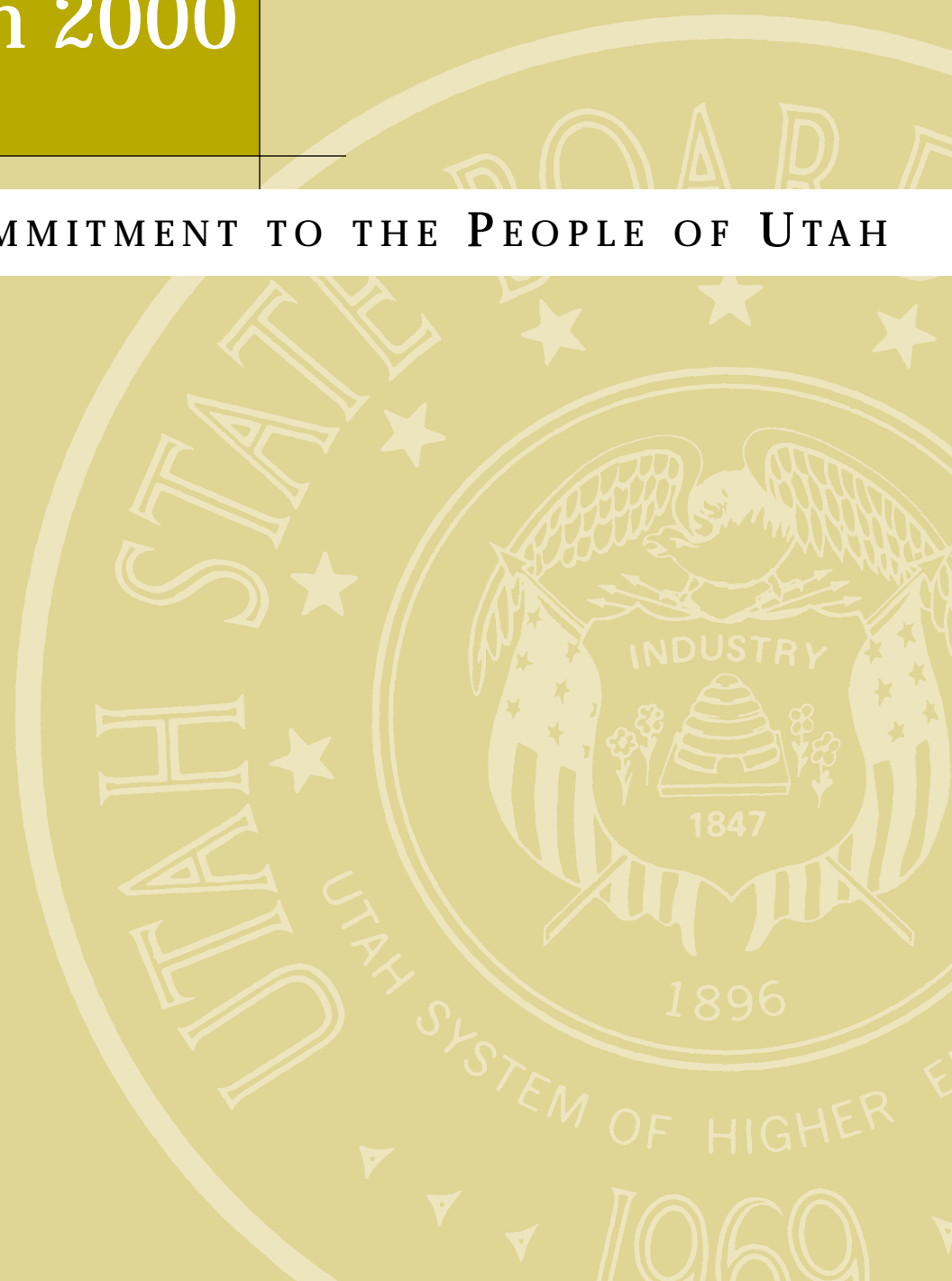


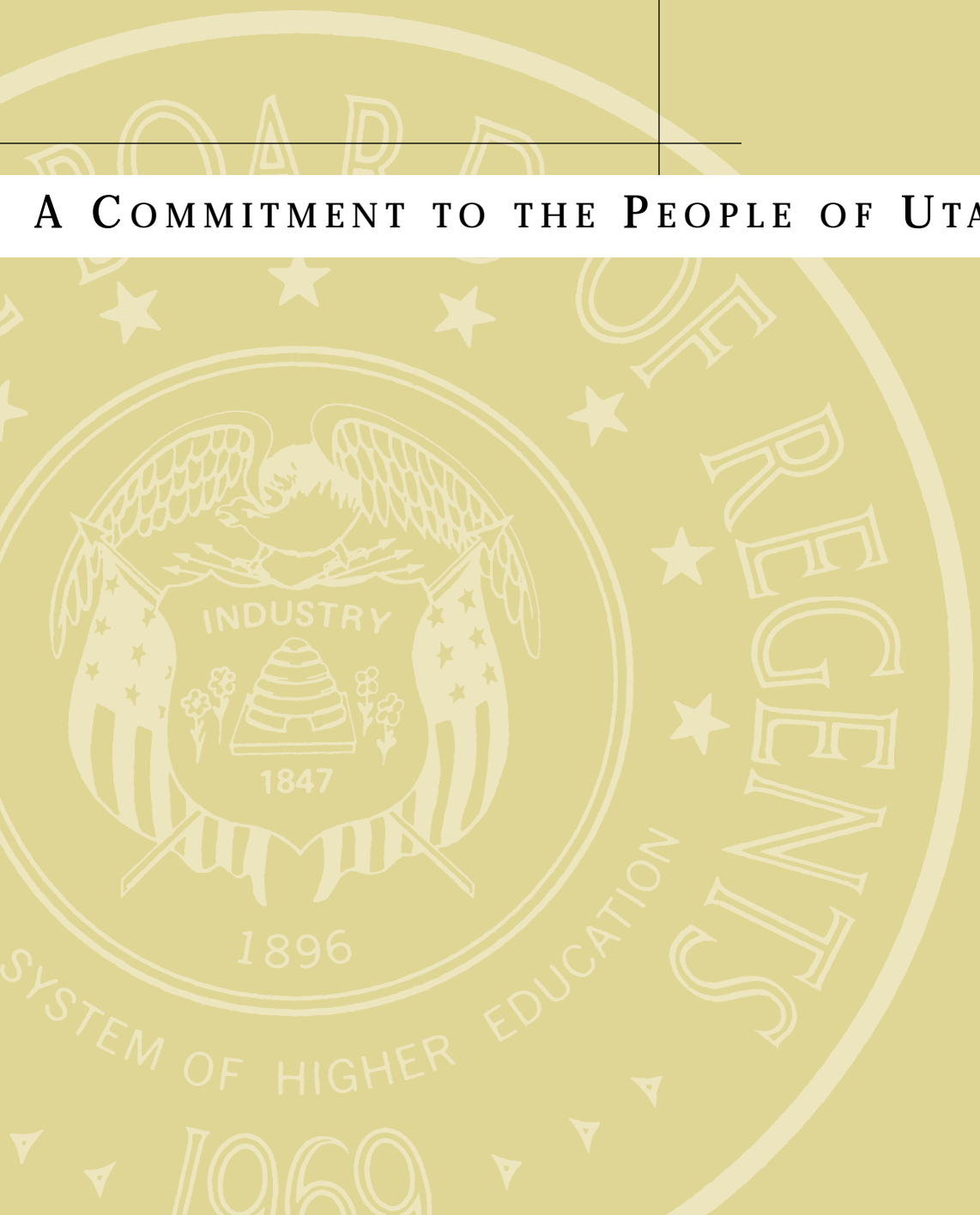
Highlights of the Utah System of Higher Education

Master Plan 2000

A COMMITMENT TO THE PEOPLE OF UTAH



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FOREWORD

The Utah System of Higher Education, consisting of Utah's nine public colleges and universities, reaffirms its commitment to provide superior quality academic, professional, and applied technology learning opportunities, public service, and research. The education and training of students is our foremost priority. This master plan presents ambitious goals of the State Board of Regents and institutions to expand educational opportunities for students; increase accountability for performance; enhance efficiency in operations and policies; develop funding mechanisms to provide quality improvement in education programs, student services, and capital facilities; enhance the effectiveness of instruction and student learning; and refine the roles and missions of Utah's public colleges and universities in ways that will contribute significantly to Utah's economic development, competitive position, and the quality of life for its citizens.

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I. HIGHLIGHTS OF MASTER PLAN 2000

Executive Summary

The new Master Plan 2000 describes how the Board of Regents and Utah's nine public colleges and universities will serve the changing and diverse needs of students. USHE institutions offer a broad spectrum of opportunities for education and training, including:

- (1) applied technology education in a variety of skilled occupations,
- (2) lower division education that prepares students for employment or for transfer to baccalaureate degree programs, and
- (3) a full range of bachelor's, master's, and doctoral programs in academic disciplines and the professions.

Utah's public colleges and universities serve not only individual student needs for growth and development, but the greater needs of the state and its citizens for a productive and competitive workforce, a vibrant economy, and a society that seeks intellectual, social, and cultural advancement.

In Master Plan 2000, the Board of Regents puts students first and promises them superior quality educational opportunity through nine major commitments: (1) Expand Opportunities for Access to Quality Programs, (2) Increase Accountability for Performance, (3) Use Resources Efficiently, (4) Fund Quality Improvements, (5) Expand Opportunities for Applied Technology Education, (6) Collaborate with Public K-12 Education, (7) Promote Economic Development through Research, Training, and Cooperative Extension, (8) Refine Institutional Missions to Respond to Citizens' Needs, and (9) Make Long-term Educational Improvements. In order for the Board of Regents and USHE institutions to keep these commitments, adequate state resources must be made available, including capital facilities.

Master Plan 2000 can be carried out only with the support of the citizens of the state, and in particular with endorsement from the state's policy makers, the Governor and the State Legislature. This includes not only funding commitments, but also the policy adjustments needed to further the concepts and proposals set forth in the plan.

Some of the major proposals and their possible

impact on decision makers are described below:

1. *Expansion of high quality educational opportunities throughout all areas of the state can be accomplished without unnecessary duplication.* Where needed, this will be accomplished by evaluating local needs and developing service area education coordination plans. The plans will assure that programs offered in the area by all institutions will be administered in a collaborative, coordinated manner and funding will be aligned with responsibilities. As a result, students will be able to obtain information easily, administrative costs will be minimized, and unnecessary duplication will not occur in either administration nor instructional programs and services.
2. *Emphasizing differing roles and missions of the nine USHE institutions will provide greater choices for students.* This includes adoption of increased admission standards at the University of Utah and Utah State University (main campus), and exploration of possible increased admission standards at Southern Utah University at an appropriate time. This will mean that students who could meet the current standards may not meet the new requirements, but there will be sufficient time given to prospective students to prepare for the changes. Also, funding formulas that place emphasis on funding for all students must replace funding formulas that only emphasize new students or growth for those institutions.
3. *Adoption of a student advising system through the Internet will allow students to help themselves.* The system will provide students with employment related information on their intended course of study, such as each institution's placement rates, salary offers, and companies recruiting on campus. It will assist students (including those taking concurrent enrollment courses) to determine, in advance, the transferability of courses between institutions. It will also provide students confidential interactive e-mail communication with counselors on more difficult issues relating to transferability and acceptance of courses in their respective majors.

4. *Accountability and performance indicators have been specified with a recommendation that some additional funding be attached to achievement of the desired results. The performance indicators emphasize both improving efficiency (e.g., helping students complete degrees faster) and quality (e.g., achieving and maintaining high levels of student performance on professional examinations). The recommended performance funding plan is modeled after successful accountability systems in other states that include: (a) a limited number of important performance indicators, (b) measurements designed to assess positive changes, and (c) a relatively small amount of incentive funding until the concepts are proven.*

5. *Changes in funding mechanisms are recommended in several areas:*
 - *As service area Education Coordination Plans are approved, funding must be aligned with responsibilities.*
 - *As institutions adopt more unique roles, funding must align with those roles.*
 - *The Board is recommending a single funding formula much like the Weighted Pupil Unit (WPU) used in public education. As an alternative to that preference, two formulas could be adopted: one for new enrollment growth, and one that funds the existing base of students on each campus.*
 - *More funding should go through the Board. This is another way to align responsibilities with funding.*
 - *Market-based tuition policies should be studied, and more tuition should be retained at the institution and program level. Where tuition increases, students, especially lower-income students, will have increased need for financial aid.*

6. *Increased efficiency will result from consolidating non-academic administrative functions. Consolidation may occur by performing a function for the entire system of higher education at one of the institutions, the Commissioners Office, or out-sourcing. Initially, two areas are likely candidates for consolidation: the Internet-based student advising system and a centralized data gathering system. Functions that may be appropriately consolidated will be evaluated on the basis of whether they will save money, be timely and efficient, and serve students as well or better. It must be recognized that in order to save money in the long-term, it may be necessary to accelerate some short-term expenditures.*

7. *Applied Technology Education (ATE) will become an increasingly prominent part of the state's future education resources. ATE is a shared responsibility of both Public Education and Higher Education and there is no clear "one size fits all" solution to ATE issues. In order to maximize the resources of the state and properly align resources and responsibilities, it is recommended that governance, funding, and other ATE issues be resolved. Although Higher Education and Public Education work increasingly well together, it is recommended that a policy group led by the Governor and Legislature bring together appropriate participants to set the course for the future of ATE in the state.*

II. BACKGROUND

The Mission

The mission of the Utah System of Higher Education (USHE) is to provide superior quality academic, professional, and applied technology learning opportunities, public service, and research that are designed to advance the intellectual, cultural, social, and economic well-being of the state and its people. The USHE will foster a society of lifelong learners, prepare a productive work force for a knowledge-based global marketplace, cultivate social responsibility and commitment to ethical values, improve the quality and understanding of life through research and public service, and promote cultural awareness and appreciation for diversity.

The Planning Process

The USHE Master Plan 2000 is the result of a public planning process developed by the Regents to guide Utah colleges and universities into the 21st Century. To learn the priorities of various constituent groups in the state, the Board conducted a survey of over 300 education, government, business and community leaders. Respondents also received a sampling of preliminary questions about enrollment growth, institutional roles and missions, and funding. Common themes emerging from the surveys led to a set of specific charges to four master planning task forces comprised of Regents, Trustees, Legislators, Presidents, staff members, and at appropriate times, external consultants to obtain a national perspective. Institutional missions and roles were reviewed by institutional Boards of Trustees. Community discussions were held in several locations throughout the state. This broad public involvement, as well as numerous external and internal considerations, has helped the Board to identify and make significant commitments to students and the people of Utah as we enter the next century.

The Environment

A. Growing Needs for Access to Higher Education

Population in the State of Utah is increasing rapidly. With a population of just over 2.1 million

people, Utah continues to have the highest birth rate in the nation at 21.3 births per 1,000 people and the lowest median age at 26.9 years. The state's population is projected to increase to more than 2.7 million by the year 2010, the nation's sixth highest rate of growth. Utah's youthful and increasing population means that the state has the second lowest ratio of working-age to non-working-age persons in the country. This has serious tax consequences.

Enrollments in Utah's public colleges and universities are also increasing rapidly. Fall semester 1999 headcount enrollments in the USHE totaled 122,218 students, an increase of 53.4 percent over 1989. During the next 10 years, enrollments are expected to continue to experience significant growth. Projections for the year 2009 predict enrollment growth to be over 178,000 students systemwide, an increase of over 56,000 students or 46 percent.

Utah is enjoying good economic times. Household income grew to \$42,775 this year, ninth highest in the country. Utah has an unemployment rate of 3.9%, compared with 4.7% nationally, and a job growth rate of 2.5%, which is more than double the national rate. Total personal income in Utah is also growing faster than the national average (6.3% compared to 4.8% nationally).

Higher education is a vital factor in maintaining a strong economy. There is a strong link between educational attainment and lifetime earning potential. As table 1 on the next page shows, individuals with a college education earn significantly more than those who did not go to college.

B. Capital Facilities Needs

Presently the nine USHE institutions own, on behalf of the State of Utah, 21.3 million gross square feet of capital facilities. Another 1.2 million square feet is leased by system colleges and universities. This space supports 95,319 Full Time Equivalent (FTE) students and 23,237 FTE employees. Over the years, the State of Utah has generously supported space requests of the USHE institutions, while each institution has also aggressively sought outside funding for space needs in an effort to reduce the strain on state budgets. USHE enrollment is projected to grow 46% during the next 10 years. Therefore, substantial continued investment in educational space will be

needed. Greater use of distance-learning capabilities, more efficient use of space, and partnerships with businesses, public education, and local governments will reduce the demand for new facilities. However, the system will continue to be in need of significant state support to accommodate future Utah residents on USHE campuses.

C. Trends for Investing in Higher Education

Education in Utah is losing the competitive battle for funding to other state operations, particularly transportation, law and order, health, environmental quality, and capital debt. State expenditures for higher education were \$16.45 per \$1000 of personal income in 1991, and have decreased to \$14.98 in 1999 (see Table 2 on next page).

Educational expenditures per student have decreased 18 percent during the past 19 years, when measured in constant dollars. Both state expenditures per student and tax funds per student have decreased, while tuition and fees have risen steadily (see Figure 1 on next page).

In 1970 students worked 69 hours at minimum wage to earn tuition for one quarter, while in 1997 they worked 139 hours, even with increases in the minimum wage. Approximately 75 percent of USHE students work while attending school. Most students

have to borrow to pay their college expenses. The average student loan is now \$13,000 for seniors who borrowed to finish their degrees.

D. Summary

All Utahns, not just students, benefit from the programs and services of the state's higher education system. University research promotes the development and growth of local businesses. Faculty researchers at the University of Utah and Utah State University bring more than \$300 million of outside money into the state each year. The creation, transfer, and commercialization of university expertise and research technology fuels Utah's economy. Last year nearly 1,900 Utah businesses participated in applied technology training programs provided by USHE institutions. All institutions have economic impact in their respective communities; in some cases they are the largest employer.

Analysis of these and other factors affecting Utah's higher education environment guided the Utah State Board of Regents in devising Master Plan 2000. Utah is in a tremendous position to create opportunities and make real differences in the education and training of future generations of students. The following actions specify how the Board of Regents intends to carry its plans to fruition.

Table 1
Median Earnings of Full-time Workers, 1998

Educational Attainment	Earnings
Less Than 9th Grade	\$17,212
9th to 12th Grade	\$20,844
High School Graduate	\$27,183
Some College, No Degree	\$31,683
Associate Degree	\$33,956
Bachelor's Degree	\$44,198
Master's Degree	\$52,248
Doctorate Degree	\$64,968
Professional Degree (M.D., J.D., etc.)	\$81,144

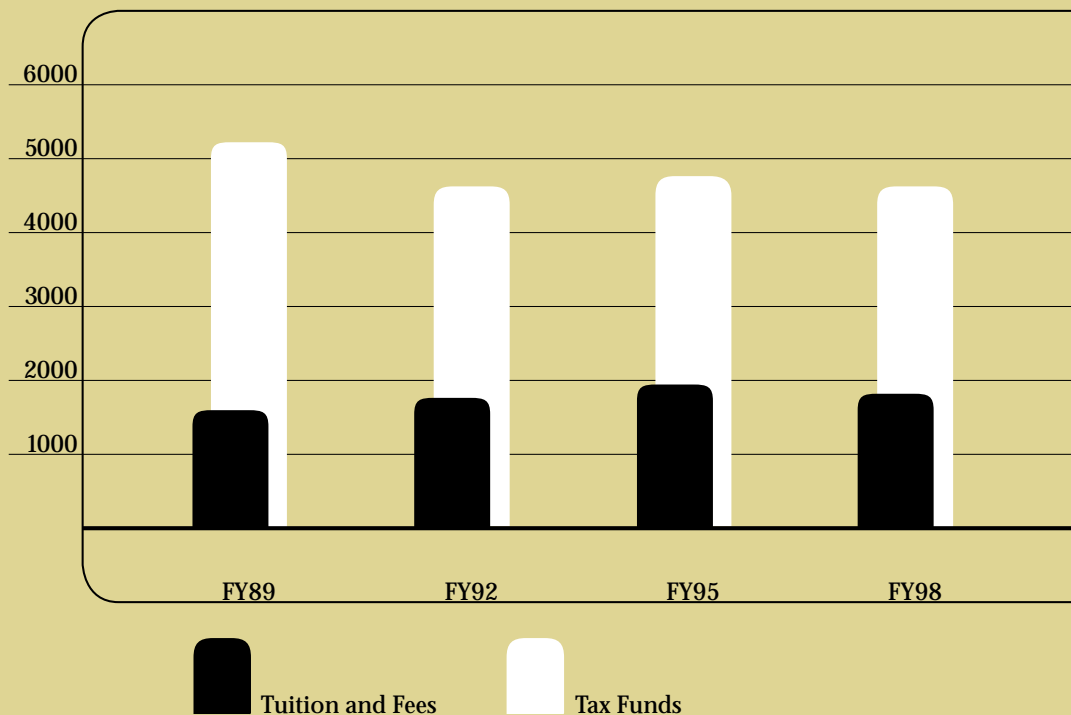
Source: US Census Bureau, Current Population Survey, March 1999

Table 2
Expenditures per \$1,000 of Personal Income by Major Government Groups

Group	1991	1992	1993	1994	1995	1996	1997	1998	1999
Public Education	48.4	47.8	47.8	47.5	47.0	45.9	47.5	45.1	45.0
Higher Education	16.4	16.3	16.3	16.2	16.1	16.0	15.5	15.2	14.9
Other Operations	23.9	24.4	24.1	23.7	23.9	23.1	22.8	22.7	23.5
Transportation	13.8	13.7	13.9	14.1	12.6	13.0	15.4	14.9	15.9
Capital and Debt	5.3	4.4	4.6	5.3	5.8	5.8	7.2	6.5	8.5
Law and Order	7.9	7.6	7.4	7.6	8.0	8.3	8.5	8.7	9.3
Health, Environment	17.0	19.4	19.8	20.4	20.5	20.6	20.1	20.1	20.3
Total	132.7	133.6	133.9	134.7	133.9	132.8	136.0	133.3	137.4

Source: Utah Foundation Research Report, June 1999, page 81.

Figure 1
Historical Spending per FTE Student



Source: USHE Data Book, Page H-7; amounts have been adjusted for inflation.

III. BOARD OF REGENTS' COMMITMENTS

To more effectively serve students through the first decade of the 21st Century, the Board of Regents makes the following nine commitments to the people of Utah, with action plans to meet each commitment. It is understood that in order to fulfill these commitments, adequate state resources for programs and facilities must be made available.

Commitment 1: Expand Opportunities for Access to Quality Programs

The Board of Regents will expand opportunities for Utahns to access lifelong learning that meet relevant career and quality of life needs. Existing and expanded access will be of superior quality. The Board will:

1. Increase access in southwestern Utah. More baccalaureate degrees will be available by authorizing Dixie College to offer selected four-year degrees, in addition to expanding the offerings of the University Center at St. George. SUU has received authorization to increase its master's degree offerings, including the recently approved Master of Fine Arts and Master of Business Administration Degrees.
2. Expand access in Davis County by developing a multi-purpose Weber State University (WSU) campus on currently owned land bank properties in Davis County. WSU will offer associate, baccalaureate and high-demand professional masters degree programs and coordinate the delivery of degree programs of other USHE institutions at the Davis County Campus.
3. Expand the recently created Utah Electronic Community College to include technology-delivered programs from the universities within the Utah System of Higher Education. The creation of an expanded Utah Electronic College will increase access to higher education courses and full programs, increase access to quality faculty statewide, and provide greater convenience for place- and time-bound students.
4. Identify additional existing facilities in rural counties such as libraries, schools, and county buildings, where high tech classrooms could be developed to increase distance education offerings in rural areas of the state. Access to technology-delivered programs in rural Utah will improve the efficiency of higher education, expand opportunities for rural

citizens, and increase the economic development prospects for rural communities.

5. Increase the number of racial and ethnic minority students enrolled in USHE institutions, to reflect the proportion of minorities in the State's general population, by developing and implementing strategies for increasing enrollments and retention. Track and report minority enrollment, retention, and completion rates. Increase the number of racial and ethnic minority faculty and staff employed by USHE institutions by improving minority recruitment and hiring practices.
6. Increase the number of low income students enrolled in USHE institutions to reflect the proportion of low-income individuals in the state's general population, by increasing the availability of financial aid, scholarships, and support programs. Track and report low-income student enrollment, retention and completion rates.

Commitment 2: Increase Accountability for Performance

The Board of Regents will be accountable to the people of Utah by reporting on education efficiencies, effectiveness, and the quality of student learning outcomes. The Board will:

1. Report on performance in the following areas:
 - Instructional quality and student learning—The number and proportion of students who pass norm-referenced licensure and other examinations provides an important indicator of the quality of instruction at USHE institutions.
 - Graduation efficiency—This measure (average credits to graduation divided by total credits required) will encourage institutions to review the length of programs, strengthen student advising, eliminate “bottle-neck” courses, and take other steps to reduce the number of credits students take to graduate.
 - Transfer efficiency—This calculation (the average credits earned to graduate by transfer students divided by average credits to graduation for native students) will require cooperative efforts among institutions to improve transferability of courses, improve the clarity of catalogs, and implement online advising programs.

- Faculty workload—A standard weekly teaching contact hour load standard has been established by the Regents for all USHE institutions to encourage increased reliance on full-time faculty for instructional purposes, and continued improvement in undergraduate education.
2. Refine measures recommended by USHE faculty and the Regents General Education Task Force to evaluate the value added by courses and programs to student learning. Among other possibilities, one proposal would be to test students at entry level and again upon completion of general education requirements.
 3. Link performance with funding to reward improved performance on system-wide indicators that are critical to all institutions and on institution-specific indicators that are unique to each institution's mission and role. This will allow external constituents to recognize and reward USHE colleges and universities for performance.

Commitment 3: Use Resources Efficiently

The Board of Regents will maximize the efficient use of state and student resources through accelerated graduation opportunities, more effective use of technology, and better cooperation in the use of facilities and resources. The Board will:

1. Create a self-service Internet-based advising system to assist students in efficient degree completion and transfer from one institution to another. Students will select courses that transfer, fulfill the requirements of an intended major, and complete their educational programs more efficiently. Timely and more accurate advice to concurrent enrollment students will allow them to understand the set of courses needed to complete the associate degree and the program requirements for the bachelors degree. The system will reduce costs to both the state and the student.
2. Facilitate the timely achievement of associate degrees by increasing the quality of the concurrent enrollment program. Increased interaction between the college department and the high school adjunct instructor will improve the quality of concurrent enrollment courses.
3. Use distance education technologies to create new collaborative degrees in which students take courses from two or more institutions. Collaborative degrees increase quality and efficiency by drawing upon the expertise of faculty from several institutions, reduce costs by eliminating duplication of electronic course development, and expand student access through the use of the Internet and other technologies.

4. Centralize selected non-academic functions, which by being administered on a system-wide basis can be less costly, more efficient, and serve students more effectively. Over time, centralization of functions can occur either by using a host institution, the Commissioner's Office, or by outsourcing the function.
5. Develop a central management information system to enhance the efficiency of systemwide data collection, by developing central data systems to collect and report information and requiring centralized coordination of future system upgrades by USHE institutions. Automated data collection and coordination will enable quicker preparation of standardized, reliable reports for policy and decision making. Institutions will not be authorized to undertake any major system development unless it fits within the centralized management plan.
6. Enforce policies requiring shared use of facilities among colleges and universities and between Higher Education and Public Education. Implementation of these policies will result in a more efficient educational delivery system and reduce the need for capital resources.

Commitment 4: Fund Quality Improvements

The Board of Regents will implement, in conjunction with the Governor and Legislature, mechanisms to ensure that funding is adequate to accommodate student enrollment growth and promote quality improvements. The Board will:

1. Implement a specific funding mechanism/formula which aligns financial incentives with an institution performing its unique mission and role. This provides for greater differentiation among the USHE institutions, fosters unique and complementary roles within the system, and reduces unintended negative incentives embedded in current funding practices.
2. Implement a student-based funding formula that provides for increased funding in areas of student services, academic support, and institutional support. Such a formula would include a student head count conversion to FTEs for institutions with heavy part-time student enrollments, and would enable all students to access critical services such as financial aid and advisement. This formula can be adopted along with the current growth funding formula, or the two formulas can be combined.
3. Consider additional market-driven tuition policies. Policies have been adopted which allow graduate program tuition increases to be retained in the specific program. Additional variable tuition policies will be addressed that reflect market differences by

institutions, levels of instruction, or by departments within institutions. Policies should be in place that allow variable tuition to be retained by institutions for the benefit of impacted students. As tuition increases, lower-income students particularly will have increased need for financial aid.

4. Adopt annual capital funding requests with an emphasis on the academic needs of the nine USHE institutions. This ensures that state funds are used for projects that will accommodate the greatest number of students in the most critical educational and training programs.

Commitment 5: Expand Opportunities for Applied Technology Education (ATE)

The Board of Regents will expand opportunities for adults to participate in high quality credit and non-credit applied technology education which is labor market driven and responsive to business and industry. The Board will:

1. Expand its role and mission in the delivery of post-secondary applied technology education, including credit and short-term, open-entry, non-credit offerings.
2. Implement a public awareness program demonstrating the role of the Utah System of Higher Education in the delivery of applied technology education which includes a full spectrum of educational opportunities for ATE students.
3. Expand relationships with business and industry and the Department of Workforce Services in order to ensure a responsive delivery system for high-demand programs.
4. Support a comprehensive statewide ATE master planning process addressing governance, funding, and program delivery issues.
5. Rename the Board of Regents Standing Committee on Program and Planning to reflect the higher education role in Applied Technology Education.

Commitment 6: Collaborate with Public K-12 Education

The Board of Regents will collaborate with Public Education to provide Utahns with a continuum of education to meet their needs. The Board will:

1. Strengthen the Public Education/Higher Education Joint Liaison Committee to have greater operational oversight of applied technology education (ATE), ATE facilities, teacher education, concurrent enrollment, school-to-careers, and other issues of mutual interest to public and higher education.
2. Clearly define roles and responsibilities to ensure that higher education and public education work

effectively together to best meet the overall education needs of the state.

Commitment 7: Promote Economic Development through University Research, Technology Transfer, Training, and Cooperative Extension Programs

The Board of Regents will promote growth and development of the state's economy by expanding research and technology transfer, training, and cooperative extension programs of distinction. The Board will:

1. Recommend specific funding initiatives to enhance excellence in university science, engineering, and technology programs that apply faculty research and expertise to improve instruction and enhance the growth of local business and industry.
2. Recommend specific funding for the expansion of Custom-Fit and other training programs to assist employers and employees in meeting their training needs.
3. Form a USHE economic development coordinating group to use the combined resources of higher education to promote economic development; strengthen individual institutional partnerships with Utah business and industry in all areas of the state; promote ATE, university research, and technology transfer; and seek increased funding for the State Centers of Excellence Program.
4. Lead and respond to economic and technological change through cutting-edge university research that transfers to the creation of new companies and job opportunities for Utah residents, and seek funds for programs such as distinguished professorships at USHE institutions.

Commitment 8: Refine Institutional Missions to Respond to Citizens' Needs

The Board of Regents, in consultation with institutional Boards of Trustees, will continually refine the missions and roles of each public college and university to respond to the changing needs of students, businesses, and communities. The following are not the full institutional mission statements. Rather, these are abbreviated versions that contain potential areas of emphasis for the future. These potential areas of emphasis are subject to approval of institutional missions and plans by the Board of Regents. At the appropriate time, based on the principles stated in the Master Plan, the Regents will consider additional institutional mission changes. It is imperative that state funding be made available for capital facilities and programs in order for institutions to carry out their missions.

1. *The University of Utah* is considered the flagship institution of the Utah System of Higher Education. As a major urban state teaching and research university, the mission of the University of Utah is to provide significant programs of sponsored research and of graduate, professional, and undergraduate education in 15 colleges and professional schools and their degree programs, including medicine, pharmacy, and law.

The Board will enhance the University of Utah's mission by capitalizing on its research and medical reputation and assuring it is competitive with peer institutions on an international basis. Specifically, the Board will:

- Seek increased state appropriations, independent from enrollment growth funding, to increase the quality of instruction at the U of U.
- Support flexibility in setting tuition rates, and using collected tuition to improve quality.
- Support increased admission standards.

2. *Utah State University* is the land-grant institution of the Utah System of Higher Education. As a major teaching and research university, it is a primary center of research and graduate, professional, and undergraduate education in numerous fields of study, including agriculture, applied sciences, education, and natural resources. The University also has a statewide role to disseminate knowledge through Cooperative Extension and to deliver education on-site and through distance delivery methods to the unserved and under-served people of the state.

The Board will enhance Utah State University's mission by capitalizing on its teaching, research, and extension reputation and assuring it is competitive with peer land-grant institutions on a national and international basis. Specifically, the Board will:

- Seek differing funding mechanisms to serve USU's state-wide role, which will both improve the quality of instruction and expand the range of programs delivered by USU to unserved and under-served residents of Utah.
- Support flexibility in setting tuition rates and using collected tuition to improve quality.
- Support increased admission standards.

3. *Weber State University* has the mission of a comprehensive, regional university in northern Utah. It provides undergraduate liberal education in the arts, humanities, and sciences; professional study in education, business, and technology; and specialized certificate, associate degree, and baccalaureate education and training in a broad range of applied technology fields. Selected master's programs are also available.

The Board will enhance Weber State University's mission by assuring its competitiveness in delivering

high quality undergraduate programs and a limited number of master's degrees. Specifically, the Board will:

- Support the addition of a limited number of professional master's degree programs.
- Support the development of facilities and expansion of programs to be offered by WSU and other USHE institutions, as appropriate, at the new Davis County Campus.
- Support its ATE mission.
- Seek increased funding to enhance the quality of undergraduate education.

4. *Southern Utah University* has the mission of a comprehensive, regional university in southern Utah. It provides undergraduate liberal and professional education in business, education, humanities, performing and visual arts, social sciences, sciences and technology. It offers specialized certificates, associate, baccalaureate, and selected professional graduate degrees.

The Board will enhance Southern Utah University's mission by assuring its competitiveness in providing a unique residential university setting with strong undergraduate programs and a limited number of master's degree programs. Specifically, the Board will:

- Support the addition of a limited number of professional master's degree programs.
- Seek additional funding to fulfill the unique residential mission of SUU.
- Support a tuition adjustment comparable to the WSU rate and use additional tuition to improve quality.
- Encourage inter-institutional collaboration to bring high demand baccalaureate and masters degree programs to southern Utah.
- Explore the possibility of increased admission standards at an appropriate time.

5. *Utah Valley State College* is a state college comprised of two interdependent divisions. The lower division embraces and preserves the philosophy and mission of a comprehensive community college, while the upper division consists of programs leading to baccalaureate degrees in areas of high community demand and student interest.

During a period of tremendous enrollment growth, the Board will enhance the Utah Valley State College mission by supporting its primary focus on associate level programs and the addition of four-year degrees that are needed in the community. Specifically, the Board will:

- Support additional four-year programs based on student and community needs.
- Ensure that enrollment growth, appropriate student services and capital facilities are ade-

quately funded through state appropriations and tuition.

- Support funding proposals to assure that appropriate numbers of full-time and adjunct instructors are hired, particularly in upper-division programs.
- Support its ATE mission.

6. *Dixie College* is an open admission, comprehensive community college offering a broad range of general and liberal education as well as applied technology programs leading to Associate of Arts, Associate of Science, and Associate of Applied Science Degrees. Certificates are awarded for short term and applied technology programs.

The Board recognizes the expanded need for baccalaureate education opportunities in Washington County. To meet that need, it will enhance the Dixie College mission by changing it to a state college with a primary focus on associate level programs and selected high demand four-year degrees which it is prepared to offer. Specifically, the Board will:

- Support the offering of selected high demand four-year degrees by Dixie College.
- Support funding proposals to adequately fund the expanded mission of Dixie College.
- Support funding proposals to enhance the effectiveness of the University Center in offering additional four-year degrees to be delivered by USHE universities.
- Support additional resources to expand delivery of ATE and lower division programs.
- In consultation with the Board of Trustees and the President, the Regents have selected an appropriate name that reflects the mission change of Dixie College. The Board of Regents will recommend to the 2000 Legislature that “Dixie State College of Utah” be the official name of the institution, and that all sections of the Utah Code referring to the institution be amended to reflect this name change.

7. *Snow College* is a comprehensive community college with a residential campus in Ephraim and a newly added Snow College South campus in Richfield. Its mission includes offering general education and applied technology programs leading to Associate of Arts, Associate of Science, Associate of Applied Science Degrees, and diplomas, certificates of completion, and preparation for licensure. Excellence will continue to be the hallmark of all the work and activities of the College.

The Board is committed to enhancing the outstanding academic reputation of the Snow College Ephraim campus and expanding the quality ATE strengths of the Snow College South campus. Specifically, the Board will:

- Support the emphasis on, and seek adequate funding for, high quality business, general education

and academic transfer courses and programs at the Ephraim campus.

- Support the emphasis on, and seek adequate funding for high quality ATE programs at the Snow College South Campus
- Support policies that emphasize the preparation of a high percentage of Snow College students for smooth transfer to USHE colleges and universities.
- Support increased recruitment of international and non-resident students to enhance diversity of the student body on both campuses.
- Support Snow College South as the Central Utah Applied Technology Center to meet the ATE needs of adults and high school students in the Central Utah Region.

8. *College of Eastern Utah* is an open admission, comprehensive community college with campuses at Price and Blanding and centers at Moab and Castle Dale (shared with Utah State University) and Monument Valley. CEU serves community needs throughout southeastern Utah with a strong commitment to students for certification, transfer and general education, applied technology education, and continuing education for personal enrichment, career updating and lifelong learning.

The Board recognizes that the College of Eastern Utah must support the higher education needs of smaller communities in a geographically vast area of Utah, and with a high proportion of part-time students. To assure its continued vitality, the Board will:

- Support an initiative to recognize total students served, as well as full-time enrollments, in funding the college.
- Support adequate resources at the Price campus to deliver associate degrees, certificates, as well as upper division course-work on a contractual basis from other institutions.
- Support additional resources to expand delivery of ATE and lower division programs at other locations.
- Support new initiatives to expand the student base, including specialized areas of study, more out-of-state students, and collaborative programs with four-year institutions.

9. *Salt Lake Community College* is a multi-campus, open-door, comprehensive community college serving a diverse urban population. The College is committed to providing a full range of education experiences with emphasis on applied technology education, academic, developmental, and community education and training to meet the needs of business and industry and the community at large.

The Board is committed to enhance the mission of Salt Lake Community College by assuring that its students who transfer to other institutions are able to do so seamlessly, and that students preparing for work meet their training objectives and those of business and industry. Specifically, the Board will:

- Support more training funds for higher education through such initiatives as Custom Fit and shifts of unemployment funds to training.
- Support changes in enrollment funding to include total students (headcount) served as well as full time equivalent (FTE) students.
- Support the expansion of open entry/open exit ATE programs.
- Support clear role assignments and common tuition policies for adult ATE programs in the Wasatch Front South area.
- Support the development of facilities and expansion of programs offered by SLCC and other USHE institutions, as appropriate, at the new Jordan Campus.

Commitment 9: Make Long-term Educational Improvements

The Board of Regents will introduce new concepts and ideas to be considered in order to make long-term improvements in education. Examples of actions being considered by the Board are:

1. Service Area Education Coordination plans will be developed, where needed in particular areas of the state, to assure that programs offered in the area by all institutions will be administered in a collaborative, coordinated manner. The Board of Regents will oversee and approve these plans.
 2. Funding formulas must match designated institutional roles and missions. A combined formula for enrollment growth and base student funding (a "WPU-like" formula) was approved by the Board of Regents in 1998. Another approach is to have separate formulae for enrollment growth funding and base student funding. Some progress was made on the latter approach during the 1999 Legislative Session. The funding mechanism/formula approach for future funding of higher education institutions will need to reflect differentiated funding for differentiated missions, with rapidly growing institutions funded differently from those growing more gradually. Also, institutions where headcounts are disproportionate to FTEs (full time equivalent students) will have an added headcount conversion to FTEs.
 3. Funding the functions of the Board of Regents more fully will enable the Regents to have greater oversight in areas for which they are responsible.
- Examples of such areas are: performance funding, University Center/Higher Education Center funding, developmental funds to extend education throughout the state, and possible centralization, out-sourcing, or assigning a host institution to perform non-academic functions that save money and improve efficiencies while still serving students effectively.
4. A tuition study should be conducted on developing market-driven tuition policies. Differing tuition by institutions or departments/programs may be appropriate. Available financial aid and scholarships must be a part of the study to ensure affordability.
 5. An Internet-based student advisement system should be implemented. In addition to increasing face-to-face academic advisement for students, much information can be made available to students on the Internet, such as: reputation of institution in field of study, implications of student mobility, courses which transfer between institutions (including concurrent enrollment), information on tuition, fees, financial aid, scholarships, etc.
 6. Entrance requirements should be raised at the University of Utah, Utah State University (main campus), and possibly, at an appropriate time, at Southern Utah University. Increasing admissions standards at these institutions will help ensure academic preparedness of students.
 7. Possible expansion of existing or future campuses, branch campuses, university/higher education centers, and colleges may need to be considered in order to meet the education demands of Utah's citizens. Examples of locations which may warrant future consideration are: Box Elder County, Moab, southern Utah County, Tooele area, Uintah Basin, and the Wasatch/Summit area. Possible consolidation of existing campuses may also be considered if warranted.
 8. Governance, funding and delivery issues related to applied technology education (ATE) require that a separate comprehensive master plan for ATE be undertaken. It is recommended that a study be conducted and a master plan be developed by a small group of individuals, including the Superintendent of Public Instruction, the Commissioner of Higher Education (and their ATE specialists), the Chairs of both the State Board for Public Education/Applied Technology Education and the State Board of Regents, Legislators, a Governor's representative, and a business representative. It is recommended that the study and planning be conducted during the year 2000 and be reported to the Legislative Strategic Planning Committee for input prior to being submitted to Legislative Leadership and the Governor.

IV. FINANCING THE COMMITMENTS

Many of the commitments made in this Master Plan 2000 can be accommodated in existing budgets and by current USHE personnel. Particularly, areas where the Regents have recognized the need for improved coordination within the USHE and between the USHE and other state agencies will be accommodated within existing personnel workloads. Other commitments, particularly those associated with Regent access initiatives, will require the infusion of additional state resources. The matrix on the right shows the financial implications of each Regent initiative included in this master plan. Short-term, mid-term, and long-term financial implications are identified.

Commitments	
1	Expand Opportunities for Access Access in Southwestern Utah Initial Planning for New Campuses Access in Davis County Access in Rural Utah Access for Diverse Racial and Ethnic Populations Expand UECC Statewide Program Development Pool
2	Increase Accountability for Performance Reporting Performance Value Added from General Education Linking Performance to Funding Reliability and Timeliness of Data
3	Use Resources Efficiently Internet-based Advising Concurrent Enrollment Improvements Distance-based Collaborative Degrees Develop Central Data System Shared Use of Facilities
4	Fund Quality Improvements Funding Base Students Balanced Funding-Direct & Indirect Capital Funding Responsibility Sharing
5	Expand Opportunities for ATE Funding Mechanism for ATE ATE/USHE Awareness Strengthen Partnerships
6	Collaborate with Public K-12 Education Strengthen Joint Liaison Committee Clearly Define Roles of Two Systems
7	University Research and Technology Transfer Excellence in Science, Engineering, and Technology Plan/Respond to Economic & Technological Change
8	Refine Institutional Missions
9	Long-term Educational Improvements
Grand Totals	

Financing Master Plan Commitments

Short-Term (Total After 1 Year)		Medium-Term (Total After 5 Year)		Long-Term (Total After 10 Year)		Accommodated in Existing Budgets
Ongoing \$	One-time \$	Ongoing \$	One-time \$	Ongoing \$	One-time \$	
\$250,000		\$250,000		\$250,000		
\$284,100	\$2,100,000	\$784,100	\$35,000,000	\$6,784,100	\$70,000,000	x
\$215,100		\$645,300		\$645,300		
\$666,400		\$1,666,400		\$2,866,400		
\$1,000,000		\$1,000,000		\$500,000		
				\$1,000,000		
		\$500,000		\$500,000		x
\$2,000,000		\$5,000,000		\$10,000,000		x
\$100,000	\$200,000	\$600,000	\$400,000	\$600,000	\$400,000	x
\$800,000		\$500,000		\$1,000,000		
		\$1,300,000		\$1,300,000		x
\$3,038,000		\$15,038,000		\$30,038,000		
\$660,000		\$3,260,000		\$6,560,000		x
\$1,697,400	\$1,000,000	\$4,697,400	\$3,000,000	\$8,697,400	\$5,500,000	x
						x
						x
		\$2,000,000		\$5,000,000		x
£		£		£		
□		□		□		
\$10,711,000	\$3,300,000	\$37,741,200	\$38,400,000	\$75,741,200	\$75,900,000	

£ Some level of additional funding will be necessary as specific changes are made
 □ Some level of additional funding will be necessary as specific improvements are sought

UTAH STATE BOARD OF REGENTS

The Utah System of Higher Education is governed by a 16-member Board of Regents, including one student, appointed by the Governor. The Board has responsibility for policy relative to institutional missions, budget development, governance, system planning, academic program approval and review, fiscal oversight, facilities prioritization, admissions requirements, tuition and fees, and system rules and regulations. Current members of the Board are: Jerry C. Atkin, St. George • Pamela J. Atkinson, Salt Lake City • Brian D. Brown, Ogden • Aileen H. Clyde, Springville (Vice Chair) • David J. Grant, Cedar City • L. Brent Hoggan, Logan • Karen H. Huntsman, Salt Lake City • Michael R. Jensen, Price • Charles E. Johnson, Sandy (Chair) • David J. Jordan, Bountiful • George Mantes, Tooele • Winn L. Richards, Ogden • Paul S. Rogers, Santa Clara • Maria Sweeten, Salt Lake City • James S. Jardine, Salt Lake City.

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University of Utah, Salt Lake City (1850) • Utah State University, Logan (1888) • Snow College, Ephraim (1888) • Weber State University, Ogden (1889) • Southern Utah University, Cedar City (1897) • Dixie College, St. George (1911) • College of Eastern Utah, Price (1937) • Utah Valley State College, Orem (1941) • Salt Lake Community College, Salt Lake City (1947).

FORMER REGENTS WHO CONTRIBUTED TO THE MASTER PLANNING PROCESS

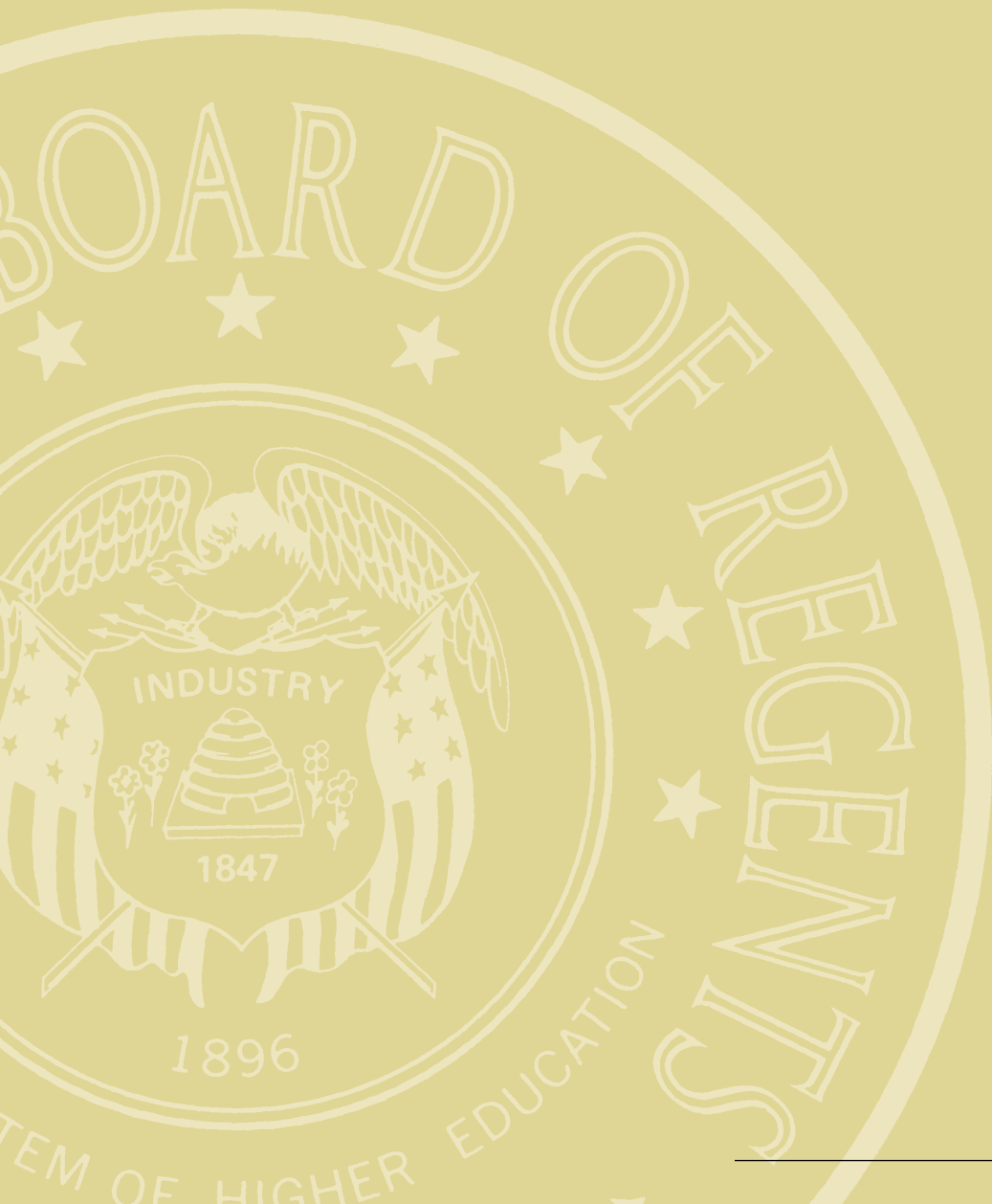
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