A meeting of the Educational Policies Committee will be held on 6 September 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

1. Approval 5 April 2018 Minutes

2. Subcommittee Reports
   a. Curriculum Subcommittee (Nicholas Morrison)
      Course Approvals - 13

      Program Proposals
      Request from the Department of Mathematics and Statistics in the College of Science to offer an Applied Mathematics Emphasis.

      Request from the Office of the Executive Vice President and Provost to establish a Latinx Cultural Center.

      Request from the office of Academic and Instructional Services to establish a Center for Student Analytics.

   b. Academic Standards Subcommittee (Scott Bates)
      Minutes – No April meeting.

   c. General Education Subcommittee (Lee Rickords)
      Minutes – No action items for April

3. Other Business
   N/A

Adjourn:
EDUCATIONAL POLICIES COMMITTEE MINUTES

5 April 2018

A meeting of the Educational Policies Committee was held on 5 April 2018 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

Present: Ed Reeve, Chair
Sergio Bernal for Leslie Brott, Caine College of the Arts
David Hole, College of Agriculture and Applied Sciences
Cathy Bullock, College of Humanities and Social Sciences
Karen Mock, College of Natural Resources
Kacy Lundstrom, Libraries
Michelle Fleck, USU Eastern
Anuj Khasgiwala, Graduate Studies Senator
Lee Rickords, General Education Subcommittee Chair
Fran Hopkin, Registrar’s Office
Barbara Williams, Catalog Editor
Scott Bates, Academic Standards Subcommittee Chair
Blake Harms, USUSA Executive Vice President

Excused: Jared Schultz, College of Education and Human Services
Bob Mueller, Regional Campuses
Michael Peters, USUSA President
Jessica Hansen, Academic and Instructional Services
Troy Beckert, Graduate Council

Guests: N/A

I. Approval 1 March 2018 Minutes
Minutes approved as distributed.

II. Subcommittee Reports

a. Curriculum Subcommittee (Vijay Kannan)

Course Approvals - 166

Program Proposals
Request from the Department of Biology in the College of Science to restructure Biology PhD and Biology-Ecology PhD.

Request from the Department of Management in the Jon M. Huntsman School of Business to change specialization name of “Value Creation” to Strategic Value Creation.
Request from the Department of Management in the Jon M. Huntsman School of Business to change the Management Minor to Leadership and Management Minor.

Request from the Department of Management in the Jon M. Huntsman School of Business to change name from MBA specialization: Shingo Leadership and Operational Excellence/Manufacturing Management to Supply Chain Management.

166 course approvals were reviewed and approved. The only major source of discussion among the courses was related to the Emma Eccles Jones College of Education and Human Services regarding licensure track vs. non-licensure track.


b. **Academic Standards Subcommittee** (Scott Bates)
   **Minutes** – March 21, 2018.

One item that went through the committee is the change in the registered student’s policy. Language needs to be changed and can be seen in the red lines. Responses to feedback is coming from across the state. It was also noted that “Audit” is a registration status.

USU has professors on campus telling students to show up late and add the class later. Students are being encouraged to not register for the class come and attend and then next semester they will be more prepared and actually can take the class. Non-students in class and students who are not registered got the committee looking at the language again. It was thought that maybe they could combine the incivility in the classroom language but it didn’t work well together so they kept them separate and proposed this language.

The questions was asked if the process to air grievances from students is through the Academic Standards committee. The committee chair stated that no proposals for changes would come through the committee and they are not designed to hear grievances but would rather focus on policy and propose changes. Student conduct office would be the best place to take grievances.

 Motion to approve the report made by Blake Harms. Seconded by Ning Fang. Report approved.

c. **General Education Subcommittee** (Lee Rickords)
   **Minutes** – March 20, 2018.

Nine designations were submitted and all were approved. ENVS 4020 has been a little bit of an Enigma and there was quite a bit of discussion. Part of this was what was talked about last year – who is qualified to teach a depth course. The subcommittee went through the rubric and decided that it did meet the criteria and brought it forward to the committee. A few individuals had very vocal stances that it did not and should not. One of the key things we have to understand is that the job of
the General Education subcommittee is not to police faculty. Its job is to ensure that classes being presented meet the criteria and rubrics designed. The policing is the job of the department head. Majority ruled and the committee did approve ENVS 4020 as a depth humanities designation. Syllabus indicated that they were asking humanist questions.

A 5-year review will provide the checks and balances for each course designation.

*Motion to approve made by Blake Harms. Seconded by Karen Mock. Report approved.*

**III. Other Business**

Ed Reeve sent out an email to department heads and associate deans regarding the Canvas syllabus tool. New courses in Curriculog will no longer required a syllabus but an objectives block will provide the information needed. Curriculog will be shutting down until the first week of July.

Barbara will be taking out of the catalog the semester that courses will be taught. By doing so, students won’t have access to the Course Offering tool to see when courses are most recently taught. This information will not be published in the catalog at all.

*Adjourn: 4:05 pm*
Institution Submitting Request: Utah State University

Proposed or Current Program Title: Applied Mathematics Emphasis

Sponsoring School, College, or Division: Science

Sponsoring Academic Department(s) or Unit(s): Mathematics & Statistics

Classification of Instructional Program Code\(^1\): 27.0301

Min/Max Credit Hours Required of Full Program: 71 / 71

Proposed Beginning Term\(^2\): Fall 2018

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<tr>
<th>Certificate of Proficiency</th>
<th>Entry-level CTE CP</th>
<th>Mid-level CP</th>
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<td>Minor</td>
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<td>K-12 Endorsement Program</td>
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</tbody>
</table>

- **NEW Emphasis for Regent-Approved Program**

  Current Program BOR Approval Date: [Propose a NEW Emphasis]

| Out of Service Area Delivery Program |

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name ________________ Date:

I understand that checking this box constitutes my legal signature.

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\(^2\) “Proposed Beginning Term” refers to first term after Regent approval that students may declare this program.
Utah System of Higher Education  
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Degree: Applied Mathematics Emphasis with emphases effective Fall 2018. This program was approved by the institutional Board of Trustees on.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.

The Department of Mathematics and Statistics currently provides students with an “Applied Mathematics Option.” This request is to change the word in its current name, from "Option" to "Emphasis" (i.e., Applied Mathematics Emphasis).

The emphasis program would be no different from what is currently offered in the Applied Mathematics Option. The department believes this change would be beneficial for the students as the word “emphasis” would appear on their diploma.

The emphasis program focuses on training students to be skillful in the application of mathematics and statistics to the solution of problems in engineering and sciences in general. The program includes the study of natural phenomena modeling, continuum mechanics, reaction-diffusion equations, wave propagation, dynamical systems, numerical and asymptotic methods, variational calculus, inverse problems, and applications to specific scientific and industrial topics.

This program addresses the need of exposing the students to both theory and real-world problem-solving. It also prepares students to work across disciplines and employment sectors instead of focusing in a single area of expertise. Students enrolled in this program will be able to engage in a "global collaboration" culture that characterizes the current approaches to university education.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to the Utah Department of Workforce Services, applied mathematics degrees are in high demand.

Mathematicians and statisticians analyze data and apply mathematical and statistical techniques to help solve real-world problems in business, engineering, healthcare, or other fields. According to the Bureau of Labor Statistics, the job outlook in this field is very promising as the overall employment of mathematicians and statisticians is projected to grow 33 percent from 2016 to 2026, much faster than the average for all occupations. Businesses will need these workers to analyze the increasing volume of digital and electronic data (https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm)
Consistency with Institutional Mission/Impact on Other USHE Institutions

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/ . Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/ .

This program is already in existence at USU.

Finances

What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.

None as the program is already in existence at USU.
### Section III: Curriculum

**Program Curriculum**

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. For NEW Emphases, skip to emphases tables below.

For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.

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<thead>
<tr>
<th>Course Number</th>
<th>NEW Course</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td></td>
<td></td>
<td>General Education Courses (list specific courses if recommended for this program on Degree Map)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>General Education Credit Hour Sub-Total</td>
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<tr>
<td>Required Courses</td>
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<td></td>
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<tr>
<td>+ - MATH 1210 (QL)</td>
<td>Calculus I</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>+ - MATH 1220 (QL)</td>
<td>Calculus II</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>+ - MATH 2210 (QI)</td>
<td>Multivariable Calculus</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - MATH 2270 (QI)</td>
<td>Linear Algebra</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - MATH 2280 (QI)</td>
<td>Ordinary Differential Equations</td>
<td></td>
<td>3</td>
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<tr>
<td>+ - MATH 3310</td>
<td>Discrete Mathematics</td>
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<td>3</td>
</tr>
<tr>
<td>+ - MATH 4200 (CI)</td>
<td>Foundations of Analysis</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - MATH 5210</td>
<td>Introduction to Analysis I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - MATH 5220</td>
<td>Introduction to Analysis II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - MATH 5270</td>
<td>Complex Variables</td>
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<tr>
<td>+ - MATH 5410</td>
<td>Methods of Applied Mathematics</td>
<td></td>
<td>3</td>
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<tr>
<td>+ - MATH 5420</td>
<td>Partial Differential Equations</td>
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<tr>
<td>+ - MATH 5710</td>
<td>Introduction to Probability</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>+ - STAT 3000 (QI)</td>
<td>Statistics for Scientists</td>
<td></td>
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<td>Choose of the following courses:</td>
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<td>+ - CS 1400</td>
<td>Introduction to Computer Science-CS 1</td>
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<tr>
<td>+ - PHYS 2110</td>
<td>General Physics-Life Sciences I</td>
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<td>4</td>
</tr>
<tr>
<td>+ - PHYS 2120 (BPS)</td>
<td>General Physics-Life Sciences II</td>
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<tr>
<td>+ - MATH 4610</td>
<td>Fundamentals of Computational Mathematics</td>
<td></td>
<td>3</td>
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<td>+ - MATH 5620</td>
<td>Numerical Solution of Differential Equations</td>
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<td>Required Course Credit Hour Sub-Total</td>
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<td>+ - MATH 5110</td>
<td>Differential Geometry</td>
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<td>3</td>
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<td>+ - MATH 5310</td>
<td>Introduction to Modern Algebra</td>
<td></td>
<td>3</td>
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<tr>
<td>+ - MATH 5340</td>
<td>Theory of Linear Algebra</td>
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<td>+ - MATH 5460</td>
<td>Introduction to the Theory and Application of Nonlinear Dynamical</td>
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<tr>
<td>+ - MATH 5470</td>
<td>Advanced Ordinary Differential Equations</td>
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For NEW Emphases, skip to emphases tables below.
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<th>Course Number</th>
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<th>Credit Hours</th>
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<tr>
<td>MATH 5510</td>
<td>Introduction to Topology</td>
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<td>MATH 5560</td>
<td>Actuarial Financial Mathematics</td>
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<td>MATH 5720</td>
<td>Introduction to Mathematical Statistics</td>
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<td>MATH 5760</td>
<td>Stochastic Processes</td>
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<tr>
<td>MATH 5810</td>
<td>Topics in Mathematics</td>
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<td>MATH 5820</td>
<td>Topics in Mathematics</td>
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<tr>
<td>STAT 5100</td>
<td>Linear Regression and Time Series</td>
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<td></td>
</tr>
<tr>
<td>STAT 5120</td>
<td>Catagorical Data Analysis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STAT 5200</td>
<td>Design of Experiments</td>
<td>3</td>
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<tr>
<td>STAT 5410</td>
<td>Applied Multivariate Statistics</td>
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<td></td>
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<td>STAT 5500</td>
<td>Biostatistics Methods</td>
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<td>STAT 5570</td>
<td>Statistical Bioinformatics</td>
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<td>STAT 5600</td>
<td>Applied Multivariate Statistics</td>
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<td>STAT 5810</td>
<td>Topics in Statistics</td>
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<td>STAT 5820</td>
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<tr>
<td>STAT 5890</td>
<td>Problem Solving in Statistics</td>
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<th>Elective Credit Hour Sub-Total</th>
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<tbody>
<tr>
<td>Core Curriculum Credit Hour Sub-Total</td>
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</table>

Propose a NEW Emphasis to an existing Regent approved program

**Program Curriculum Narrative**

*Describe any variable credits. You may also include additional curriculum information, as needed.*

Students are required to complete 62 credits in the core and choose 9 Elective Credits in either Mathematics or Statistics courses numbered 5000 and above.
Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below

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<th>First Year Fall</th>
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<td>ENGL 2010: Intermediate Writing: Research Writing</td>
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<td>ENGL 1010: Introduction to Writing: Academic Writing</td>
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<td>MATH 1220: Calculus II (QL)</td>
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<tr>
<td>MATH 1210: Calculus I (QL)</td>
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<td>STAT 3000: Statistics for Scientists (QI)</td>
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<tr>
<td>Breadth Creative Arts (BCA)</td>
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<td>Breadth Life Sciences (BLS)</td>
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<td>MATH 2280: Ordinary Differential Equations (QI)</td>
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<tr>
<td>MATH 2270: Linear Algebra (QI)</td>
<td>3</td>
<td>MATH 4200: Foundations of Analysis (CI)</td>
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</tr>
<tr>
<td>Depth Social Sciences (DSS)</td>
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<td>Depth Humanities and Creative Arts (DHA)</td>
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<tr>
<td>PHYS 2110: General Physics - Life Sciences I</td>
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<td>PHYS 2120: General Physics - Life Science II</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
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<table>
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<tr>
<td>MATH 5210: Introduction to Analysis I</td>
<td>3</td>
<td>MATH 5220: Introduction to Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4610: Fundamentals of Computational Mathematics</td>
<td>3</td>
<td>MATH 5710: Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>Breadth American Studies (BAI)</td>
<td>3</td>
<td>MATH 5620: Numerical Solution of Differential Equations</td>
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<td>Breadth Social Sciences (BSS)</td>
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<td><strong>Total</strong></td>
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<th>Fourth Year Spring</th>
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<tr>
<td>MATH 5410: Methods of Applied Mathematics</td>
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<td>MATH 5270: Complex Variables</td>
<td>3</td>
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<tr>
<td>MATH/STAT Elective Courses</td>
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<td>MATH 5420: Partial Differential Equations</td>
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<td>MATH/STAT Elective Courses</td>
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<td>MATH/STAT Elective Courses</td>
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<tr>
<td>Breadth Humanities (BHU)</td>
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<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>Total</strong></td>
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Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date*: Spring 2019

Institutional Board of Trustees’ Approval Date:

Proposed Unit Title: Latinx Cultural Center (LCC)

Sponsoring School, College, or Division: Provost Office

Sponsoring Academic Department(s) or Unit(s):

Proposed Unit Type:

- [ ] New Administrative Unit
- [X] New Center
- [ ] New Institute
- [ ] New Bureau
- [ ] Conditional Three-Year Approval for New Center, Institute, or Bureau

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

Please type your first and last name ___________________________ Date:

- [ ] I understand that checking this box constitutes my legal signature.

*“Proposed Effective Date” refers to date after Regent approval when new unit is operational or change to unit is published.
New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Latinx Cultural Center (LCC) effective Spring 2019. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

The Latinx Cultural Center serves as a conduit for service, engagement, advocacy, and visibility for the Latinx community on the USU campus and in the Cache Valley and surrounding areas. The center is the result of a year-long process of “fact-finding” meetings with USU faculty and local Latinx community leaders convened by USU President Noelle Cockett. The meetings discussed and recognized the unique challenges faced by Latinx students and others vested in the prosperity of the Latinx community at large.

There are similar initiatives such as the one being proposed at USU and these vary in scope and size among USHE institutions (e.g., Southern Utah University has created a “Hispanic Center for Academic Excellence” on their campus).

The Latinx Cultural Center will be devoted to enhancing access, recruitment, retention, and overall success of students who identify with the Latinx community or whose professional aspirations are to work with the Latinx community. The result is an added benefit to the statewide Latinx community, especially those at USU and in Cache Valley.

Consistency with Institutional Mission/Institutional Impact

Explain how the unit is consistent with the institution’s Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?

The mission of Utah State University is to be one of the nation’s premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. The Latinx Cultural Center strongly supports USU's mission as the LCC aspires to increase access to resources, training, education, and professionalization that increases excellence in education for a historically-underserved demographic (i.e., the Latinx population).

As of 2018 in the state of Utah, there is a glaring disparity between the numbers of Latinos that graduate from high school and the number of Latinos that matriculate to higher education and attain a postsecondary degree. Addressing this disparity would align with the Board of Regents and Commissioner of Higher Education identified "big goal" to have 66% of Utahans with a postsecondary degree or certificate by 2020.

One of the most significant contributors to this disparity is a characteristic of the Latinx culture, which historically has not had much experience with higher education. Because of this situation Latinx parents often have no experience with higher education and thus do not know
how to adequately prepare their children for the pursuit of a postsecondary degree.

The Latinx Cultural Center is a multifaceted initiative that aims to serve “first-generation students” Latinx USU students, Utah secondary education Latinx students, and the parents/guardians of those students. The center will "plug in" to other existing initiatives, programs, and centers that may have some overlap, such as the Access and Diversity Center at USU.

The Latinx Cultural Center will require a Director, an Associate Director, a Program Coordinator, and graduate student staff. The Latinx Cultural Center will also require a permanent space on the USU campus that will serve as a hub that coordinates the various initiatives concerning the Latinx community both at USU and in the larger Utah community. Currently, USU has chosen Dr. Christopher Gonzalez, associate professor in the department of English to be the Director of the Latinx Cultural Center.

Finances
What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

The space that will house the Latinx Cultural Center will require some modifications, including office and meeting space. The space will be used for graduate and undergraduate student mentors to convene; for affiliated organizations to meet; for affiliated events and speakers; for the public to visit and learn more about the Latinx community; for the showcasing of Latinx art and educational exhibits that are open to the public; as a space for students to do research and collaborate on academic endeavors. Appropriate furniture, office telephones and computers, and a projector/screen will be necessary.

The LCC will also require will require a full-time Director, Associate Director, Program Coordinator and staff assistant. The LCC will be funded in the Provost office, with funding from the President's office. Additional funding will be sought through grants and community partners. The LCC will also seek to partner with the various units on campus to provide opportunities for graduate students.
Utah System of Higher Education
New Administrative Unit Proposal
Cover/Signature Page - Abbreviated Template

Institution Submitting Request: Utah State University

Proposed Effective Date¹: 09/01/2018

Institutional Board of Trustees' Approval Date:

Proposed Unit Title: Center for Student Analytics

Sponsoring School, College, or Division: Academic & Instructional Services

Sponsoring Academic Department(s) or Unit(s):

Proposed Unit Type:

- [ ] New Administrative Unit
- [x] New Center
- [ ] New Institute
- [ ] New Bureau
- [ ] Conditional Three-Year Approval for New Center, Institute, or Bureau

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

_____________________________ Date:

- [ ] I understand that checking this box constitutes my legal signature.

¹"Proposed Effective Date" refers to date after Regent approval when new unit is operational or change to unit is published.
New Unit Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to establish Center for Student Analytics effective 09/01/2018. This action was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Administrative Unit Description/Rationale

Present a brief description of the unit. Describe the institutional procedures used to arrive at the action being proposed. Briefly indicate why a new administrative unit or change to the unit is justified. Are similar units offered elsewhere in the USHE or the State? State how the institution and the USHE benefit from the proposed unit or unit change.

Dr. Noelle Cockett, President of Utah State University (USU), in partnership with Dr. Robert Wagner, Vice-President of Academic and Instructional Services, together propose the creation of the Center for Student Analytics as a response to emerging trends of 21st century innovation that have highlighted the ability of machine learning and predictive analytics to enhance an institution's capacity to serve students. This proposed unit will function as a service entity at USU, providing professional empowerment and opportunities for enhanced data literacy to other administrative units on campus and, when appropriate, to other USHE institutions, as well. The core tenets of this proposed administrative unit center on the following three premises which relate to why analytics are an essential feature of the modern higher education landscape:

1. Analytics enhance professional capacities and highlight professional competency by making an institution's data more accessible and actionable through robust modeling and dynamic visualizations.

2. When used appropriately and with proper training, analytics are an invaluable resource for informed professional decision making and enhanced deployment of curriculum and student services.

3. Analytics are most effective when used in a manner that leads to increased human collaboration and a greater sense of professional efficacy.

This proposal emerged from the recognition that a center serving this functions does not exist elsewhere in the USHE system or in the State. To these ends, the Center for Student Analytics is committed to the following activities:

1. Identifying opportunities to collect and increase the accessibility of actionable data to staff, administrators, and faculty, with proper transparency and data governance.

2. Using advanced techniques of data science to construct robust statistical models that reveal actionable patterns within the institution's data.

3. Creating dynamic visualizations that support professional consumption of data and subsequent improvements in informed decision making by staff, faculty, and administration.

4. Providing active training on an ongoing basis to catalyze enhanced data literacy and professional efficacy.

5. Supporting data-informed action that leads to increased institutional outcomes.
6. Assessing general and specific evidence of the success and value of analytics and disseminating such evidence in appropriate venues, both in collaboration with research faculty and for the ancillary purpose of procuring external funding.

Acting through USU’s initiative and leadership, the Utah System of Higher Education is now fostering a collaborative spirit of analytics deployment. An additional action of the proposed center would be to facilitate ongoing collaboration amongst the USHE institutions related to enhanced deployment of analytics using this same framework of activities (1-6 above), by:

- Coordinating monthly teleconferences and semi-annual meetings amongst analytics specialists and administrators at USHE schools.

- Collecting, cataloging, and disseminating best practices related to the activities of analytics (e.g., white papers, online repository, trainings, etc.) through collaboration with other USHE institutions in the production of peer-reviewed publications and conference presentations.

Consistency with Institutional Mission/Institutional Impact

*Explain how the unit is consistent with the institution's Regents-approved mission, roles, and goals. Describe how the existing administrative structures support the proposed unit and identify new organizational structures that may be needed. What changes in faculty and staff will be required?*

This proposal situates the Center for Student Analytics and its staff under the guidance and within the existing administrative structure of USU’s Academic and Instructional Services (AIS), a division that has a heritage of performance as a service entity. In keeping with the values of AIS, the new center will work with other units of the university system in providing the highest level of service to meet the overarching goal of an organization wherein individuals are empowered to be successful. A recent reorganization of AIS has structured the division to include offices related to enrollment management and student success, which will only enhance the proposed Center’s ability to collaborate toward the end of student well-being. Additionally, the Center will operate in close collaboration with the Office of Analysis, Assessment, and Accreditation (AAA). As an operational expression of this formal partnership, the Center for Student Analytics and AAA will collaboratively fund one full-time employee, with primary reporting lines to AAA and ancillary duties associated with the Center for Student Analytics.

As a student-centered, land-grant university with 34 campuses and sites throughout the state, Utah State University admits a student population that is uniquely positioned to benefit from the predictive models that analytics systems provide. In keeping with this role, the proposed Center supports each of USU’s core themes of *learning, discovery,* and *engagement*:

- The proposed Center aligns with USU’s goals for *learning,* as analytics magnify the data collection that occurs in the student information system and learning management system in high quality tools that support the institution’s affirmation that “academics come first.”

- The proposed Center aligns with USU’s goals for *discovery,* as analytics enhance the institution’s ability to carry out high quality research related to the innovation of best practices in higher education and enhanced practice that supports student success.

- The proposed Center aligns with USU’s goals for *engagement,* as a key element of this proposal is for the Center to facilitate, both internally at USU and externally throughout higher education, active collaboration and advocacy for improved institutional effectiveness.
In striving to uphold these ideals, the proposed Center for Student Analytics will also benefit from the counsel of an Executive Advisory Board with constituent members from multiple division across campus, including: Academic & Instructional Services, Student Affairs, Regional Campuses, the Provost's Office, and the academic Colleges. This board will meet regularly to discuss the affairs of the Center, its successes, and potential directions for its growth and improvement.

Finances
What costs or savings are anticipated with the actions proposed? What new facilities or modifications to existing facilities or equipment are needed? Describe any budgetary impact on other programs or units within the institution. If new funds are required, describe expected sources of funds.

For anticipated costs, see appended budget for a funding breakdown, the vast majority of which comes from existing accounts in AIS and Central Administration, and existing positions restructured to report to the proposed Center. New funds, beyond those already covered by existing accounts and staffing, will be primarily sought from external funding sources through grant writing and related activities. Existing office space under the control of Academic and Instructional Services will be utilized by Center staff.

Anticipated savings will surface when analytics are deployed effectively and with proper training, as their use is designed to increase institutional effectiveness across a wide variety of administrative units. Tracking this improvement of practice is a key function of the proposed Center. In the initial deployment of analytics at USU, we have already observed savings resulting from increased institutional effectiveness which analytics have empowered. For example, USU's first-year retention rate has increased more than 4% compared to last year (i.e., 2017), and USU's continuing student population has increased 356 students compared to last year (i.e., 2017). These results are due to the hard work and dedication of other administrative units on campus, whose efforts the proposed Center, as a service entity, can only ever support. In this way, credit for the retained revenue that we anticipate the proposed Center will help generate will always lie primarily at the feet of other units.
## Proposed Annual Budget

### Summary

<table>
<thead>
<tr>
<th>Category</th>
<th>ANNUAL</th>
<th>AIS</th>
<th>Central</th>
<th>Gear-Up</th>
<th>Other</th>
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<tr>
<td>TOTAL PROPOSED BUDGET</td>
<td>$275,291.00</td>
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<td>Professional Staff (Salary &amp; Benefits)</td>
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<tr>
<td>Student Employees (Wages)</td>
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<td>$6,720.00</td>
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<td>Travel</td>
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<td>Computers, Software, &amp; Misc. Tech</td>
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<td>Research &amp; Development</td>
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</tbody>
</table>

### Professional Staff (Salary & Benefits)

- **Data Analyst Sr.**
  - Salary (Grade G) (50% AIS Funding/50% Central Funding): $57,000.00
  - Benefits (50% AIS Funding/50% Central Funding): $25,608.00
- **Programmer Analyst III (Systems Specialist)**
  - Salary (Grade H): $66,000.00
  - Benefits: $28,000.00
- **Data Analyst III (Program Evaluation Specialist)**
  - Salary (Grade F): $38,250.00
  - Benefits: $28,163.00

**Total**: $243,021.00

### Student Employees (Wages)

- **Graduate Assistant**
  - Wages ($13.25/hr; 20 hrs./wk; 40 wks./yr.): $10,600.00
- **Undergraduate Research Assistant** (100% Gear-up Funding)
  - Wages ($10.50/hr.; 20 hrs./wk; 32 wks./yr.): $6,720.00

**Total**: $17,320.00

### Travel

- **Conferences for Professional Staff**
  - x2 National Conference (if presenting; airfare, hotel, fees, per diem): $4,400.00
  - x1 Regional Conference (mileage, fees): $700.00
- **Regional Campus Visits**
  - x8 (mileage, lodging, meals): $4,000.00
- **Summits, Colloquia, & Drive-Ins**
  - x5 (mileage, meals): $750.00
- **Vendor Advocacy**
  - x1 (airfare, lodging, meals): $1,500.00

**Total**: $11,350.00

### Office Supplies, Printing, & Event Marketing

- **Posters & Flyers / Workbooks / Postage**: $800.00
- **Event Snacks & Beverages**: $200.00

**Total**: $1,000.00

### Computers, Software, & Misc. Tech

- **Statistical Software Licenses**: $250.00
- **Staff Computers, Monitors, Docks, Cables (Maintenance/Upgrade)**: $1,500.00
- **Telephones**: $850.00

**Total**: $2,600.00

### R&D

- **Research & Development**: $20,000.00

**Total**: $20,000.00