations (Board of Governors)	50,000	50,000	-	0%
35		Donations (Production)	55,625	-	(55,625)	-100%
36		Exchange Fees	12,000	13,000	1,000	8%
37		Education - Workshops/Playmakers/HSSC	150,000	150,000	-	0%
38		Miscellaneous Fees	45,000	45,000	-	0%
39		Advertising	20,000	20,000	-	0%
40		New Plays	6,500	6,500	-	0%
41		Backstage Tours	12,321	12,321	-	0%
42		Education - Tour	50,000	50,000	-	0%
43		Child Care (CARE)	17,000	17,000	-	0%
44		Festival Forever Surcharge	100,000	115,000	15,000	15%
45		Retail	185,000	150,000	(35,000)	-19%
46		Food/Beverage	175,000	150,000	(25,000)	-14%
47		Investment Income	10,000	10,000	-	0%
48		Gift Shoppe (Bookstore)	30,000	30,000	-	0%
49		Over/Short	300	300	-	0%
50			-			
51		**Total Other Revenues**	**2,505,802**	**2,500,423**	**(5,379)**	**0%**
52						
53		**Total Revenue (without transfers)**	**6,943,155**	**6,866,391**	**(76,764)**	**-1%**
54						
55		**Transfers**				
56		Event Resources	15,000	25,000	10,000	67%
57		President's Office (artistic)	30,000	-	(30,000)	-100%
58		Artistic Initiative Fund	25,000	30,000	5,000	20%
59		Balcony Bard's (artistic)	50,000	40,000	(10,000)	-20%
60		From Endowment	25,000	25,000	-	0%
61						
62		**Transfers In (Out)**	**145,000**	**120,000**	**(25,000)**	**-17%**
63						
64		**Grand Total**	**7,088,155**	**6,986,391**	**(101,764)**	**-1%**

2014 Proposed/Amended Expense Budget

	A	B	E	H	I
1		2013	2014	Budget 14	Budget 14
2		Approved	Proposed/Amended	vs.	vs.
3		Budget	Budget	Budget 13	Budget 13
4					
5					
6	**Personnel**				
7					
8	Resident Salaries	1,201,668	1,267,492	65,824	5%
9	Hourly Wage	1,232,018	1,000,078	(231,940)	-19%
10	Benefits	896,976	991,097	94,121	10%
11	Union Benefits	170,018	151,833	(18,185)	-11%
12	Independent Contractors/Artistic Personnel	88,262	88,450	188	0%
13	Production Manager Personnel	220,238	216,250	(3,988)	-2%
14	Scenery/Paint Personnel	6,750	6,750	-	0%
15	Musicians	92,516	72,226	(20,290)	-22%
16	Stage Management Personnel	205,516	188,978	(16,538)	-8%
17	Performing Company	608,751	562,284	(46,467)	-8%
18	Education Personnel	43,893	42,655	(1,238)	-3%
19					
20	**Personnel Total**	**4,766,606**	**4,588,093**	**(178,513)**	**-4%**
21					
22	**Administration**				
23					
24	SFIFD - Executive Director	10,075	10,740	665	7%
25	Artistic Director	2,250	2,150	(100)	-4%
26	Artistic Director	2,250	2,150	(100)	-4%
27	SFBUS - Business &Finance Director	420,286	345,967	(74,319)	-18%
28	SFPER - Personnel/Casting	5,700	3,500	(2,200)	-39%
29	SFCOM - Company Management	361,200	368,000	6,800	2%
30	SFFAC - Facilities & Technology	212,000	210,150	(1,850)	-1%
31	SFMKT - Marketing	404,186	382,389	(21,797)	-5%
32	SFPR - Public Relations	4,500	4,500	-	0%
33	SFPUB - Publications	62,600	65,900	3,300	5%
34	SFDEV - Development	68,750	64,125	(4,625)	-7%
35	SFEDU - Education	99,000	95,815	(3,185)	-3%
36	SFTIX - Guest Services	43,237	38,718	(4,519)	-10%
37	SFRET - Retail	3,500	3,500	-	0%
38	SFCON - Food & Beverage	3,500	3,500	-	0%
39	SFRET - Cost of Goods Sold	72,000	63,000	(9,000)	-13%
40	SFCON Cost of Good Sold	68,000	65,000	(3,000)	-4%
41	SFCC - Child Care	1,000	970	(30)	-3%
42	Travel	172,745	161,425	(11,320)	-7%
43					
44	**Administration Total**	**2,016,779**	**1,891,498**	**(125,281)**	**-6%**
45					
46	**Production**				
47					
48	SFPRO - Production Manager	16,950	13,100	(3,850)	-23%
49	SFLIT - Lighting/SFAUD Audio	75,540	63,850	(11,690)	-15%
50	SFCST - Costumes	109,350	112,800	3,450	3%
51	SFMU - Hair/Makeup	7,805	7,650	(155)	-2%
52	SFSCD - Scenery Director	6,750	7,750	1,000	15%
53	SFSCN - Scenery	85,165	82,650	(2,515)	-3%
54	SFPNT - Paint	16,325	13,100	(3,225)	-20%
55	SFPRP - Properties	43,675	42,800	(875)	-2%
56	SFDIS - Display	7,200	4,500	(2,700)	-38%
57	SFMUS - Music	2,600	2,100	(500)	-19%
58	SFMGT - Stage Management	2,700	1,800	(900)	-33%
59	Travel	5,200	4,700	(500)	-10%
60					
61	**Production Total**	**379,260**	**356,800**	**(22,460)**	**-6%**
62					
63	**Total**	**7,162,645**	**6,836,391**	**(326,254)**	**-5%**

Executive Summary

Revised policy 6.41 Cyclical Academic Program Reviews

After implementing the revised policy in January 2012 for the reviews of the College of Science and Engineering and the College of Education and Human development it became apparent additional components were needed in to the program review process at SUU. To that end, the attached policy has been revised in the following areas:

1. Definitions of programs are more closely aligned with the Regents policies (III.B.)
2. Clarification was made related to the required self-study document (III. E.2.e.)
3. Provisions for additional outside reviewers were added (III.E.3.b)
4. Appendix A was completely replaced with a new comprehensive framework for the self-study. The new Appendix A is better aligned with standards SUU must meet for its accreditation by the NWCC&U. Criteria, evidence, and key performance indicators were added to improve the depth and breadth of the academic program review process.
5. Appendices B and C were added to create an integrated package of information about program reviews, 2 and 3-year follow up reports, and the document now includes Regents policy R411.

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

I. PURPOSE: Describe policy and procedures for academic program review.

II. REFERENCE

~~SUU Policy 13.29 Institutional Effectiveness & Assessment Committee~~
R 401 – 5.5.2 – Template for Three-year and Two-Year Follow-up Reports
R 411 – Cyclical Institutional Program Reviews

III. POLICY:

A. Background. The Utah State Board of Regents has delegated responsibility for three-year and two-year follow-up reports and cyclical academic program review to the Southern Utah University Board of Trustees. Program reviews will be conducted under the direction of the Provost's Office and submitted to the President and to the Board of Trustees, and the Office of the Commissioner of Higher Education. A systematic program report and cyclical review process is a significant dimension of the University's assessment program.

B. Purpose of Academic Program Reviews. The purpose of program review is to monitor and improve the quality of academic programs**. In the context of this policy, programs are defined as the academic units that comprise a college or school (See R401-3.1.5 for definition details).** The review **process** provides information, analysis, and evaluation that will help the **academic** program and the University identify ~~program~~ strengths, **the fulfillment of** ~~whether~~ program goals, ~~and~~ objectives, **and learning outcomes** ~~are being met~~, suggest**ed** areas for improvement, and to make recommendations and **offer** commendations.

C. ~~Review. Program review begins with the of the~~ Academic Program Review Committee (APRC):

1. The APRC will oversee the process of academic program reviews and Three-Year or Two-Year Follow-Up Reports and **members** will **include** ~~be comprised of~~ the faculty senate president, the associate provost, and senior faculty members (one from each academic school or college and one representative of at-large faculty) appointed by the Provost.

2. The APRC will meet each academic year to update and revise the schedule for Three-Year and Two-Year Follow-Up Reports and Cyclical Institutional Program Reviews. The timetable for reviews shall be

maintained by the Associate Provost and will be reviewed by the APRC and the Deans' Council annually. **(See Appendix B, C)**

3. The focus of the **APRC** ~~committee~~ will be to monitor and improve the quality of undergraduate and graduate degree programs. In addition, reviews should include an evaluation of the need for and cost-effectiveness of the program and its alignment to institutional academic plans and the SUU ~~S~~ strategic ~~P~~ plan**s**.

~~4. A copy of Three-Year and Two-year Follow-Up Reports and Cyclical Institutional Program Reviews shall be forwarded to the Institutional Effectiveness & Assessment Committee for review and comment.~~

~~5~~**.4**. ~~The final report~~ **The APRC shall make** ~~include~~ recommendations to the Provost regarding the college/school and its academic programs, including human, physical, and financial resources.

D. Three-Year, Two-Year Follow-Up Reports

Three-Year and Two-Year Follow-Up Reports are mandated by the Board of Regents as per Policy R401. ~~The review of any new academic programs is required three years after the program is established~~. The department chair/program director prepares the report following the template in the R401 policy and uses enrollment and other relevant data from the Office of Institutional Research & Assessment. **The report also includes an institutional analysis of the program to date** and data regarding program graduates' employment or placement in graduate school. The report is forwarded to the APRC for review and comment and returned to the department/program if changes are deemed necessary. The final report is forwarded to the Provost~~s Office~~ for submission to the SUU Board of Trustees for approval. The approved report is forwarded to the Board of Regents for further action as per R401.

E. **.** Cyclical Institutional Program Reviews **of Colleges or Schools**

1. Per Policy R411, Seven-Year Cyclical Institutional Program Reviews:

   a. are faculty-driven with self-study involving faculty from the program being reviewed and with review being provided by peers from other programs;
   b. incorporate external review;
   c. occur on a regular cycle;

d. are evaluative, not just descriptive;
e. are forward looking and focus on continuous improvement;
f. are concise, balanced and honest; and,
g. result in an action plan that will be implemented by the faculty in the academic unit(s).

2. Initial steps and notification:

a. Each school or college of the University will be responsible for the completion of a self-study pursuant to the ~~framework and~~ criteria in Appendix A
b. In the month of May preceding the review which starts in September, the APRC notifies the dean of the selected program in writing to begin the formal process of program review using available data and information, catalogs and syllabi, and other materials in the college/school;
c. The Institutional Research & Assessment Office **(IR&A)** prepares activity reports and other data; and,
d. Under the leadership of the dean, a faculty **self-study** committee will be established **to:** ~~as per paragraph E.2. below. The committee will~~,
   - review the criteria in Appendix A,
   - **gather the evidence required for each criteria beyond that prepared by the Office of IR&A,**
   - analyze available data and information sources,
   - prepare a draft of the self-study document, and
   - **prepare a response to the external review.**
e. **A self-study prepared for a specialized accreditation may satisfy the requirements in III. E.2.d. and Appendix A. If using a self-study from an accreditation process,** ~~the document~~ **it must be cross-referenced to the criteria set forth in *Policy 6.41, Appendix A*. Any SUU criteria not addressed in the accreditation self-study will need to be provided in the program review. Accreditation self-studies or interim report older than 5 years cannot be used for cross-referencing with criteria set forth in Appendix A.** ~~by the department or program.~~

3. External review:

   a. Every self-study will receive an external review for additional perspective. Programs whose degree programs are accredited or seeking specialized accreditation may substitute the evaluation of the accrediting team for the external review. If an external review is older than 5 years, new external reviewers will be required as per 3.b. below;
   b. At least two faculty members, one representing a USHE institution and a second representing a national perspective, will conduct the external review. **Depending on the structure of the college/school, additional external reviewers may be requested by the dean in consultation with the Provost.** The Provost, in consultation with the dean, will select the external reviewers. Each reviewer will receive a copy of the program's self-study and supporting documents and will be expected to spend at least two days on campus interviewing students, faculty and administrators and to prepare a report of findings and recommendations; and,
   c. copies of the reviewer's report will be sent to the program and to the APRC.

F. Program Dean Responsibility

1. The school/college dean will be responsible for coordinating and monitoring the internal and the external review process for all programs and **centers** in his/her school.

2. The dean will establish a faculty **self-study** committee **as per E.2.d**. ~~to analyze and evaluate the self-study and comments of external reviewers. The faculty committee will have representation from the Faculty Senate. The committee will conduct writing the review.~~

3. After analyzing r~~eviewing~~ all documents in the program review process, the dean ~~may~~ **will** provide comments on all recommendations and may add recommendations as needed. **These comments will be sent to the APRC and incorporated in the final review document, which will then be sent to the Provost.** ~~. directly to the program, Provost, and to the APRC to become part of the documentation of the review.~~

G. Provost's Office Responsibility

1. Direct and monitor the process, and receive from the APRC the review materials and recommendations.

2. Using the information gathered for the Cyclical Institutional Program Reviews and the Three-year and Two-year Follow-Up Reports, the Provost's Office creates summary reports as required for the State Board of Regents policies R401 and R411 **(See Appendix B and C).** The reports are forwarded, along with the Provost's recommendation, to the President and Board of Trustees, and the Office of the Commissioner of Higher Education (OCHE).

3. The Provost's Office will maintain the schedule of program reviews on its website.

The following appendices provide an overview of the process and the documents required for the academic program review.

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

POLICY 6.41 - APPENDIX A

Overview of Framework: The framework clarifies the content, criteria, supporting evidence, and **Key Performance Indicators (**KPIs) applicable to the program review. The criteria have been adopted/adapted from the NWCCU Accreditation Standards (http://www.nwccu.org/Standards%20and%20Policies/Accreditation%20Standards/Accreditation%20Standards.htm) and from the book 'Using Quality Benchmarks for Assessing and Developing Undergraduate Programs' (Dunn, D. S., McCarthy, M. A., Baker, S. C., & Halonen, J. S. (2011). *Using quality benchmarks for assessing and developing undergraduate programs*. San Francisco, CA: Jossey-Bass.)

General Guidelines for Program Review: As applicable, supporting evidence should not only be provided for the program but also for the college, the institution, and, as available, in comparison to national norms/standards for the discipline to allow for benchmarking. Moreover, as applicable supporting evidence should be for the most recent 7 years.

Content	Related Criteria	Supporting Evidence	Related Key Performance Indicators
Introduction			
Section 1: Purpose and R411 Data			
1. A. Mission Statement (Including program goals and objectives)	1. A.1. The program has a published mission statement and goals that appropriately reflect its purpose, characteristics, and expectations, give direction for its efforts, and derive from, and are generally understood by, its community. 1. A.2. The program defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates program accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.	1. A.1.a. Provide evidence of published mission statement 1. A.1.b. List of goals related to mission fulfillment 1. A.2.a. Key Performance Indicators (KPIs) for measuring mission fulfillment	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
1.B. R411 Data Form	1. B.1. Faculty, number of graduates, enrollment, cost, and funding.		• Headcount of majors (Total and broken down by class standing) • Program FTE based on courses • Total SCH generated by program • % of program SCH generated by majors in program
Section 2: Operations			
2.A. Faculty Characteristics	2. A.1. Consistent with its mission, intended outcomes, services, and characteristics, the program employs a sufficient number of qualified faculty to achieve its educational objectives and to assure the integrity and continuity of its programs and services, wherever offered and however delivered.	2.A.1.a Faculty qualifications and bios 2. A.1.b. Data on teaching loads and assignments 2. A.1.c. Data on faculty retention	• SCH and Contact Hours per credit hour • Average class size • Student-faculty ratio (ICH/SCH ratio) (total and broken down by course level) • Number of majors per FTE faculty (split by full-time faculty and other faculty) • %of SCH taught by program faculty vs. % of SCH taught by faculty from other programs • % of release time for faculty • % of SCH taught by faculty rank

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
2.A. Faculty Characteristics (continued)	2. A. 2. Faculty are evaluated in a regular, systematic, substantive, and collegial manner based on clearly established criteria that reflect duties, responsibilities, and authority of their position.	2. A.2.a. Department LRT criteria and documentation guidelines 2. A.2.b. Aggregated data on teaching evaluations for program faculty	
	2. A.3. The program provides faculty with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.	2. A.3.a. Evidence of Faculty Development 2. A.3.b. Library resources report based on national standards	
2.B. Administrative Support	2.B.1 Consistent with its mission, intended outcomes, services, and characteristics, the program employs a sufficient number of qualified administrative leadership and other personnel to achieve its educational objectives, assure the integrity and continuity of its programs and services, wherever offered and however delivered, and maintain its support and operations functions.	2.B.1, a. Leadership and staff qualifications 2.B.1.b. Clerical, professional, and technical support with duties and responsibilities	
	2. B.2. Administrative leadership and other personnel are evaluated in a regular, systematic, substantive, and collegial manner based on clearly established criteria that reflect duties, responsibilities, and authority of the position.	2.B.2.a. Annual reviews as per policy 6.2 Academic Officers are administered	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
2.B. Administrative Support (continued)	2. B.3. The program provides administrative leadership and other personnel with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.	2. B.3.a. Evidence of regular leadership and staff development activities	
2.C. Program Resources	*Financial Resources:* 2. C.1. The program demonstrates financial stability 2. C.2. Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.	2.C.1.a Budget report 2.C.2.a List of grants (funded and unfunded) by purpose, title, source, and amount 2. C.2.b. Other external funding revenue 2. C.2.c. Amount of student support (e.g., scholarship, tuition waivers)	• Cost per FTE (total and broken down by class standing)
	Physical and Technological Infrastructure: 2. C.3. Consistent with its mission, intended outcomes, and characteristics, the program's physical facilities and equipment are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments. 2. C.4. Consistent with its mission and characteristics, the program has appropriate and adequate technology systems and infrastructure to support its management and operational functions, and it's academic and support services, wherever offered and however delivered.	2. C. 3.a Evaluate the extent to which program meets criteria set forth for facilities, equipment, and technology. 2. C.4.a. As applicable, perform evaluation reflecting specialized accreditation standards.	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
2.D. Student Development	2. D.1. Students receive effective and sufficient support and opportunities beyond the classroom in an effort to facilitate their academic success and to enhance their overall development.	2.D.1.a List of program level activities and events 2.D.1.b. List of student organization and number of students involved 2.D.1.c. Evidence of student involvement in program decision-making 2.D.1.d. Department Student Handbook	
2.E. Program Climate	2. E.1. The program has a positive and stimulating work environment in which mutual respect, shared responsibility, and equitable problem solving are demonstrated and differences are utilized as strengths for advancing the program. 2. E.2. The program shares responsibility at the university level, is engaged with the community outside the institution, and is reputed to be functional, contributing, and talented.	2. E.2.a. List of institutional committee service 2. E.2.b. Evidence of community engagement	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
Section 3: Instructional Programs (address each academic unit)			
3.A. Curriculum	3. A.1, Admission and graduation requirements are clearly defined and widely published.	3. A.1.a. Course Catalog information (could be linked) 3. A.1.b. Course Syllabi (most recent academic year) 3. A.1.c. Evidence of course selection directions for majors (e.g., advisement, clarification of required vs. selected courses for major, evidence of clear description of required course sequences for program completion)	• Number of enrolled students per course/section
	3. A.2. The program provides a curriculum with appropriate content and rigor and consistent with its learning outcomes. 3. A.3. The curriculum demonstrates a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning.	3. A.2/3. a. As applicable, evidence of how the curriculum complies with national standards (curricular tables) 3. A.2/3.b. Evidence of how the curriculum supports the student learning outcomes 3.A. 2/3.c. Evidence of use of High Impact Practices (http://www.aacu.org/leap/hip.cfm)	
3.B. Student Learning Outcomes	3. B.1. Academic programs identify and publish expected course and program student learning outcomes that are clearly stated.	3. B.1.a. Program Learning Outcomes	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
3.B. Student Learning Outcomes (continued)	3. B.2. The course and program learning outcomes are aligned with the institutional student learning outcomes.	3. B. 2.a. Evidence of alignment of program learning outcomes with SUU learning outcomes	
3.C. Assessment	3. C.1. The program documents, through an effective, regular, and comprehensive system of assessment, achievement of its intended outcomes and the students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course and program learning outcomes.	3. C.1.a. Evidence of systematic and ongoing assessment	• Number of graduates • Ratio of seniors in a given year in relation to the number of graduates in the following year • % of students who begin and complete the program versus % of students who begin and do not complete the program • Ratio of completed versus attempted credits in a given semester • Average number of credits at completion
	3. C.2. The program regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission.	3. C.2.a. List of majors' post-graduate 'success' (employment and graduate school activity)	

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Content	Related Criteria	Supporting Evidence	Related KPIs
3.C. Assessment (continued)	3. C.3. The program regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.	3.C.3.a, Evidence of student achievement of course and program learning outcomes	• Grade distribution for courses • Average GPA of students for a) courses taken outside their college, b) courses taken within their college, and c) GE classes taken
	3. C.4. The program disseminates assessment results and conclusions concerning mission fulfillment to appropriate constituencies.	3. C.4.a. Evidence of dissemination of assessment results	
	3. C.5. The program uses the results of its assessment to inform its planning and practices that lead to enhancement of the achievement of intended outcomes including student learning achievements.	3. C.5.a. Evidence of utilization of assessment results for improvement purposes	• **Data from TracDat**
3.D. Special Considerations or Issues			
Section 4: Areas for Commendations, Recommendations, Concern, Questions and Future Directions (Reviewer's Charge)			

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Appendix B (R401-5.6.1)

Report – Third-Year Report Template
Higher Education Institution
Degree Type and Title
MM/DD/YEAR

Program Description
One paragraph description of the program. Include Regents' approval date and date when program first started admitting students. (Remove these descriptive italics after completing this section of the template.)

Enrollment and Revenue Data
Use department or unit numbers as reported in the approved R401 proposal for "Prior to Program Implementation" and "Estimated" columns.

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE *(Based on Fall Third Week Data)*							
Total Department Faculty FTE *(A-1/S-11/Cost Study Definition)*							
Student FTE per Faculty FTE *(from Faculty FTE and Student FTE above)*							
Program Level Data							
Total Number of Declared Majors in Program	X						
Total Number of Program Graduates	X						
Departmental Revenue							
Total Revenue to Department *(Total of Funding Categories from R401 Budget Projection Table)*							
Departmental Instructional Cost per Student Credit Hour *(per Institutional Cost Study Definition)*		X		X		X	

Institutional Analysis of Program to Date
Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.

Employment Information
Provide employment information on graduates of the program. (Remove these descriptive italics after completing this section of the template.)

APPENDIX C

R411 – Program Review Policy

Seven-Year Program Review
Higher Education Institution
Program
MM/DD/YEAR

Reviewers: (*Add bullets as needed. Remove italics when using template)*
- *External Reviewer's(s') Name(s), Affiliation*
- *Internal Reviewer's Name, Affiliation*

Program Description: *One- to three-paragraph description of the program. (Remove italics when using template).*

Data Form: *Current counts of faculty and staff and Financial Analysis*

The following table in R 411 is designed to gather data about the institutional unit being reviewed. The table has been designed to present consistent data to Trustees and Regents who will receive the report. Institutions decide on the configuration of the unit to be reviewed, and in most cases, the review is at the department level. However, in some instances, the unit being reviewed provides services that are different from those provided by traditional academic departments. When providing data on such units, please offer an explanation that clarifies the purpose of the unit, preparation of faculty or staff who provide the service, attendance data on participants, cost of providing services, and any credential that may be offered to completers if this applies. With sufficient explanation, the data table can be adjusted for that purpose. Use this template and make appropriate changes to present a full picture of the unit that was reviewed.

R411 Data Table					
Department or Unit--					
	Year	Year	Year	Year	Year

	2XXX	2XXX	2XXX	2XXX	2XXX
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					

SUBJECT: CYCLICAL ACADEMIC PROGRAM REVIEWS & REPORTS

Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)					
Teaching Assistants					
Part-time (May include TA's)					
Total Faculty FTE					
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Number of Students—(Data Based on Fall Third Week) Semester of Data:_____, 20__					
Total # of Declared Majors					
Total Department FTE*					
Total Department SCH*					
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE					
Cost (Cost Study Definitions)					
Direct Instructional Expenditures					
Cost Per Student FTE					

Funding					
Appropriated Fund					
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total					

Program Assessment: *Strengths, weaknesses, and recommendations from the reviewers. (Remove italics when using template.)*

Institution's Response: *Responses to review committee findings and recommendations. (Remove italics when using template.)*

EXECUTIVE SUMMARY R401 – Masters of Science in Critical Infrastructure Protection

SUU is proposing an online MS program in Critical Infrastructure Protection (i.e., Cyber Security) starting in the fall of 2014. The University is well positioned to offer this master's program in a growing and high demand field. A highly qualified faculty in the Department of Computer Science and Information Systems (CSIS) with the support of adjunct specialists in the field will offer a full array of courses including network security, hacking and security management, cryptology, and IT risk management. The new program will have two emphasis areas: IS Controls & Web Application Security, and GRC & IT Risk Management Policy. The CSIS department will be working with an industry advisory board and will be partnering with an international cyber security industry leader, Condition Zebra, which is based in Utah, to ensure the curriculum in the program is current and up to date in this fast changing field. SUU Online™ will be providing support for the program, which will utilize its learning management system (Canvas) to deliver the course content to what is expected to be a global student body.

Cover/Signature Page – R401 Full Template

Institution Submitting Request: *Southern Utah University*
Proposed Title: *Masters of Science in Critical Infrastructure Protection (online)*
School or Division or Location: *School of Computing and Technology in the Walter Maxwell Gibson College of Science & Engineering*
Department(s) or Area(s) Location: *Computer Science and Information Systems*
Recommended Classification of Instructional Programs (CIP) Code[1] : *43.0303*
Proposed Beginning Date: *08/27/2014*
Institutional Board of Trustees' Approval Date: *12/4/2013*

Proposal Type (check all that apply):

Regents' Agenda Items		
R401-4 and R401-5 Approval by Committee of the Whole		
SECTION NO.		ITEM
4.1.1	☐	Associate of Applied Science Degree
4.1.2	☐	Associate of Arts Degree
	☐	Associate of Science Degree
4.1.3	☐	Specialized Associate Degree
4.1.4	☐	Baccalaureate Degree
4.1.5	☐	K-12 School Personnel Programs
4.1.6	☒	Master's Degree
4.1.7	☐	Doctoral Degree
5.2.2	☐	Certificate of Completion
5.2.4	☐	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature Date:

Printed Name: *Dr. Bradley Cook*

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Executive Summary – R401 Full Template
Southern Utah University
Masters of Science in Critical Infrastructure Protection (online)
11/20/2013

Program Description

The Masters of Science in Critical Infrastructure Protection program focuses on the design, planning and management of systems and procedures for protecting critical national physical and cyber infrastructure from external threats, including terrorism. The program will be delivered online and includes instruction in homeland security policy, critical infrastructure policy, information security, vulnerability assessment, threat assessment, physical security, personnel security, operational security, contingency planning, redundancy planning, emergency and disaster planning.

Role and Mission Fit

Southern Utah University's mission as a teaching institution is to "…engage students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners." and "…provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies." This graduate degree will provide students with applied and theoretical experience in the field of Information Assurance and Cyber-Security, and the management of information technology's critical infrastructure, thus providing graduates with knowledge and skills to engage in the protection of our nation's cyber-defense.

Faculty

There are currently three full-time SUU faculty prepared at different levels to participate in the administration of this degree. In the initial two years of the program the Computer Science and Information Systems (CSIS) Department will utilize academically qualified industry professionals as instructors to teach the courses that current full-time faculty are unable, due to workload, to deliver. As the program grows, SUU will reduce but not eliminate the use of outside instructors from industry, since it is important to maintain a strong relationship with these professionals in order to keep current on industry technological trends and shifts in markets so that curriculum remains agile to these shifting technologies.

Years two through five: as the program grows, two additional faculty positions are projected to be needed in the CSIS Department. According to our financial analysis these positions would be needed in years two and four.

Market Demand

The Bureau of Labor Statistics website provides some projected growth statistics in the IT industry. *"Between 2010 and 2020, output in computer systems design and related services is expected to grow at an average annual rate of 6.1 percent, compared with 3.6 percent for the broad industry category—professional, scientific, and technical services—and 2.9 percent for all industries. Employment in computer systems design and related services is projected to grow 3.9 percent annually from 2010 to 2020, compared with 2.6 percent for professional, scientific, and technical services and 1.3 percent for all industries." (http://www.bls.gov/opub/btn/volume-2/careers-in-growing-field-of-information-technology-services.htm)*

The 3.9% annual employment growth in the IT industry from 2010 to 2020 equates to 628,935 jobs created in that time frame. According to the same Bureau of Labor Statistics website in their "Reasons for projected growth" section: *"Cloud computing and cybersecurity are only two areas that are expected to lead employment increases in the computer systems design and related services industry…"*

Student Demand

A preliminary informal survey administered during the opening weeks of Fall semester 2013, distributed to current SUU students, Computer Science and Information Systems (CSIS) Advisory board members, local industry professionals, and international participants (total surveyed, n=137) indicate that more than 87% of respondents are "Definitely interested" (58.39%) or "Somewhat interested" (29.20%), in the online Master's degree in Critical Infrastructure Protection.

Condition Zebra, our industry partner, provides additional survey data from courses they have taught relevant to this proposed Master's degree. The data are comprised of 800-1,000 participants in ConZebra's industry certification courses in this field of study. Included in the survey data are two different tracks comprising nine different workshops in total. "How would you rate the importance of the course?" is one question posed to the participants. The average score across all nine workshops (on a scale of 1-5, 5 being most important) was 4.3 (86%), indicating a high degree of importance attributed to advanced training in security education.

According to the U.S. Bureau of Labor Statistics (BLS), those who work in information security will see rapid job growth and greater demand for skilled technicians at a 10 year projected growth rate of 16%. This of course will generate a greater demand for information security experts which will lead to increases in the expected earnings of those working within the field.

According to Payscale.com, the current median salary for a computer security specialist is $70,943.00 annually. Unlike many information technology jobs, outsourcing data integrity or information security work will likely remain ill-advised due to the various laws, policies and limitations placed on those organizations whose business it is to have access to such sensitive information. As a result, job security is expected to remain high.

Graduate degrees in the fields relating to Information Security, while relatively a new trend, are cropping up more and more, for executive management-level positions, often complimenting current advanced certifications like CISSP (Certified Information Systems Security Professional) and CISM (Certified Information Systems Management). These post-graduate degrees are pursued (usually) by people who already have industry experience, or even for those who already have an unrelated undergraduate degree and that are looking at making a career change.

Statement of Financial Support

Appropriated Fund…… ☒
Special Legislative Appropriation…… ☐
Grants and Contracts…… ☐
Special Fees …… ☒
Differential Tuition (must be approved by the Regents)…….. ☐
Other (please describe)…… ☐

Similar Programs Already Offered in the USHE

There are currently no online Master's Degrees offered in the Utah System of Higher Education that address the area of Cyber-Security, or Critical Infrastructure Protection.

Nationally, there are a number of graduate programs in Cyber Security, which are being created in response to the growing demand of these types of professionals. Carnegie Mellon, George Washington University, University of Maryland, are a few institutions that have created these types of advanced degrees. The tuition and fee structure of SUU is very competitive to these other institutions. The tuition and fees for these programs appear to be between $25,000 and $45,000+. One additional advantage of this proposed degree is its online delivery method, giving working students the ability to continue in their chosen profession, which seeking the advanced degree.

Program Description – Full Template
Southern Utah University
Masters of Science in Critical Infrastructure Protection (online)
09/13/2013

Section I: The Request

Southern Utah University requests approval to offer an online Masters of Science in Critical Infrastructure Protection (MSCIP) effective Fall 2014. This program has been approved by the institutional Board of Trustees on 12/4/2013.

Section II: Program Description

Complete Program Description

The Masters of Science in Critical Infrastructure Protection program focuses on the design, planning and management of systems and procedures for protecting critical national physical and cyber infrastructure from external threats, including terrorism. Includes instruction in homeland security policy, critical infrastructure policy, information security, vulnerability assessment, threat assessment, physical security, personnel security, operational security, contingency planning, redundancy planning, emergency and disaster planning.

Purpose of Degree

Cyber-security and Critical Infrastructure Protection are areas of growing concern in the nation and world. The Department of Homeland Security states, "Cyber theft rings, hackers, and data breaches are just a few of the real-time internet threats that, if left unchecked, could derail our way of life and compromise national security." (www.dhs.gov/join-dhs-cybersecurity) Local, regional, and national law enforcement are currently trying to improve their response capabilities to cyber-crime, and the offering of a Master's degree in this field will enable SUU to provide needed professionals, with the appropriate skills to respond to industry need. The protection of critical infrastructure supports and enhances the security of digital information, including public, private and personal. The abilities and skills to manage critical infrastructure enable professionals to address many of the cyber-security issues facing public and private sector agencies/companies.

In addition to addressing industry need for these types of professionals, there currently is no Masters level offering of a degree like this in the Utah System of Higher Education. Due to the market demand for these professionals, graduates of this program will have many doors opened to them in both private industry and government sectors.

Institutional Readiness

The CSIS Department has faculty on staff who are poised to service classes in this Master's program. As the program grows, additional full-time faculty may be added as demand warrants. The Department Chair and faculty will work with SUU student support systems to provide orientation of the program, its admissions criterion, and markets for recruitment. We are also partnering with an industry leader in critical infrastructure protection and IT security training, who will be providing additional support through academically qualified instructors, and curriculum development, helping us to ensure that curriculum will remain current and applicable to the shifting needs of employers and other industry organizations.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	4	2	6
Full-time Non-Tenured	3		
Part-time Tenured			
Part-time Non-Tenured	1		
With Master's Degrees			
Full-time Tenured	1		
Full-time Non-Tenured	1		
Part-time Tenured			
Part-time Non-Tenured			
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	5		
Full-time Non-Tenured	4		
Part-time Tenured			
Part-time Non-Tenured			
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")		X	

Staff

The program requires one part-time administrative assistant who will work with our industry partner on managing the secretarial, clerical, and administrative needs of the program. This position could develop into full-time as the program grows. The industry partner has committed to provide lab aides, software, instructors, and advisors as needed.

Library and Information Resources

Current library and online resources (online databases, and current holdings) are sufficient to promote success in the program. There are currently 72 items listed in the SUU holdings relating to cyber security. In addition, there is the *International Journal on Cyber Security and Digital Forensics* available.

Admission Requirements
Admission to the Program

1. A letter of intent describing the following:
    1. Academic background
    2. Work experience
    3. Intentions and desired emphasis area.
2. Bachelor degree from an accredited institution in one of the following disciplines:
    1. Information Systems
    2. Computer Science
    3. Science
    4. Related Area
3. A minimum of a 3.0 Cumulative GPA (on 4.0 scale) covering the last 60 semester or 90 quarter hours.
4. Three Letters of Recommendation.
5. One set of official transcripts.
6. An official copy of a recent GRE, MAT, GMAT or LSAT score.
7. An application fee.

Student Advisement
Students will be advised jointly by the SUU Computer Science and Information Systems Department faculty and department chair and our industry partner.

Justification for Graduation Standards and Number of Credits
According to SUU Policy a minimum of 30 credit hours is required. This program will require 33 credit hours. This includes a capstone experience (i.e., thesis project, or internship).

External Review and Accreditation
CSIS Department Industrial Advisory Board members were solicited for their feedback regarding the efficacy of this type of degree. Future plans for accreditation include the designation from the National Security Agency (NSA) for a Center of Academic Excellence in Information Assurance and Cyber-Defense (CAE-IA/CD). That designation includes rigorous standards regarding knowledge units the program must deliver, and a site visit by an evaluation team. It is projected that we would have a site visit no earlier than 18 months from the time of application, as that is the timeframe given by NSA. Application for this designation is projected to be submitted during the first year of the program (Fall 2014 or Spring 2015). Cost of the process is currently unknown, as the procedures from NSA have not been published as of the writing of this application.

The Accreditation Board for Engineering and Technology (ABET), who accredits our undergraduate programs in the CSIS Department would also be solicited to accredit this online Master's degree. According to their website, they accredit 2-year, 4-year, and post-graduate programs. The ABET accreditation process requires that the program have at least one graduate. Therefore, accreditation will be sought no sooner than year three of the program.

The Program Advisory Committee, which is proposed to be co-chaired by SUU's Dr. Robertson and industry partner, Condition Zebra's[2] CEO, Drew Williams, will ensure course content and curriculum design is in accordance with Utah and ABET Educational Standards.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	0	15	15	25
Total # of Declared Majors in Proposed Program	X	15	30	40	55	80
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	9	9	10	10	11	11
Total Department Student FTE (Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program - N/A

Section III: Need

Program Need

Today's information society is driven by "big data", personal information, and the transfer, storage, and security of that information. As stated earlier in this document, the Bureau of Labor Statistics has estimated the creation of almost 629,000 jobs in the IT industry from 2010 to 2020. Individuals looking to advance in the industry will have a competitive advantage through the skills obtained in this master's degree in cyber security and critical infrastructure protection.

For more than 30 years, national agencies, including the National Security Agency, FBI, CIA and the State Department, have considered the state of Utah a premium recruiting zone, due largely to a unique blend of multi-lingual university student populations. Combining a graduate degree in cyber security and critical infrastructure protection with the multi-lingual demographic and a rich tradition of technology-savvy innovations that have come out of Utah, will provide a greater recruitment appeal, not only to government agencies, but also private industry.

[2] Condition Zebra (ConZebra) is a Utah-based international company, that delivers security, risk management, web application assessment, and vulnerability assessment consulting and certification services worldwide.

Labor Market Demand

There is a shortage of IT security professionals worldwide, and the shortage is actually the impetus for colleges and universities to dramatically increase their efforts in offering graduate-level training in the fields of Information Security[3].

According to the (ISC)2, which is the world's largest body of information security professionals, with more than 60,000 certified security professionals in 130 countries, careers associated with information security skill sets is on a rapid increase. As of 2012 its *Security Workforce Study* reported that the number of IT security professionals worldwide exceeded 2.7 million. Moreover, In the Frost & Sullivan 2012 (ISC)2 Global Information Security Workforce Study, experts project a working population of IT security professionals of more than 4.24 million in the global workforce by 2015.

Listed by the report, and corroborated by the National Security Agency's Centers of Academic Excellence programs, successful business leaders in the IT security fields require both experience and higher-division education, including MS/MSc, technical-based MBAs or higher degrees, to be considered for executive roles.

According to Burning Glass Technologies, last year there were more than 67,400 separate postings for cyber security-related jobs in the United States alone, ranging from multiple business sectors, including defense, financial services, retail, healthcare and professional services. The 2012 total is 73% higher than the number of security jobs posted in 2007.

As of October 2012, the number of U.S. colleges with specialized programs in emergency management has grown from zero in 1993 to 259, according to FEMA's Emergency Management Institute. This includes

- 67 certificates, minors, diplomas, tracks, focus
- 50 associate degrees
- 46 bachelor degrees
- 87 master's-level programs
- 9 doctoral-level programs

The rate by which higher education is developing graduate-level programs in this space are well below the hiring needs, both in the U.S. and throughout the world.

According to a report on "Homeland Security in Higher Education," published in the *Journal of Public Affairs Education*:

> Currently there is no official organization that accredits undergraduate or graduate programs specifically in homeland security/emergency management. These programs do exist in colleges and universities accredited by regional accrediting organizations (such as the Southern Association of Colleges and Schools) and within accredited programs such as Masters of Public Administration Programs (MPA). So, although the National Association for Schools of Public Affairs and Administration (NASPAA, the MPA accrediting organization) and other regional accrediting organizations Homeland Security in Higher Education Journal of Public Affairs Education do not accredit homeland security or emergency management programs specifically, they do examine these courses and programs with the same attention they give to all other courses and programs offered.

[3] (ISC)2 World Congress 2012 and ASIS International 2012 report

> There is a check on the general quality of these classes, offering some assurance that they meet basic guidelines and standards in advancing an institution's goals and mission.[4]

Thus, the SUU/CONZebra initiative defines a new precedent in providing a global marketplace with a professional degree that provides a competitive and relevant benchmark for the rapidly expanding information security sector of business and technology leadership.

Student Demand

A preliminary informal survey administered during the opening weeks of Fall semester 2013, distributed to current SUU students, CSIS Advisory board members, and industry professionals (total surveyed, n=137) indicate that more than 87% of respondents are "Definitely interested" (58.39%) or "Somewhat interested" (29.20%) in this online degree. Some of the comments by respondents include:

I think that a Masters Degree in Cyber Security would add a lot to the CSIS department and give students an opportunity to further the education. I also feel like it would add a prestige to the CSIS department.

I think this is a smart move considering the vast field of work for someone in Cyber Security.

After completing my BS here at SUU, I would be highly interested to continue studying in the master's degree program mentioned above.

I think this type of graduate degree could be very useful in the job and career development market. It could definitely increase my marketable credentials to potential employers and/or in the exploration of start up business opportunities.

Condition Zebra, our industry partner, provides additional survey data from courses they have taught relevant to this proposed Master's degree. The data are comprised of 800-1,000 participants in ConZebra's industry certification courses in this field of study. Included in the survey data are two different workshop tracks comprising nine different workshops in total. "How would you rate the importance of the course?" is one question posed to the participants. The average score across all nine workshops (on a scale of 1-5, 5 being most important) was 4.3 (86%), indicating a high degree of importance attributed to advanced training in security education.

According to the U.S. Bureau of Labor Statistics (BLS), those who work in information security will see rapid job growth and greater demand for skilled technicians at a 10 year projected growth rate of 16%. This of course will generate a greater demand for information security experts which will lead to increases in the expected earnings of those working within the field.

According to Payscale.com, the current median salary for a computer security specialist is $70,943.00 annually. Unlike many information technology jobs, outsourcing data integrity or information security work will likely remain ill-advised due to the various laws, policies and limitations placed on those organizations whose business it is to have access to such sensitive information. As a result, job security is expected to remain high.

[4] http://www.naspaa.org/jpaemessenger/Article/VOL19-1/04_StewartVocino.pdf

Graduate degrees in the fields relating to Information Security, while relatively a new trend, are cropping up more and more, for executive management-level positions, often complimenting current advanced certifications like CISSP (Certified Information Systems Security Professional) and CISM (Certified Information Systems Management). These post-graduate degrees are pursued (usually) by people who already have industry experience, or even for those who already have an unrelated undergraduate degree and that are looking at making a career change.

Similar Programs

There are currently no online or face-to-face master's degrees offered in the Utah System of Higher Education or the intermountain region that address the area of Cyber-Security, or Critical Infrastructure Protection. The closest associated program is the Graduate Certificate in Information Systems & Technology/Information Assurance at Weber State University. That program is not a full Master's program.

Nationally, there are a number of graduate programs in Cyber Security, which are being created in response to the growing demand of these types of professionals. Carnegie Mellon, George Washington University, University of Maryland, are a few institutions that have created these types of advanced degrees, which are face to face. The tuition and fee structure of SUU is very competitive to these other institutions. The tuition and fees for these programs appear to be between $25,000 and $45,000+. One additional advantage of this proposed degree is its online delivery method, giving working students the ability to continue in their chosen profession, which seeking the advanced degree.

Collaboration with and Impact on Other USHE Institutions

Currently there are no programs of this nature offered at any USHE institution. The closest degree is a graduate certificate in Information Systems & Technologies/Information Assurance at Weber State University. Efforts are being made to contact Weber State to explore the possible impact this proposed program might have for their certificate program and potential opportunities their students will have in continuing their education in this proposed Master's program. One impact the proposed program will have is an additional career path for students graduating from any USHE institution, or institution outside of USHE.

Benefits

A principle competing element of this proposed program is offering the first online Master's in Cyber Security and Critical Infrastructure Protection of its kind anywhere in the Western United States, designed by SUU and industry professional content experts, and hosted by Southern Utah University.

According to the System Administration, Networking, and Security (SANS) Institute's report on Top Cyber-security Risks, "Attacks against web applications constitute more than 60% of the total attack attempts observed on the Internet. These vulnerabilities are being exploited widely to convert trusted web sites into malicious websites serving content that contains client-side exploits. Web application vulnerabilities such as SQL injection and Cross-Site Scripting flaws in open-source as well as custom-built applications account for more than 80% of the vulnerabilities being discovered. Despite the enormous number of attacks and despite widespread publicity about these vulnerabilities, most web site owners fail to scan effectively for the common flaws and become unwitting tools used by criminals to infect the visitors that trusted those sites to provide a safe web experience." (sans.org)

According to a global survey of senior risk decision-makers, which was assembled by KPMG, 50 percent of U.S. boards and 41 percent of boards globally are increasing their focus on solutions relating to

Government, Regulation, and Compliance (GRC), compared with just 13 percent in the United States and 10 percent globally (among those polled prior to the recent financial crisis). The survey also suggested that respondents identified executive management (42 percent in the United States and 48 percent globally) and regulators (27 percent in the United States and 43 percent around the world) as the stakeholders exerting the most pressure on organizations to improve convergence of their GRC activities. *(Press Release by KPMG, 2/13/2013 and posted: http://www.kpmg.com/US/en/IssuesAndInsights/ArticlesPublications/Press-Releases/Pages/Boards-Raise-Focus-On-Risk-Senior-Execs-Demand-Convergence-With-Governance-Compliance-KPMG-Survey.aspx)*

Support for these executives stem in large part, by added expertise offered by formally trained mid-level managers, who possess a combination of experience and postgraduate and certification-based training in cyber security, and specifically, in Critical Infrastructure Protection.

Consistency with Institutional Mission

The Institution's mission states, "…SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners" and "provide outstanding programs of study in the arts and sciences, pre-professional, professional and graduate studies." This program embodies the "rigorous experiential education" that will produce graduates with the skills to be lifelong learners and enter the cyber security and critical infrastructure protection workforce as responsible and ethical leaders in their field.

Section IV: Program and Student Assessment

Program Assessment - The goals of the program will include:

Goal	Measurement
Provide a high-quality, applied-learning experience in Information Security Risk Management and IT Critical Infrastructure Policy Development.	- Track internships and applied-learning activities. - Accomplish ABET accreditation for the program.
Produce professionals with in-depth understanding of current as well as emerging critical infrastructure issues, who can fill the growing need in this field.	- Produce 20 or more graduates on an annual basis. - Employers/Advisory board members will be surveyed to evaluate graduate performance/understanding/skills.
Produce industry-ready CIP-graduate / risk management professionals to meet the long-term, growing demand for placement in cyber security positions in a variety of industries and government agencies.	- Student out-placement is expected to exceed 80 percent within 90 days of graduation. - Employers/Advisory board members will be surveyed to evaluate graduate readiness for the industry.

Expected Standards of Performance
The expected learning outcomes include the following:

LO1:	Students will be able to demonstrate advanced understanding of concepts and practices relevant to IT critical infrastructures, including policy development, integrated controls and web architecture risk mitigation.
Rationale:	Skills in policy development, integrated controls, and web architecture risk mitigation are a growing need in organizations. Industry analysts support this growing need and according to industry trends as reported by the Gartner Group and other analyst sources (PWC report, SANS Institute, Condition Zebra/RSA Security), "the rising interest and concerns in Critical Infrastructure Risk Management are shifting to focus on the three most highly at-risk points, which include policies, controls, and exposure levels."
Formative Assessment:	Student performance on quizzes/exams will be analyzed for the purpose of making changes in instruction/curriculum as needed. Instructors will review student work along the process of project completions for the purposes of providing students with ongoing feedback and for making changes in instruction/curriculum as needed.
Summative Assessment:	Eighty percent of students will pass each project, exam or quiz associated with this outcome with a grade of "B" or higher.

LO2:	Students will demonstrate the design, planning, and establishment of GRC, security and critical infrastructure frameworks.
Rationale:	Critical infrastructure systems have become the target of many cyber criminals to disrupt national economic progress and financial institutions, it is necessary to have individuals who can design, plan and secure those systems. In his report titled, "2013 is the Year for Hard Change in the Risk and Security Profession" Director of Research at Gartner, Paul Proctor indicates that industry trends are shifting to "behavior change, process, and technology controls."
Formative Assessment:	Instructors will review student work along the process of project completions for the purposes of providing students with ongoing feedback and for making changes in instruction/curriculum as needed.
Summative Assessment:	Eighty percent of students will pass each project associated with this outcome with a grade of "B" or higher.
LO3:	Students will be able to critically gather, analyze, evaluate, communicate and translate technology-driven data for a variety of audiences, with an emphasis on how to articulate risk mitigation issues to executive and board leadership.
Rationale:	Knowledge obtained will not do any good unless it can be communicated in an understandable and succinct manner to all levels of management. According to ISACA (formerly known as the Information Systems Audit and control Association), a key mission of an IT risk management professional is to "raise awareness and understanding of IT- related governance, risk management and control issues among boards of directors, executive management and chief information officers (CIOs) and to provide them with practical guidance and tools…" This can be done effectively, first by having the knowledge and understanding of the data obtained and analyzed, and second, through good communication and interpersonal skills.
Formative Assessment:	Instructors will review student work along the process of project completions for the purposes of providing students with ongoing feedback and for making changes in instruction/curriculum as needed.
Summative Assessment:	Eighty percent of students will pass each project associated with this outcome with a grade of "B" or higher.
LO4:	Students will be able to understand and demonstrate ethical reasoning relating to critical infrastructure issues.

Rationale:	Personal, private, and confidential information is central to critical infrastructure issues. Professionals in this industry need to exercise and maintain ethical behavior and reasoning relating to this sensitive information. According to an ISACA report ("ISACA Pittsburgh Chapter Meeting Report October 18, 2010"), "Groups responsible for IT Risk Management and IT Service Delivery should work in concert to identify improvement initiatives that address risk, improve process efficiency, and provide benefit to end users."
Formative Assessment:	Instructors will review student work along the process of project completions for the purposes of providing students with ongoing feedback and for making changes in instruction/curriculum as needed.
Summative Assessment:	Eighty percent of students will pass each project associated with this outcome with a grade of "B" or higher.

In addition to the above listed learning outcomes, assessment will be accomplished in classes by instructors through the use of projects to assess student learning of the course objectives and to improve both teaching and learning in the classroom. Additional assessment will be used in the form of exams, both in class, and external industry certification exams to evaluate student competency of the given coursework completed in the program. The external exams were chosen because they measure minimum industry competency standards for the security field in which this proposed program educates.

Section V: Finance

Department Budget

5-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	631,836	59,760	691,596	95,155	786,752	24,683	811,435
Benefits	231,925	35,399	267,325	34,501	301,826	13,026	314,853
Total Personnel Expense	863,762	95,160	958,922	129,656	1,088,578	37,709	1,126,288
Non-Personnel Expense							
Travel	9,080	3,000	12,080	0	12,080	0	12,080
Capital	0	0	0	0		0	
Library	0	0	0	0		0	
Current Expense	52,987	2,000	54,987	0	54,987	0	54,987
Total Non-personnel Expense	62,067	5,000	67.067	0	67.067	0	67.067
Total Expense (Personnel + Current)	$925,828	$100,160	$1,025,988	$129,656	$1,155,645	$37,709	$1,193,355

Departmental Funding							
Appropriated Fund	884,596	100,159	984,756	129,657	1,114,413	37,710	1,152,123
Other:							
Special Legislative Appropriation	25,000		25,000		25,000		25,000
Grants and Contracts	3,879		3,879		3,879		3,879
Special Fees/Differential Tuition	12,354		12,354		12,354		12,354
Total Revenue	$925,829	$100,159	$1,025,988	$129,657	$ 1,155,645	37,710	$1,193,355
	Current Departmental Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Difference		Year 1		Year 2		Year 3	
Revenue - Expense	$0	$0	$0	$0	$0	$0	$0
Departmental Instructional Cost/Student Credit Hour*	$184.48		$211.69		$227.55		$248.69
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Funding Sources

Initial funding of the program will come through the reallocation of existing resources and tuition generated through enrollment. Current faculty schedules will be restructured to accommodate the teaching of courses in the program. As the program grows, additional external funding will be sought after (e.g. grants, etc.), to enable students the opportunity for research in the program's areas of study. It is important to note that the seeking of external funding is not meant to help sustain the program, but rather to provide research opportunities to students and faculty. The special legislative appropriation is the continuing support to the College of Science and Engineering for the Engineering Initiative. Contracts and Grants are also funds currently allocated to CSIS. The Special Fees/Differential Tuition shows the current amount of COSE program fees going to CSIS and the new amount is based on fees generated by the estimated enrollment in the program.

Reallocation

Current faculty will service courses up to a full course load, according to approved policy. Faculty loads will be adjusted in the undergraduate program to accommodate this shift. The adjustment would come through offering fewer sections of our general education course, CSIS 1000, freeing faculty to participate in servicing the Master's courses.

Impact on Existing Budgets

Based on the ability to adjust current faculty workloads, the only affect would be the hiring of our partner instructors. Tuition dollars generated by the program will be sufficient to accommodate the hiring of these instructors to service the program.

Section VI: Program Curriculum

All courses will be reviewed and approved by the College of Science and Engineering Curriculum Committee and the Graduate Curriculum Committee as per SUU academic policy.

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MSFS 6450 (Prefix would change)	Network Security	2
	Communication, Critical Thinking, Problem Solving and Decision Making	3
	IT Policy Compliance and Disaster recovery	3
	Advance Persistent threats	2
	Project Management (Critical Infrastructure)	3
	Critical Infrastructure Risk Management	2
	Sub-Total	15
Emphasis #1	*IS Controls & Web Application Security Emphasis*	
	(Select 15 Credits from the following courses)	
	Hacking and Security Vulnerability Management	3
	Penetration Testing	3
	Mobile Hacking and Security	3
	Cryptography Fundamentals	3
MSFS 6250	Digital Forensics	3
	BYOD & Mobile Computing Infrastructure	3
	Sub-Total	15
Emphasis #2	*GRC and IT risk Management Policy Emphasis*	
	(Select 15 Credits from the following courses)	
MSFS 6150	e-Business Security and Cyber Investigations	3
	HIPAA-based Business Modeling and Policy Development	2
	ISO/IEC 27001 ISMS Security Frameworks	2
	Technology Frameworks and Corporate Governance	2
	FISMA & Government Infrastructure Mandates	3
	PCI/DSS / GLBA (Harvard Business Review)	3
	Basel III – Impact on Bank Risk Management	3
	Sub-Total	15
	Capstone Experience (Thesis and/or approved internship)	3
	Total Number of Credits	33

Program Schedule of Courses

Sample Course Sequence: Emphasis #1 - *IS Controls & Web Application Security*

First Semester

Network Security	2
Communication, Critical Thinking, Problem Solving and Decision Making	3
IT Policy Compliance and Disaster Recovery	3
Advance Persistent Threats	2
Total Semester Credits:	**10**

Second Semester

Project Management (Critical Infrastructure)	3
Critical Infrastructure Risk Management	2
Hacking and Security Vulnerability Management	3
Penetration Testing	3
Total Semester Credits:	**11**

Third Semester

Mobile Hacking and Security	3
Cryptography Fundamentals	3
Digital Forensics	3
BYOD & Mobile Computing Infrastructure	3
Total Semester Credits (only 9 credits are needed):	**9**

Fourth Semester

Capstone Experience (Thesis and/or approved internship)	3
Total Semester Credits:	**3**

Sample Course Sequence: Emphasis #2 - *GRC and IT risk Management Policy Track*

First Semester

Network Security	2
Communication, Critical Thinking, Problem Solving and Decision Making	3
IT Policy Compliance and Disaster Recovery	3
Advance Persistent Threats	2
Total Semester Credits:	**10**

Second Semester

Project Management (Critical Infrastructure)	3
e-Business Security and Cyber Investigations	3
HIPAA-based Business Modeling and Policy Development	2
ISO/IEC 27001 ISMS Security Frameworks	2
Total Semester Credits:	**10**

Third Semester

Technology Frameworks and Corporate Governance	2
FISMA & Government Infrastructure Mandates	3
PCI/DSS / GLBA (Harvard Business Review)	3
Basel III – Impact on Bank Risk Management / Sarbanes Oxley	3
Total Semester Credits (Only 8 credits are needed):	**8**

Fourth Semester

Capstone Experience (Thesis and/or approved internship)	3
Total Semester Credits:	**3**

Section VII: Faculty

The following faculty are in the Computer Science and Information Systems Department

Dr. Robert A. Robertson

- Ph.D. in Information Systems, Security Emphasis (Nova Southeastern University)
- Master's in Business Administration
- Certified Ethical Hacker Certification
- GIAC Certified Forensic Examiner
- GIAC Certified Forensic Analyst

Dr. Shalini Kesar

- Ph.D. in Information Systems (University of Salford, UK)

Dr. Nathan Barker

- Ph.D. in Computer Science (University of Utah)
- Forensic certifications

Dr. Dezhi Wu

- Ph.D. in Information Systems (New Jersey Institute of Technology)
- Project Management Professional (PMP) Certification

Additional academically qualified instructors from our industry partner will be hired to teach courses in the program. These instructors will be required to meet standards outlined in SUU's graduate faculty policy 6.45 Graduate Faculty.

Dr. Dennis Moreau

- Ph.D. Computer Science (University of Louisiana at Lafayette)

The following Adjunct instructors will be used to service policy, ethics, and GRC courses within the degree.

Dr. Elaine Eliason Englehardt

- Ph.D. Communication, Philosophy: Specialty Ethics (University of Utah)
- M.A. Communication (Brigham Young University)

Dr. Michael S. Pritchard

- Ph. D. Philosophy; Minor: Law (University of Wisconsin, Madison)

EXECUTIVE SUMMARY – R401-5 Discontinuance of MS in Forensic Science

SUU plans to discontinue offering the Masters of Science in Forensic Science (MSFS) by the Spring of 2015. No new students have been accepted in the program effective fall of 2013. The program has not been able to sustain enrollments since its inception in 2005 to make it a viable degree offering. The area of study proved to be too narrow a focus to attract robust and sustained enrollment. A teach-out plan has been developed so the students currently in the program can be awarded their degree by no later than the end of the spring semester of 2015.

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Southern Utah University
Proposed Title: NA
Currently Approved Title: Masters of Science in Forensic Science
School or Division or Location: College of Humanities and Social Sciences
Department(s) or Area(s) Location: Political Science and Criminal Justice
Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs): NA
Current Classification of Instructional Programs (CIP) Code (for existing programs): 43.106
Proposed Beginning Date (for new programs): NA
Institutional Board of Trustees' Approval Date: 12/04/2013

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar		
SECTION NO.		ITEM
5.1.1	☐	Minor*
5.1.2	☐	Emphasis*
5.2.1	☐	(CER P) Certificate of Proficiency*
5.2.3	☐	(GCR) Graduate Certificate*
5.4.1	☐	New Administrative Unit
	☐	Administrative Unit Transfer
	☐	Administrative Unit Restructure
	☐	Administrative Unit Consolidation
5.4.2	☐	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	☐	New Center
	☐	New Institute
	☐	New Bureau
5.5.1	☐	Out-of-Service Area Delivery of Programs
5.5.2	☐	Program Transfer
	☐	Program Restructure
	☐	Program Consolidation
5.5.3	☐	Name Change of Existing Programs
5.5.4	☒	Program Discontinuation
	☐	Program Suspension
5.5.5	☐	Reinstatement of Previously Suspended Program
	☐	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____
Signature Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Program Request - Abbreviated Template – R401-5
Southern Utah University
Program Discontinuance
Master of Science in Forensic Science (MSFS) Title
12/04/2013

Section I: Request

Southern Utah University requests to discontinue the Master of Science in Forensic Science (MSFS) effective by August 2015. This request entails SUU halting new admissions to the program as of spring 2014. Stopping admission in the spring of 2014 will facilitate the completion of the program by the end of summer session 2015 for the 15 students currently in the program.

Section II: Need

The MSFS has not been able to achieve sustainable enrollment since its inception of 2005. The cost per FTE students has continued to rise and interest in the program as structured has lagged. The costs to develop and maintain lab space to meet the demands of forensic programs has been prohibitive. Faculty resources and course offerings in the College of Science & Engineering, where the program was originally housed, have not been able to be met due to the need to support undergraduate programs in the college. The program was reorganized and moved the Department of Political Science and Criminal Justice in 2012. However, the demands of recruiting students and offering the full array of courses has been problematic given the current faculty's teaching loads and the demands of the Criminal Justice undergraduate and the Masters of Public Administration graduate program.

Section III: Institutional Impact

SUU has developed a teach-out plan for the 15 students currently enrolled in the program. More than half of these students have between 10 to 24 credits of course work already completed. A plan has been developed to offer the needed courses over the next one and a half academic years to permit students to complete the degree. (Teach-Out Plan on following page) As faculty are freed from teaching courses in the program they will be re-assigned to supporting courses with high demand in the Political Science and Criminal Justice Department.

Section IV: Finances

In 2012, the decision was made to reinstate the MSFS program within the College of Humanities and Social Sciences, which encumbered 0.5 FTE of a faculty member's annual salary ($35,138) as director, and incurred $17,280 in adjunct and wage rated instructional expenses in Fall of 2013. It is anticipated that Spring of 2014 will cost approximately $24,840 in adjunct and wage rated instructional expenses, which will represent the majority of the curriculum teach-out.

Full discontinuance of the program is not planned until the completion of Spring 2015, and the Institution plans to realize a cost savings of half of the Director's salary and the related adjunct and wage rated instructional expenses totaling approximately $80,000 annually.

TEACH-OUT PLAN – MS in Forensic Science

Course Number/Name	Instructor	Spring 2014	Summer 2014	Fall 2014	Spring 2015
MSFS 6140 Forensic Firearms	Ron Fludd - CJ Dept.	X			
MSFS 6145 Forensic Firearms Lab	Ron Fludd - CJ Dept.	X			
MSFS 6010 Overview of Forensic CJ	Tom Dempsy - CJ Dept.	x			
MSFS 6250 Digital Forensics	Nathan Barker – CS Dept.	X			
MSFS 6030 Overview of F. Biology	Jonathan Karpel - Science	X			
MSFS 6150 Cyber Crime	Merit Jones - Adjunct	X			
MSFS 6910 Forensic Courtroom Expert	Troy Little - Adjunct	X		X	
MSFS 6915 F. Courtroom Expert Lab	Troy Little - Adjunct	X		X	
MSFS 6000 Overview of Forensic Law	Troy Little - Adjunct	X			
MSFS 68910 Internship	Terrie Bechdel - CJ Dept.	X	X	X	X
MSFS 6892 Professional Project	Terrie Bechdel - CJ Dept.	X	X	X	X
CJ 6200 Serial and Mass Murder	Adjunct- TBD		X		
CJ Reading and Conference*	Terrie Bechdel - CJ Dept.			X	

* Two students will have to take a Readings and Conference class in the Fall to complete their required coursework for the program.
CJ Faculty and Director of MSFS, Terrie Bechdel will be instructor of record for this course.

Executive Summary – 2014-2017 Academic Calendars

The Ad Hoc Calendar Committee met in September 2013 and mapped out the academic calendar for the next three years.

The calendar was prepared with the main parameter of establishing a cycle of Monday-Wednesday-Friday (50 min) and Tuesday-Thursday (75 min) class meetings for approximately the same number of contact hours per academic year. Over the three year cycle there is a small range difference of 84 to 87 contact hours. This variance is due primarily to the semester start and end dates and alignment of holidays.

The fall and spring semesters accommodate breaks, the Festival of Excellence in the spring, a study day, and four days of final exams. The only variation in the calendar cycle for the next three years includes Saturday as the commencement day for 2016 and 2017. In addition, the starting dates for spring academic calendar over the next three years better accommodates the Utah Shakespeare Festival.

The proposed schedule has also been designed to accommodate the typical summer schedule which consists of a three-week Maymester, two back-to-back five-week sessions and a full summer session.

The committee members were:

Name	**Campus Area Represented**
John Allred	Student Services/Registrar
Ken Beazer	Athletics
Mindy Benson	Alumni Affairs
Bailey Bowthorpe	SUUSA – VP Academics student rep
Luri Garfield	Campus Scheduling
Julie Larmore	Staff Association
Dean O'Driscoll	VP Univ. Relations & Commencement
Kim Roeder	Event Services
Tim Schroepfer	Utah Shakespeare Festival
Julie Taylor	Faculty Senate President
Bill Byrnes	Committee Chair & Associate Provost & Academic Affairs

July 2014 - June 2015 Ver. 4

July 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
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October 2014

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12	13	14	15	16	17	18
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26	27	28	29	30	31	

November 2014

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December 2014

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015

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25	26	27	28	29	30	31

February 2015

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March 2015

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April 2015

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May 2015

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31						

June 2015

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Fall Year 2014

MWF Days: 41 # MWF Contact Hours: 41
TuTh Days: 28 # TuTh Contact Hours: 42
Class Days: 69

Spring Year 2015

MWF Days: 42 # MWF Contact Hours: 42
TuTh Days: 29 # TuTh Contact Hours: 43.5
Class Days: 71 STUDY DAY, FINALS

Total Year

MWF Days: 83 # MWF Contact Hours: 83
TuTh Days: 57 # TuTh Contact Hours: 85.5
COMMENCEMENT SUMMER SCHEDULE

July 2015 - June 2016 – REVISED – Ver. 4

July 2015

S	M	T	W	T	F	S
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August 2015

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September 2015

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015

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December 2015

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20	21	22	23	24	25	26
27	28	29	30	31		

January 2016

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24	25	26	27	28	29	30
31						

February 2016

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March 2016

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20	21	22	23	24	25	26
27	28	29	30	31		

April 2016

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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Fall Year 2015

MWF Days: 41 # MWF Contact Hours: 41
TuTh Days: 28 # TuTh Contact Hours: 42
Class Days: 69

Spring Year 2016

MWF Days: 42 # MWF Contact Hours: 42
TuTh Days: 28 # TuTh Contact Hours: 42
Class Days: 70 STUDY DAY, FINALS

Total Year

MWF Days: 83 # MWF Contact Hours: 83
TuTh Days: 56 # TuTh Contact Hours: 84
COMMENCEMENT SUMMER SCHEDULE

July 2016 - June 2017 –REVISED Ver. 4

July 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
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August 2016

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September 2016

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25	26	27	28	29	30	

October 2016

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November 2016

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6	7	8	9	10	11	12
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20	21	22	23	24	25	26
27	28	29	30			

December 2016

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017

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22	23	24	25	26	27	28
29	30	31				

February 2017

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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May 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Fall Year 2016
MWF Days: 43 # MWF Contact Hours: 43
TuTh Days: 30 # TuTh Contact Hours: 45
Class Days: 73

Spring Year 2017
MWF Days: 42 # MWF Contact Hours: 42
TuTh Days: 28 # TuTh Contact Hours: 42
Class Days: 70 **STUDY DAY**, **FINALS**

Total Year
MWF Days: 85 # MWF Contact Hours: 85
TuTh Days: 58 # TuTh Contact Hours: 87
COMMENCEMENT **SUMMER SCHEDULE**

SOUTHERN UTAH UNIVERSITY
LEARNING LIVES FOREVER

DATE: November 6, 2013

TO: Board of Trustees

FROM: Dorian Page
Vice President for Finance & Administration

SUBJECT: Adoption of Policy #13. – Risk Management Committee

Per Utah Administrative Rule R37-1-7(3,4), each entity covered by State Risk Management shall appoint a Risk Management Committee. This new policy establishes that committee and explains the purpose/charge, reporting requirements, and membership of the Southern Utah University Risk Management Committee.

SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 13.
Date Approved:
Date Amended:
Office of Responsibility: VP FA

SUBJECT: RISK MANAGEMENT COMMITTEE

I. PURPOSE: Pursuant to Utah Administrative Rule R37-1-7(3,4), this policy establishes the Risk Management Committee to identify, define, evaluate, prioritize, and manage ongoing risks that are inherent in SUU's operations.

The goal of the committee is to identify, define, evaluate the institution(s) exposure to risk, and to recommend mitigation procedures to the appropriate supervisory and/or oversight personnel across campus. These activities are designed to provide a safe and secure environment on campus for students, faculty, staff, visitors and patrons.

II. POLICY:

A. The charge of the committee is as follows:

1. Identify, define, evaluate, prioritize and recommend mitigation processes for ongoing risks across campus.

2. Develop risk reduction procedures related to accident prevention, physical safety, and information security as related to SUU and its constituents.

3. Assist and train departments on risk identification, evaluation and mitigation.

4. Follow up on implementation mandates to ensure compliance with required changes in operational policy and procedures.

B. Reporting

The committee will provide an annual risk report to the President's Council and subsequently to the Trustees.

C. Membership

This committee is a standing committee of the University to be comprised of the following members:

- Vice President for Finance and Administration, Chair
- Executive Director for Facilities Management & Planning, or designee
- Vice President for Student Services, or designee
- Internal Auditor
- Assistant Attorney General
- Provost, or designee
- Chief Information Officer, or designee
- Life Safety Compliance and Risk Management Coordinator
- Director of Human Resources, or designee

D. This committee will meet quarterly at a minimum. Meeting minutes will be provided to the State of Utah, Division of Risk Management.

SUU Head Start
Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)
Policy and Selection Criteria Summary

Head Start performance standards require that each Head Start program have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services. The Office of Head Start requires that the SUU Board of Trustees annually review and approve the policy and selection criteria to be used by SUU Head Start.

Attached you will find a draft version of the SUU Head Start ERSEA Policy and Selection Criteria. The policy/selection criteria was originally drafted by a committee comprised of the Recruitment and Enrollment Coordinator, the Family and Community Partnerships Coordinator, and the Family and Community Engagement Manager. To draft the policy/selection criteria, the committee referred to the Head Start performance standards, selection criteria from previous years, and the selection criteria of 10 other in-state and out-of-state Head Start programs.

No changes were made to the selection process of children. Changes were made to page one of the policy to consolidate information and to remove information not relevant to the selection process. The only changes to practices include:

- Changing the date of when families are notified that they will be placed on a waiting list. This date was change from August 15 to the first day of school because the actual first day of school varies from year to year.

- Notifying families who are not income or categorically eligible that they may only be enrolled after all income and categorically eligible families have had the opportunity to apply for Head Start services.

It is the recommendation of the Subcommittee to the Board of Trustees that the SUU Board of Trustees review and approve the SUU Head Start ERSEA Policy and Selection Criteria, or to modify as the Board determines appropriate. A copy of the Head Start performance standards is available upon request.

Heading : Eligibility, Recruitment, Selection, Enrollment and Attendance	P.S.# 1305	Rev. 11/2013 PC App: Board App:
Policy Name: ENROLLMENT	Policy # ERSEA 2	Page 1 of 3

~~As stated in the Introduction to the Head Start Performance Standards "The Head Start program has a long tradition of delivering comprehensive and high quality services designed to foster healthy development in low-income children."~~As required by the Head Start Performance Standards, each Head Start program must have a formal process for establishing selection criteria and for selecting children and families that considers all eligible applicants for Head Start services. Specific categories that must be considered in enrollment include:

- ~~The income of eligible families~~Income or categorical eligibility of applicants. Eligibility must be re-verified for students returning for a 3rd year (OHS – PC – I – 015).
- Child's age as of September 1 of the program year.
- ~~The family is homeless~~ *(covered under income or categorical eligibility)*
- ~~Security Income (SSI).~~ *(covered under income or categorical eligibility)*
- ~~The child is in foster care or kinship care.~~ *(covered under income or categorical eligibility)*
- ~~The family is receiving (TANF) services~~ *(covered under income or categorical eligibility)*
- At least 10 percent of the total number of enrollment opportunities during an enrollment year must be made available to children with disabilities.
- At least 90 percent of the children who are enrolled must be from income or categorically eligible families.
- All income and categorically eligible children enrolled in a Head Start program must be allowed to remain in Head Start until eligible for kindergarten.
- The extent to which each child and family meets specific selection priority criteria established by the Head Start program based on community needs.

SUU Head Start staff will assist families, as requested, in the enrollment process. This includes assistance with completing enrollment paperwork, obtaining birth certificates and immunization records, finding a medical and dental home, and finding a source of funding for ongoing medical and dental care. ~~If the family does not have an ongoing source of medical and dental care, enrollment may be completed before medical and dental screening exams have taken place.~~

During the initial enrollment period, families will receive acceptance letters and telephone contact as they are enrolled. By ~~August 15~~the first day of school, all families who were not enrolled will receive a waiting list letter. Families who apply after the summer enrollment period will receive an acceptance or waiting list letter within 15 days. A family whose income is above 130% of the federal poverty guidelines, and the child does not have an IEP or diagnosed disability, ~~will be placed on the waiting list and notified within 15 days~~will receive a letter explaining that the child may only be enrolled after all income and categorically eligible families have been given the opportunity to apply. The family will be encouraged to enroll in other preschools in their community.

Teaching teams may assist during the school year with the recruitment process, but will not be involved in enrollment decisions. Communication with prospective Head Start parents regarding enrollment decisions will take place between Central Office staff and those parents.

Heading : Eligibility, Recruitment, Selection, Enrollment and Attendance	P.S.# 1305	Rev. 11/2013 PC App: Board App:
Policy Name: ENROLLMENT	Policy # ERSEA 2	Page 2 of 3

Head Start Central Office staff will rank applications for Head Start enrollment as follows:

Rank	**Priority Criteria**
1	**RETURNING** Income and categorically eligible children who were enrolled in SUU Head Start during the past school year and who are not eligible for kindergarten. Non-income and non-categorically eligible children must re-qualify.
2	**IEP** A child referred from school districts with an IEP and the placement has been found to be appropriate by an interagency team. (10% of total enrollment) If not low-income, this child counts toward 10% over income slots. Limit of 4 or 5 per class.
3	**CATEGORICALLY ELIGIBLE** A child whose family is categorically eligible based on homeless status, foster care or kinship care, receipt of TANF services, or receipt of SSI. SSI may be anyone in the family.
4	**PREVIOUSLY ENROLLED** A child whose family is eligible and was previously enrolled in SUU Head Start but dropped.
5	**TRANSFER** A child whose family is eligible and was enrolled in another Head Start program and has moved to a SUU Head Start community.
6	**REFERRAL** An income or categorically eligible child for whom a Human Services Agency or Health Provider has provided an appropriate referral, whose placement has been determined to be appropriate by an interagency or enrollment team. (If not low-income, will count as part of 10% over income enrollment.) ~~[**Note:** A child who has been in an Early Head Start program with an approved transition plan who turns 3 ½ by September 1 of the current year is also considered in this category.]~~
7	**INCOME ELIGIBLE AGE 4** A child whose family meets Head Start income or categorical eligibility requirements who turns four (4) on or before September 1 of the current program year. Priority given to at-risk/crisis families based on points.
8	**INCOME ELIGIBLE AGE 3 ½** A child whose family meets Head Start income or categorical eligibility requirements who turns three and a half (3 ½) on or before September 1 of the current program year. Priority given to at-risk/crisis families based on points.
9	**INCOME ELIGIBLE AGE 3** A child whose family meets Head Start income or categorical eligibility requirements who turns three (3) on or before September 1 of the current program year. Priority given to at-risk/crisis families based on points.
10	**100%-130 %** Children whose family income is 100%-130% of poverty will be considered for enrollment once all income and categorical eligible children have been enrolled.

Heading : Eligibility, Recruitment, Selection, Enrollment and Attendance	P.S.# 1305	Rev. 11/2013 PC App: Board App:
Policy Name: ENROLLMENT	Policy # ERSEA 2	Page 3 of 3

SUU HEAD START
ENROLLMENT SELECTION CRITERIA

_____ _____ _____ _____
Child's Name **DOB** **Class** **Date of Application**

ELIGIBILITY

Categorical		**Income**
☐ 50 Homeless, Foster Care/Kinship Care, TANF or SSI	**OR**	☐ 20 Below Federal Poverty Guidelines ☐ 30 50% Below Federal Poverty Guidelines

AGE
☐ 20 4 years of age as of September 1 of the current program year
☐ 10 3½ years of age as of September 1 of the current program year

REFERRAL
☐ 60 Individual Education Plan
☐ 30 Referred by a mental health professional or Division of Child and Family Services
☐ 25 Referred by a health professional or partner agency (TLC, EI, etc.)

OTHER ENROLLMENT
☐ 20 Returning non-income and non-categorically eligible children
☐ 40 Previously enrolled in SUU Head Start but dropped
☐ 35 Enrolled or previously enrolled in another pre-school Head Start program

EDUCATION & EMPLOYMENT
☐ 05 One guardian lacks high school diploma or GED
☐ 10 Both guardians lack high school diploma or GED
☐ 10 One guardian is currently unemployed
☐ 20 Both guardians are currently unemployed

HEALTH & SAFETY
___ 5(X) Family members living in household with disabilities/health/mental health problems (5 per family member)
☐ 05 Suspected disability or concerns regarding child applicant
☐ 15 Previous substance abuse including prescription drugs in household
☐ 30 Current substance abuse including prescription drugs in household
☐ 30 Domestic violence or child abuse/neglect (current or previous)

STATE OF FAMILY
☐ 05 Child speaks English as a second language
☐ 10 Remarriage or cohabitation within past 2 years
☐ 15 Divorce or separation within past 2 years
☐ 30 Death of a parent or guardian
☐ 15 Death of a sibling or miscarriage within last 2 years
☐ 30 Parent or guardian currently incarcerated
☐ 15 Parent or guardian previously incarcerated within past 2 years
☐ 20 Single parent family
☐ 10 Parent or guardian deployment
☐ 10 Family has moved 3 or more times in the past 12 months
☐ 05 Family has moved 1 or 2 times in the past 12 months
___ 5(X) Parent ≤17 years of age at first birth or ≥41 at last birth (5 points per eligible parent)
☐ 05 When not in Head Start, child will be cared for in an unstructured child care setting with an adult who is not the child's parent/guardian.
___ ## Other: _____
(Assign points for "other" at your own discretion. Explanation required at enrollment selection meeting.)

_____ **Total Points** Sig. _____ Date: _____ ☐ ERSEA ☐ FCE ☐ Reception

FCE: _____ Education: _____ Health: _____

Executive Summary

3-Year Follow Up Reviews for Art

Art – Reinstatement of the BS in Arts starting in fall 2010

The goal of providing another pathway for students not able to purse the BFA in Art in has been realized by the reinstatement of the BS in Art. 10 students have completed the degree in the last three years. Enrollment data indicates growth from 27 majors to 48 over the three-year period.

Report – Third-Year Report Template
Southern Utah University
BS in Art – Re-Instated Fall 2010
10/28/2013

Program Description

The degree focus is breadth of general studies in the arts and humanities, the natural and physical sciences, and the social sciences. Art/design study is also general; there is little or no specialization. Students learn to think and work artistically and creatively, to problem solve, and to analyze critically. They acquire a historical context for the visual arts and an understanding of their own work in it. The BS in Art was approved at the 4/1/2010 BOR meeting with the start date effective for Fall 2010.

Enrollment and Revenue Data –

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation (2009-10)	2010-11		2011-12		2012-13	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE *(Based on Fall Third Week Data)*	262.07		263.57		283.73		270.07
Total Department Faculty FTE *(A-1/S-11/Cost Study Definition)*	15.77		17.66		19.10		18.65
Student FTE per Faculty FTE *(from Faculty FTE and Student FTE above)*	16.61		14.92		14.85		14.48
Program Level Data							
Total Number of Declared Majors in Program (Art/Art BS)	5 (1)		27(7)		43 (11)		48 (3)
Total Number of Program Graduates (Art/Art BS)	**2 (1)**		**0 (0)**		**8 (8)**		**2 (1)**
Departmental Revenue							
Total Revenue to Department *(Total of Funding Categories from R401 Budget Projection Table)*	$876,834		$998,983		$1,105,625		$1,178,321
Departmental Instructional Cost per Student Credit Hour *(per Institutional Cost Study Definition) (based on annual data)*	$110.88	**X**	$124.11	**X**	$128.74	**X**	Not Available

Institutional Analysis of Program to Date

The degree has accomplished its goals. First, it has increased flexibility for students. Students who had life changing events, such as marriage, were able to switch degrees and graduate sooner. Students who were not admitted into a BFA were able to elect to pursue art studies in the BS instead. It became more possible for students to double major or add a minor. The degree requires 46 credits in the major as opposed to 82 for a BFA, so it reduced demand in overenrolled and closed classes.

Employment Information

The BS in Art is a liberal arts degree and not a professional degree. Thus far, there have been ten students graduate with the BS in Art. Several applied for a BFA degree but were not admitted because their portfolio was not strong enough. Two were married and followed their new spouse to a new location and opted for a quicker degree with fewer credits in the major. One added a minor in Museum Studies (a combination that is encouraged) and found employment at Access Gallery.

Executive Summary

3-Year Follow-Up Report Outdoor Recreation, Parks and Tourism (ORPT)

Outdoor Recreation, Parks and Tourism (ORPT)

The three-year follow up report indicates the three new emphasis areas added (Resource Management, Outdoor Education, and Tourism) are meeting the goal of better preparing students for the growing outdoor recreation field. Enrollment has been strong, although the 2012-13 saw a drop in the total number of majors. Budget reductions have had an impact on the staffing level of the program, which in turn seems to have effected enrollment. Assuming staffing is restored in 2014-15 the program should continue to grow. During the first three years of the new emphasis areas graduates have been able to find employment or have gone on to further their education.

Report – Third-Year Report Template
Southern Utah University
Outdoor Recreation in Parks and Tourism (ORPT) Major
Add Three Emphasis Areas to Existing Degree Program
10/8/2013

Program Description

The Outdoor Recreation in Parks and Tourism (ORPT) degree prepares students to fill professional positions in three different tracks: Resource Management, Outdoor Education, and Tourism. These emphasis areas were approved at the 6/25/2010 BOR meeting and were subsequently implemented for Fall of 2010.This interdisciplinary program offers students the opportunity to pursue careers in state and national land management agencies, with outdoor education providers, and tourism organizations. Each ORPT student will take 34 core credits with an additional 15-18 credits focused on their emphasis area. The bulk of emphasis area courses are taught outside of the ORPT program through other departments on campus (i.e. Biology, Hospitality Management, Business, etc…).

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation 2009-10	2010-11		2011-12		2012-13	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE *(Based on Fall Third Week Data)*	318.33	25.7	333.53	28.3	315.67	31.1	320.53
Total Department Faculty FTE *(A-1/S-11/Cost Study Definition)*	14.12		16.64		17.95		18.44
Student FTE per Faculty FTE *(from Faculty FTE and Student FTE above)*	22.55	12	20.05	13	17.58	14.3	17.38
Program Level Data							
Budget for ORPT program		na	$110,216	$133,443	$132,925	$186,270	$97,520
Total Number of Declared Majors in Program (ORPT)	46	55	43	60	67	65	50
Total Number of Program Graduates (ORPT)	12	Na	10	Na	15	Na	7
Departmental Revenue							
Total Revenue to Department *(Total of Funding Categories from R401 Budget Projection Table)*	$879,276		$883,234		$919,006		$901,683

Departmental Instructional Cost per Student Credit Hour *(per Institutional Cost Study Definition) (based on annual data)*	$68.03	**X**	$76.52	**X**	$83.17	**X**	Not Available

Institutional Analysis of Program to Date

SUU's ORPT program is still uniquely positioned to provide its majors with hands on experiential education opportunities. SUU is within minutes of several public land management agency headquarters and a short drive to numerous national parks, monuments, and state parks; all of which afford our students regular interaction with the professionals responsible for managing these agencies through practicums and internships. These experiences have proven invaluable in preparing SUU students to secure gainful employment in the outdoor recreation field. Additional strengths for the ORPT program include it's close association with SUU Outdoors, the Harry Reid Outdoor Engagement Center, and the Intergovernmental Internship Cooperative (IIC). These campus agencies provide students a fertile testing ground to apply the skills and knowledge they gain in classroom settings. Furthermore, the ORPT program is nimble and able to adjust according to individual student needs.

The 2010/11 implementation of the three emphasis areas within the ORPT program has been effective in providing students an education track more in line with their various career ambitions, it is also one likely reason the program continues to atrract a broad range of recreation organizations interested in facilitating internships and practicums.

The interdepartmental nature of the degree has been challenging from a logistics stand point. With the emphasis areas being relatively new, some of these challenges are still being identified. Some of the challenges being dealt with include required courses offered outside the ORPT program that are no longer being offered and courses which are being taught with minimal transferable information for ORPT majors. Resolutions include revising course requirements as well as bringing certain courses in-house so information is more pertinent and applicable to the outdoor recreation field.

The ORPT program is currently coordinated by one full time non-tenure track faculty member; there are 51 ORPT majors. The previous coordinator for the ORPT program recently took a full-time administrative position as SUU's Outdoor Engagement Center Director. The ORPT program coordinator vacancy has been temporarily filled by the interim coordinator. With the projected impact to the univeristy's enrollment from the LDS church's change in mission age requirements, the position was not filled with a tenure track coordinator for the 2013/14 academic year—though a tenure track line exists and is to be filled.

As the ORPT program moves toward helping develop a workforce that is prepared to handle the consistent and expected growth in Utah's recreation field and to better meet the USHE goals in offering more of Utah's citizens opportunity for higher education, the ORPT program is working to grow it's faculty base as well as it's number of majors; the ORPT program is curently restructuring its promotion plan in order to increase awareness for the ORPT degree. Among faculty/staff on SUU's campus (in addition to the current ORPT coordinator) there are two people qualified to help teach ORPT's core courses. With these two individuals and another full time faculty line (in addition the already existing coordinator position), the ORPTprogram

will be in a stronger position to meet the increasing needs of the state's recreation industry. To fully meet its potential, the ORPT program needs the equivalent of two full time faculty lines with a minimum of one holding a PhD and one with a master's degrees in outdoor recreation. SUU is in the process of prioritizing the allocation of faculty lines for 2014-15 and will be considering the ORPT request.

These additional faculty lines will build on the current strengths of the program: first, it will allow for more courses to be taught within the ORPT program thereby limiting the challenges occuring when having so many courses offered in other departments—this will also provide for more consistency for which topics are covered and when. Second, it will lower student to faculty ratio allowing faculty more opportunities to engage students in our natural surroundings with a rigourous experiential education. Third, it will provide students a better education by exposing them to alternative points of view, different teaching styles, and more highly specialized professors.

Employment Information

The State of Utah's Outdoor Recreation Vision, commissioned by Governor Gray Herbert, explains Utah's need to develop qualified and skilled workers for the growing outdoor recreation industry. These qualified workers are and will continue to have an immense impact on the resources and economics for the state of Utah.

SUU ORPT graduates consistently obtain employment within the outdoor recreation field throughout the state. This is due in part to the internship requirement and seasonal work opportunities they have available prior to graduation—many are able to secure full time positions within the agencies they intern for. In lieu of finding work, several students have chosen to continue their educations in outdoor recreation graduate programs. The following table highlights all 33 ORPT graduates from 2010-2013 and their current places of employment.

ORPT Emphasis ➡	Resource Management	Outdoor Education	Tourism
National Park Service	-	1	-
United States Forest Service	6	-	1
Bureau of Land Management	3	1	-
Commercial Recreation	-	6	-
Graduate School for Outdoor Recreation	2	1	-
University Campus Recreation/ Outdoor Recreation	-	-	1
Other*	3	6	2

*Graduate school, LDS missions, entrepreneurs, etc…

EXECUTIVE SUMMARY – R411- College of Education & Human Development (COEHD) Program Review

The COEHD submitted its program review documents March 13, 2013 as per SUU Policy 6.41 Cyclical Academic Program Reviews and Reports. The COEHD review was undertaken by a campus committee of seven (Academic Program Review Committee) and utilized three external reviewers in relevant fields to provide an assessment of the programs as per Policy 6.41 and Regents Policy R411. **Dr. Doris Watson** from UNLV visited campus and met with faculty, staff, students from Physical Education and Human Performance department (including the MS in Sports Conditioning) and SUU administrators on April 11 and 12, 2013. **Dr. Jack Rasmussen** from Weber State University (USHE representative) and **Dr. Jane Downey** from Montana State University visited campus and interviewed faculty, staff, and students in Teacher Education and Family Development (including the Master's in Education) on April 22 and 23, 2013.

Outside reviewers noted the following strengths of the college:

- Degree programs (undergraduate and graduate) appear to be well-developed and align with state and national standards
- Positive feedback from students about class sizes and attention by faculty
- Field placements were working well
- K-16 alliances and partnerships with school districts are strong
- Overall enrollment and costs per FTE students in COEHD programs is steady
- Assessment process and data collection are analyzed and shared
- The faculty and staff are qualified, dedicated, and committed to student success. Teaching workload is compatible with research and service expectations
- Excellent general and special classroom spaces support COEHD mission and goals
- There is good access to and use of technology to facilitate instruction and learning.
- Professional development and support appears to be readily available to faculty and staff

Areas for improvement cited by the evaluators included:

- Mission statement could be strengthened to better align with SUU and department missions and program goals need work
- M.Ed. admission criteria could be more rigorous
- Student learning outcome fulfillment and assessment processes need to be strengthened
- Advising and program coordination with Secondary Education programs on campus could be improved
- The information about the programs and the overall goals of the college could be better developed on website
- Students report varying level of quality and rigor in some courses
- There appears to be a reliance on adjuncts at a higher level than the university as a whole
- Perception by students that faculty are teaching in areas where they are less qualified
- Some faculty need more training when it comes to incorporating technology in the classroom and teaching pedagogical techniques using technology
- Operating budget cuts and lack of new faculty lines have limited growth potential and plans to grow COEHD in strategic areas
- Unclear what, if any, fundraising plans were in place for COEHD

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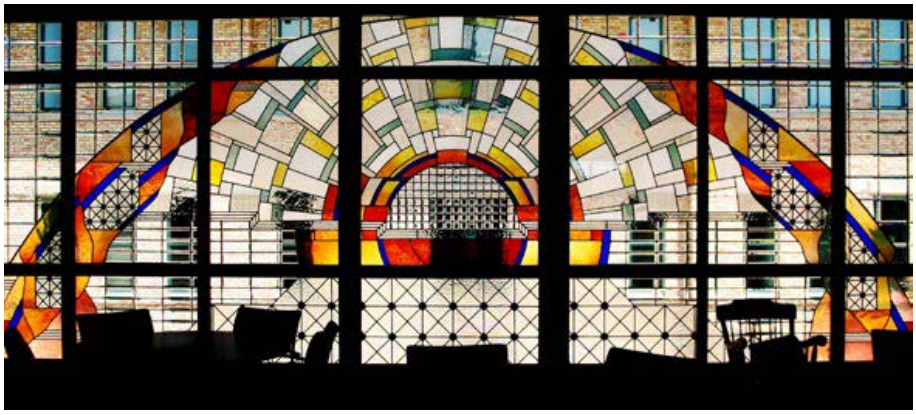


SOUTHERN UTAH UNIVERSITY

LEARNING LIVES FOREVER

2013 Program Review

Beverley Taylor Sorenson College of Education and Human Performance

October 1, 2013

NOTE: To move through the document use View/Navigation Pane in MS Word or in PDF version use Thumbnails & Bookmarks.

EXECUTIVE SUMMARY - SUU Academic Program Review Committee (APRC) Report on the Beverly Taylor Sorensen College of Education and Human Development

The full program report is available upon request. Contact the SUU Associate Provost's Office at 435-586-7703 or email rayburn@suu.edu.

1. OVERVIEW OF THE PROCESS

The COEHD submitted its program review documents March 13, 2013 as per SUU Policy 6.41 Cyclical Academic Program Reviews and Reports. COEHD utilized three external reviewers in relevant fields to provide an assessment of the programs as per Policy 6.41 and Regents Policy R411. One of the three evaluators was from a USHE school.

Dr. Bruce Barker, with faculty support in COEHD, worked with the Office of Institutional Research and Dean Deb Hill in preparing the initial report. The completed report was sent to the outside evaluators the week of March 18th. Dr. Doris Watson from UNLV visited campus and met with faculty, staff, students from Physical Education and Human Performance department (including the MS in Sports Conditioning) and SUU administrators on April 11 and 12, 2013. Dr. Jack Rasmussen from Weber State University (USHE representative) and Dr. Jane Downey from Montana State University visited campus and interviewed faculty, staff, and students in Teacher Education and Family Development (including the Master's in Education) on April 22 and 23, 2013. Dr. Watson's evaluation report was received May 20, 2013 and Drs. Rasmussen and Downey's report was received June 10, 2013. Both reports were reviewed by the Dean and faculty of the COEHD, as well as by members of the APRC. Feedback from all entities was solicited up to July 10.

The executive summary by the APRC incorporates all the feedback from the evaluative entities and was sent in draft to the COEHD for comment and correction of factual errors on August 15, 2013. The report was submitted to the Provost October 1, 2013. The report was subsequently reviewed by the SUU Board of Trustees December 4, 2013 and a copy was submitted to the Commissioner of Higher Education on January 3, 2014 as per policy R411.

2. INTRODUCTION

Overview - College of Education and Human Development (COEHD)

The Beverley Taylor Sorenson College of Education and Human Development (COEHD) is a vibrant and inclusive learning community that embodies access, equity, diversity, cultural relevance, and collaboration in teaching, scholarly work, service and community engagement. The COEHD programs offer real-world knowledge to prepare students to be successful professionals. The COEHD prepares caring, competent and knowledgeable professionals empowered to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

Two separate departments comprise the COEHD: The Department of Teacher Education & Family Development and the Department of Physical Education & Human Performance. Both departments

provide high quality teaching and excellent academic programs at the undergraduate and graduate levels. Programs in the College are accredited by organizations which include the Teacher Education Accreditation Council (TEAC), Utah State Office of Education (USOE), and Commission on Accreditation of Athletic Training Education (caATe).

The Department of Teacher Education & Family Development (TEFD) coordinates with local, state, and national educational and family service agencies/organizations to prepare leaders in early childhood, elementary and secondary education, and in public service. Undergraduate students seeking teacher licensure have field experiences that prepare them to be collaborative, mindful and responsive professionals.

The Department of Physical Education and Human Performance (PEHP) prepares professionals who are knowledgeable of rules, strategies, and appropriate behaviors for physical activities which include outdoor recreation, tourism and parks management, coaching, athletic training/sports medicine, intramurals, and physical and health education.

As a community of scholars and practitioners, the COEHD is deeply committed to educational opportunity for all. Faculty, staff, and students take great pride in the College. The COEHD faculty and staff contribute to a dynamic teaching and learning community which models caring and collaboration. The COEHD prepares professionals to work in a changing world with diverse cultures. As educators and administrators, they endeavor to instill a sense of inquiry and an ability to critically evaluate issues and concepts.

SUU Mission Statement

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

SUU Student Learning Goals & Outcomes

SUU Graduates will demonstrate the following:

1. Knowledge of Human Cultures and the Physical and Natural World.
2. Intellectual and Practical Skills, including
    a. Inquiry and analysis
    b. Critical and creative thinking
    c. Written and oral communication
    d. Quantitative literacy
    e. Information literacy
    f. Teamwork and problem solving
3. Personal and Social Responsibility, including
    a. Civic knowledge and engagement – local and global
    b. Intercultural knowledge and competence
    c. Ethical reasoning and action
    d. Foundations and skills for lifelong learning
4. Integrative and Applied Learning, including
    a. Synthesis and advanced accomplishment across general and specialized studies.

COEHD Mission Statement

The Beverley Taylor Sorenson College of Education and Human Development views its primary mission as advancing education, human performance, and family development through knowledge, compassion, and action. The College seeks to prepare and develop dynamic, professional educators, administrators, leaders, and career specialists who constantly search for truth and excellence through effective practice, collaboration, and scholarship.

Table 1: Alignment of SUU and COEHD Student Learning Outcomes (SLOs)

SUU SLOs	COEHD SLOs
Knowledge of Human Cultures and the Physical and Natural World	Demonstrate knowledge of human cultures and the physical and natural world as it relates to chosen major.
Intellectual and Practical Skills	Demonstrate knowledge and practical skills competency in chosen major.
Personal and Social Responsibility	Demonstrate professional and caring dispositions that promote productive citizens, socially responsible leaders and high achievers.
Integrative and Applied Learning	Demonstrate caring, competent and knowledgeable professions empowered to be productive citizens and lifelong learners.

The COEHD Strategic Plan

The COEHD faculty and staff will engage in the development of a growth strategy based design to strengthen the college's position and stature within the state of Utah's higher education arena. Success will be measured by increasing enrollments in all programs, and by recruiting, retaining, developing, and graduating outstanding students who will go forward in pursuing and achieving successful careers. The COEHD will continue to maintain, an active, on-going development program for the current faculty and staff and will strive to recruit, hire, and retain outstanding faculty who engage in substantive and essential scholarly activities and service.

- Increase programs, enrollment of undergraduate and graduate students and graduation rates (balanced with FTE)
- Annually update, revise, and assess progress in reaching our stated goals and objectives
- Ensure the overall curriculum and other projects of the departments are successfully fulfilling our educational mission.
- Ensure the COEHD has input on the SUU strategic planning process
- Develop, implement, and continuously revise fundraising plans for the COEHD
- Communicate with and actively engage our alumni as a resource in achieving the COEHD initiative.

The COEHD Program Data Profile & Costs

Tables 2, 3 and 4 profile data pertaining to faculty, number of students, as well as showing cost study and funding information about the College and its two departments. Table 2 shows the COEHD for the period from 2007-08 to 2012-13 in which the number of full-time tenured faculty increased, non-tenured faculty stayed steady, and the number of part-time faculty increased. However, the overall total FTE faculty declined from 59.43 in 07-08 to 55.06 in 2012-13, which is a result of budget cuts all USHE schools responded to in 2009 and 10.

During this same period, the number of degrees awarded increased. The number of graduate degrees awarded has fluctuated as funding to support by school systems for teachers pursing a MEd has declined.

The number of annualized FTE students has decreased from 1203.92 in 07-08 to 1046.32 in 2012-13. As a result, the cost per student FTE has increased from $3055 to $3206. However, it is worth noting the overall cost per student FTE in the COEHD is the lowest among SUU's College and Schools.

The total Student Credit Hours (SCH) generated by the COEHD has been tracking downward over the last six years. Graduate SCH appears to be recovering from a low of 6461 in 2010-11 and increased to 7041 by 2012-13.

The overall funding to the COEHD declined through 2011-12. A gift of $1 million from the Sorensen Legacy Foundation is 2012-13 increased the total funding nearer to the 2007-8 fiscal year. Reductions in the appropriated funding for the COEHD mirrored campus-wide budget cutting between 2007-08 to 2011-12. In 2012-13 the COEHD appropriated budget increased a modest $86,000.

Over the past six years within the COEHD, the student FTE per faculty FTE has decreased from 20.3 (2007-08) to 19 (2012-13). The total faculty headcount has grown over the past six years from 40 (2007-08) to 54 (2012-13) with a high in 2011-12 of 57. Of the 54 faculty in 2012-13, 30 are full-time faculty members of the COEHD. In the past two years the COEHD's full-time faculty with doctoral degrees has increased from 7 (2007-08) to 13 (20012-13). The average number of COEHD Bachelor's degree graduates over the past five years is 175 and the two COEHD Master's degree program graduate average over the past five years is 211.

Department of Teacher Education and Family Development (Table 3)

In the Department of Teacher Education and Family Development (TEFD) the number of doctoral degree full-time tenured faculty has doubled from five (2007-28) to 10 (2012-13) with a total faculty headcount of 35 (2012-13). The average number of TEFD graduates over the past five years is 144 (COEHD average is 175), and the M.Ed. graduate average for the past five years is 204 (COEHD average is 211). Student FTE per total faculty FTE has increased slightly from 20.0 (2007-08) to 20.1 (2012-13). Of the declared TEFD majors in 2012-13, 44% are graduate students, as compared to 2009-10 when 50% of the majors were graduate students. This downward shift in percentage of graduate students is a result of the goal of increasing enrollment in undergraduate and strengthening the quality and rigor of the graduate program.

Department of Physical Education and Human Performances (Table 4)

Within the Department of Physical Education and Human Performance the doctoral degree faculty headcount has increased from five (2007-08) to seven (2012-13). The total headcount for faculty has more than doubled from eight (2007-08) to 19 (2012-13). Total faculty FTE has increased over the past five years from 14.55 (2007-08) to 20.08 (2012-13). There is a significant increase in awarded bachelor's degree over the past five years, from 41 (2007-08) to 86 (2012-13). The total number of declared majors in PEHP has increased from 255 (2007-08) to 417 (2012-13). This upsurge is due to the goal of increasing enrollment in the exercise science and ORPT programs. To date the Master of Science in Sports Conditioning and Performance has graduated 37 students over the three years in existence.

3. SUMMARY – External review

Dr. Doris Watson from UNLV, Dr. Jack Rasmussen from Weber State University (USHE representative) and Dr. Jane Downey from Montana State University

COEHD Strengths /Commendations by Outside Evaluators

Assessment Areas	Comments	Responses/Action Taken
Academic Programs in the College • Clarity and Fulfillment of Mission & Goals • Majors and degrees offered • Curriculum • Fulfillment of College and Program Goals and Student Learning Outcomes • Other Special Programs, Centers or Activities	Summary The Beverly Taylor Sorensen College of Education and Human Development has long been identified with SUU's history as a source of qualified and effective teachers in Utah and beyond. Its departments in Teacher Education/Family Development and Physical Education/Human Performance offer undergraduate and graduate degrees and accredited programs in a broad range of subject areas to meet the needs of its students and the community. Its mission, strategic plan, and learning outcome goals are well aligned with SUU's Academic Roadmap. The student-faculty ratio and overall class sizes facilitate and support achieving the agreed upon learning outcomes. Outside reviewers noted: • Degree programs (undergraduate and graduate) appear to be well-developed and align with state and national standards • Positive feedback from students about class sizes and attention by faculty • Field placements were working well • K-16 alliances and partnerships with school districts are strong • Overall enrollment and costs per FTE students in COEHD programs is steady • Assessment process and data collection are analyzed and shared	The COEHD agrees with the reviewer on the College's strengths and commendations. The College acknowledges the experience learning opportunities provided in the elementary teacher education program including practicums and student teaching. The PTEP's partnership with the surrounding LEAs continues to be a hallmark of the program. The PEHP programs strive to provide students with authentic experiences, focused on student-centered learning opportunities and community engagement.
Human Resources • Faculty qualifications & profiles • Staff qualifications and profiles • Faculty evaluation processes of teaching, scholarly and/or creative activity, and service • Staff evaluation and effectiveness	• The faculty and staff of COEHD are qualified, dedicated, and committed to student success. • Their qualifications and level of professional engagement were evident • Teaching workload is compatible with research and service expectations	The COEHD agrees with the reviewer on the College's strengths and commendations.

Assessment Areas	Comments	Responses/Action Taken
Physical Resources • Facilities • Equipment • Support Technology • Other	• COEHD has excellent general and special classroom spaces that support its mission and goals • There is good access to and use of technology to facilitate instruction and learning • Professional development and support appears to be readily available	The COEHD agrees with the reviewer on the College's strengths and commendations.
Financial Resources • Budgets • Revenues and Fees • Fundraising • Grants • Other income or sources of support	• Overall budget resources are adequate and support the mission and goal of COEHD • Resources appear to be efficiently and effectively utilized	The COEHD agrees with the reviewer on the College's strengths and commendations.

COEHD Weaknesses or Areas for Improvement

Assessment Areas	Comments	Responses/Action Taken
Academic Programs in the College • Clarity and Fulfillment of Mission & Goals • Majors and degrees offered • Curriculum • Fulfillment of College and Program Goals and Student Learning Outcomes • Other Special Programs, Centers or Activities	• Mission statement could be strengthened to better align with SUU and department missions and program goals need work • M.Ed. admission criteria could be more rigorous. Student learning outcome fulfillment and assessment processes need to be strengthened • Advising and program coordination with Secondary Education programs on campus could be improved • The information about the programs and the overall goals of the college could be better developed on website • Students report varying level of quality and rigor in some courses	The College recognizes the inconsistencies across programs in regards to missions/goal/SLOs. Programs are aligning learning outcomes with Institutional mission statements. The College acknowledges the concerns with the M.Ed. program's admission requirements. The College acknowledges that the M.Ed. portfolio capstone requirements have not been reviewed for several years and are currently being revamped by the graduate faculty. The Academic Adviser for teacher-education programs has strengthened communication lines with content advisers in the other College's to address issues with secondary-education students. The College now uses an electronic bulletin board located in the teacher-education building with updated information posted weekly concerning College and University events. The COEHD's website has been recreated and is up to date.
Human Resources • Faculty qualifications & profiles • Staff qualifications and profiles • Faculty evaluation	• There appears to be a reliance on adjuncts at a higher level than the university as a whole • Perception by students that faculty are teaching in areas where they are less qualified • Additional terminally qualified faculty may be needed if the M.Ed. is to grow	Two tenure-track faculty lines were left unfilled to meet required budget cuts for the 2013/14 year. It is a shared concern that the graduate program's needs are spreading the faculty thin. Due to

Assessment Areas	Comments	Responses/Action Taken
processes of teaching, scholarly and/or creative activity, and service • Staff evaluation and effectiveness	• Some faculty need more training when it comes to incorporating technology in the classroom and teaching pedagogical techniques using technology. • Reviewers were not entirely sure if adjuncts and teaching overloads were being managed effectively.	budget constraints the available faculty line was frozen to meet the Academic's request for reduction in budget.
Physical Resources • Facilities • Equipment • Support Technology • Other	• Facilities are generally fine, but some smart classrooms need updating • Budget cuts have caused some equipment used in class to become outdated • There seemed to be questions about equipment used in the PE programs	The Exercise Science labs have been restructured and expanded. New equipment is in place with a request for more funding to bring the labs up to current professional standards.
Financial Resources • Budgets • Revenues and Fees • Fundraising • Grants • Other income or sources of support	• Operating budget cuts and lack of new faculty lines have limited growth potential and planning to grow COEHD in strategic areas • Unclear what, if any, fundraising plans were in place for COEHD.	COEHD anticipates an improved relationship with the Advancement Office with an increase in external funding opportunities. The Dean's Office is working with the Grant's Office to investigate ways to remove barriers that have undermined faculty seeking grant funding.

SUMMARY - Overall Recommendations from Academic Program Review Committee

Assessment Areas	Recommendations	Responses/Action Taken
College of Education and Human Development, its Departments, and Centers	• Work on mission statement and program goal alignment among units • Work on improving website and expand content to more clearly feature student, faculty, and alumni accomplishments • Considering administrative restructuring among the current programs and administrative support positions • Work on improving assessment processes, learning outcomes development and use of assessment data • Maintain and where feasible, increase admission and program completion standards • Support more faculty development in using technology in classroom and give students greater opportunities to use technology in their programs of study	COEHD's work in progress is to align program goals with University goals. Website has been updated and an electronic bulletin board used to post notices. COEHD is working with HR on restructuring administrative support positions. Assessment data is being uploaded into Institutional TracDat system. Raised the admission for PETP to mirror required USOE standards. Graduate faculty is evaluating admission requirements. PTEP will be a Bring Your Own Device (iPad, Smart phone, etc.) program spring 2014. Faculty development is ongoing.

4. DATA TABLES

Table 2 - R411 Data - College of Education and Human Development

This section of the review was prepared by SUU's Office of Institutional Research (see R411 Data Table 2) and aggregates College data from 2007 to 2013. Detailed information with respect to students and faculty is provided within the table.

R411 Data Table

Department or Unit--College of Education & Human Development

	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty						
Headcount						
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	**21**	**23**	**25**	**25**	**24**	**24**
Full-time Tenured	7	7	9	11	12	13
Full-time Non-Tenured	9	11	11	9	7	10
Part-time	5	5	5	5	5	1
With Master's Degrees	**13**	**15**	**17**	**12**	**16**	**18**
Full-time Tenured	2	2	2	2	2	2
Full-time Non-Tenured	5	4	4	4	6	5
Part-time	6	9	11	6	8	11
With Bachelor's Degrees	**2**	**1**	**5**	**4**	**5**	**4**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	2	1	5	4	5	4
Other	**4**	**5**	**7**	**11**	**12**	**8**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	4	5	7	11	12	8
Total Headcount Faculty	**40**	**44**	**54**	**52**	**57**	**54**
Full-time Tenured	9	9	11	13	14	15
Full-time Non-Tenured	14	15	15	13	13	15
Part-time	17	20	28	26	30	24
FTE (A-1/S-11/Cost Study Definition)						
Full-time (Salaried)	30.35	35.63	35.07	36.79	40.84	40.78
Teaching Assistants	0	0	0	0	0	0
Part-time (May include TA's)	29.08	28.27	23.27	22.79	19.77	14.28
Total Faculty FTE	**59.43**	**63.90**	**58.34**	**59.59**	**60.62**	**55.06**

Number of Graduates						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Certificates	0	0	0	0	0	0
Associate Degrees	2	2	1	2	0	0
Bachelor's Degrees	178	164	178	188	167	189
Master's Degrees	174	201	222	274	185	197
Doctoral Degrees	NA	NA	NA	NA	NA	NA
Number of Students—(Data Based on Fall Third Week)						
Total # of Declared Majors	**1203**	**1412**	**1498**	**1399**	**1245**	**1250**
Undergraduates	818	883	884	854	875	840
Graduates	385	529	614	545	370	410
Total Department FTE*(annualized)	**1203.92**	**1197.45**	**1222.67**	**1130.98**	**1063.71**	**1046.32**
Undergraduates	820.77	759.85	829.67	807.93	730.83	694.27
Graduates	383.15	437.60	393.00	323.05	332.88	352.05
Total Department SCH* (Total annual)	**32287**	**31548**	**32750**	**30699**	**28633**	**27869**
Undergraduates	24623	22796	24890	24238	21925	20828
Graduates	7664	8752	7860	6461	6708	7041
*Per Department Designator Prefix						
Student FTE per Total Faculty FTE	20.3	18.7	21.0	19.0	17.5	19.0
Cost (Cost Study Definitions)						
Direct Instructional Expenditures	3,677,803	3,692,111	3,064,761	3,371,280	3,268,411	3,354,450
Cost Per Student FTE	3,055	3,083	2,507	2,981	3,073	3,206
Funding						
Appropriated Fund	3,677,803	3,692,177	3,443,361	3,688,642	3,554,748	3,631,879
Other:						
Special Legislative Appropriation	41,313	35,224	20,668	21,474	25,073	55,690
Grants of Contracts	1,342,137	271,345	519,083	257,066	195,209	1,197,413
Special Fees/Differential Tuition	370,819	386,326	348,532	226,529	201,846	234,087
Total	**5,432,073**	**4,385,073**	**4,331,644**	**4,193,710**	**3,976,876**	**5,119,068**

Table 3 - R411 Data – Teacher Education & Family Development Department

This section of the review was prepared by SUU's Office of Institutional Research (see R411 Data Table 3) and aggregates TEFD Department data from 2007 to 2013. Detailed information with respect to students and faculty is provided within the table.

Department or Unit--Teacher Education & Family Development						
-	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty - Headcount						
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	**16**	**18**	**20**	**20**	**18**	**17**
Full-time Tenured	5	5	7	8	9	10
Full-time Non-Tenured	6	8	8	7	4	6
Part-time	5	5	5	5	5	1
With Master's Degrees	**12**	**14**	**15**	**10**	**13**	**14**
Full-time Tenured	1	1	1	1	1	1
Full-time Non-Tenured	5	4	4	4	5	4
Part-time	6	9	10	5	7	9
With Bachelor's Degrees	**1**	**0**	**4**	**2**	**4**	**2**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	1	0	4	2	4	2
Other	**3**	**3**	**5**	**6**	**6**	**2**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	3	3	5	6	6	2
Total Headcount Faculty	**32**	**35**	**44**	**38**	**41**	**35**
Full-time Tenured	6	6	8	9	10	11
Full-time Non-Tenured	11	12	12	11	9	10
Part-time	15	17	24	18	22	14
FTE (A-1/S-11/Cost Study Definition)						
Full-time (Salaried)	22.38	26.21	26.96	28.29	30.85	30.43
Teaching Assistants	0	0	0	0	0	0
Part-time (May include TA's)	22.51	20.97	15.40	13.37	10.80	4.55
Total Faculty FTE	**44.88**	**47.18**	**42.35**	**41.66**	**41.65**	**34.98**

Number of Graduates						
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Certificates	0	0	0	0	0	0
Associate Degrees	2	2	1	2	0	0
Bachelor's Degrees	143	107	111	125	92	107
Master's Degrees	174	201	216	256	172	186
Doctoral Degrees	NA	NA	NA	NA	NA	NA
Number of Students—(Data Based on Fall Third Week)						
Total # of Declared Majors	**948**	**1081**	**1100**	**1026**	**821**	**833**
Undergraduates	576	583	550	532	494	467
Graduates	372	498	550	494	327	366
Total Department FTE*(annualized)	**897.42**	**864.57**	**864.52**	**768.33**	**717.97**	**704.60**
Undergraduates	536.07	471.92	507.67	475.13	411.63	385.70
Graduates	361.35	392.65	356.85	293.20	306.33	318.90
Total Department SCH* (Total annual)	**23310**	**22011**	**22367**	**20118**	**18526**	**17949**
Undergraduates	16082	14158	15230	14254	12349	11571
Graduates	7228	7853	7137	5864	6177	6378
*Per Department Designator Prefix						
Student FTE per Total Faculty FTE	20.0	18.3	20.4	18.4	17.2	20.1
Cost (Cost Study Definitions)						
Direct Instructional Expenditures	2,483,235	2,513,174	2,297,673	2,506,687	2,366,807	2,472,195
Cost Per Student FTE	2,767	2,907	2,658	3,262	3,297	3,509
Funding						
Appropriated Fund	2,483,235	2,513,174	2,297,673	2,530,163	2,366,807	2,472,195
Other:						
Special Legislative Appropriation	0	0	0	0	0	0
Grants of Contracts	48,884	83,549	110,187	85,899	80,116	1,078,829
Special Fees/Differential Tuition	214,242	196,037	72,127	65,780	63,849	107,648
Total	**2,746,362**	**2,792,760**	**2,479,987**	**2,681,843**	**2,510,772**	**3,658,671**

Table 4 - R411 Data Physical Education & Human Performance Department

This section of the review was prepared by SUU's Office of Institutional Research (see R411 Data Table 4) and aggregates TEFD Department data from 2007 to 2013. Detailed information with respect to students and faculty is provided within the table.

R411 Data Table

Department or Unit--Physical Education & Human Performance

	Academic Year					
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Faculty						
Headcount						
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	**5**	**5**	**5**	**5**	**6**	**7**
Full-time Tenured	2	2	2	3	3	3
Full-time Non-Tenured	3	3	3	2	3	4
Part-time	0	0	0	0	0	0
With Master's Degrees	**1**	**1**	**2**	**2**	**3**	**4**
Full-time Tenured	1	1	1	1	1	1
Full-time Non-Tenured	0	0	0	0	1	1
Part-time	0	0	1	1	1	2
With Bachelor's Degrees	**1**	**1**	**1**	**2**	**1**	**2**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	1	1	1	2	1	2
Other	**1**	**2**	**2**	**5**	**6**	**6**
Full-time Tenured	0	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0	0
Part-time	1	2	2	5	6	6
Total Headcount Faculty	**8**	**9**	**10**	**14**	**16**	**19**
Full-time Tenured	3	3	3	4	4	4
Full-time Non-Tenured	3	3	3	2	4	5
Part-time	2	3	4	8	8	10
FTE (A-1/S-11/Cost Study Definition)						
Full-time (Salaried)	7.98	9.42	8.11	8.50	9.99	10.35
Teaching Assistants	0	0	0	0	0	0
Part-time (May include TA's)	6.57	7.30	7.87	9.43	8.97	9.73
Total Faculty FTE	**14.55**	**16.73**	**15.99**	**17.92**	**18.96**	**20.08**

Number of Graduates						
	2007-08	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Certificates	0	0	0	0	0	0
Associate Degrees	0	0	0	0	0	0
Bachelor's Degrees	41	60	67	66	78	86
Master's Degrees	0	0	6	18	13	11
Doctoral Degrees	NA	NA	NA	NA	NA	NA
Number of Students—(Data Based on Fall Third Week)						
Total # of Declared Majors	**255**	**331**	**398**	**373**	**424**	**417**
Undergraduates	242	300	334	322	381	373
Graduates	13	31	64	51	43	44
Total Department FTE*(annualized)	**306.50**	**332.88**	**358.15**	**362.65**	**345.75**	**341.72**
Undergraduates	284.70	287.93	322.00	332.80	319.20	308.57
Graduates	21.80	44.95	36.15	29.85	26.55	33.15
Total Department SCH* (Total annual)	**8977**	**9537**	**10383**	**10581**	**10107**	**9920**
Undergraduates	8541	8638	9660	9984	9576	9257
Graduates	436	899	723	597	531	663
*Per Department Designator Prefix						
Student FTE per Total Faculty FTE	21.1	19.9	22.4	20.2	18.2	17.0
Cost (Cost Study Definitions)						
Direct Instructional Expenditures	724,919	753,795	789,431	863,780	901,604	882,255
Cost Per Student FTE	2,365	2,264	2,204	2,382	2,608	2,582
Funding						
Appropriated Fund	724,919	753,795	789,431	863,780	901,604	882,255
Other:						
Special Legislative Appropriation	0	0	0	0	0	0
Grants of Contracts	31,201	36,443	13,519	12,464	7,640	9,468
Special Fees/Differential Tuition	115,501	131,547	76,326	6,990	9,762	13,790
Total	**871,621**	**921,784**	**879,276**	**883,234**	**919,007**	**905,513**

5. SUMMARY

The Beverley Taylor Sorenson College of Education and Human Development (COEHD) programs offer real-world knowledge to prepare students to be successful professionals. The COEHD prepares caring, competent and knowledgeable professionals empowered to be productive citizens, socially responsible leaders, high achievers and lifelong learners.

This program review has identified a number of areas the College is enabling students to grow and develop and is providing an effective learning environment that fosters faculty development and engagement. The faculty and the educational facilities help create and sustain a dynamic an evolving accredited curriculum in education. Areas for improvement to help make the programs more effective have also been identified and plans are already being implement to address concerns raised in the review. Overall, within the College's resource limitations, it is supporting the mission and core themes of SUU and is providing Utah and the Intermountain West with qualified teachers and administrators who are helping educate an increasingly diverse mix of students.

SUU Academic program Review Committee 2012-13

Name	Affiliation
Barney, Steve	Faculty Senate Rep
Bradshaw, Keith	Performing & Visual Arts
Brown, Vik	Library
Harvell, Lindsey	Humanities & Social Sciences
Haslem, Bruce	Business
McCoy, James	Education
Warner, Janet	Science & Engineering
Weingartner, Andreas	At-Large Member
Byrnes, Bill	Academic Affairs
Reiner, Christian	Academic Affairs
Rayburn, Bonny	Academic Affairs

NSSE national survey of student engagement

NSSE 2013 Snapshot

Southern Utah University

Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This *Snapshot* is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is

Public 5,001-10,000

See your *Selected Comparison Groups* report for details.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- -- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

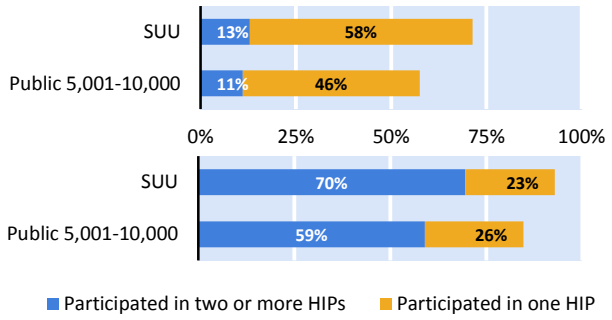
Theme	*Engagement Indicator*	**Your students** compared with Public 5,001-10,000 *First-year*	*Senior*
Academic Challenge	**Higher-Order Learning (HO)**	--	--
	Reflective & Integrative Learning (RI)	--	--
	Learning Strategies (LS)	--	▽
	Quantitative Reasoning (QR)	--	--
Learning with Peers	**Collaborative Learning (CL)**	--	△
	Discussions with Diverse Others (DD)	--	▽
Experiences with Faculty	**Student-Faculty Interaction (SF)**	▽	△
	Effective Teaching Practices (ET)	△	△
Campus Environment	**Quality of Interactions (QI)**	△	--
	Supportive Environment (SE)	△	△

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Communities, Service-Learning, and Research w/Faculty

Senior
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



Administration Summary

	Count	Resp. rate	Female	Full-time
First-year	364	25%	67%	94%
Senior	580	36%	58%	86%

Refer to your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Learning with Technology

Experiences with Writing

Refer to your *Topical Module* report(s) for complete results.

NSSE national survey of student engagement

NSSE 2013 Snapshot

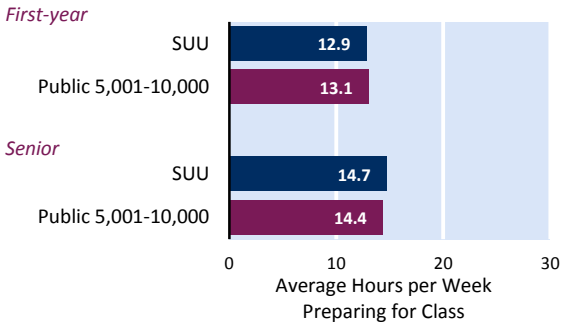
Southern Utah University

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, or the NSSE *Institutional Report Builder* (described on p. 4).

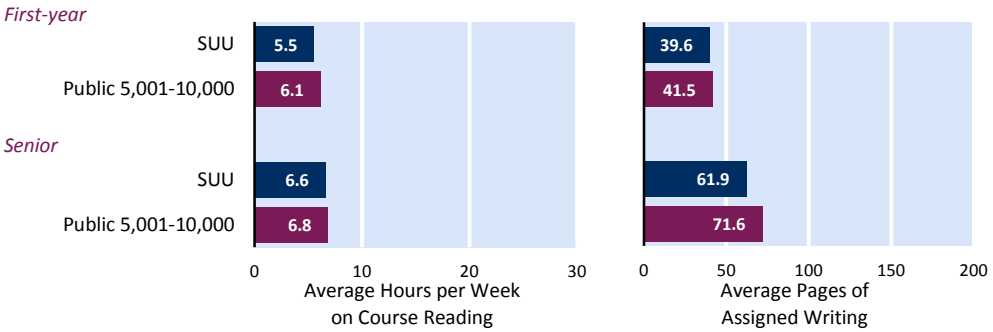
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



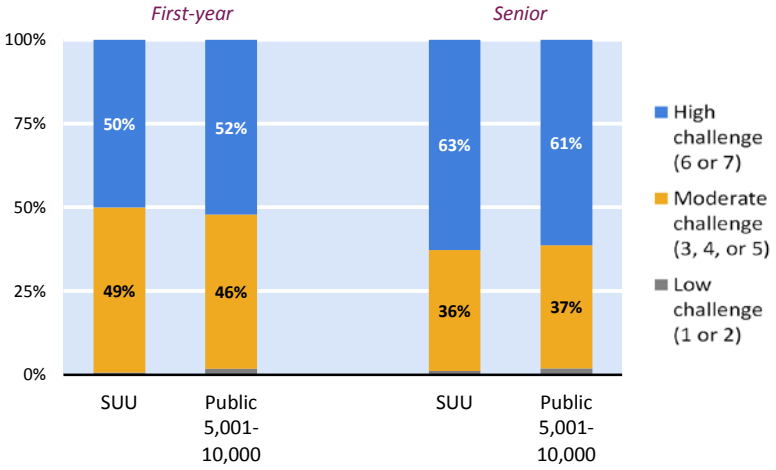
Reading and Writing

These figures report the average number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group.



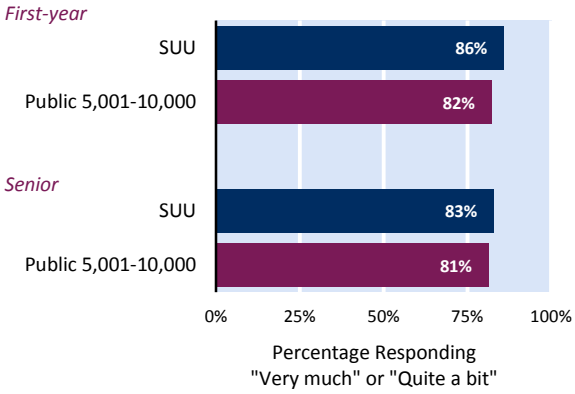
Challenging Courses

To what extent did your students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



NSSE national survey of student engagement

NSSE 2013 Snapshot

Southern Utah University

Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions[a] on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your *Frequencies and Statistical Comparisons* report.

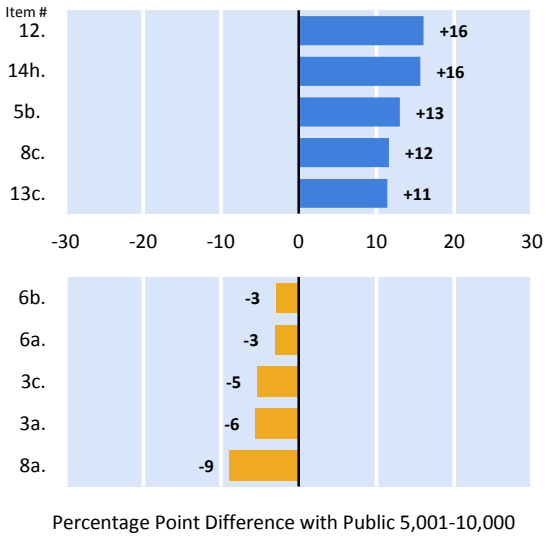
First-year

Highest Performing Relative to Public 5,001-10,000

Item #		
12.	About how many…courses have included a community-based project (service-learning)?[e] (HIP)	+16
14h.	Inst. emphasizes… Attending campus activities and events (…)[c] (SE)	+16
5b.	Instructors… Taught course sessions in an organized way[c] (ET)	+13
8c.	Discussions with… People with religious beliefs other than your own[b] (DD)	+12
13c.	Quality of interactions with… Faculty[d] (QI)	+11

Lowest Performing Relative to Public 5,001-10,000

Item #		
6b.	Used numerical information to examine a real-world problem or issue (…)[b] (QR)	-3
6a.	Reached conclusions based on your own analysis of numerical information (…)[b] (QR)	-3
3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class[b] (SF)	-5
3a.	Talked about career plans with a faculty member[b] (SF)	-6
8a.	Discussions with… People of a race or ethnicity other than your own[b] (DD)	-9



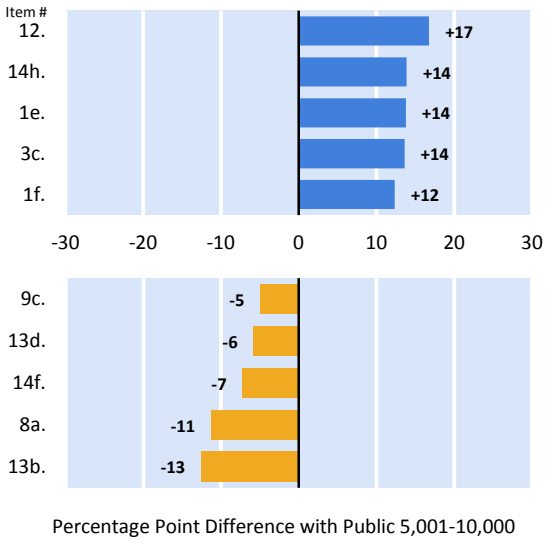
Senior

Highest Performing Relative to Public 5,001-10,000

Item #		
12.	About how many…courses have included a community-based project (service-learning)?[e] (HIP)	+17
14h.	Inst. emphasizes… Attending campus activities and events (…)[c] (SE)	+14
1e.	Asked another student to help you understand course material[b] (CL)	+14
3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class[b] (SF)	+14
1f.	Explained course material to one or more students[b] (CL)	+12

Lowest Performing Relative to Public 5,001-10,000

Item #		
9c.	Summarized what you learned in class or from course materials[b] (LS)	-5
13d.	Quality of interactions with… Student services staff…[d] (QI)	-6
14f.	Inst. emphasizes… Providing support for your overall well-being…[c] (SE)	-7
8a.	Discussions with… People of a race or ethnicity other than your own[b] (DD)	-11
13b.	Quality of interactions with… Academic advisors[d] (QI)	-13



a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment, HIP = High-Impact Practice. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

NSSE national survey of student engagement

NSSE 2013 Snapshot

Southern Utah University

How Students Assess their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your *Frequencies and Statistical Comparisons* report.

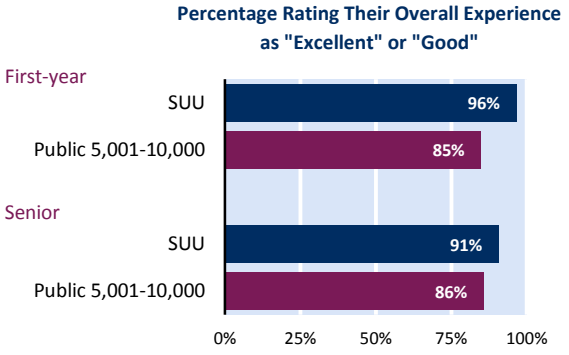
Perceived Gains Among Seniors

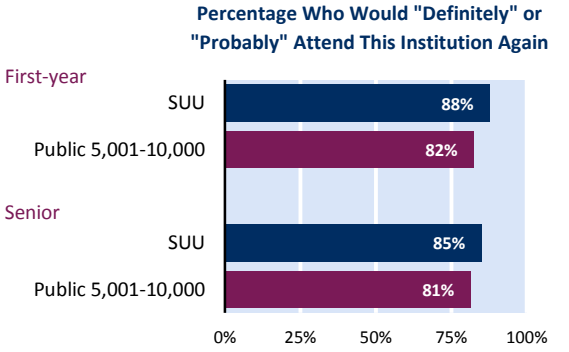
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Writing clearly and effectively	74%
Working effectively with others	73%
Acquiring job- or work-related knowledge and skills	73%
Speaking clearly and effectively	69%
Analyzing numerical and statistical information	61%
Solving complex real-world problems	60%
Being an informed and active citizen	54%
Developing or clarifying a personal code of values and ethics	53%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	51%

Satisfaction with SUU

Students rated their overall experience at your institution and whether they would attend your institution again.





What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: **nsse.iub.edu**

Try the Institutional Report Builder

The NSSE Institutional Report Builder, to be updated with 2013 results in early fall, is an interactive tool for participating institutions to instantly generate custom reports using their NSSE data. Create tables of Engagement Indicator statistics or item frequencies that compare subgroups of students within your institution, or that compare your students to those from a customized comparison group. Access the Institutional Report Builder via the Institution Interface. **nsse.iub.edu/links/interface**

IPEDS: 230603

SUU ACADEMIC ROADMAP 2010-14 - PROGRESS AT-A-GLANCE

Organizational Strategic Objectives	Measure	Target	YTD	Status
1.1 Pursue and support accreditation for academic programs	% Complete	100%	**75 %**	As of 11/15/13
1.2 Enhance international partnerships and global awareness	% Complete	100%	**85 %**	As of 11/15/13
1.3 Increase academic standards and rigor	% Complete	100%	**85 %**	As of 11/15/13
1.4 Qualify for institutional membership in Phi Beta Kappa and Phi Kappa Phi	% Complete	100%	**80 %**	As of 11/15/13
1.5 Coordinate efforts through the VP for University Relations to promote SUU's academic excellence	% Complete	100%	**85 %**	As of 11/15/13
2.1 Create multi-year tuition plan that will support academic excellence and student engagement	% Complete	100%	**100 %**	As of 09/29/13
2.2 Create multi-year plan for enhancing faculty and staff compensation	% Complete	100%	**75 %**	As of 11/15/13
2.3 Develop budget plans to better support undergraduate and graduate programs	% Complete	100%	**75 %**	As of 11/15/13
2.4 Identify viability of new academic programs and quality initiatives	% Complete	100%	**85 %**	As of 11/15/13
2.5 Annually evaluate scholarships, waivers, student employment, and financial aid support system for SUU students	% Complete	100%	**85 %**	As of 11/15/13
2.6 Coordinate efforts through the VP for Institutional Advancement to secure resources to support academic initiatives	% Complete	100%	**75 %**	As of 11/15/13
3.1 Develop the Experiential Education requirements at the University level	% Complete	100%	**100 %**	As of 05/28/12
3.2 Develop Interdisciplinary Programs	% Complete	100%	**80 %**	As of 11/15/13
3.3 Enhance Honors Program	% Complete	100%	**60 %**	As of 11/15/13
3.4 Assess and implement changes to improve the General Education curriculum and First-year Program	% Complete	100%	**65 %**	As of 11/15/13
4.1 Develop and implement a master plan for student success initiatives and enrollment management	% Complete	100%	**80 %**	As of 11/15/13
4.2 Enhance the quality and consistency of academic advising	% Complete	100%	**85 %**	As of 11/15/13

Organizational Strategic Objectives	Measure	Target	YTD	Status
4.3 Increase support for students seeking graduate school and career counseling	% Complete	100%	**85 %**	As of 11/15/13
4.4 Create a campus atmosphere nurturing and promoting intellectual stimulation	% Complete	100%	**70 %**	As of 11/15/13
5.1 Create a University College	% Complete	100%	**100 %**	As of 05/28/12
5.2 Regularly assess alignment of colleges and academic programs	% Complete	100%	**60 %**	As of 11/15/13
5.3 Create an Office of Institutional Research & Assessment	% Complete	100%	**100 %**	As of 05/28/12
5.4 Develop and implement plans to enhance Library holdings and services	% Complete	100%	**65 %**	As of 11/15/13
5.5 Continue to ensure the uniformity of high quality service in key student support areas on campus	% Complete	100%	**80 %**	As of 11/15/13
5.6 Ensure SUU is employing effective technology in teaching and learning environments	% Complete	100%	**75 %**	As of 11/15/13
5.7 Develop institutional plan and support online and distance education	% Complete	100%	**66 %**	As of 07/01/13
6.1 Hire and retain outstanding faculty and staff to support mission and academic strategic goals	% Complete	100%	**80 %**	As of 11/15/13
6.2 Review and Address Faculty Workload Issues	% complete	100%	**80 %**	As of 11/16/13
6.3 Create Center of Excellence for Teaching and Learning (CETL)	% complete	100%	**100 %**	As of 11/16/13
6.4 Support Faculty Scholarly, Creative, and Research Grants	% Complete	100%	**75 %**	As of 11/16/13

PROGRESS REPORT IN MEETING KPIs AS OF NOVEMBER 2013

1. **Fall to Fall retention** increased from 63.5% Fall 2008 cohort to 65.7% for the Fall 2011 cohort.
2. Increased **six-year graduation rate** from 39.5% for the fall 2003 cohort of students to 52.6% for fall 2007 cohort.
3. Admissions: **Average Admission Index** for new freshmen increased from 105.72 in fall 2009 to 110.09 in fall 2013 and **Average High School GPA** increased from 3.39 in fall 2009 to 3.49 in fall 2013.
4. New **freshman average ACT** score increased from 21.84 in fall 2009 to 22.91 in fall 2013.
5. SUU **Faculty and Staff salaries** increased from the average of 87% of CUPA in 2009 to 92% of CUPA in 2013. (College and University Professional Association).
6. The **student-faculty ratio** decreased from 20.3 in 2009-10 to 18.6 in 2011-12. The number of full-time faculty increased from 216 in fall 2009 to 250 in fall 2013.
7. In 2009-10, 60.5% of the **undergraduate lecture classes had less than 30 students** and in 2012-13, 67.5% of the undergraduate lecture classes had less than 30 students.

SOUTHERN UTAH UNIVERSITY

INVESTMENT REPORT

September 30, 2013

Page 1 - Summary Report of Investments and Investment Income

Page 2 - Detail of Current Month Transactions

Page 3 - Portfolio Totals

Page 4 - Supplemental Summary

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, and the Uniform Prudent Management of Institutional Funds Act.

A. Mitchell Bealer — Date
Public Treasurer

Report Reviewed

Richard E. Kendell — Date
President

SUU SOUTHERN UTAH UNIVERSITY

Summary Report of Investment Activity and Income
For the Month Ended September 30, 2013

	Cost	Market	Unrealized Gain/Loss
Investment Activity:			
Beginning Balance	$ 70,606,374	$ 71,254,419	$ 648,045
Monthly Activity (See Page 2)	9,480,228	9,480,228	
Market Value Change		338,286	338,286
Ending Monthly Balance	$ 80,086,602	$ 81,072,933	$ 986,331
Average Balance	$ 75,346,488	$ 76,163,676	

Premiums/(Discounts)	
Beginning Balance	$ (7,185)
Acquisitions/(Dispositions)	
Amortization	886
Ending Monthly Balance	$ (6,299)

Investment Income	Current Month	YTD
Interest	$ 39,270	$ 112,092
Dividends	38,172	46,860
Gains/Losses on Sale	(94,945)	(94,945)
Investments Income	$ (17,503)	$ 64,007

SOUTHERN UTAH UNIVERSITY

Investment Transactions
For the Month Ended September 30, 2013

	Cash Management Pool	Endowment Pool	Debt Service Pool	Total
Acquisitions:				
Amortization of Bond Discount	$ 1,422	$ -	$ -	$ 1,422
Net Increase in PTIF Debt	1,001			1,001
Net Increase in PTIF	8,729,605			8,729,605
Increase in Wells Fargo Money Market	416			416
Increase in SBSU	1,262			1,262
Dividend: Fidelity Consumer Disc (694.51 @ $19.36)		13,448		13,448
Dividend: Healthcare Select (2.14 @$50.346)		108		108
Dividend: Inflation Protected (85.284 @ $26.24)		2,238		2,238
Dividend: Ishares Construction (1.576 @ $22.087)		35		35
Dividend: Powershares (96.102 @ $13.676)		1,314		1,314
Dividend: SPDR S&P 600 (2.853 @ $161.078)		460		460
Dividend: Vanguard All World (16.767 @ $48.896)		820		820
Dividend: WF Preferred (89.523 @ $40.7430)		3,647		3,647
Purchase: Fidelity Consumer Disc (2,467.917 @ $20.26)		50,035		50,035
Purchase: Fidelity Consumer Disc (1,241.927 @ $20.13)		25,035		25,035
Purchase: Global X (3,397 @ $14.717)		50,001		50,001
Purchase: Global X (3,441 @ $14.5285)		50,000		50,000
Purchase: Healthcare Select (484 @ $51.6761)		25,018		25,018
Purchase: Healthcare Select (506 @ $49.356)		24,981		24,981
Purchase: Ishares Construction (1,100 @ $22.7061)		24,984		24,984
Purchase: Ishares Construction (1,213 @ $20.5961)		24,990		24,990
Purchase: Powershares (3,646 @ $13.7087)		49,989		49,989
Purchase: Powershares (3,658 @ $13.6661)		49,998		49,998
Purchase: SPDR S&P 600 (162 @ $154.17)		24,983		24,983
Purchase: SPDR S&P 600 (154 @ $162.461)		25,026		25,026
Purchase: Wells Fargo Preferred (1,225 @ $40.8575)		50,057		50,057
Purchase: Wells Fargo Preferred (1,203 @ $41.5258)		49,963		49,963
Purchase: Global X Superincome (3,390 @ $14.7525)		50,018		50,018
Purchase: Ishares US Construction (1,110 @ $22.576)		25,066		25,066
Purchase: Powershares (3,650 @ $13.7361)		50,144		50,144
Purchase: Healthcare Select (500 @ $50.5688)		25,291		25,291
Purchase: SPDR S&P 600 (155 @ $162.6499)		25,218		25,218
Purchase: WF Preferred (1,220 @ $41.0544)		50,093		50,093
Total Acquisitions	$ 8,733,706	$ 772,960	$ -	$ 9,506,666
Dispositions:				
Amortization of Bond Premium	$ 536	$ -	$ -	$ 536
Net Decrease in Vanguard Money Market	25,902			25,902
Total Dispositions	$ 26,438	$ -	$ -	$ 26,438
Increase (Decrease) in Investments	$ 8,707,268	$ 772,960	$ -	$ 9,480,228

SUU SOUTHERN UTAH UNIVERSITY

Investment Portfolio
For the Month Ended September 30, 2013

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)	Endowment Portfolio Percentage	Allowable Percentage
Fixed Income Investments:							
Cash Equivalents:							
Public Treasurer's Investment Fund (PTIF)	0.5055%	N/A	$ 54,572,193	$ 54,572,193	$ -		
Public Treasurer's Investment Fund - Debt Reserves	0.5055%	N/A	2,376,223	2,376,223	-		
Wells Fargo Money Market	0.2500%	N/A	2,024,337	2,024,337	-		
Vanguard Prime Money Market	0.1000%	N/A	7,825	7,825	-		
Total Cash Equivalents			$ 58,980,578	$ 58,980,578	$ -	46.81%	100.00%
Certificates of Deposit:							
State Bank of Southern Utah	0.5000%	3/2/2014	$ 1,002,523	$ 1,002,523	$ -		
Total Certificates of Deposit			$ 1,002,523	$ 1,002,523	$ -	0.77%	100.00%
Bonds, Notes & Bills:							
AMR Corp ($1,000 Par)	23.0947%	10/1/2021	$ 500	$ 1,060	$ 560		
Barclays Bk PLC Sr Unsec Note ($1,700,000 Par)	0.9947%	1/13/2014	1,702,057	1,704,539	2,482		
Federal Farm Credit Bank Call ($2,000,000 Par)	1.3750%	6/25/2018	2,000,000	1,979,234	(20,766)		
Federal Farm Credit Bank ($2,000,000 Par)	2.2000%	7/2/2018	2,000,000	2,007,774	7,774		
GE Capital Corp ($2,543,000 Par)	1.2000%	1/7/2014	2,543,000	2,548,656	5,656		
Goldman Sachs Group ($2,000,000 Par)	1.9899%	2/7/2014	1,996,160	2,005,684	9,524		
HCA Inc. ($1,000 Par)	4.4731%	2/15/2016	1,067	1,084	17		
Hewlett-Packard Co ($1,500,000)	1.3067%	5/30/2014	1,495,680	1,500,014	4,334		
Pactiv LLC ($1,000 Par)	11.2059%	4/15/2027	798	910	112		
Total Bonds, Notes and Bills			$ 11,739,262	$ 11,748,955	$ 9,693	9.05%	100.00%
Total Fixed Income Investments			$ 71,722,363	$ 71,732,056	$ 9,693		

Equity Investments:					
Mutual Funds and ETFs:	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
Aberdeen Emerging Markets Inst Fund	$ 11.60	4,638.678	$ 53,808	$ 68,235	$ 14,427
Aberdeen International Equity Fund	16.43	14,417.532	236,880	219,867	(17,013)
American Century Heritage	20.06	20,541.350	411,994	564,476	152,482
American Century Intern Disc	12.86	5,941.660	76,428	71,359	(5,069)
CGM Realty	27.97	24,162.864	675,793	730,202	54,409
Fidelity Advisor Consumer Discretionary	18.54	14,490.781	268,670	292,424	23,754
Fidelity Advisor Consumer Staples	63.91	3,716.662	237,550	329,817	92,267
Fidelity Advisor Materials	69.01	3,694.599	254,978	295,790	40,812
Fidelity Global Commodity	13.62	7,447.257	101,410	102,921	1,511
Fidelity Latin America	60.31	3,346.854	201,857	132,167	(69,690)
Fidelity Leveraged	34.43	9,065.654	312,158	361,992	49,834
Fidelity Select Financial Services	115.77	1,014.266	117,417	75,137	(42,280)
Global X Superincome Preferred ETF	14.67	10,228.000	150,019	150,556	537
Ishares: MSCI CDA Index	25.73	1,992.441	51,267	56,406	5,139
Ishares: MSCI EAFE Growth	55.05	1,834.401	100,988	124,978	23,990
Ishares: US Home Construction ETF	21.92	3,424.576	75,075	76,505	1,430
Janus Overseas D	53.06	11,307.386	599,964	402,656	(197,308)
Market Vectors Agribus	51.00	3,942.967	201,090	202,392	1,302
PowerShares Preferred	14.21	24,698.575	350,850	338,123	(12,727)
Sector Healthcare Select Sector SPDR ETF	50.53	1,492.140	75,399	75,487	88
SPDR S&P 600 Small Cap Growth ETF	137.29	2,021.463	277,535	329,094	51,559
SPDR S&P International	45.19	2,281.194	103,096	106,418	3,322
Vanguard Energy - Admiral	142.97	3,430.986	490,518	425,236	(65,282)
Vanguard FTSE xUS	41.61	3,726.529	155,061	181,109	26,048
Vanguard Index 500 Adm	107.88	10,143.274	1,094,211	1,572,410	478,199
Vanguard Index Total Stock Adm	28.97	18,512.635	536,273	789,194	252,921
Vanguard Inflation-Protect Sec	25.05	11,988.680	300,285	314,943	14,658
Wells Fargo PFD STK	43.40	7,994.301	346,952	326,647	(20,305)
Total Mutual Funds and ETFs		231,497.705	$ 7,857,526	$ 8,716,541	$ 859,015
Common Stocks:					
Agilent	45.29	235.000	$ 10,643	$ 12,044	$ 1,401
Chevron Corp	99.57	2,340.000	233,004	284,310	51,306
Omnicom Group	53.94	1,448.000	78,105	91,861	13,756
Questar	20.13	250.000	5,033	5,623	590
San Diego Gas & Electric Co	19.82	467.000	9,256	11,320	2,064
Target	49.00	208.000	10,192	13,308	3,116
US Bancorp	25.68	1,000.000	25,680	36,580	10,900
Walgreen Co	43.50	800.000	34,800	43,040	8,240
Total Common Stocks		6,748.000	$ 406,713	$ 498,086	$ 91,373
Alternative Investments- Private Equity:					
State Bank of Southern Utah		625.000	$ 100,000	$ 126,250	$ 26,250
Total Alternative Investments		625.000	$ 100,000	$ 126,250	$ 26,250
Total Equity Investments			$ 8,364,239	$ 9,340,877	$ 976,638
Total Investments			$ 80,086,602	$ 81,072,933	$ 986,331

	Endowment Portfolio Percentage	Allowable Percentage
Total Mutual Funds and ETFs	40.46%	75.00%
Total Common Stocks	2.31%	3.00%
Total Alternative Investments	0.59%	10.00%

SUU SOUTHERN UTAH UNIVERSITY

Supplemental Investment Report
For the Month Ended September 30, 2013

During the month invested cash increased by approximately $9,500,000. The increase was due to tuition and fee receipts received ir August that were not invested until September.

During the month:

- The Dow Jones Industrial Average increased 319.36 points (2.16%)
- The Nasdaq Composite increased 48.58 points (2.97%)
- The S&P 500 increased 181.61 points (5.06%)

The SUU Equity Investment Portfolio increased by 3.49%

Holdings (FMV):	Percent Change
Aberdeen Emerging Markets Inst Fund	7.84
Aberdeen International Equity Fund	5.98
American Century Heritage	4.61
American Century Intern Disc	7.52
CGM Realty	6.97
Fidelity Advisor Consumer Discretionary	0.30
Fidelity Advisor Consumer Staples	2.24
Fidelity Advisor Materials	4.06
Fidelity Global Commodity	3.83
Fidelity Latin America	7.90
Fidelity Leveraged	4.17
Fidelity Select Financial Services	3.33
Global X Superincome Preferred ETF	0.68
Ishares: MSCI CDA Index	3.36
Ishares: MSCI EAFE Growth	7.29
Ishares: US Home Construction ETF	8.66
Janus Overseas D	8.83
Market Vectors Agribus	4.93
PowerShares Preferred	-0.51
Sector Healthcare Select Sector SPDR ETF	2.78
SPDR S&P 600 Small Cap Growth ETF	5.75
SPDR S&P International	6.07
Vanguard Energy - Admiral	3.05
Vanguard FTSE xUS	7.10
Vanguard Index 500 Adm	2.61
Vanguard Index Total Stock Adm	3.17
Vanguard Inflation-Protect Sec	0.96
Wells Fargo PFD STK	-2.34
Agilent	9.89
Chevron Corp	0.89
Omnicom Group	4.60
Questar	2.61
San Diego Gas & Electric Co	11.45
Target	1.06
US Bancorp	1.25
Walgreen Co	11.92

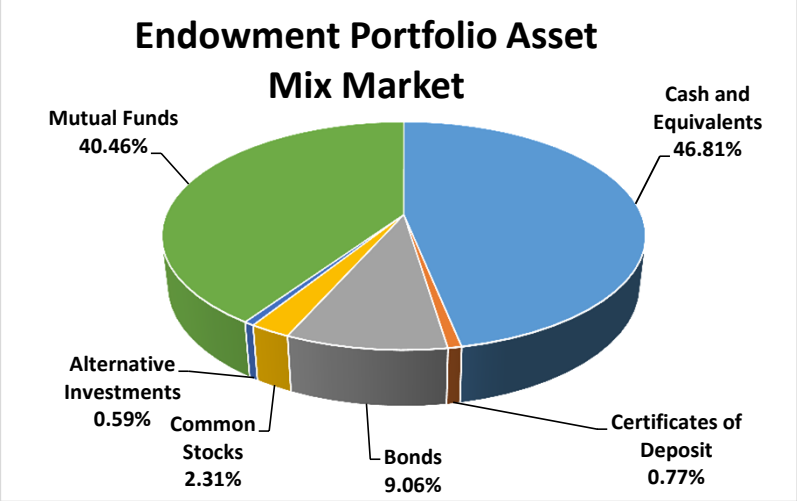
The following transactions occurred during the month:

- Dividend: Fidelity Consumer Disc (694.51 @ $19.36)
- Dividend: Healthcare Select (2.14 @$50.346)
- Dividend: Inflation Protected (85.284 @ $26.24)
- Dividend: Ishares Construction (1.576 @ $22.087)
- Dividend: Powershares (96.102 @ $13.676)
- Dividend: SPDR S&P 600 (2.853 @ $161.078)
- Dividend: Vanguard All World (16.767 @ $48.896)
- Dividend: WF Preferred (89.523 @ $40.7430)
- Purchase: Fidelity Consumer Disc (2,467.917 @ $20.26)
- Purchase: Fidelity Consumer Disc (1,241.927 @ $20.13)
- Purchase: Global X (3,397 @ $14.717)
- Purchase: Global X (3,441 @ $14.5285)
- Purchase: Healthcare Select (484 @ $51.6761)
- Purchase: Healthcare Select (506 @ $49.356)
- Purchase: Ishares Construction (1,100 @ $22.7061)
- Purchase: Ishares Construction (1,213 @ $20.5961)
- Purchase: Powershares (3,646 @ $13.7087)
- Purchase: Powershares (3,658 @ $13.6661)
- Purchase: SPDR S&P 600 (162 @ $154.17)
- Purchase: SPDR S&P 600 (154 @ $162.461)
- Purchase: Wells Fargo Preferred (1,225 @ $40.8575)
- Purchase: Wells Fargo Preferred (1,203 @ $41.5258)
- Purchase: Global X Superincome (3,390 @ $14.7525)
- Purchase: Ishares US Construction (1,110 @ $22.576)
- Purchase: Powershares (3,650 @ $13.7361)
- Purchase: Healthcare Select (500 @ $50.5688)
- Purchase: SPDR S&P 600 (155 @ $162.6499)
- Purchase: WF Preferred (1,220 @ $41.0544)

Southern Utah University

Endowment Pool Portfolio

For Quarter Ending September 30, 2013



Portfolio Asset Mix Market	%
Fixed Income:	**56.64%**
Cash and Equivalents	46.81%
Certificates of Deposit	0.77%
Bonds	9.06%
Equity:	**43.36%**
Common Stocks	2.31%
Alternative Investments	0.59%
Mutual Funds	40.46%

Realized Income*	Amount		Avg Invested		Annualized
Dividends	$	46,860	$	7,857,526	2.39%
Interest		13,727		11,181,795	0.49%
Total Realized Income	**$**	**60,587**	**$**	**19,039,321**	**1.27%**

*Does not include increases or decreases in market value

Equity Asset Valuation Measures	Average for this portfolio	Relative to S&P 500 (1.00=S&P)
Price/Earnings Ratio	15.37	1.00
Price/Book Ratio	1.95	0.89
Return on Assets*	6.90	0.86
Return on Equity*	17.06	0.87
5-Year Earnings Growth (%)	11.40	1.16

*Annualized (Based on past four quarters).

Equity Assets Style	%
Large Value	21.25
Large Core	21.10
Large Growth	22.39
Mid-Cap Value	7.48
Mid-Cap Core	7.03
Mid-Cap Growth	10.35
Small Value	2.11
Small Core	3.92
Small Growth	3.19
Not Classified	1.18

Equity Asset Style Box

	Value	Core	Growth
Large	21.25	21.10	**22.39**
Mid-Cap	7.48	7.03	10.35
Small	2.11	3.92	3.19

Market Capitalization

Valuation

Southern Utah University

Endowment Pool Portfolio

For Quarter Ending September 30, 2013

	No. Units	Book Values Unit	Book Values Total	Market Values Unit	Market Values Total	Pool Share
Money Market:						
Wells Fargo	N/A	N/A	$ 1,012,169	N/A	$ 1,012,169	
Vanguard	N/A	N/A	7,825	N/A	7,825	
			$ 1,019,994		$ 1,019,994	4.73%
Common Stocks:						
Agilent	235.000	$ 45.29	$ 10,643	$ 51.25	$ 12,044	
Chevron Corp	2,340.000	99.57	233,004	121.50	284,310	
Omnicom Group	1,448.000	53.94	78,105	63.44	91,861	
Questar	250.000	20.13	5,033	22.49	5,623	
San Diego Gas & Electric	467.000	19.82	9,256	24.24	11,320	
Target Corp.	208.000	49.00	10,192	63.98	13,308	
US Bancorp	1,000.000	25.68	25,680	36.58	36,580	
Walgreen Co	800.000	43.50	34,800	53.80	43,040	
	6,748.000		$ 406,713		$ 498,086	2.31%
Alternative Investments:						
State Bank of Southern Utah	625.00	$ 160.00	$ 100,000	$ 202.00	$ 126,250.00	
	625.00		$ 100,000		$ 126,250.00	0.59%
Mutual Fund Shares:						
Aberdeen Emerging Markets Inst Fund	4,638.678	$ 11.60	$ 53,808	$ 14.71	$ 68,235	
Aberdeen International Equity	14,417.532	16.43	236,880	15.25	219,867	
American Century Heritage	20,541.350	20.06	411,994	27.48	564,476	
American Century Intern Disc	5,941.660	12.86	76,428	12.01	71,359	
CGM Realty	24,162.864	27.97	675,793	30.22	730,202	
Fidelity Advisor Consumer Disc	14,490.781	18.54	268,670	20.18	292,424	
Fidelity Advisor Consumer Stpls	3,716.662	63.92	237,550	88.74	329,817	
Fidelity Advisor Materials	3,694.599	69.01	254,978	80.06	295,790	
Fidelity Global Commodity	7,447.257	13.62	101,410	13.82	102,921	
Fidelity Latin America	3,346.854	60.31	201,857	39.49	132,167	
Fidelity Leveraged	9,065.654	34.43	312,158	39.93	361,992	
Fidelity Select Financial Services	1,014.266	115.77	117,417	74.08	75,137	
Global X Superincome Preferred	10,228.000	14.67	150,019	14.72	150,556	
Healthcare Select Sector	1,492.140	34.36	51,267	50.59	75,487	
Ishares: MSCI CDA Index	1,992.441	50.69	100,988	28.31	56,406	
Ishares: MSCI EAFE Growth	1,834.401	40.93	75,075	68.13	124,978	
Ishares: US Home Construction	3,424.576	175.19	599,964	22.34	76,505	
Janus Overseas	11,307.386	17.78	201,090	35.61	402,656	
Market Vectors Agribus	3,942.967	88.98	350,850	51.33	202,392	
PowerShares Global PRF Portfolio	24,698.575	3.05	75,399	13.69	338,123	
SPDR S&P 600 Small Cap Growth	2,021.463	137.29	277,535	162.80	329,094	
SPDR S&P International	2,281.194	45.19	103,096	46.65	106,418	
Vanguard Energy - Admiral	3,430.986	142.97	490,518	123.94	425,236	
Vanguard FTSE xUS	3,726.529	41.61	155,061	48.60	181,109	
Vanguard Index 500 Adm	10,143.274	107.88	1,094,211	155.02	1,572,410	
Vanguard Index Total Stock Adm	18,512.635	28.97	536,273	42.63	789,194	
Vanguard Inflation-Protect Sec	11,988.680	25.05	300,285	26.27	314,943	
Wells Fargo PFD STK	7,994.301	43.40	346,952	40.86	326,647	
	231,497.705		$ 7,857,526		$ 8,716,541	40.46%
Cash Management Pool:						
Cash Equivalents			$ 9,065,205		$ 9,065,205	42.08%
Certificates Of Deposit			166,530		166,530	0.77%
Agency / Municipal Bonds			1,950,060		1,951,671	9.06%
			$ 11,181,795		$ 11,183,406	51.91%
Pool Total			$ 20,566,028		$ 21,544,277	100%

Value Per Share - 09/30/13	$ 96.72
Value Per Share - 06/30/13	$ 93.87
Value Per Share - 03/31/13	$ 93.70
Value Per Share - 12/31/12	$ 92.06

Southern Utah University

Endowment Pool Market Changes

For Quarter Ending September 30, 2013

FUNDS SEPARATELY INVESTED

CASH AND CASH EQUIVALENTS:

	No. Units	Cost	Market Value 9/30/2013	Market Value 6/30/2013	Market Change	Unit Market Change	% Market Change
MONEY MARKET							
Wells Fargo	N/A	$ 1,012,169	$ 1,012,169	$ 1,011,517	Note 1	N/A	N/A
Vanguard	N/A	7,825	7,825	33,726	Note 1	N/A	N/A
TOTAL CASH AND CASH EQUIVALENTS		$ 1,019,994.00	$ 1,019,994.00	$ 1,045,243.00			
EQUITY INVESTMENTS:							
COMMON STOCKS							
Agilent	235.000	$ 10,643	$ 12,044	$ 10,049	$ 1,995	8.4894	19.8527%
Chevron Corp	2,340.000	223,004	284,310	276,916	7,394	3.1598	2.6701%
Merck & Co		22,062		27,870			SOLD
Omnicom Group	1,448.000	78,105	91,861	91,036	825	0.5698	0.9062%
Parker Hannifin		193,172		198,050			SOLD
Questar	250.000	5,033	5,623	5,963	(340)	(1.3600)	-5.7018%
San Diego Gas & Electric Co	467.000	9,256	11,320	10,741	579	1.2398	5.3906%
Target	208.000	10,192	13,308	14,323	(1,015)	(4.8798)	-7.0865%
US Bancorp	1,000.000	25,680	36,580	36,150	430	0.4300	1.1895%
Union Pacific		167,698		191,153			SOLD
Walgreen Co	800.000	34,800	43,040	35,360	7,680	9.6000	21.7195%
	6,748.000	$ 779,645	$ 498,086	$ 897,611	$ 17,548		3.6517%
ALTERNATIVE INVESTMENTS							
State Bank of Southern Utah	625.000	$ 100,000	$ 126,250	$ 126,250	$ -	-	0.0000%
	625.000	$ 100,000	$ 126,250	$ 126,250	$ -		0.0000%
MUTUAL FUND SHARES							
Aberdeen Emerging Markets Inst Fund	4,638.678	$ 53,808	$ 68,235	$ 66,611	$ 1,624	0.3501	2.4380%
Aberdeen International Equity	14,417.532	236,880	219,867	205,306	14,561	1.0100	7.0923%
American Century Heritage	20,541.350	411,994	564,476	508,809	55,667	2.7100	10.9406%
American Century Intern Disc	5,941.660	76,428	71,359	63,754	7,605	1.2799	11.9287%
CGM Realty	24,162.864	675,793	730,202	714,254	15,948	0.6600	2.2328%
Fidelity Advisor Consumer Disc	14,490.781	268,670	292,424	285,179	7,245	0.5000	2.5405%
Fidelity Advisor Consumer Stpls	3,716.662	237,550	329,817	321,343	8,474	2.2800	2.6371%
Fidelity Advisor Materials	3,694.599	254,978	295,790	270,851	24,939	6.7501	9.2076%
Fidelity Global Commodity	7,447.257	101,410	102,921	91,750	11,171	1.5000	12.1755%
Fidelity Latin America	3,346.854	201,857	132,167	130,226	1,941	0.5799	1.4905%
Fidelity Leveraged	9,065.654	312,158	361,992	338,693	23,299	2.5700	6.8791%
Fidelity Select Financial Services	1,014.266	117,417	75,137	71,364	3,773	3.7199	5.2870%
Fidelity Select Natural Gas		203,388		121,604			SOLD
Global X Superincome	10,228.000	150,019	150,556				PURCHASE
Healthcare Select	1,492.140	51,267	75,487				PURCHASE
Ishares: MSCI CDA Index	1,992.441	100,988	56,406	52,102	4,304	2.1602	8.2607%
Ishares: MSCI EAFE Growth	1,834.401	75,075	124,978	113,274	11,704	6.3803	10.3325%
Ishares: US Home Construction	3,424.576	599,964	76,505				PURCHASE
Janus Overseas	11,307.386	201,090	402,656	373,483	29,173	2.5800	7.8111%
Market Vectors Agribus	3,942.967	350,850	202,392	201,840	552	0.1400	0.2735%
PowerShares Global PRF Portfolio	24,698.575	75,399	338,123	352,449	(14,326)	(0.5800)	-4.0647%
SPDR S&P 600 Small Cap Growth	2,021.463	277,535	329,094	294,952	34,142	16.8897	11.5754%
SPDR S&P International	2,281.194	103,096	106,418	99,574	6,844	3.0002	6.8733%
Vanguard Energy - Admiral	3,430.986	490,518	425,236	392,917	32,319	9.4197	8.2254%
Vanguard FTSE xUS	3,726.529	155,061	181,109	164,787	16,322	4.3799	9.9049%
Vanguard Index 500 Adm	10,143.274	1,094,211	1,572,410	1,501,712	70,698	6.9699	4.7078%
Vanguard Index Total Stock Adm	18,512.635	536,273	789,194	746,244	42,950	2.3200	5.7555%
Vanguard Inflation-Protect Sec	11,988.680	300,285	314,943	314,343	600	0.0500	0.1909%
Wells Fargo PFD STK	7,994.301	346,952	326,647	347,512	(20,865)	(2.6100)	-6.0041%
	231,497.705	$ 8,060,914	$ 8,716,541	$ 8,144,933	$ 390,664		4.8691%
TOTAL EQUITY INVESTMENTS		$ 8,940,559	$ 9,340,877	$ 9,168,794	$ 408,212		4.7301%
TOTAL SEPARATELY INVESTED		$ 9,960,553	$ 10,360,871	$ 10,214,037	$ 408,212		4.2191%

MARKET BENCHMARKS:

Dow Jones	DJIA	15,129.67	14,909.60	220.07	1.48%
S&P 500	SPX	1,681.55	1,606.28	75.27	4.69%
Nasdaq	NASDAQ	3,771.48	3,403.25	368.23	10.82%

Note 1 - Change in value for Money Market funds is due to account activity only, market value change is not applicable.

Southern Utah University

Endowment Transactions

For Quarter Ending September 30, 2013

Funds Separately Invested:

Market Value	Money Market	Common Stocks	Alternative Investments	Mutual Funds	Total
Balance June 30, 2013	$ 1,045,243	$ 897,611	$ 126,250	$ 8,144,933	$ 10,214,037
Change in Market Value		(16,592)		190,879	174,287
Acquisitions:					
Wells Fargo Money Market	652				652
Dividend: SPDR Series Trust (3.065 @ $146.957)				450	450
Dividend: SPDR S&P Intl (82.708 @ $43.169)				3,571	3,571
Dividend: Ishares MSCI EAFE (25.206 @ $62.605)				1,578	1,578
Dividend: Powershares Preferred (73.298 @ $13.997)				1,026	1,026
Dividend: Ishares MSCI Canada (22.86 @ $26.15)				598	598
Dividend: SPDR Wells Fargo (66.903 @ $43.917)				2,938	2,938
Dividend: Powershares Preferred (74.965 @ $13.76)				1,032	1,032
Dividend: Fidelity Consumer Disc (694.51 @ $19.36)				13,448	13,448
Dividend: Healthcare Select (2.14 @$50.346)				108	108
Dividend: Inflation Protected (85.284 @ $26.24)				2,238	2,238
Dividend: Ishares Construction (1.576 @ $22.087)				35	35
Dividend: Powershares (96.102 @ $13.676)				1,314	1,314
Dividend: SPDR S&P 600 (2.853 @ $161.078)				460	460
Dividend: Vanguard All World (16.767 @ $48.896)				820	820
Dividend: WF Preferred (89.523 @ $40.7430)				3,647	3,647
Purchase: Fidelity Consumer Disc (2,467.917 @ $20.26)				50,035	50,035
Purchase: Fidelity Consumer Disc (1,241.927 @ $20.13)				25,035	25,035
Purchase: Global X (3,397 @ $14.717)				50,001	50,001
Purchase: Global X (3,441 @ $14.5285)				50,000	50,000
Purchase: Healthcare Select (484 @ $51.6761)				25,018	25,018
Purchase: Healthcare Select (506 @ $49.356)				24,981	24,981
Purchase: Ishares Construction (1,100 @ $22.7061)				24,984	24,984
Purchase: Ishares Construction (1,213 @ $20.5961)				24,990	24,990
Purchase: Powershares (3,646 @ $13.7087)				49,989	49,989
Purchase: Powershares (3,658 @ $13.6661)				49,998	49,998
Purchase: SPDR S&P 600 (162 @ $154.17)				24,983	24,983
Purchase: SPDR S&P 600 (154 @ $162.461)				25,026	25,026
Purchase: Wells Fargo Preferred (1,225 @ $40.8575)				50,057	50,057
Purchase: Wells Fargo Preferred (1,203 @ $41.5258)				49,963	49,963
Purchase: Global X Superincome (3,390 @ $14.7525)				50,018	50,018
Purchase: Ishares US Construction (1,110 @ $22.576)				25,066	25,066
Purchase: Powershares (3,650 @ $13.7361)				50,144	50,144
Purchase: Healthcare Select (500 @ $50.5688)				25,291	25,291
Purchase: SPDR S&P 600 (155 @ $162.6499)				25,218	25,218
Purchase: WF Preferred (1,220 @ $41.0544)				50,093	50,093
Dispositions:					
Vanguard Money Market	25,901				
Sale: Merck & CO (600 sh @ $47.75)		22,062			22,062
Sale: Parker Hannifin (2,076 sh @ $103.071)		193,172			193,172
Sale: Union Pacific (1,239 sh @ $157.50)		167,699			167,699
Sale: Janus Overseas (3,770 sh @ $32.79)				200,036	200,036
Sale: Fidelity Select Natural Gas (3,698.422 sh @ $35.22)				203,388	203,388
Total Quarterly Changes	$ (25,249)	$ (399,525)	$ -	$ 571,608	$ 172,735
Balance September 30, 2013	$ 1,019,994	$ 498,086	$ 126,250	$ 8,716,541	$ 10,386,772

Southern Utah University

Executive Summary

For Quarter Ending September 30, 2013

During the quarter:

- The Dow Jones Industrial Average increased 220.07 points (1.48%)
- The Nasdaq Composite increased 75.27 points (4.69%)
- The S&P 500 increased 368.23 points (10.82%)

The SUU Endowment Pool equity investments increased by 4.73%

3 Month Holdings (FMV):	Percent Change
Agilent	19.85
Chevron Corp	2.67
Omnicom Group	0.91
Questar	(5.70)
San Diego Gas & Electric Co	5.39
Target	(7.09)
US Bancorp	1.19
Walgreen Co	21.72
Aberdeen Emerging Markets Inst Fund	2.44
Aberdeen International Equity	7.09
American Century Heritage	10.94
American Century Intern Disc	11.93
CGM Realty	2.23
Fidelity Advisor Consumer Disc	2.54
Fidelity Advisor Consumer Stpls	2.64
Fidelity Advisor Materials	9.21
Fidelity Global Commodity	12.18
Fidelity Latin America	1.49
Fidelity Leveraged	6.88
Fidelity Select Financial Services	5.29
Ishares: MSCI CDA Index	8.26
Ishares: MSCI EAFE Growth	10.33
Janus Overseas	7.81
Market Vectors Agribus	0.27
PowerShares Global PRF Portfolio	(4.06)
SPDR S&P 600 Small Cap Growth	11.58
SPDR S&P International	6.87
Vanguard Energy - Admiral	8.23
Vanguard FTSE xUS	9.90
Vanguard Index 500 Adm	4.71
Vanguard Index Total Stock Adm	5.76
Vanguard Inflation-Protect Sec	0.19
Wells Fargo PFD STK	(6.00)

The following transactions occurred during the period:

- Dividend: SPDR Series Trust (3.065 @ $146.957)
- Dividend: SPDR S&P Intl (82.708 @ $43.169)
- Dividend: Ishares MSCI EAFE (25.206 @ $62.605)
- Dividend: Powershares Preferred (73.298 @ $13.997)
- Dividend: Ishares MSCI Canada (22.86 @ $26.15)
- Dividend: SPDR Wells Fargo (66.903 @ $43.917)
- Dividend: Powershares Preferred (74.965 @ $13.76)
- Dividend: Fidelity Consumer Disc (694.51 @ $19.36)
- Dividend: Healthcare Select (2.14 @$50.346)
- Dividend: Inflation Protected (85.284 @ $26.24)
- Dividend: Ishares Construction (1.576 @ $22.087)
- Dividend: Powershares (96.102 @ $13.676)
- Dividend: SPDR S&P 600 (2.853 @ $161.078)
- Dividend: Vanguard All World (16.767 @ $48.896)
- Dividend: WF Preferred (89.523 @ $40.7430)
- Purchase: Fidelity Consumer Disc (2,467.917 @ $20.26)
- Purchase: Fidelity Consumer Disc (1,241.927 @ $20.13)
- Purchase: Global X (3,397 @ $14.717)
- Purchase: Global X (3,441 @ $14.5285)
- Purchase: Healthcare Select (484 @ $51.6761)
- Purchase: Healthcare Select (506 @ $49.356)
- Purchase: Ishares Construction (1,100 @ $22.7061)
- Purchase: Ishares Construction (1,213 @ $20.5961)
- Purchase: Powershares (3,646 @ $13.7087)
- Purchase: Powershares (3,658 @ $13.6661)
- Purchase: SPDR S&P 600 (162 @ $154.17)
- Purchase: SPDR S&P 600 (154 @ $162.461)
- Purchase: Wells Fargo Preferred (1,225 @ $40.8575)
- Purchase: Wells Fargo Preferred (1,203 @ $41.5258)
- Purchase: Global X Superincome (3,390 @ $14.7525)
- Purchase: Ishares US Construction (1,110 @ $22.576)
- Purchase: Powershares (3,650 @ $13.7361)
- Purchase: Healthcare Select (500 @ $50.5688)
- Purchase: SPDR S&P 600 (155 @ $162.6499)
- Purchase: WF Preferred (1,220 @ $41.0544)
- Sale: Merck & CO (600 sh @ $47.75)
- Sale: Parker Hannifin (2,076 sh @ $103.071)
- Sale: Union Pacific (1,239 sh @ $157.50)
- Sale: Janus Overseas (3,770 sh @ $32.79)
- Sale: Fidelity Select Natural Gas (3,698.422 sh @ $35.22)

Head Start and Related Budget Reports for the Month Ending October 31, 2013

Head Start 2013-2014

	Budget	Actual	Commitments	Balance	% Spent
Revenues					
Federal Grants	$ 3,042,647	$ 1,490,981	$ -	$ 1,551,666	49.00%
Expenditures					
Salaries	1,203,198	894,997	71,241	236,960	74.38%
Hourly Wage	111,000	51,396	20,317	39,287	46.30%
Benefits	982,219	729,888	243,132	9,200	74.31%
Operating Expense	502,670	308,221	64,728	129,721	61.32%
Travel	4,800	1,567	49	3,184	32.65%
Indirect Cost	238,760	174,616	64,144	-	73.13%
Budget Totals	**$ 3,042,647**	**$ 2,160,685**	**$ 463,611**	**$ 418,351**	**71.01%**

Head Start Training 2013-2014

	Budget	Actual	Commitments	Balance	% Spent
Revenues					
Federal Grants	$ 38,664	$ 10,898	$ -	$ 27,766	28.19%
Expenditures					
Operating Expense	23,198	17,015	0	6,183	73.35%
Travel	15,466	8,569	2955.35	3,942	55.40%
Budget Totals	**$ 38,664**	**$ 25,584**	**$ 2,955**	**$ 10,125**	**66.17%**

Non Federal Share (In-Kind)

Total Goal	Actual	Difference
$ 770,328	$ 372,538	$ 397,790

Administrative Costs

Limit	Actual
$ 600,525	$ 321,368

Campus Purchasing Card Review

Statements Reviewed: 9/10/2013
Date Reviewed: 10/14/2013

Number of Cardholders 70
Number of Statements 36

Findings/Considerations

Director needs to sign meal forms and statements. (This was corrected.)

~Head Start grant year runs February through January

USDA Food Program 2012-2013

	Budget	Actual	Commitments	Balance	% Spent
Revenues					
Federal Grants	$ 175,000	$ 168,735	$ -	$ 6,265	96.42%
Expenditures					
Salaries	8,250	9,209	-	(959)	111.62%
Hourly Wage	39,007	38,041	-	966	97.52%
Benefits	9,808	9,863	-	(55)	100.56%
Operating Expense	110,275	98,458	1,013.18	10,804	89.28%
Indirect Cost	7,660	8,058	-	(398)	105.19%
Budget Totals	**$ 168,735**	**$ 163,628**	**$ 1,013**	**$ 4,094**	**96.97%**

Number of Meals Served

Breakfast	3,277	16	Number of School Days
Lunch	4,778	299	Average Daily Attendance
Snack	1,471	351	Number of Students Counted
Total	9,526	**$21,464.89**	**Expected Reimbursement**

~ USDA Grant year runs from October through September

**USDA FY 14 budget is still in the process of being set up in banner.

Southern Utah University Head Start
Summary Report to Board of Trustees
For October 2013

ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance):

Funded for **404** children Current Enrollment: 402 children
Children withdrawn: 11
Children on wait list: 121
Average Daily Attendance for month: 86.8%

Fiscal Management:

Total Budget **$3,042,647**
Funds Remaining: $418,351
Total Training Budget **$38,644**
Funds Remaining: $10,125
Time left in program year: 3 Months
Total In-Kind Contribution needed: **$ 770,328**
Federal Share In-Kind contributions to date: $ 372,538

Child Development and Health Services
Early Childhood Education Status:

	Physical Health	***Social Emotional***	***Approaches to Learning***	***Logic and Reasoning***	***Emergent Language***
Oct 2013	57%	37%	35%	25%	33%
Beginning Baseline	50%	33%	31%	22%	30%
% of Growth	7%	4%	4%	3%	3%

	Literacy Knowledge	***Emergent Math***	***Science Knowledge***	***Creative Arts***	***Social Studies***
Oct 2013	25%	18%	24%	33%	21%
Beginning Baseline	20%	15%	20%	28%	19%
% of Growth	5%	3%	4%	4%	2%

Health and Disabilities Status:

Physicals 97.8%
Dental screenings 70.8%
Hearing screenings Completed
Vision screening Completed
Height and Weights Completed
Immunization status; 100%

Mental Health observations completed: 26
Children screened for possible concerns: 21

Program Governance:

Grant
Due: **November 1, 2013**
Policy Council Approved: October 12,2013
Board of Trustees Approved: October 11, 2013
Submitted to Regional Office: October 16, 2013

Self-assessment
Due: March 2014
Policy Council: Pending
Board of Trustees: Pending

Work Plans:
Policy Council Approved: October 12, 2013
Board of Trustees Approved: October 11, 2013

Training for Policy Council: Completed September 2013
Training for Board of Trustees: Needs to be arranged

Record-Keeping & Reporting

Program Information Report Due: August 2014

Submitted:

Human Resources:
Vacancies: Advocate position in Beaver classroom

Training for staff:

Full staff attended workshops on Blood Borne Pathogens, Internet Safety, and CLASS